

INSPECTION REPORT

NEW HAW JUNIOR SCHOOL

Addlestone

LEA area: Surrey

Unique reference number: 124947

Headteacher: Mrs Marie Cahill

Reporting inspector: Geoff Jones
11816

Dates of inspection: 22nd – 25th May 2000

Inspection number: 190806

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Junior
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Pirson
Date of previous inspection:	25 th – 28 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Geoff Jones	Registered inspector	Music Design and technology Physical education	How well are pupils taught?
Pamela Goldsack	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents?
David Matthews	Team inspector	Science Geography History	Assessment and monitoring Equal opportunities
Peter Dexter	Team inspector	Mathematics Art Religious education	How good are the curricular and other opportunities offered to pupils? Special educational needs
Ian Lloyd	Team inspector	English Information technology French	Pupils' attitudes, values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

New Haw Junior School has 345 pupils on roll and serves an area which has a mixture of private and local authority housing together with two caravan parks. The school has increased in size since the last inspection and there are now three classes in each year group throughout the school. Its size is larger than the average size for primary schools. The overall level of attainment of the pupils when they are admitted to the school is close to the national average. There is only a very small percentage of pupils speaking English as an additional language and all of these speak English fluently and the proportion of pupils from minority ethnic groups is well below the national average. Approximately 28 per cent of the pupils are on the register of special educational needs and there are seven pupils with statements of special educational need. Of the pupils with more severe learning difficulties the majority have specific learning difficulties such as dyslexia and a small number have multi-sensory impairment. Just over eight per cent of the pupils are entitled to free school meals and this is slightly below national average.

HOW GOOD THE SCHOOL IS

The school is highly effective. The pupils' standards in English, mathematics and science are well above average. At the end of the key stage pupils read fluently and with understanding, they express their ideas in writing very clearly using a very good standard of spelling and punctuation. They calculate the answers to computations accurately and have a very good understanding of how to use and apply their knowledge and understanding of mathematics. Their work in science is also of a very high standard. The quality of teaching is good overall with over a third of lessons being judged as very good or better. The standard of teaching enables pupils to make very good progress. The head teacher provides outstanding leadership and manages the school in a very efficient manner. The governing body carries out its duties in an enthusiastic manner and is committed to the pupils and staff. The school provides very good value for money.

What the school does well

- High standards of the pupils' work and their very good progress in English, mathematics and science;
- Very good behaviour and personal development of the pupils;
- Good quality of teaching;
- High quality of the monitoring of pupils' academic performance and their personal development;
- Educational support and guidance provided for pupils is of a very high standard;
- Procedures for child protection and for ensuring pupils' welfare are very good;
- Excellent leadership provided by the head teacher;
- Highly effective governing body that fulfils its responsibilities and shapes the direction of the school;
- Very successful way the school monitors and evaluates its performance and takes very effective action to improve further;
- Very good strategic use of financial resources, including specific grants;
- Very successful way the school applies the principles of best value in all its work.

What could be improved

- Improve pupils' skills in 'monitoring' and 'control' to bring them up to the same high level in the other elements of the information technology curriculum ;
- Locate a suitable venue to provide swimming facilities as part of the school's physical education curriculum;
- There is a need to ensure that the school complies with all legal requirements regarding publication of information for parents;

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996 and has improved greatly since that time. Standards of attainment have risen from sound overall to well above average. Higher attaining pupils are now extended appropriately. This is verified by the school's latest results in the annual national tests when the proportion of pupils achieving higher levels was well above the national average for English, above average for mathematics and very high in comparison with the national average for science. Lessons now have work planned that meets the needs of the pupils. This has been accomplished through a careful application of the outcomes of assessments of pupils' achievements to planning work that is appropriate for the next step in their learning. The quality of teaching has improved greatly. At the time of the previous inspection approximately one in

every six lessons was unsatisfactory, one third of the lessons was satisfactory and half were good or better. The quality of teaching has improved overall and during the present inspection only one lesson out of 67 was less than satisfactory, approximately one in eight was satisfactory and four out of every five were good or better. The improvement is mainly due to regular monitoring of teaching throughout the school together with honest and individual professional reviews of the strengths and weaknesses and the provision of in-service training where necessary. There is now an appropriate balance between the subjects of the curriculum in terms of the time allocated to teaching them. Pupils' attainments in music and art have improved and are now good and very good respectively. There is now a closer liaison between the school and its infant feeder school so that pupils' learning has now become more continuous between the two schools. The management of the curriculum is now more efficient with a more equitable distribution of responsibilities.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	A
mathematics	B	A	A	B
science	A	A	A	A

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

The above results show that the school's standards are well above the national average and well above the average for similar schools in English and science and above the average for mathematics. The school's standards have been improving consistently over the past four years and a recent publication by the Surrey local education authority has shown that the school is ranked fourth in the county for pupils' progress. It sets targets for each pupil which are decided upon by considering each pupil's potential and comparing it with his or her current levels of attainment. The school has exceeded its academic targets for the previous year agreed with the local education authority. The findings of the inspection show that standards in English, mathematics and science are well above national expectations at the end of the key stage. Pupils' levels of attainment in information technology meet national expectations overall. What the school teaches in this curriculum area is done very well but, as yet, all of the requirements are not yet covered sufficiently for pupils' attainments in the whole of the information technology curriculum to be considered above average. Pupils' attainments in religious education are good and the requirements of the locally agreed syllabus are taught well. Pupils' achievements in art are very good, in physical education, design and technology, history, music and French are good. Their achievements in geography are sound.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are interested in their work and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is very good during lessons and out of the classrooms. Pupils can be trusted to work independently outside of the classroom and are polite. Incidents of bullying are rare and are dealt with quickly and successfully.
Personal development and relationships	Pupils' personal development is very good. They have a very good understanding of the impact of their behaviour on others and respect the feelings, values and beliefs of other people. Relationships with their peers and with adults are also very good.
Attendance	Attendance is good. Pupils arrive at school punctually.

The school's moral and spiritual aims are based on Christian values. Opportunities for pupils to demonstrate initiative and take personal responsibility are very good. They willingly undertake tasks in or out of lessons but are less inclined to come forward with ideas of their own. Pupils' attendance is good and has improved since the last inspection. There is virtually no unauthorised absence. Pupils' prompt, regular attendance reflects their positive attitudes toward coming to school and helps support their high standards of work.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	good

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

The quality of teaching is good overall. Ninety-eight per cent of the teaching seen was satisfactory or better, 34 per cent was very good or better and 2 per cent was unsatisfactory. The quality of teaching in English and mathematics was very good overall and this is a significant factor in the high standards achieved in these subjects. Skills of literacy and numeracy are taught very well. Lessons in all subjects are well planned. The planning effectively focuses on specific objectives for each lesson and these are shared with pupils. This has a very positive impact on pupils' learning. Expectations are high for all pupils and basic skills are taught well. The learning needs of all pupils are met well and lesson planning results from an analysis of pupils' achievements. This enables higher attaining pupils to be extended in their learning, average attaining pupils make good progress and pupils with special educational needs are provided with work that is very appropriate for their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range and quality are very good. Strategies for teaching literacy and numeracy are very good. There is a very effective balance to the curriculum. Pupils also participate in good quality French lessons.
Provision for pupils with special educational needs	Provision is very good. Pupils' individual education plans are well targeted and regularly reviewed. There is very good support in the classrooms from well-trained learning assistants. The special needs co-ordinator works very effectively with small groups of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, social and moral development is very good. Provision for cultural development is good. Very good provision for sex education. A good programme of work focused on drugs misuse is aimed at Year 6 pupils.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are very effective, detailed and systematic procedures for assessing pupils' attainments which are used extensively to monitor pupils' progress and for planning the next step in each child's learning.

The school works well in partnership with parents. They receive detailed information about the curriculum and arrangements for homework. Parents are provided with opportunities to attend workshops designed specifically for them and pupils' annual written reports are useful and contain relevant educational targets for pupils to aim towards. The curriculum provided by the school is very carefully planned. Teachers in each year group plan lessons together to ensure that pupils in each of the classes receive the same coverage of work as far as possible. Curriculum co-ordinators check regularly to confirm that the schemes of work in every subject is being covered fully. The National Curriculum requirements are fully covered and the requirements of the locally agreed religious education syllabus are also fully delivered.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides outstanding leadership and gives a very clear direction for the work of the school. Pupils' standards have risen as a result. The deputy head teacher gives very good support to the head teacher. Year leaders work very hard to co-ordinate the work of the classes in the year groups and subject co-ordinators oversee the work in subjects competently.
How well the governors fulfil their responsibilities	The governors are very committed to the school. They are very involved in its life and work hard to monitor the school's work and to shape its direction. They fulfil all their responsibilities very well.
The school's evaluation of its performance	The school evaluates its performance rigorously. It analyses the pupils' answers in national test papers to identify weaker areas in teaching, it monitors its targets regularly and the head teacher ensures that the school development plan keeps to its timetable. Initiatives are reviewed thoroughly to decide on their success or otherwise.
The strategic use of resources	The school budget is spent wisely. The school building is used efficiently and learning resources are used effectively to promote pupils' knowledge, skills and understanding.

The school is well staffed. Teachers are trained well and have good subject knowledge. Classroom assistants work closely with teachers and have a significant impact on pupils' progress. The office staff work efficiently and the site manager works hard to keep the school well maintained and assists with sporting activities. The school building provides good accommodation for the delivery of the National Curriculum and religious education. Resources for learning are of good quality, plentiful and are used efficiently. The head

teacher has introduced highly effective systems that enable realistic yet challenging targets to be set for pupils. The deputy head teacher has improved greatly the school's approach to assessment of pupils' attainments and the subject co-ordinators, particularly those responsible for English, mathematics and science, have performed a very good job in overseeing the development of very successful provision for the pupils. The school applies the principles of best value highly effectively.

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 behave well in school; • The quality of teaching is good; • Children make good progress in school; • The school is well led and managed; • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The provision for a range of activities outside of lessons; • The amount of work pupils are asked to do at home.

The inspection team agrees with all of the positive views of parents. Pupils behave well, work hard and make good progress as well as being helped to become mature and responsible. The school is well led and managed resulting in good teaching and very good progress made by pupils. It disagrees with both of the main negative points arising from the analysis of the parents' questionnaire. Pupils are provided with a good range of activities outside of lessons. There is a good, wide range of extra curricular provision over the course of a year. These include the school orchestra and choir, French club, recorder groups, drama and religious education clubs, as well as sports clubs. Visits to Dorney Court, a Tudor house, or Littlehampton as part of a geography topic, enrich the curriculum further. The team considers that arrangements for homework are reasonable and the school's homework policy is made clear to parents. Tasks are linked with the work covered in lessons and pupils' progress is enhanced as a result. If pupils are unable to complete the work in the time suggested there is no compulsion for them to finish but they are free to do so if they wish.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When pupils are first admitted to the school their standards of attainment are close to the national average. Most pupils gained the overall levels expected nationally in the national tests at reading, writing and mathematics in the infant school at the end of Key Stage 1. However, a significant proportion of pupils only just attained the required level and were awarded the lowest category. This judgement is corroborated by previous annual test results at the end of Key Stage 1 and in the Surrey local education authority report on schools that demonstrate good pupil progress, of which New Haw Junior School is one.
2. The school's results in the latest annual national tests at the end of Key Stage 2 show that the percentage of pupils achieving national expectations was well above the national average in English, mathematics and science. The proportion of pupils achieving higher levels was above average in mathematics, well above average in English and very high in comparison with the national average in science. These results show that the school is very successful in raising pupils' levels of attainment in the three main subjects. Compared with the pupils' overall levels when they are first admitted to the school they make very good progress to reach their high overall levels of attainment at the end of the key stage. The school's results have been improving consistently over the last four years in each of the three main subjects and this is a tribute to the approach of the head teacher and teachers who set realistic targets in the light of the difference between each pupil's potential and present performances. Potential achievements are judged by measuring each pupil's intelligence level using reasoning tests.
3. In comparison with schools that serve pupils of a similar background, the school's results are well above average in English and science and above average for mathematics. An analysis of the 1999 results shows that overall boys and girls perform equally well in each of these main areas of the curriculum.
4. Present standards of attainment judged by observing lessons, examining pupils' work and talking to them to gauge their understanding, indicate that the overall levels of attainment in English, mathematics and science are all well above average. The pupils' speaking and listening skills develop very well because they are encouraged to participate in class discussions and to extend their vocabulary. The majority of Year 6 pupils read at above the nationally expected level. They read with much expression showing that they understand the content very well. They demonstrate successfully that they have absorbed the main points of a story or factual text by being able to summarise them when asked. Their research skills are also well developed. Pupils cover a wide range of activities to develop their writing skills and as a result they develop their standards of spelling, grammar and punctuation to a high standard. Pupils in all year groups have very good opportunities to tackle regularly a variety of different forms of writing such as stories, descriptions, letters, instructions, poetry and other styles.
5. By the end of the key stage pupils have very good skills at calculating the answers to computations. Year 6 pupils are able to calculate rapidly, for example, the addition of two three-digit numbers in their head. Pupils have a very good knowledge of decimal numbers and can add, subtract, multiply and divide these. They calculate percentages of quantities correctly and measure angles accurately using a protractor. They have a very good understanding of averages, including the calculations of means, medians and modes. Pupils have a thorough knowledge and understanding of graphs to the required level and have a good grasp of the properties of two- and three-dimensional shapes. Their standards of attainment have risen further since last year because the teaching has had an even greater focus on the pupils' individual needs.

6. Nearly all Year 6 pupils have a much better knowledge of science than expected nationally for pupils of this age. They have a good knowledge of the properties of a range of materials. They understand about thermal conductors and that some materials such as wood are poor conductors of heat. Pupils have a thorough understanding of physical processes. For example, they have a good grasp of theoretical notions, such as the balance of forces present when an object is stationary. They use scientific names for a number of the organs in the human body and understand the functions of these and also of the different parts of a flowering plant. Pupils recognise the need for fair tests when carrying out scientific investigations and make predictions based on their scientific knowledge.
7. Pupils make very good progress overall in English, mathematics and science. This emanates from a very rigorous approach to setting targets for each individual pupil and to the regular and detailed reviews of their progress. The school works hard to overcome any social problems that may impede a pupil's academic progress and this has a very positive impact on how well individual pupils achieve. The school's arrangements for grouping pupils into sets according to their levels of attainment have also had a marked effect on pupils' progress in mathematics. Lower attaining pupils are taught in small sets and receive a high degree of support from the teacher and from a special needs assistant. This enables them to make good progress. Higher attaining pupils are provided with work that meets their needs closely and this enables their progress to be very good. The close matching of pupils' needs in mathematics is demonstrated by the work a small number of pupils undertaking work, the level of which is nearly four years ahead of what is expected nationally for eleven-year-olds. Pupils with special educational needs make good progress in reading and writing due to good quality support provided by special needs assistants. A number of teachers come to school on Saturday mornings to provide extra help for lower attaining pupils who have been identified as being at risk of not achieving national expectations in the national tests in English and mathematics. This has also helped the progress of lower attaining pupils and has contributed much to the school's success.
8. Levels of attainment in information and communication technology at the end of the key stage are broadly in line with national expectations. What is taught is taught well but there are a small number of areas in the curriculum, for example 'monitoring' and 'control' which are not covered in sufficient depth. As a result, pupils acquire good skills in word-processing, desktop publishing and data handling but perform less well in the two areas mentioned. Pupils' levels of achievement at the end of the key stage in religious education are good. They make good progress in their understanding of the Christian faith, including a study of the Anglican, Catholic and Methodist churches. They also make good progress in their understanding of Islam, Judaism and Hinduism.
9. Pupils' progress in learning about art is very good. All pupils have a very good range of opportunities to record their ideas and observations in sketchbooks and in other ways. They respond very well to the teaching and to the wide range of media, both two- and three-dimensional, with which they are provided. Progress is good in history, music, French, physical education and design and technology. Progress made by pupils in geography is sound. There are no curriculum areas where the progress made by pupils is unsatisfactory.

Pupils' attitudes, values and personal development

10. Pupils have a good attitude to their school. This is borne out by the good attendance figures, involvement in extra-curricular activities and positive response to all the subjects of the curriculum. Behaviour is very good. In lessons this can be attributed to the teachers' good skills in pupil management. However, the same standard of behaviour is evident at playtimes, in the dining hall, when pupils go to assembly, or when they are trusted to work independently outside the classroom.
11. During the week of inspection there was no hint of oppressive behaviour such as bullying. Further investigation revealed that any incidents that give cause for concern are fully

investigated and recorded. Pupils are polite to mid-day supervisors, who know what to do if difficulties arise. Pupils from different ethnic backgrounds integrate extremely well. Teachers and assistants play a key role in fostering a positive atmosphere.

12. A prime example occurred in an English lesson, when Year 4 pupils were studying a story in which an Afro-Caribbean boy, brought up in England, returns to visit his relatives in Tobago. In comparing the two countries, they could readily identify with his feelings about the different food, climate and lifestyle. They also singled out skin-colour as an important difference. This point was expertly handled by the class teacher. As a result of her challenges and cautions to think clearly, several pupils put forward the idea that a variety of races, languages and cultures may be represented in British society. In other respects too, pupils are open-minded. They show respect for each other's feelings and beliefs. Broadly Christian values are the basis for the schools moral and spiritual aims but contributions of members of the local community from faiths such as Judaism and Hinduism excite a genuine interest.
13. Opportunities for pupils to demonstrate initiative and take personal responsibility are also very good. Pupils undertake a range of administrative tasks such as monitors and librarians and fulfil them effectively. They willingly undertake tasks inside or outside of lessons but are less inclined to come forward with ideas of their own. In addition, pupils are encouraged to suggest and organise their own initiatives after first clearing them with the head teacher. For example, they organised a charity day focused on Rwanda and raised £400 very successfully. Year 6 pupils organise the school sports day and also suggest and implement modifications to their roles of looking after and mentoring Year 3 pupils.
14. Relationships are very good, between pupils, pupils and staff and amongst the staff themselves. This provides the background against which the aims the school sets itself may be realised. This promotes an harmonious atmosphere in the school where the feeling of caring for each other's feelings is very prevalent.
15. Pupils' attendance is good and has improved since the last inspection. It is typically 96 per cent with virtually no unauthorised absence. Pupils' prompt, regular attendance reflects their positive attitudes toward coming to school and helps support their high standards.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall throughout the school. There are a significant number of examples of very good lessons, mainly in literacy, numeracy and science lessons. 34 per cent of the lessons were very good or better and 46 per cent were good. There was only one unsatisfactory lesson observed during the inspection. This is a great improvement over the last inspection when nearly sixteen per cent of the lessons were judged to be unsatisfactory. In the last report the pace of lessons was judged to be too slow in several instances and teachers had not developed strategies for teaching and planning work to meet the needs of higher attaining pupils. This shows very clearly that the quality of teaching in the school has improved greatly due to an intensive programme of monitoring and related in-service training and hard work by the teachers. These weaknesses have now been overcome enabling lessons to be of higher quality than previously.
17. The good quality teaching in the school has been developed by an effective application of a system of regular monitoring of lessons by the head teacher, deputy head teacher and senior teachers. Individual training and development needs of teachers are identified and reviewed annually when targets are set for each individual. Once the targets have been agreed by the teacher and head teacher they are included in individual job profiles and assessed throughout the year culminating in the next year's review. This has contributed a great deal to the good quality teaching now found in the school. Classroom assistants receive 'in-house' training to improve the impact they have on pupils' learning. For example, they receive training in information technology skills every Monday morning when they acquire and practise skills that will be relevant to lessons during the coming few weeks. Such arrangements are not only

beneficial to the professional development of people who work in the school but also have a positive impact on pupils' progress.

18. Literacy and numeracy lessons have been implemented according to prescribed guidelines and have enhanced pupils' learning. When necessary teachers have adapted appropriately the National Literacy strategy to suit the needs of their pupils. The numeracy strategy has also been adopted very successfully with a clear focus on mental calculations to facilitate quick recall of appropriate number facts. Teaching in mathematics is at least good in all years, with examples of very good teaching throughout the school. Almost all lessons observed in science were of very good quality and this has had a very positive impact on pupils' standards.
19. Examples of very good teaching in the school have a number of factors in common. Firstly, teachers have outstanding relationships with the pupils that result in mutual respect. These lead to hard work from the pupils, real attempts to produce their best efforts and the security in knowing that they can always ask for support with their learning without fear of losing self-esteem. Secondly, lessons maintain a brisk pace with deadlines for finishing specific tasks. This enables pupils to become used to working under pressure of time and more teaching and consequent learning can be accomplished during the period of the lesson. This has a good effect on pupils' progress. Sometimes, however, in an effort to cover more work and keep a fast pace to the lesson, teachers occasionally speak too rapidly and occasionally pupils miss some of the points made. Thirdly, there is a high level of challenge in the work planned for pupils. For example, in one very good literacy lesson the teacher had high expectations of pupils of differing levels of attainment. Higher attaining pupils were discussing appropriate poetic devices they could use in their own work. Average attaining pupils were challenged to write a poem using rhyming couplets whilst lower attaining pupils searched for insults used in Shakespearean text in order to assemble a varied collection to exchange with each other. Pupils gained much from the lesson. By the end of the lesson average attaining pupils understood the meaning of metre and became more skilled at discovering sensible rhyming words, higher attaining pupils had incorporated new words into their vocabulary such as 'personification' and 'reversal' and lower attaining pupils began to enjoy and understand 'Romeo and Juliet.' Lastly, the links between assessment of pupils' efforts, recording the outcomes and lesson planning are very clear. Teachers' questioning is of high quality such that they really assess whether pupils have understood new learning or not. The information arising from this is recorded carefully and used to plan work that will enable pupils either to move on to the next step in learning or to revisit what they have not yet understood.
20. Where the teaching was good or satisfactory the positive factors in the teaching far outweigh any negative factors. Lesson planning is very clear with lessons having a clear focus. The objective of the lesson is usually shared with the pupils so that they are aware of what they should be aiming at by the end of the lesson. Teachers have a good knowledge of the subject they are teaching, including skills such as those necessary for teaching information technology or music. Where there are minor weaknesses these are centred around the class teacher spending too much time on class discussions resulting in pupils becoming restless or too much time spent on organising the apparatus during physical education lessons. The former did nothing to enhance pupils' progress because they became slightly bored and missed aspects of the teaching and the latter shortened the time available for pupils to practise acquiring skills.
21. In the single lesson that was unsatisfactory the teacher had difficulty in managing pupils' behaviour. Inconsistent strategies were used and the teacher was unsuccessful in maintaining discipline during the lesson. Some pupils behaved inappropriately and distracted others from working and the noise level in the classroom became too high to enable most pupils to concentrate. Consequently, most pupils did not develop sufficiently their knowledge, skills and understanding.

22. Learning assistants and teachers work very well together to plan and support pupils' learning. They communicate well and discuss assessments of pupils' attainments for use in planning what the next steps in each pupil's learning should be. Learning assistants support pupils with special educational needs very effectively. They combine with the class teacher to provide good quality individual education plans that have clear and measurable targets so that success in attaining goals is easily assessed. The class teacher's planning ensures that the needs of these pupils are met during lessons. There are no pupils who require extra support because English is not their first language.
23. Teachers mark pupils' work regularly and this helps pupils to make good progress. A small number of parents feel that the school's provision for homework is unsuitable. However, the majority feel that it is a positive help to their children's progress and is linked appropriately to what is being learned in the classroom. Homework is planned carefully and consistently provided by all teachers.

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

24. The curriculum is well organised for all year groups. It enables pupils to make good progress in all subjects. It is broad and balanced, and contains all the subjects of the National Curriculum, religious education and French for older pupils. The displays of pupils' work contain all National Curriculum subjects and confirm stimulating and challenging activities. Pupils' achievements are recorded to a high standard, showing pupils are learning consistently well. Work is organised for different levels of attainment in each subject, so that pupils in the support, core and extension groups all have challenging work. The school has sustained its commitment to the full National Curriculum in spite of the pressures of the literacy and numeracy hours.
25. The range of learning opportunities is very good and are very appropriate for pupils of all levels of attainment, particularly in the literacy and numeracy hours. The latter subjects are very effectively taught, well planned, and the progress for each pupil is based on highly effective assessment processes. The strategies adopted in the literacy and numeracy hours are raising standards further. There is very good provision for pupils with special educational needs. It is a wide provision, through not only the Additional Literacy Strategy for younger pupils, but also through innovative use of other government funding for older pupils in 'The Saturday Morning Club' when these pupils meet for extra work in literacy and numeracy. The special educational needs co-ordinator works with small groups or individuals very effectively, and there is further very good support in the classrooms from the well trained learning assistants. The school provides very good equality of access and opportunity for all pupils through these well thought out structures.
26. There is a good, wide and balanced range of extra curricular provision, which over the course of a year includes the school orchestra and choir, French, recorder, drama and religious education clubs, as well as sports clubs, some of which are competitive against other schools. Visitors include peripatetic music teachers, visiting authors and members of the local clergy. Visits to Dorney Court, a Tudor house, or Littlehampton as part of a geography topic, enrich the curriculum further. Homework is set regularly in all classes and marked carefully at all times.
27. There is a strong link between the school's Mission Statement and its provision for the spiritual, moral, social and cultural development of the pupils. The Statement is based upon valuing all in the school, celebrating similarities and differences, fostering moral values, treating everyone fairly and creating links between the family and the wider community. As a result of this well thought out policy the provision in all classrooms for pupils' personal development, including the spiritual, moral, social and cultural is very good.
28. In spiritual education pupils have very good opportunities for reflection in all classrooms, with a regular timetabled session for discussion of topical issues. Pupils are keen to write at the

end of these sessions on 'post it' cards and these are displayed for others to read. Some are spiritual in content, whilst others have clear links to moral development. Younger pupils write simply, such as 'I promise to tell the truth at all times', whilst older pupils show a deeper understanding of self in writing 'Be tolerant and understanding of the problems of others and be ready to forgive them'. In subjects such as art, or in other humanity subjects, teachers enthuse pupils, and widen their view of the world. In religious education lessons there are moments when pupils are awe-struck, making audible gasps of astonishment, as they did during a lesson about The Qur'an. Although the acts of collective worship are largely successful they do not yet match the spiritual development which is evident in the smaller class activities.

29. The provision for moral development is very good overall. Discussions in reflection time develop pupils' understanding of self-control, self-reliance or self-respect, as well as exploring values such as truthfulness, tolerance, co-operation or compassion. This raises the quality of pupils' relationships and their standards of behaviour. Teachers set a very good example for moral behaviour, maintaining the values of the Mission Statement by treating all pupils with respect and consideration and demonstrating that they value all pupils equally. The quality of leadership, the values the school promotes, the overall curriculum and the relationships within the school combine to provide a very good moral framework for all pupils.
30. Pupils' social development is very good, and is linked closely to the school's strong commitment to the development of moral principles. In physical education, or in group work in other subjects, pupils practise good social skills when working together happily as members of a team. They exercise different roles within a team very successfully, sometimes as a team worker, at other times as a leader, initiating ideas or solutions. Pupils are polite and well behaved towards each other and all adults. They make very positive relationships in all classrooms, and continue with them around the school, greeting visitors easily, or playing happily together during lunch and break times.
31. The opportunities for the cultural development of pupils are good, both of their own culture, and of the significant cultures within our society. For example pupils have good opportunities to learn about Christianity and also other lifestyles such as Judaism or Hinduism. Good examples of this were a visit of a parent, during the course of the inspection to talk about her Jewish faith, and the video from a Muslim family explaining their beliefs. In art, the work based on the style of famous artists, the visits to places of interest in history or geography, the technological and musical experiences all confirm an appreciation of a wider culture. The displays of work in the displays in the classrooms and around the school confirm there is a culturally rich curriculum in all years.
32. Further elements of personal education are contained in the physical education or science schemes of work. Drugs misuse is focused on Year 6 pupils and there is a good series of workshops for parents and pupils on substance abuse. During the course of the inspection Year 5 pupils were following a very good series of lessons on birth, supported during one lesson by both parents and a governor. Health education based clearly on County guidelines is included as part of the topic cycle for all years.
33. The learning environment of the school is significantly enriched because of the efforts of the head teacher and governors to secure extra resources from the business community. Pupils benefit from extra equipment and added features because the school capitalises on its proximity to and contacts with a number of corporations. Most recently, corporate sponsorship has contributed to the Princess Diana Remembrance Garden, computers in the information technology suite and mature trees planted in the grounds.
34. The school enjoys a good partnership with the infant school and this reflects improvement since the last inspection. There is an extensive and well-planned programme of meetings between subject co-ordinators throughout the year to help guide the transition for pupils to Year 3. The links with secondary school are also very good. The very good liaison between

the staff at both schools and a planned induction helps to ensure that Year 6 pupils are confident and well supported when they move forward to their next school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a happy school where the well being of all pupils is an important focus for all members of staff. The school has maintained this high level of care since the last inspection and it continues to be a strength of the school. There are very good systems in place to care for pupils who are ill at school or who have ailments, such as asthma, that require regular medication. Although there was no medical room at the time of the inspection, pupils are well cared for by members of staff trained in first aid. Pupils' very good behaviour contributes to orderly, safe practices throughout the school day.
36. The procedures followed to support regular attendance are good. Registers are monitored consistently and attendance rates are included in all necessary school documents. There has been improvement in reporting attendance since the last inspection.
37. There are very good arrangements in place regarding child protection. The designated member of staff is known by all teachers and classroom assistants and the school's policy and procedures are reviewed regularly with all members of staff.
38. The governors on the premises committee carry out careful risk assessments of the site each term. Their very effective efforts are well planned and fully meet legal requirements regarding their responsibility for health and safety in the school. The site manager's high standards ensure that the school is clean and the grounds are well maintained.
39. Pupils are very well cared for and the school enables them to flourish personally, socially and academically.
40. Teachers and members of the support staff have an extremely thorough knowledge of pupils which they share and discuss regularly in order to provide very effective guidance to pupils. Pupils' personal development is monitored very effectively and where personal difficulties affect their progress appropriate action is taken to improve the situation. Year 3 teachers receive helpful information from the infant school about pupils' behaviour. The computer suite however was under-used during the inspection to develop pupils' independent skills. Where pupils have particular emotional needs, such as feeling anxious or nervous, these are recorded and they are discussed with the next teacher when a pupil moves to a new class. The school's success in its support of pupils' personal development is reflected in the high quality of pupils' relationships.
41. Procedures for monitoring and promoting good behaviour are very effective and as a result the behaviour of the pupils, including the absence of oppressive behaviour such as bullying, is a strength of the school. There is a wide range of effective strategies for promoting good behaviour. These include time for reflection in classrooms and in assemblies when pupils consider issues such as kindness. The school's emphasis on the importance of good behaviour is very well supported by the use of rewards and sanctions that are generally applied consistently across the school by teachers and support staff. On the rare occasion when the school's behaviour policy is not consistently applied in a lesson, the pupils' behaviour falls below its normally high levels. Rewards include stickers, team points and certificates that celebrate effort in both work and behaviour, and they are given high priority in assemblies. As a result of the school's successful strategies, pupils are keen to work hard and to behave well.
42. The school has very detailed, consistent and systematic procedures for assessing pupils' attainment which are used effectively and extensively to monitor and track pupils' academic progress and to inform planning of future work for pupils. Teachers carefully analyse the results of tests in order to support pupils well. For example the results of tests in Year 3 are carefully compared with the attainments of pupils at the end of Key Stage 1. Any

discrepancies in scores are effectively used to identify pupils who have special educational needs. The school makes very good provision for supporting pupils with special educational needs and as a result they make good progress in their learning. Teachers use information from assessment very effectively to guide pupils' future learning. Classroom assistants work in close partnership with teachers. They communicate very effectively through a daily notebook and by discussions at the beginning and end of each school day. Information exchanged between support assistants and teachers includes aspects of learning, behaviour and the emotional needs of pupils. This enables lessons for the following day to focus on the needs of individual pupils, for example in supporting those who did not understand an aspect of subtraction in mathematics or dealing with a pupil's attitude to the demands placed on him. The information from assessing what pupils have and have not learned at the end of their topics is used well to adapt future plans for what they need to learn next. The school has not yet developed a sufficiently precise system for measuring the progress of pupils in information technology to include a detailed measure of how they are acquiring and developing skills in the subject. Very thorough arrangements ensure that subject co-ordinators regularly analyse samples of pupils' work from each class. This ensures that there is a strong consensus amongst teachers about the different levels of attainment reached by pupils in the various subjects.

43. Teachers use information from assessments well to set realistic, yet challenging targets for each pupil and this has led to pupils reaching standards that are well above national averages in English, mathematics and science by the time they leave the school at the end of Year 6. The voluntary assessments for Year 5 pupils are used well by the school to judge the suitability of the way it groups its pupils for mathematics. Pupils' reports to parents usefully indicate future learning targets.
44. Procedures for monitoring and supporting pupils' academic progress are outstanding. Teachers keep very detailed records of pupils' attainments from both tests and their own assessments of how well pupils learn in their lessons. They are particularly detailed in English where they very usefully involve pupils in assessing their own achievement. As a result pupils have a strong awareness of their own level of attainment and what they are striving for next. This successfully motivates pupils. It has yet to be extended to mathematics. Pupils are very effectively involved in the evaluation of their own work in other subjects. For example they record comments about their history projects that include their thoughts about how they could have improved their work. This is further extended through written evaluations by teachers, and importantly by parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are very well informed about their children's learning and school life and this helps to support their positive views of the school. There are regular and informative newsletters from the head teacher and class teachers, questionnaires to assess their approval of certain activities, regular meetings to introduce the curriculum and to discuss pupils progress and the end of year Celebration Evening to sample some of the learning activities and admire pupils' work. All of these activities enable parents to play a definite and useful role in supporting the education and progress of their children. The school actively encourages parents to become involved in their children's learning. For example, they are encouraged to make comments on their children's research work on specific themes and there is a very useful written dialogue between the class teacher and parent in pupils' reading diaries. These enable parents to communicate concerns to the class teacher and for a positive and helpful partnership to develop between the two parties. Parents are very well informed about the school's policy on homework and all are acquainted with the amount of work pupils of different ages are expected to do.
46. Pupils' end of year written reports contain useful information about their strengths and weaknesses and meet statutory requirements. The reports also contain targets for pupils to achieve during the coming school year which focus on the areas pupils need to develop to improve their own personal standards. The annual governors' report to parents helps to keep

parents informed of the work of the school and to highlight the work of the governing body. The school is not meeting legal requirements fully in a few areas. The annual governors' report to parents does not contain the results of end of key stage tests. The school prospectus does not inform parents about their rights to withdraw their children from sex education lessons.

47. Parents feel that all members of staff including teachers, classroom assistants, lunchtime supervisors and administrative personnel at the school are very friendly and approachable. Parents' views are actively sought. There is an annual questionnaire reviewing parents' opinions about the induction of pupils when they are first admitted to the school in Year 3. These help shape future policy and the school takes the results of the questionnaire very seriously. For example, one parent suggested that older pupils should be trained to act as mentors to Year 3 pupils and this has been acted upon by the staff and is now a successful part of the younger pupils' induction process.
48. A significant number of parents and other volunteers help in school on a regular basis, mainly with reading. Other parents bring their knowledge and expertise to help enrich particular subjects. For example, during the inspection a mother and a pupil's older brother brought their own family artefacts and taught Year 5 about different traditions in Judaism. Parents also help to support learning by reading at home with pupils on a regular basis and by helping pupils to understand new ideas through homework which is closely linked with the work being carried out in the classrooms.
49. Members of the Parent Teacher Association hold regular fundraising activities to help provide additional resources for the pupils. They work hard and their efforts are very effective. The Parent Teacher Association has recently provided a sound system for the hall and extra equipment for use in numeracy lessons. The contribution that parents make in improving pupils' achievements is good and has been maintained since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The head teacher provides excellent leadership and gives a very clear direction for the work of the school. This has enabled the school to make much improvement in standards and in a host of areas since the last inspection. She is highly successful in building a team committed to the school's mission statement centred around valuing everyone equally, a fostering of self worth and pride in achievement, encouraging tolerance and parental involvement. The basis of the continued rise in standards of attainment and in the rate of pupils' progress has been a rigorous process of matching each pupil's present standards to his or her potential. If it is decided that pupils' standards of attainment need improving the head teacher and class teacher decide on realistic yet challenging targets and on the means of achieving them. As a means of ensuring this the head teacher interviews all class teachers about every pupil in the class at the beginning of the spring term. The process is annual and reviews of each pupil's progress are carried out as part of the action. In addition, a climate of very close teamwork has been nurtured carefully and all members of staff work together towards common and agreed goals that improve the curriculum and other aspects of the school. All members of staff are valued highly by the head teacher and this has resulted in an outstanding level of shared commitment to improve the work of the school.
51. The head teacher, deputy head teacher and year leaders carry out a meticulous programme of monitoring teaching. The monitoring focuses on whole school issues and on areas for developing the skills of individual teachers. The outcomes of the lesson observations are recorded formally and are discussed with teachers to help them improve. If a lesson observation indicates that an individual teacher needs support this is offered immediately, either in the form of in-service training or the opportunity to visit other classrooms where there is relevant good practice. All recorded lesson observations are evaluated and a composite report is written to inform the school development plan. This rigorous approach has resulted in a very significant improvement in the quality of teaching since the last inspection.

52. The deputy head teacher gives very good support to the head teacher and provides a very good example of high quality teaching to the rest of the staff. She manages very ably the school's highly successful approach to assessing pupils' progress and efficiently deputises for the head teacher whenever necessary. Subject co-ordinators work very hard to develop the work of the subjects for which they are responsible. They monitor pupils' work to ensure that suitable progress is being made and English and mathematics co-ordinators monitor classroom teaching to identify good practice in teaching and areas for development. Relevant planning throughout the school is also monitored by co-ordinators to ensure there is adequate coverage of the agreed curriculum. This has rectified effectively a shortcoming in the previous report. They produce a good annual audit of needs which provides possible initiatives for the school development plan. Provision for pupils with special educational needs is managed very effectively by the recently appointed co-ordinator. The special needs code of practice is complied with completely and pupils have very appropriate individual education plans which are reviewed at regular intervals. Year leaders work hard to ensure that the planning for lessons in each of the classes in the year group conform to a similar pattern to ensure that all pupils have, as far as is possible, equal opportunities. They act as line managers to the other two teachers in the year team and have an infectious enthusiasm for their work that has a positive affect on others. They oversee very successfully the work of classes in the year group and ensure that annual test results are analysed properly and that the results are used to improve the standards of the pupils. There is an outstanding commitment from all of the staff including teachers, teaching assistants, office and manual staff to improve the school and its work. The teamwork is very well developed and the capacity to succeed is excellent.
53. The very good quality school development plan is a carefully constructed document that covers sensibly a period of three to five years. This is a good improvement since the previous report when the school was criticised for not extending the plan beyond the current year. The plan enables the school to bring about successful improvement by setting out very clearly its main strategic intentions for the period. Within each strategic area there are very effective operational targets to be met for the next twelve months or longer. The various initiatives in the plan have sensible time scales for completion and the person responsible for the guidance and oversight of individual items is clearly indicated. Criteria for judging the success of the initiatives are clearly established and linked appropriately to improvements in pupils' levels of attainments. Members of staff are kept well informed about the progress of the plan and they remain committed to its implementation throughout the year.
54. The governing body is very effective in fulfilling its duties. The various committees accomplish their role very well indeed. Governors are enthusiastic about the school and have a genuine desire to see it maintain its present high standards and improve even further. Each governor is well informed about the work of the school and is allocated to a specific class. Governors very appropriately make three types of visit to the classroom. These range from formal visits when the governor completes an observation form, to semi-formal visits when the governor provides an agreed form of classroom support and finally, informal visits. A number of governors have specific curriculum responsibilities. They liaise regularly with subject co-ordinators and observe relevant lessons throughout the school to keep themselves informed about the work in their curriculum area. Governors are well informed about the school's annual results in the national tests. These are discussed fully and the curriculum committee monitors these carefully to analyse and compare results with previous years. The governing body's premises committee monitors the health and safety aspects of the school premises very effectively and ensures that the building is kept in a good state of repair. The governors play a very important role in shaping the direction of the school through its continuing close involvement with the school development plan.
55. The school is staffed with an appropriate number of teachers most of whom are very experienced. Very good arrangements are in place to induct new staff to the school. Professional development is very good and is a significant feature of the school. The school is already well advanced in its performance management arrangements. All teachers and classroom assistants receive an annual interview that is linked to the school's monitoring of

teaching programme, during which agreed targets are set for each individual. Classroom assistants are involved in planning through reporting to the class teacher on the achievements and progress of the individual pupils they support. All classes have a very effective system of briefing between the class teacher and the teaching assistant. The school secretary is effective and very efficient, as is the bursar. The site manager works hard to keep the school building and grounds in a very good condition.

56. The governors' finance committee monitors the budget very effectively and its meetings are attended regularly by the school bursar. The bursar helpfully provides up-to-date budget sheets at these meetings and these enable governors to be updated on the state of the school's finances and for members of the committee to ask any questions about expenditure. The initiatives in the school development plan are carefully costed and closely linked to the budget. The funding for the provision of special educational needs is used wisely and enables pupils to make good progress. The standards fund is used effectively to improve the school's overall educational provision and has enabled the pupils' to continue to improve their attainments and progress.
57. The school applies the principles of best value very effectively. It compares its performance carefully against that of other schools. The school challenges itself rigorously on the services it provides. It has consulted with the local secondary schools to discover whether the introduction of teaching French has been beneficial to its pupils. The answer has been an unequivocal 'yes.' It has evaluated its use of setting arrangements for mathematics and has concluded that these have enabled an overall improvement in standards. The school consults with parents to identify their views about the work of the school and has followed up negative responses to try to solve possible problems. In the light of rising costs, parents were also consulted about whether the school should continue to organise residential visits for older pupils. The school ensures that it receives the most cost-effective and efficient services by operating a competitive tendering system for any major expenditure. The school has an entrepreneurial approach to providing the services it regards as highly beneficial to the pupils. It seeks funding actively and is often successful in obtaining it.
58. The school's accommodation is adequate for the delivery of the National Curriculum. The sole problem encountered is the locating a suitable local venue to provide facilities for swimming. The school hall is used effectively for collective acts of worship, physical education lessons, school meals and music sessions. The introduction of a computer suite is a good innovation but it is too small for direct teaching. Teachers cannot easily demonstrate the necessary skills that pupils need to acquire in such a way that all pupils can see at the same time. However, the governing body is actively looking at ways to enlarge it so that these difficulties can be overcome. The school's purchase of the lodge, which has been constructed on the edge of the playground, has proved to be very useful. It is used very effectively as a room for teaching mathematics and French to groups of pupils.
59. Resources for learning are used effectively and this has a good impact on pupils' progress. There is a good range of books that are used appropriately to enhance reading skills. Resources for learning are easily accessible and the storage areas are kept in an orderly fashion so that pupils can use them whenever necessary.
60. Taking into account the overall high attainments and the very good progress of pupils, the very effective provision to develop the pupils' attitudes, behaviour and personal development as well as the good quality of education provided, the school provides very good value for money. This represents a big improvement in value since the previous inspection when it was judged to provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths there are no key issues for the school to address but the following minor points for improvement should be considered in the action plan:

- Improve pupils' skills in 'monitoring' and 'control' to bring them up to the same high level in the other elements of the information technology curriculum; (107)
- Urgently locate a suitable venue to provide swimming facilities as part of the school's physical education curriculum; (58)
- Ensure that the school complies with all legal requirements regarding publication of information for parents. (46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	32	46	18	2		

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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	345
Number of full-time pupils eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	84

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	38	36	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	33	37
	Girls	34	33	34
	Total	68	66	71
Percentage of pupils at NC level 4 or above	School	92 (73)	89 (69)	96 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	31	34
	Girls	30	31	31
	Total	60	62	65
Percentage of pupils at NC level 4 or above	School	81 (72)	84 (78)	88 (88)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	1
White	341
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	22.25
Average class size	28.75

Education support staff: Y3 – Y6

Total number of education support staff	15
Total aggregate hours worked per week	140

FTE means full-time equivalent

Financial information

Financial year	1998 / 99
	£
Total income	644690
Total expenditure	620339
Expenditure per pupil	1799
Balance brought forward from previous year	30320
Balance carried forward to next year	54671

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	345
Number of questionnaires returned	170

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	52	8	2	
My child is making good progress in school.	40	52	7		1
Behaviour in the school is good.	28	68	2	1	1
My child gets the right amount of work to do at home.	25	61	14	1	1
The teaching is good.	46	50	2	1	2
I am kept well informed about how my child is getting on.	34	56	7	2	2
I would feel comfortable about approaching the school with questions or a problem.	50	43	7	1	1
The school expects my child to work hard and achieve his or her best.	52	46	1		1
The school works closely with parents.	30	57	11	1	1
The school is well led and managed.	48	46	2	2	2
The school is helping my child become mature and responsible.	36	55	4	2	2
The school provides an interesting range of activities outside lessons.	19	42	27	5	7

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

ENGLISH

61. By the end of the key stage, the level of attainment in English is well above national standards and above the standards achieved by similar schools. In national tests, only a small minority of pupils, usually those with special educational needs, does not reach the national expectation. The number of pupils reaching the higher levels is also much greater than the national average. This represents a significant improvement since the last inspection. On entry to the school, reading scores, are close to those expected nationally. From this baseline the school achieves very good rate of learning through to the end of the key stage. A number of important factors contribute to current high levels of attainment. There are very good procedures for assessing the needs of groups of pupils as well as individuals. There is meticulous planning of the curriculum to meet those needs and to set appropriate learning targets. Consistently good teaching ensures that pupils work effectively towards their goals and high quality management ensures that the whole range of measures is coherent and well co-ordinated.
62. Speaking and listening skills develop steadily especially through opportunities to practise using Standard English in different situations. Pupils join in class discussion readily and are encouraged to express themselves clearly and extend their vocabulary. Teachers check that pupils understand new words and pupils respond by using the right word in the right situation. They listen carefully to stories and articles knowing that there may be some detailed discussion of the text. There are sessions when pupils have to 'report back' on their work or give a short presentation. In a range of other subjects as well as English they acquire new words and technical terms that they begin to use with confidence. Even when they know what to say, some Year 3 pupils are shy when addressing the whole class in spite of very positive encouragement from their teachers. However, the growth in confidence as pupils progress through the school is noticeable.
63. By the time they reach Year 5 and Year 6, the majority of pupils are very articulate. For example in Year 5 they can discuss poetry and use the correct terms. They understand rhyme and metre and can identify and explain a range of figurative devices such as similes and metaphors. They are used to talking about their reading and this further supports the development of oracy. One pupil succinctly summed up Martin Luther King's "I have a dream" speech by saying, "he is imagining a world where people of different races can live in harmony". In Year 6 pupils can express opinions about the motives of the principal characters in Macbeth. In the course of this study they compare and contrast the language of Shakespeare with that of the present day and are able to suggest different interpretations for Elizabethan words and expressions. Pupils with special educational needs participate fully and care is taken to ensure that they join in class discussion. In one lesson a group of lower-attaining pupils successfully completed an assigned task and entertained their classmates with a barrage of witty insults they had selected from a range of Shakespearean texts.
64. Standards in reading are well above average by the end of the key stage. In Year 3 most pupils read accurately. They use phonic clues well when they meet unknown words. A few are still at the 'word by word' stage but most are beginning to use some expression and skills of prediction are developing. Higher attaining pupils are confident and fluent and have a good understanding of the meaning so they can correct their own mistakes. In Years 4 and 5 pupils develop the ability to 'read between the lines' and work out meanings that are implied rather than directly stated. Teachers encourage this through careful questioning, especially when the class shares a text together, such as in literacy lessons. By Year 6 most pupils are reading above the expected level. When reading aloud, phrasing and expression shows that they are making sense of what they read. They tackle challenging texts and demonstrate good comprehension. They can re-tell a story or summarise a non-fiction text, showing that they have absorbed the main points. Research skills are well developed. They know how to

track down information in the library, locating suitable books and using the contents and index to find specific information. They are equally confident in using CD-ROM encyclopaedias to research current topics. Reading diaries and regular testing ensure that progress is carefully monitored.

65. Whilst results in national tests have been lower in writing than in reading, examination of pupils' work and observation of their writing activities in class reveal a standard of writing which is well above national averages. The improvement has resulted from a focus on improving writing in the school development plan and implementing the initiatives in the classrooms. From Year 3 onwards, there is a regular emphasis on basic skills such as spelling, punctuation and handwriting. Pupils gain a good understanding of grammar in literacy lessons and are encouraged to write in extended sentences. They regularly tackle activities designed to extend their 'writing vocabulary'. For example Year 3 were observed substituting a whole range of words for 'said' in direct speech, such as 'cried, whispered, yelled, asked and replied'. Year 5 pupils could use a Thesaurus to find alternative words and phrases to those used in a poem.
66. When examining pupils' work, not only the quality but also the quantity of work covered during the year, in all classes, was noteworthy. There is no significant difference in coverage between classes in each year group. Pupils cover a comprehensive programme of exercises to develop their skills in everything from spelling patterns, punctuation and points of grammar, to the use of the library. They receive useful instruction and practise note taking. Similarly, there is a wide range of extended writing in all year groups. Pupils tackle narrative, description, letters, dialogues, instructions and other styles. Their approach to the work indicates that they are becoming well acquainted with the particular features of each genre.
67. The consistently good quality of teaching is a significant factor in the high standards achieved in English. The majority of lessons were good or better and nearly 60 per cent were very good.
68. Lessons are very well planned. Planning effectively focuses on specific objectives for each lesson, which are shared with pupils. However these objectives are part of a wider picture that encompasses a programme of learning for the week, the term and the year. The National Literacy Strategy has been effectively implemented but teachers adapt the structure when necessary to suit the needs of their pupils.
69. In relation to both planning and delivery, teachers have high expectations of all their pupils. These are based on careful analysis of test results and teachers' own assessments, which are compared with national guidelines. All pupils, including the higher-attaining and those with special educational needs are confronted with challenging activities and given just enough support to enable them to rise to the challenge. The high quality of support from well-briefed teacher assistants is crucial in ensuring that lower-attaining groups reach the levels set for them. Observation of a variety of these groups, including special-needs pupils as well as those selected for the 'additional literacy strategy', reveals that they receive short, intensive and highly-structured sessions which concentrate on key literacy skills.
70. Teachers form good relationships with their pupils, which leads to a positive learning atmosphere. Pupils apply themselves diligently in an effort to meet the teachers' expectations. When they succeed, teachers not only give due praise but also exploit the approval of their classmates to spur them on to greater efforts. At the same time, teachers maintain a brisk pace and pack as many learning experiences as possible into the sessions devoted to English.
71. The points for development identified at the last inspection have all been effectively addressed and, in addition, there have been many new initiatives. Against this very positive background, there are some areas where provision could be even further improved, for example in the use of new technology. A good start has been made in encouraging pupils to

draft work at the computer and save it for later improvement. However, the school could further exploit the use of its classroom computers, as well as those in the information technology suite, to ensure that the use of computers for drafting and redrafting of work is regarded as an everyday activity.

72. The library, classrooms and group-work areas are now well stocked with books. Pupils have acquired good research skills and Year 6 pupils have sufficient expertise to act as librarians, so there are ample opportunities for independent work.
73. The English co-ordinator works very hard to make sure that improvements in the pupils' English standards are maintained. She monitors teaching regularly and this has had a very good impact on the quality of teaching. She monitors teachers' planning to ensure that the provision of English in the classrooms has an appropriate balance between the elements of reading, writing, speaking and listening. The good quality and quantity of learning resources, especially fiction books, has had a very significant impact on standards.

MATHEMATICS

74. The results of the 1999 statutory assessments show that the number of pupils reaching the expected level of attainment was well above the national average. Results for higher attaining pupils were above national average. The teachers' assessments match the test results. Boys and girls achieve similar scores. The school's results have been consistently above the national average figures, and the school's rate of progress is faster than schools nationally. The school's results compared to similar schools are above the average.
75. Pupils are organised into classes in the lower school and into four sets by ability in Years 5 and 6 for mathematics. Within the lower school classes there are three ability groups. The two types of organisation found in the school follow the numeracy strategy precisely, with work matched carefully to the pupils' abilities. This system is working well and benefits both younger and older pupils. Teachers assess and monitor the achievements of all pupils regularly to make sure all pupils are making maximum progress. All teachers have had good training for the numeracy hour and are committed to its success. The numeracy hour is effective and well taught in all classes and sets.
76. Much of the improvements in mathematics took place before the introduction of the numeracy hour because of the initiatives undertaken by the co-ordinator. The main thrust for the improvements came through very careful analysis of pupils' attainments on entry, and the identification of the gaps in pupils' mathematical knowledge. The subsequent structured teaching, making sure that learning objectives were clear and progressive, raised standards rapidly over time. All improvements recommended in the last report have been addressed. The progress made in improving standards has been very good.
77. All pupils receive a full range of mathematical experiences covering the full programme of study for the subject. By the end of the key stage pupils solve problems skilfully. In a lesson on data handling more able pupils used a range of mathematical skills to extract and interpret data from charts and diagrams to answer questions about different European currencies. They are able to calculate mentally such questions as $316 + 147$ or $523 + 258$ very quickly and accurately. Pupils summarise characteristics of shapes such as triangular or pentagonal prisms, using mathematical terms such as faces or vertices. In a lower ability set a number of pupils with special educational needs were also looking at charts and diagrams and discussing mode, median and range. They know the majority of their tables and apply their number skills in problem solving. They recognise regular two and three-dimensional figures. All pupils from within this wide ability range work hard to complete the tasks which challenge their differing abilities fully. As a result, pupils with special educational needs make good progress in learning.

78. A scrutiny of pupils' workbooks confirmed very good progress through the key stage. On admission the majority of pupils are working at, or below the national average. These pupils use mathematical language, use symbols and diagrams and are beginning to explain their thinking. They know place value and work with numbers to 100. They know halves and quarters and recognise common 2D and 3D shapes. They are able to represent results in diagrams and graphs. Pupils build on this knowledge, and by the time they leave, pupils have developed their own problem solving strategies and use these in other subjects such as science or information technology. They have good mental recall and can add or subtract two and sometimes three digit numbers quickly during mental activities. They work accurately with fractions or decimal fractions, know what 10^2 or 9^2 is, and can work with more complex numbers such as $5409.30 \div 438$ or $252.80 \div 32$ to solve problems. They are able to measure or draw angles accurately and can construct complex two-dimensional shapes using these skills. They have progressed from an overall average base to a well above average outcome. Improvements in pupils' progress are very good.
79. All teachers have a detailed knowledge of the numeracy hour. Teaching is at least good in all years, with examples of very good teaching throughout the school. Planning is exemplary. Weekly and daily plans are precise with clearly stated learning objectives. Expectations are high for all pupils and teachers take every opportunity to challenge their thinking with very good explanations and questions. Basic skills are taught very well, and as a result pupils tackle number questions confidently. Teachers and pupils work well together, and the working atmosphere and personal relationships are very good. They make very good use of classroom assistants, who work confidently and knowledgeably with individuals or groups. Assessments are used extremely well over the long- and short-term to measure pupils' progress, or to improve the curriculum. Pupils' work is marked regularly and a high standard of presentation demanded. The school recognises these good assessment processes require even further development, and it is in the very early stages of defining individual short-term targets to enable pupils to improve further.
80. The co-ordinator leads the subject with imagination and energy. Some recent initiatives have included an excellent range of new mathematical resource, the introduction of setting to year five, and 'The Saturday Morning Club'. This was particularly innovative as government funding to raise standards for some pupils was used to establish extra teaching on Saturdays. It was very well attended and very successful.

SCIENCE

81. By the time pupils leave the school at the end of Key Stage 2 their attainments are well above national averages. National test results in science over the past four years have been consistently well above national averages and they have improved year on year. The 1999 statutory assessment results reflect this picture, and they show that standards at the end of the key stage were well above national averages and also well above those in similar schools. The proportion of pupils gaining the expected level 4 and above in 1999 was well above the national average, while the proportion reaching the higher level 5 was very high compared with the national average.
82. By the end of Year 6, higher attaining pupils and most average attaining pupils are achieving very well. Higher attaining pupils describe some theoretical ideas such as stationary objects revealing a balance of different forces. They make predictions based on their scientific understanding. For example, one pupil predicted that a tape recorder would need a strong force to pull it because it is metal and metal is heavy. Higher attaining pupils use their prior knowledge to suggest how a mixture such as wood shavings and sand can be separated. Average attaining pupils know about thermal conductors and that some materials such as wood are poor conductors of heat. However, they are unsure of the effectiveness of some materials for this purpose such as polystyrene. They know whether or not some materials such as iron and clay are magnetic and whether they will change their characteristics if placed in water. Lower attaining pupils attain some elements of the higher level 5 but they are

less sure of others. For example they are aware of the need for insulation in certain situations, but some have a limited knowledge of the range of properties of different materials.

83. The previous inspection report recommended that the school should reconsider the impact on learning of its two-year planning cycle that it based on topics. The school currently uses a one-year planning cycle for its topics. Its science curriculum is very well organised and enables pupils to reach high standards. Pupils' learning is good across all aspects of science and they produce work that is good in quality and quantity. Progress is particularly good in Year 3, where the science co-ordinator has a strong impact on planning for the year group. Teachers effectively enable pupils to use information technology for some aspects of science, such as in the classification of different types of creature, but it is generally underused across the subject to enhance learning fully.
84. Teaching is very good overall, and as a result pupils have very positive attitudes to their work and make very good progress in acquiring knowledge, understanding and skills. Teachers know precisely what they require pupils to learn in each lesson and they place high demands on the pupils in terms of their behaviour and their learning. For example teachers in Year 3 capture pupils' interest and enable them to learn about the parts of a flower, teaching the correct vocabulary for these parts, such as the filament. This effectively fosters pupils' progress, so that when they reach Year 6 they build securely on this prior knowledge with further technical terms. Pupils generally listen carefully and retain knowledge well. Teachers use effective questioning strategies to develop pupils' thinking and teachers' very good relationships with pupils result in high standards of behaviour. Teachers have very good control of their pupils and they use humour effectively to foster pupils' positive responses. Teachers skilfully use pupils' ideas and suggestions to extend their understanding well and they tell pupils how much time they have for each task in order to motivate them well. They use the plenary at the end of lessons well to consolidate learning. Records of what pupils have achieved previously are precise. Teachers in Year 5 and 6 are particularly skilled in the way they plan and teach the school's programme of personal, social and health education. This results in pupils developing very mature attitudes to relationships as well as acquiring a very clear understanding of sensitive issues through their sex education lessons, including puberty and childbirth. Teachers' marking usefully indicates to pupils how they can improve their work, although pupils do not always respond to these helpful comments with the recommended development. Teaching is relatively less effective when it does not ensure that pupils have a sufficiently clear idea of the criteria in planning an investigation, for example on the habitat a creature might prefer, and when there is a slight fall in the pace of part of a lesson.
85. The co-ordinator has a strong role in promoting the subject through the school. She draws up an annual science development plan and evaluates the cost effectiveness of spending decisions such as the extent to which a new scheme is challenging the higher attaining pupils. She systematically assesses samples of pupils' work from each class. The information from this analysis is reported to the staff and to the governing body and it is used well to guide the development of the subject. As yet she does not observe teaching in order to disseminate effective practice and raise standards further.

ART

86. Pupils' progress and achievements in art are very good. Throughout the school pupils have very good opportunities to record their ideas, feelings and observations in a variety of imaginative ways using pencils, pastels and paint, or three-dimensional materials such as textiles and clay.
87. The youngest pupils demonstrate very good skills in their collections of work in their sketchbooks, where pupils use hard and soft pencils effectively to produce very good observational drawings of leaves or cross sections of fruit. They also contain designs, colour mixing, and water colour paintings, all of very good quality. Some of these designs are made

into three-dimensional objects as when skilful weaving techniques were used to reflect sensitively the textures and colours seen on a beach visit. Displays are colourful and interesting. A particularly effective display showed the progress from a pencil portrait recording 'bumps and hollows' into a three-dimensional sculpture of heads using fabrics or clay.

88. Work of this quality continues in the middle years in sketchbooks, sometimes progressing from design to three-dimensional models, as in the well finished Greek drama masks linked to a history topic on Ancient Greece. By the end of the key stage there are very good examples of observational drawing and painting in sketchbooks, lessons or displays. Some very good observational drawing and painting were seen in the lessons where older pupils had drawn an everyday object, and were beginning to paint in the style of Andy Warhol. Displays continue to be of a high standard. A very good example of this was the display of still life paintings, some in the style of Meléndez or Matisse, together with high quality observational drawings in pencil and pastel, of fruits. Batik work in the Jamaican project confirmed good multi-cultural links.
89. The previous report found a range of attainments from unsatisfactory to very good, sound displays, sketch books used in a few classes only, an incomplete scheme of work and no link to multi-cultural awareness. The school has addressed all these issues with rigour and the quality of work seen confirms that very good progress has been made since the last inspection.
90. The quality of teaching is good. Teachers plan well together sharing ideas, so that pupils in the three different year group classes have the same very good quality experiences. Lessons are taught at a lively pace, but there is sufficient time for pupils to take care in the work they produce. Teachers are knowledgeable about art, and the co-ordinator supports them well with ideas and well managed resource. Pupils' work is valued, encouraged and displayed sensitively. Teachers expect high standards, and achieve them, but relationships are always positive and relaxed. For example older pupils choose the music to add to the 'atmosphere' when they are painting. Pupils with special educational needs are enthusiastic about art and show good progress in learning.
91. As a result of these good teaching skills pupils behave well, concentrate enthusiastically on their work and are proud of their results. The co-ordinator leads the subject well, encouraged and supported by members of the senior management team.

DESIGN AND TECHNOLOGY

92. Owing to the arrangement of the school timetable it was only possible to observe one design and technology lesson during the period of the inspection. However, in addition to the lesson, a scrutiny of a large sample of pupils' work throughout the school has enabled a judgement to be made on the standards achieved by the pupils.
93. Pupils' attainments at the end of the key stage are above national expectations. All produce good quality designs of their intended products by considering carefully the purpose and appearance of the proposed item. Their careful plans cover the materials to be used, how the product will be made, what the finished article will look like and possible ways it might be improved. They evaluate their products critically when they are completed and indicate ways of improving them. They modify their ideas and think of alternative approaches if things go wrong. For example, Year 3 pupils used a pneumatic device to produce movements in their models of a variety of moving objects, such as chicks emerging from a shell or the ear of a rabbit curling up and down. The design of the latter had to be modified because the ear, originally made from card, would not bend sufficiently. Furthermore, attaching the pneumatic syringe directly to the ear did not enable enough movement. In order to improve the design the pupils made an ear from paper and attached a milk straw to the syringe and then glued it

to the ear. These modifications demonstrate clearly that pupils distinguish between how well a product has been made and how well it has been designed.

94. Pupils make a variety of products using a range of techniques. They make picture frames using a variety of materials and different finishes. They make model bridges with the specification that it will hold a one-kilogram weight without collapsing. They investigate how commercial products have been constructed and effectively evaluate them. This has a very good impact on their progress and they gain knowledge and understanding of how to approach making their own similar products. For example, Year 6 pupils examined very carefully how slippers are constructed prior to designing their own. They also make sandwiches as a commercial enterprise. The sandwiches had to be marketable and so pupils constructed a market research survey to identify which would be the most popular.
95. Since the previous inspection standards of attainment have improved from satisfactory to above national expectations. Pupils now make good progress in their learning as opposed to satisfactory progress at the time of the last inspection. Present pupils in Year 3 make very good progress and have built a wide range of techniques which will stand them in very good stead for their future designing and making.
96. It was not possible to judge the quality of teaching in design and technology because the inspection team was only able to observe one lesson during the time of the inspection.
97. The school has a good policy and scheme of work for design and technology that provides a very good framework for the teachers' planning. There is a wide range of materials for pupils to use in their lessons and this has a very good impact on their progress. The co-ordinator leads the subject very well and ensures that the good standards are maintained.

GEOGRAPHY

98. Standards of work in geography broadly reflect those found nationally. At the end of Key Stage 2 pupils have appropriate geographical knowledge, understanding and skills. This reflects the achievements of pupils at the time of the previous inspection. By the time the pupils leave the school at the end of Year 6 they effectively use map skills to investigate the geographical features of a location such as Telford. Higher attaining pupils confidently explain how to use co-ordinates and they give grid references. Pupils know about the characteristics of settlements such as Blackpool and they have a sound knowledge of distant locations such as Jamaica, including an awareness of some of the positive and negative effects that human activities such as tourism can have. Pupils effectively build their understanding of the similarities and differences in lifestyles between British, European and more distant countries as they move from class to class. From their work in Year 5 they have an awareness of environmental issues such as "the greenhouse effect".
99. The school has addressed the weaknesses identified at the last inspection, and it now provides a balanced geography curriculum. The school has carefully considered the impact that Curriculum 2000 will have on its planning for geography.
100. Teaching is generally sound throughout the school. Teachers generally maintain good control of pupils, and this ensures good behaviour overall. On the rare occasion when teaching did not follow the school's policy for dealing effectively with inappropriate behaviour, pupils' progress slowed. Teachers give pupils clear instructions so that they know exactly what to do, and they give them specific time frames for completing their tasks. They skilfully use questions to build pupils' learning. This is particularly effective when careful questioning is combined with brisk pace. Teachers use resources such as maps and aerial photographs well to extend learning, and they use the plenary at the end of each lesson well to consolidate learning. In one lesson when there was limited time available, teaching focused pupils' attention too much on cutting paper, rather than on developing their geography knowledge

and understanding of different types of dwelling. This restricted their progress in part of the lesson.

101. Pupils have positive attitudes to geography except when teaching fails to deal swiftly and effectively with the early stages of the inappropriate behaviour of a minority of pupils. Pupils generally show good levels of interest in the subject and they are eager to learn. They mostly concentrate well, co-operate in their group work and they present their work with pride.
102. The school has very effective systems for evaluating pupils' work in geography, although these have yet to be profitably linked with National Curriculum levels of attainment to make them even more useful to teachers. These evaluations successfully lead to points for further development of the subject. Teachers keep detailed records of pupils' progress, including helpful comments about their acquisition of geographic vocabulary.

HISTORY

103. Standards of work in history are above those found nationally at the end of Key Stage 2. By the time the pupils leave the school they have good levels of factual knowledge of aspects of the history of Britain and other countries. They know about significant characters in the Victorian period such as Queen Victoria and Charles Dickens, and pupils' effective empathetic writing about servants shows a good understanding of their lifestyle. As pupils progress through the school they effectively build a sound awareness of life at the time of the Romans and the Tudors and they acquire a secure knowledge of ancient foreign cultures such as that of the Ancient Greeks, learning for example about what a democracy is. They extend their awareness of the range of historical evidence to include coins, clothes, weapons and paintings. Pupils throughout the school show positive attitudes to history through the pride they take in presenting their topic work and through their written evaluations of the finished project, including aspects that could have been improved. Teachers and parents effectively enhance pupils' attitudes by recording their own evaluations of completed topic units.
104. The previous report highlighted the need to ensure a proper curriculum balance for history. This has been achieved and pupils are enabled to study specific historical periods in sufficient depth to give them a good understanding of the main characteristics of each era.
105. Insufficient teaching was seen during the inspection to judge its overall quality. However, throughout the school teachers use resources such as time-lines well to develop pupils' sense of chronology both within and across historical periods. For example Year 6 pupils are shown the sequence of the Saxon, Viking, Tudor and Stuart cultures, and Year 4 pupils are made aware of the chronology of Tudor monarchs. In the one lesson seen, effective use was made of resources such as books and information technology to extend pupils' learning of Ancient Greece. As a result pupils worked co-operatively and enjoyed the history lesson, effectively discovering differences and similarities between life in Sparta and Athens. Teachers through the school effectively use other sources of information such as maps, schedules and portraits to develop pupils' understanding. Their marking successfully draws pupils' attention to how they can improve, with comments such as "Check finished work for spelling".
106. The subject is very well managed by the co-ordinator who draws up development plans for history based on detailed analyses of pupils' work. She is dedicated to the subject and effectively evaluates expenditure, for example by assessing the impact on pupils' attitudes of a new unit of work on local history. She does not, as yet, observe teaching in order to develop practice and raise standards further. A range of visitors to the school, and pupils' visits to places of historical interest, such as Ironbridge, enrich pupils' understanding.

INFORMATION TECHNOLOGY

107. By the end of Key Stage 2, levels of attainment in information technology are broadly in line with national standards. Scrutiny of pupils' work and observation of lessons reveals that some aspects of the programme of study, such as 'control' and 'monitoring' are not covered in sufficient depth. However, what is done is done well. As a result, pupils acquire good skills in word-processing, desktop publishing and data handling. Although it would appear that standards have changed little since the last inspection the school has made efforts to stay abreast of the latest developments in information technology and the most recent action plan clearly identifies what remains to be done.
108. As well as having opportunities to use computers in their classrooms, pupils have timetabled information technology sessions every week in half-class groups. Through this provision teachers are able to ensure that all pupils gain a basic minimum level of knowledge, understanding and skill. As a result of this programme, all pupils know how to load and save their work. They are familiar with the layout of a keyboard and skilled in manipulating a mouse. They can interact with drop-down menus in a range of software. When learning about graphics programs, pupils tackle challenging activities such as 'flipping' and rotating shapes to produce complex patterns.
109. Older pupils can use publishing software to layout text in columns, use a variety of fonts in different sizes and styles and add graphics to their work. They know how to set up a spreadsheet and allocate formulas to the cells to perform calculations. They then use the results to solve practical problems. They can use CD-ROMS to search for information and print it out. When pupils are required to draft a piece of writing at the computer they need no further supervision since they have acquired all the necessary basic skills. A high-speed Internet connection has been installed so that all the machines in the information technology suite can be 'on-line' at the same time but a series of technical problems has prevented this facility from being used for group teaching.
110. The use of appropriate software provides a good introduction to computer control and pupils learn how to assemble sequences of instructions but this has yet to be extended to practical situations. Some pupils have been introduced to a 'control box' but there is no evidence of its use in practical situations, such as controlling models with electric motors or lights. In the work covered so far this year, there are no examples of information technology equipment being used to monitor external events such as temperature, light or sound levels in science experiments or to study the weather. However, a monitoring topic is planned for later in the summer term.
111. The quality of teaching in information technology is good. The timetabled lessons are well planned and organised and, in most of the lessons observed, a good rate of learning was achieved in a teaching situation that is less than ideal. The information technology suite is cramped, even with half-class groups. Whilst it provides good facilities for pupils to practise their skills it does not lend itself to direct teaching. The teacher cannot easily demonstrate steps in using software and see what pupils are doing at the same time. Teachers are inventive in devising strategies to overcome these problems. Younger pupils may sit on the carpet to watch a demonstration and older ones may be given a briefing in the classroom before going to the information technology suite. Whatever tactic is used, explanations are very clear. Although some teachers are not totally confident about all the topics in information technology they are well prepared and pupils know exactly what they have to do. As a result, good learning gains are made, even in the short thirty-minute sessions. When pupils go on to explore the potential of the software, the very wide range of expertise presents a further challenge for teachers. Some pupils have computers at home and have achieved a degree of dexterity in using them. These pupils carry out assigned tasks rapidly, while others need more time and support. Again, teachers have responded positively by setting additional challenges for higher attaining pupils and suggesting experiments that pupils might try at home.

112. The subject is well led and teachers are gaining confidence in implementing the scheme of work. A skills checklist has been devised to monitor progress and there has been a recent in-depth review of the subject with input from the local education authority adviser. The resulting action plan has accurately identified areas for further development and plans are already being made to direct additional funding into those areas.

MODERN FOREIGN LANGUAGES

113. French is introduced as a 'taster' course for pupils in year six although there is no statutory requirement to introduce a modern foreign language into the curriculum at this age. The aim of the programme is to introduce pupils to the French language and establish some basic conversational skills. It does not attempt to embark on the programme of study for GCSE French nor does it involve reading and writing. Instead there is an emphasis on making the speaking of French an enjoyable and interesting activity. In this respect it is successful and, by the summer term, pupils participate fully in sessions that are conducted for the most part in French.

114. Lessons are held in a pleasant annexe to the school and in small groups. The intimate atmosphere that this creates is a very positive factor in pupils' learning. The theme for each lesson is always something that pupils can easily relate to, such as their homes, their families or their hobbies. Throughout the session, they interact with each other and the teacher in French. They become fully involved in the experience and exhibit few inhibitions when speaking French. They use English as a last resort when they cannot remember words or fail to make themselves understood.

115. The quality of teaching is good. During her day in school the teacher repeats the same lesson with different groups but strives to maintain a rapid pace each time. There is a good mix of activities in each session. Basic phrases like greetings and simple social pleasantries are rehearsed every time until they become commonplace. For the main body of the lesson, the teacher prepares useful visual aids to support the introduction of new vocabulary. Throughout each session, a brisk but pleasant relationship with pupils encourages them to respond quickly and easily in French.

116. Sometimes the teacher is concerned to ensure that every pupil responds to a particular question and this can slow down the pace. As pupils answer around the group, those who have already contributed become impatient with those who are still responding and start to fidget. However, in the lessons observed, the teacher was aware of this and switched activities to gain the attention of all the pupils.

117. There is no written work to provide evidence of pupils' progress in French but observation of their performance in class reveals a good grasp of the basics and a willingness to develop their skills. Whilst these experiences are useful for pupils who begin their studies of a modern foreign language in key stage three, they are invaluable to all pupils as a reminder of the rich variety of language.

MUSIC

118. At the end of the key stage, pupils' standards of attainments are good. They sing enthusiastically and with a good sense of pitch as well as with good rhythmic skills and the ability to keep to a steady pulse by listening carefully to the other children around them. They sing songs competently in two or four parts but their singing becomes over-robust in their determination to keep to their part. Pupils think clearly about the content of their own musical compositions and are able to use the sounds made by different musical instruments to create a specific atmosphere. They work sensibly in groups to refine and record their compositions, creating their own symbols and methods so that they are able to play a repeat of their musical creations successfully. Pupils structure these compositions carefully and are taught successfully to repeat sections to follow a rondo form. They have a good knowledge of music

from different parts of the world and have, for example, covered learning about calypso music in connection with their study of Jamaica. They recognise music from different past times and are particularly good at recognising Tudor and Victorian music.

119. The school's provision for music has improved greatly since the last inspection when it was judged to be unsatisfactory. Teachers now have a greater expertise and a clearer understanding of the requirements of the National Curriculum. Pupils' listening and appraising skills are now good and have improved from a level that was regarded as under-developed at the time of the previous inspection. Due to good quality teaching pupils now listen carefully and can give their opinion of music, identify the sounds made by a variety of instruments and recognise how a range of musical resources can be used to communicate different moods and effects.
120. The quality of teaching in music is good. Class teachers have good relationships with their pupils and this results in co-operation, hard work and good concentration during lessons. They use resources very effectively. A wide range of musical instruments is used for pupils to make music; tape recorders are used effectively for recording pupils' singing and instrumental compositions so that useful appraisals can be carried out. The latter enables pupils to build on their performances by discussing how these can be improved and by implementing the suggestions. Most teachers have high expectations of the pupils. For example, pupils are expected to be able to sing rounds in four parts successfully and the teacher is not disappointed. In addition, younger pupils are expected to understand and compose in the rondo form, and again they do so successfully. Good attention is paid to the vocabulary of the songs pupils are learning so that they understand the meaning of the songs they sing. As yet, however, not enough attention is given to dynamics when pupils perform songs. Teachers manage pupils' behaviour very competently and so pupils work together very sensibly in small groups, show interest in the activities planned and want to please the teacher. All of these factors have a good impact on pupils' progress.
121. The recently appointed music co-ordinator is enthusiastic and has plans to improve the quality of the school's music provision even further. She plans to review the music policy in the near future and to consider an expansion of the musical extra-curricular activities already provided. The school choir performs at a very high standard and has been asked to form part of a small group of schools singing at the millennium concert in Guildford Cathedral as well as performing well in the North East Surrey Music Festival. Pupils have good opportunities to learn to play a range of musical instruments such as the piano, guitar and violin as well as the flute and clarinet. Recorder lessons are also provided during lunch times and pupils are either allocated to beginner or advanced groups according to their skills. The school has an orchestra but the organiser was only appointed during the present school year and has not yet had sufficient time to analyse the present skills of the pupils so that appropriate instrumental parts can be written to enable all pupils to participate appropriately.

PHYSICAL EDUCATION

122. Pupils make good progress in gymnastics, games and athletics. Owing to the arrangement of the physical education timetable it was not possible to observe any dance lessons. Pupils improve their athletic skills through good well-planned activities which take place appropriately on the school field. Pupils compete against their own individual performances which are recorded and charted at the end of each lesson. For example, after a good demonstration of throwing techniques by the class teacher pupils attempt to copy the exemplar throw. The teacher then measures the distance thrown and the pupil records it. Pupils make good progress using this approach because they focus clearly on their own efforts. A similar approach is used successfully to improve pupils' speed when running. Progress in gymnastics is also very secure. Pupils make good progress through being provided with a variety of challenges that lead them from step to step in building their skills. They are encouraged to plan their movements carefully when working in pairs and this enables pupils to know what they are doing and how they will attempt it. For example, in order

to develop balancing skills they decide how pushing and pulling from both pupils will enable an equilibrium of forces to result in a good balance between the two of them. Pupils are also encouraged to transfer a successful balance on physical education mats to gymnastic apparatus using, for example, benches, vaulting stools or leather topped boxes. Working in pairs enables pupils to develop a trust and confidence in each other as well as building the expertise to attempt more and more challenging activities under the watchful eye of a teacher. Pupils also develop good individual skills necessary to be able to participate in a range of competitive sports. For instance, they develop the hand-eye co-ordination necessary needed to strike a ball with a bat or to play volleyball. They make good progress that results from good strategies provided by the teacher. Pupils are encouraged, for example, to watch the ball throughout the time it is in the air before striking it. Pupils follow the advice and gain improvements in their skills as a result.

123. The attainments of the pupils have been enhanced since the previous inspection. Their progress is now good and has improved from being satisfactory at the time of the last inspection. Although the co-ordinator for physical education does not monitor the teaching the head teacher covers a number of lessons for this purpose. There is still no formal assessment of pupils' achievements but pupils and teachers have a good overall view of individual progress as a result of self-assessment and charting of improvements in performance.
124. The quality of teaching is good overall. Teachers have good relationships with their pupils and this leads to good management of their behaviour. This good discipline results in pupils co-operating with each other sensibly when working in pairs. This, in turn, makes the development of their skills more rapid in the early stages because pupils ensure, for example, that they hit balls that provide no difficulty for their partner in judging the bounce for a suitable return. Effective warm-up sessions are always provided so that pupils can loosen and stretch their muscles before starting more strenuous exercise. Teachers provide good demonstrations for pupils and a good development of their skill results. For example, one teacher demonstrated very successfully how to transfer weight from the back to the front foot when throwing a small ball and how to arch the back for a good soccer throw. Such demonstrations are very useful to pupils and their progress is quicker as a result. Resources are always used effectively to enable pupils to use individual equipment to maximise the time spent on developing their skills. Each pupil is able to use a bat throughout the lesson instead of having to reduce the available time for improvement by having to share resources with others. This has a good impact on the progress made by pupils. Lessons are planned carefully by all teachers. This enables them to proceed step by step and to focus clearly on what they intend the pupils to be able to accomplish by the end of the lesson.
125. The school has a good range of resources for pupils to use in physical education lessons which have enabled them to improve their performances. The present co-ordinator has temporary responsibility for physical education prior to a newly qualified teacher taking over at the beginning of the next school year. The new co-ordinator is very enthusiastic and is keen to maintain and expand the present provision. As yet the school has no venue for swimming lessons and the co-ordinator is actively seeking possible venues so that the provision of swimming lessons can continue.

RELIGIOUS EDUCATION

126. All pupils experience a well-planned curriculum which is structured thoughtfully into a whole school scheme of work from the syllabus for Surrey. As a result the progress and achievements for pupils of all abilities are good.
127. In a study of pupils' writing from all year groups there is well planned progression in the pupils' understanding of the Christian faith. Pupils know the details of the life of Jesus, and his teachings, they look at different churches such as Anglican, Catholic or Methodist, and study the main Christian festivals. Pupils use this developing understanding of faiths, and their own spirituality, when they reflect, and write individual prayers. For example one child when writing

about feelings wrote 'When my granny was rushed to hospital I prayed for her', or another simply wrote 'Please make my father who has a really bad headache better'. Pupils at the end of the key stage experience a good series of lessons on Christianity. During the course of the inspection these older pupils were discussing the meanings of the parables of 'The Good Samaritan', 'The Sower', 'The Prodigal Son', giving thoughtful explanations during group discussions. These lessons confirm the good progress and achievements made in religious education by the end of the key stage.

128. Other faiths are also studied too. At the beginning of the Key Stage pupils develop a very good understanding of The Qur'an as 'The Muslim Holy Book'. The teachers use a video made by a Muslim family in the school, to skilfully explain their customs and dress. At the end of the Key Stage the writing in pupils' books, and the colourful displays on Judaism and Hinduism, which use a good range of artefacts, confirm good progress in pupils' knowledge of different faiths.
129. At the time of the last inspection attainment and progress were sound. Work was often scrappy and not well organised. There was little evidence of religious education work in the classrooms or around the school. Since this last report the school has made considerable progress. Attainment and progress are now good. Written work is neat and well organised. Religious education is evident in all classrooms and around the school.
130. The co-ordinator monitors the subject carefully to ensure these standards are maintained. The school is looking at ways to improve further, and has already begun to examine elements of the recently published Scheme for Religious Education from the Qualifications and Curriculum Authority.
131. The quality of teaching is good. The good planning is based effectively on a longer term structure, which ensures progression in the understanding and knowledge of religious education so that all pupils learn well. All teachers have a secure knowledge of the subject, and are able to develop pupils' deeper understanding of themselves, Christianity and other faiths by thoughtful explanations and skilful questions. Good resources are readily accessible, and these are used imaginatively in lessons or in displays. All pupils have well presented religious education books which are always carefully marked. Teachers keep up to date records to monitor pupils' progress. Teachers maintain very good relationships with pupils through a consistently friendly but firm approach. These good teaching skills ensure pupils behave well, co-operate with each other in group work, try hard, and as a result always contribute positively to their own learning.
132. The co-ordinator manages the subject effectively and this has ensured that standards have risen throughout the school. The provision of a number of extra curricular activities in religious education is working well, raising standards further still.