

INSPECTION REPORT

Dovers Green Infant School

Rushetts Road, Reigate, Surrey

LEA area: Surrey

Unique reference number: 125015

Headteacher: Mrs J. Batchelor

Reporting inspector: Mrs A. Pangbourne
23818

Dates of inspection: 10/01/00- 14/01/00

Inspection number: 191294

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Rushetts Road Reigate Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A.Lloyd
Date of previous inspection:	18-21 st November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alison Pangbourne	Registered inspector	Under fives	The school's results and pupils' achievements
		English	How well are pupils taught?
			How well is the school led and managed?
Geraldine Osment	Lay inspector		Pupils' attitudes and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with its parents?
Christopher Shaw	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Information technology	
		Art	
		Design and technology	
		Music	
Graham Todd	Team inspector	Equal opportunities	
		English as an additional language	
		Mathematics	
		Geography	
		History	
		Physical education	
		Religious education	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dovers Green Infant School is situated in the Woodhatch area of Reigate in Surrey. It draws its pupils mostly from the local area, which comprises council properties and some private housing. The school accommodates a special educational needs support unit for 17 pupils with a range of disabilities including speech and communication, physical difficulties and autism. The school has retained most of the characteristics described in the previous inspection report although a covered walkway has been recently built to join the unit to the main building. Children's attainments on entry are broadly average, but language and literacy skills are below average for many children. The socio economic circumstances of pupils are average with about 12 per cent of pupils entitled to a free school meal, which is broadly average. The pupils are predominantly white with few pupils from ethnic heritages and four pupils speak English as an additional language. Numbers of boys and girls are about the same.

At the time of the inspection, 159 pupils were on roll, of whom 19 have statements of special educational need. All pupils in the unit have statements of special educational need. Fifty seven pupils were included on the special educational needs register as needing levels of support provided by the school itself. The school has an above average number of pupils with special educational needs and a relatively small proportion of higher attaining pupils. At the time of the inspection 29 pupils were aged under five. Their admission to the school at the beginning of the year in which they have their fifth birthday is staggered according to their age. Children who become five during the autumn term become full time within a few weeks of starting school and younger children become full time at the beginning of the term in which they have their fifth birthday. They are accommodated in a double unit with two teachers.

HOW GOOD THE SCHOOL IS

Dovers Green Infant School is an effective school. It makes very good provision for pupils with special educational needs and particularly for those in the special educational needs support unit who are well integrated into all aspects of the school. Standards have steadily improved because the teaching is good and the pupils achieve satisfactory standards in all subjects. They do particularly well in English because many pupils start school with below average skills in language and literacy. The headteacher, governors and staff work well together and are committed to raising standards. The school provides good value for money.

What the school does well

- Teaching is good. It is consistent throughout the school.
- The school is well led. The headteacher, governors and senior staff are committed to raising standards and work well together as a team.
- There is very good provision for pupils with special educational needs, including those in the support unit. There is very good provision for children who are aged under five
- Pupils make good progress in English.
- Pupils behave well and have positive attitudes to their work. There are good opportunities for them to develop independent learning skills and to take responsibility.
- There is very good provision for social development. Provision for spiritual, moral and cultural development is good.
- The school enjoys a good partnership with its parents and works hard to involve them in all aspects of school life.
- The school takes good steps to ensure pupils' welfare.

What could be improved

- Standards in writing are not as high as those in reading. Many pupils only just reach the expected

level by the end of Key Stage 1.

- Tasks offered to higher attaining pupils are often too similar to those offered to average attaining pupils and this leads to a lack of challenge.
- The school does not analyse its assessment data with sufficient rigour to identify strengths and weaknesses for individual pupils in order to set specific targets, which can be shared with the pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in 1996. Standards have been steadily improving from the low level identified then, although the inclusion of pupils from the special educational needs support unit in test results distorts the figures. Teaching has also improved. The recent initiatives to raise standards in writing have contributed positively to improved standards. The governors' action plan has successfully addressed the weaknesses pointed out in the previous inspection. Lessons now begin and end promptly and curricular planning has been improved. Classroom practice has been successfully monitored and this contributes to the good quality of the teaching. Teachers' expectations have been raised to ensure appropriate challenge and pace for most pupils, although this has not yet been sufficiently developed for higher attaining pupils. The school is well placed to make further improvement.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	Year-97	Year-98	Year-99	Year-99
Reading	E	C	D (C)	E (C)
Writing	E	E	E (E)	E (E)
Mathematics	E	D	E (D)	E (C)

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Results in brackets show the school's results excluding pupils from the special educational needs support unit.

The information shows that the performance of pupils in 1999 was below average in reading and well below average in writing and mathematics in relation to national averages. In comparison with similar schools, standards were well below average in all three subjects. However, the school accommodates a unit for pupils with special educational needs and these pupils were included in the figures. In 1999, the cohort of pupils taking the tests also included an above average number of other pupils with special educational needs. Excluding pupils from the unit, results show that the performance of pupils is average in reading, slightly below average in mathematics and well below average in writing in comparison with all schools. In comparison with similar schools performance is average in reading and mathematics and well below average in writing.

Inspection evidence shows that standards overall are in line with national expectations by the end of Key Stage 1. Standards in reading, writing, speaking and listening, mathematics and science are in line with national expectations, although a significant number of pupils only just attain the expected level and few pupils exceed it, particularly in writing. The difference between inspection evidence and test results for 1999 excluding pupils from the unit is because the current cohort includes fewer pupils with special

educational needs and the school has introduced several new initiatives to raise standards in response to its own concern that standards were not high enough, particularly in writing. For example, a dedicated writing lesson has been introduced for pupils in Year 2 and this is already raising standards and the introduction of the National Literacy and Numeracy Strategies also contribute to the improved standards seen during the inspection. The consistently good teaching also contributes positively to the standards attained. Standards in information technology are in line with the expectation for seven-year-olds. In religious education, the standard of attainment for the oldest pupils meets the requirements of the locally agreed syllabus.

Results over time have improved steadily from a low base in 1996 until 1998 where standards in reading met the national average and standards in mathematics were close to it. These results included pupils from the unit. In 1999 there was a decline in reading and mathematics due to the high number of pupils with special educational needs included in the cohort. Standards in writing have remained low, although there has been considerable improvement over time and many children start school with poorly developed language and literacy skills. The school has set appropriately challenging targets to raise standards and it is making good progress towards them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They are keen to learn and enjoy the activities which they are offered.
Behaviour, in and out of classrooms	Behaviour is good. All pupils are polite and show respect for property.
Personal development and relationships	Pupils have good personal development. They relate well to each other and to adults.
Attendance	Below average. Authorised absence is above the national average because a significant number of pupils are taken out of school for holidays during term time. This has an adverse effect on progress for some pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Eight out of ten lessons were good or very good and the rest were satisfactory. Eighteen per cent of the lessons seen were very good. Teaching in English and mathematics is consistently good and enables pupils to make good gains in their learning. Very good teaching was seen in both English and mathematics lessons. Strengths in the quality of teaching include the very effective use of support staff, the effective use of questions which challenge and enrich pupils' language and a very good understanding of how to teach literacy and numeracy, which are taught well. The school meets the needs of the majority of pupils. However, although teachers generally have high expectations, tasks are not always sufficiently challenging for higher attaining pupils. These pupils are often offered tasks which are too similar to those for average attaining pupils rather than being offered different tasks which challenge and extend them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. It is very good for children who are aged under five, where there is good emphasis on practical activities and focused play, which contributes positively to the development of independence skills. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	Very good both for pupils in the unit and in the school. Individual education plans identify clear targets and pupils with special educational needs make good progress. Pupils from the unit make very good progress.
Provision for pupils with English as an additional language	Good. The small number of pupils who speak English as an additional language are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is very good. The integration of pupils from the special educational needs unit contributes positively to this. Provision for spiritual, moral and cultural development is good.
How well the school works in partnership with its parents	The school enjoys a good partnership with its parents. Parents have very positive views of the school and no negative comments were received in response to the questionnaire circulated before the inspection. The school provides good information and does much to involve parents in the life of the school.
How well the school cares for its pupils	The school cares for its pupils well. All staff know the pupils well and effectively monitor their personal development. There are good assessment procedures but assessment information is not sufficiently analysed to identify specific strengths and weaknesses for individual pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and effective leadership, supported by the early years co-ordinator and the co-ordinator for special educational needs, during the long-term absence of the deputy headteacher. The co-ordinator for special educational needs manages the special educational needs support unit and mainstream provision very well. All staff share a commitment to raising standards.
How well the governors fulfil their responsibilities	Good. Their roles are well matched to their areas of expertise and they are committed to the school. All statutory requirements are met.
The school's evaluation of its performance	Satisfactory. Realistic targets are set based on an analysis of baseline data. Targets are also set for individual pupils but on-going analysis of assessment data is insufficiently rigorous to identify specific strengths and weaknesses for individual pupils and to set targets for them, which are shared and known by the pupils.
The adequacy of staffing, accommodation and learning resources	There is a very good number of teachers and support staff. Extra part time teachers recently employed to ensure that pupils are taught in classes of less than 30 pupils have a positive impact on standards. Accommodation for children aged under five is good and includes a

	spacious outdoor play area. The grounds are very attractive and provide rich experiences for the pupils. The new classroom which is due to be built shortly will improve the accommodation. There is a good range of resources.
The strategic use of resources	Good. The governors evaluate spending and are fully informed about budgetary matters. They make a major commitment from the budget to the provision of support staff and this impacts favourably on the standards achieved by all pupils, and particularly those with special educational needs. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They can approach the school with questions or problems. • Their children like school. • The school is well led and managed. • Their children make good progress. 	<ul style="list-style-type: none"> • No negative comments received.

The inspection team fully support the parents' positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry is broadly average, although language and literacy skills are below average for many pupils. The school has improved on the low standards of attainment in English and mathematics tests which were identified in the previous inspection. It has maintained the broadly average standards in science. The school accommodates a support unit for pupils with special educational needs.

2. Taking the three years 1996 to 1998 together, the results of national tests show that standards in reading, writing and mathematics improved considerably from a below and sometimes well below average baseline. In 1998, standards in reading and mathematics were close to the national average and standards in writing were steadily approaching the average. There was a decline in standards in all subjects in 1999. However, fifteen per cent of the pupils taking the tests in 1999 were from the special educational needs support unit and the cohort also included an above average number of pupils with special educational needs in mainstream. This contributes to the lower results. Statutory assessment and baseline assessment data are analysed and the school has set realistic targets to raise standards in English, mathematics and science. It is making good progress towards them. Targets are also set for individual pupils but on-going analysis of assessment data is not sufficiently rigorous to identify strengths and weaknesses for individual pupils to set specific targets, which can be shared with the pupils. This contributes to a lack of challenge for the relatively small number of higher attaining pupils and to fewer pupils reaching higher levels in statutory tests than might be expected.

3. In the 1999 National Curriculum tests taken by pupils at the end of Key Stage 1, the average level achieved by the pupils was below average in reading and well below average in writing and mathematics when compared with all schools. However, this includes the pupils from the special educational needs support unit. Excluding these pupils, the average level achieved by the pupils was average in reading, just below average in mathematics and well below average in writing. However, the cohort of pupils also included a higher number of other pupils with special educational needs than typical cohorts and a significant number only just attained the expected level. Teacher assessments in science show that the proportion of pupils who reached the expected standard was average. The proportion of pupils who exceeded these standards was average in reading and science, well below average in writing and below average in mathematics.

4. There is national data about the performance of schools in a similar context- that is, schools with between eight and 20 per cent of pupils who are entitled to a free school meal. Compared to these schools, but including pupils from the special educational needs unit, pupils' achievement at the age of seven is well below average in reading, writing and mathematics. However, excluding these pupils, achievement is average in reading and mathematics and well below average in writing. The high number of pupils with special educational needs, the below average language and literacy skills with which many children start school and the below average attendance level of some pupils contribute to the lower standards in writing.

5. The results of the baseline assessments and inspection evidence show that children start school with broadly average skills in all the areas of learning, with the exception of language and literacy, where many pupils have below average skills. This affects their ability to learn to read and write quickly. The teaching is good and enables children to improve, but it is not able to compensate fully for the low starting point. Consequently, by the time children start statutory schooling, although their attainment in other areas of learning meets that expected for their age, their attainment in language and literacy is still below what is expected for their

age for many children.

6. Inspection evidence shows that standards overall meet the expectation for the end of Key Stage 1. Throughout the school, pupils achieve satisfactory standards in English, mathematics and science. Standards meet those expected in speaking and listening, reading and writing. The difference between inspection evidence and the results of national tests in writing and mathematics is partly due to the smaller number of pupils with special educational needs in the current cohort, but also to recent initiatives which the school has introduced in response to its own concern that standards are not high enough. For example, one lesson each week is devoted to the teaching of writing for pupils in Year 2, smaller classes have been introduced recently and the high quality of teaching seen during the inspection are all contributing to the improvement in standards. Standards in speaking and listening are in line with national expectations by the end of the key stage and pupils make good progress in developing these skills from a low level on starting school. By the end of Year 2, most pupils join in discussions in both planned and informal situations. Planned opportunities for structured role-play make a good contribution to the development of speaking and listening skills. Standards in reading are also in line with national expectations by the end of the key stage and pupils make good progress. By age seven, many pupils read simple texts with reasonable fluency and use a range of strategies to help them read unknown words. Standards in writing meet expectations by the end of the key stage although a significant number of pupils only just attain the expected level and few exceed it. Pupils write for a range of purposes, including stories, poems and letters. The focused teaching of writing, which emphasises the importance of structure, is contributing positively to rising standards. By the end of Year 2, most write in simple sentences using recognisable spelling for a range of common words and begin to use punctuation. Pupils make good progress. The school is committed to raising standards in writing and the National Literacy Strategy is also making a positive impact on standards.

7. Standards in literacy are sound by the end of Key Stage 1. Pupils use their developing literacy skills to enhance learning in other areas. For example, pupils use their writing skills to record their experiments in science and to write questions based on historical and geographical topics. They use their speaking and listening skills in assembly when they help to act out a story. Other subjects contribute to the development of literacy skills. For example, in topic work, where pupils use their reading skills to research information. Standards in numeracy are also sound by the end of Key Stage 1. There are appropriate opportunities for pupils to use their numeracy skills across the curriculum. For example, pupils use their measuring skills in design and technology and they count out seeds ready for planting in science.

8. In mathematics, pupils develop their understanding of number concepts and use appropriate mathematical language. They order numbers to 100 and add two or three numbers together mentally. They understand halves and quarters and identify two and three-dimensional shapes. The National Numeracy Strategy has been introduced and is impacting positively on the standards attained.

9. Pupils experience a good range of scientific activities and develop their scientific language as they move through the school. They understand what plants need to grow and they plan and organise their own investigations. Standards in information technology are broadly in line with national expectations by the end of Key Stage 1 and pupils use word processors confidently, direct a programmable toy and use simple simulation programs. Pupils achieve satisfactory standards in religious education in accordance with the locally agreed syllabus by the end of the key stage. Pupils achieve appropriate standards in all other subjects of the curriculum and steadily develop their skills as they move through the school. Factors, which contribute to the progress made in many subjects of the curriculum, include the consistently high quality of the teaching and the good provision for support staff.

10. Pupils with special educational needs and those for whom English is not their first language make good progress in relation to prior attainment. Tasks are well matched to their

needs and these pupils receive good support in the classrooms. Pupils from the special educational needs support unit make very good progress towards the targets set for them. They have detailed individual education plans with clear learning outcomes that focus on measurable progress.

11. Higher attaining pupils do not always achieve as well as might be expected. This is because they are sometimes offered tasks at too similar a level of challenge to pupils of average attainment. They are expected to produce a larger quantity of work rather than being offered different tasks to average attaining pupils and they consolidate what they already know. This contributes to fewer pupils attaining higher levels in statutory tests than might be expected. Although statutory test results indicated that girls did considerably better than boys, the cohort of pupils in 1999 contained a high number of boys with special educational needs. Inspection evidence suggests that there is no significant difference between the attainments of boys and girls.

Pupils' attitudes, values and personal development

12. All pupils come to school with positive attitudes. They enter school calmly, happily and, for the majority, independently and respond well to clear procedures and expectations. Pupils across all year groups enjoy all aspects of school life, they are keen to learn and enjoy their work. For example, in a Year 2 English lesson, the pupils were willing to contribute their own ideas to a discussion on how to write an adventure for Red Fox. Pupils concentrate well for their age and demonstrate independence and responsibility in class work. During a literacy lesson in the reception class, the pupils organised themselves in play activities and were also able to offer suggestions and comment on pictures during a shared reading session.

13. The pupils' behaviour is good. They behave well in the classroom and in the playground. All pupils move around the school in a quiet controlled manner and respond readily to the requests and instructions of teachers, support staff, special needs assistants and lunchtime supervisors. A good example was seen during the inspection, when pupils showed good behaviour during a fire practice. The behaviour of the youngest children was of a very high standard, particularly as they had not experienced a fire practice before. All pupils are consistently polite and courteous to each other, to teachers and other staff, as well as to visitors. They are trustworthy and show respect for property, treating the resources they use with care. No pupil was excluded from the school during the year prior to the inspection.

14. The personal development of the pupils is good. They form good relationships with fellow pupils and adults, built on the respect for the work, ideas and values of others. They work well as individuals or in pairs or small groups. The pupils are kind to each other, take turns and help their classmates. They are very caring and supportive towards pupils with significant special educational needs, including the girl who attends regularly from a local special school. In the reception class, the pupils respond well to opportunities to make independent choices, to collaborate and show initiative. As the pupils grow older they have increasing opportunities to take responsibility in the life of the school; for example, taking staff the lunchtime menu every day and collecting their orders, setting up and clearing away chairs and music for assemblies and serving up their own lunches. Pupils are also able to develop their independent learning skills through regular use of the library and in devising simple experiments in science lessons. All pupils respond well to opportunities to support charity projects and help people in the local and wider community.

15. The level of attendance is not as high as reported in the last inspection and is unsatisfactory. The rate of authorised absence is above the national average and, in the main, is due to pupils being taken out of school by parents for holidays during term time. This

adversely effects the progress made by some pupils. The last inspection stated that a significant number of pupils were late for the start of school. This is no longer the case and punctuality has improved. Parents are reminded of their responsibility for their children's punctuality and attendance in the prospectus but do not always ensure that their children's learning is not interrupted by absence.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. Eight out of ten lessons were good or very good and the rest were satisfactory. Nearly two out of ten lessons were very good. Examples of good teaching were seen in all classes. The quality of teaching has improved considerably since the previous inspection, where seven per cent of lessons were unsatisfactory. The good quality of teaching has a positive impact on the standards attained and on pupils' learning.

17. In the class where children are aged under five, the quality of teaching is good overall. It is consistent between both teachers. Five out of six lessons seen were good or better. One lesson was very good. This lesson was characterised by a brisk pace, challenging activities, which were matched to the needs of all children, and effective use of resources. This ensured that all children learned new skills and that their interest was maintained. All adults working with these children have a very good understanding of the needs of young children and work well together as a team. This is particularly evident during the focused play activities, where good planning and effective organisation ensures that all children experience a good range of activities, which are well matched to their needs. There is good emphasis on outdoor play and on practical and investigative activities, which enable children to develop their independence skills very well. Teachers and support staff place good emphasis on the development of language and literacy skills in order to compensate for the low level of skills which many children have on starting school. Clear explanations ensure that children know what they have to do and the good ratio of adults to children contributes positively to children's acquisition of skills. Children are very well managed and assessment is used well to plan what they need to learn next.

18. Pupils receive good quality teaching in English, mathematics and science and this ensures that they make good progress in lessons. The quality of teaching in geography, music and physical education in the small number of lessons seen during the inspection was satisfactory. There was insufficient evidence to make a judgement on the quality of teaching in any other subject because little or no teaching was seen during the inspection.

19. Very good teaching was a feature of two English lessons for pupils in Year 2, one mathematics lesson for pupils in Year 1, a personal and social education lesson for pupils in Year 1 and Year 2 and for two lessons for pupils in the special educational needs support unit. These very good lessons were characterised by very effective use of questions, which challenged pupils' thinking and extended their language. For example, during a writing lesson for pupils in Year 2, skilful encouragement enabled pupils to offer an 'amazingly dark, wet forest' as a setting for a story. Careful questioning in a personal and social education lesson extended pupils' knowledge and understanding of the world. Very good understanding of the teaching of literacy and numeracy motivated pupils to persevere. Lessons were well planned to meet the needs of all pupils, including those with special educational needs and those for whom English is not their first language.

20. Other strengths in the quality of teaching are the very effective use of support staff and resources. Small classes and the very good ratio of adults to pupils ensures that all pupils, and particularly those with special educational needs, receive good support both individually and in small groups. This contributes positively to the good progress made in lessons.

Support staff and parent helpers are well briefed and interact positively with pupils. Resources are well chosen and motivate the pupils. For example, in a writing lesson, well prepared sheets showing attractive pictures of possible story settings inspired pupils who could hardly wait to offer their choices. A strong feature, which contributes to the good quality of teaching, is the consistently good management of pupils in lessons. Pupils respond positively to the tasks they are given and all teachers use firm and effective strategies. They make their expectations of behaviour clear to the pupils and the standard of discipline is high. The discipline is based on warm affirming relationships which are very much part of the school ethos. Teachers have a good knowledge of the subjects which they teach and their enthusiasm is transferred to the pupils. There is a good balance between practical tasks, problem solving and whole class teaching. Lessons include a good variety of activities which stimulate the pupils' interest. For example, pupils in Year 1 used a tape recorder to record the features they passed on a walk around the school grounds and learned the advantages and disadvantages of gathering information in this way.

21. Recent improvements in funding to ensure that pupils are not taught in classes of over 30 pupils has enabled the school to employ two part time teachers and this impacts positively on the progress made. Pupils in Year 1 are withdrawn from their mixed age classes and are taught effectively by two part time teachers. Imaginative organisation of the teaching spaces enables all pupils to be taught in small classes of single age groups. This has an enhancing effect on pupils' acquisition of skills, knowledge and understanding, as pupils receive much more individual attention and teachers are generally able to plan tasks which are well matched to their needs.

22. Although teachers generally have high expectations, tasks are not always sufficiently challenging for higher attaining pupils. These pupils are often offered tasks, which are too similar to those offered to pupils of average attainment. For example, in science, where pupils conducted an experiment to find out what seeds need to grow, all pupils were offered the same materials and higher attaining pupils consolidated what they already knew. Higher attaining pupils are often offered the same task as average attaining pupils but are expected to complete more of the activity rather than being offered different tasks, which challenge and extend them. This contributes to a smaller number of pupils attaining higher levels in statutory tests than might be expected. The previous inspection identified that classroom practice should be improved to raise teachers' expectations and ensure appropriate pace and challenge. This weakness has been successfully addressed for pupils of average and below average attainment, but has not yet been extended to provide sufficient challenge for higher attaining pupils.

23. Homework is used well to extend and enrich pupils' learning. Home tasks are offered which are related to the topic being studied. There is an expectation that there will be some family involvement but tasks are discussed as a whole class when they are returned to school, so ensuring that all pupils can benefit from the tasks set, even if they have no help at home. Pupils also take books home to read. Parents expressed their satisfaction with the amount and type of homework that their children are expected to do.

24. The quality of teaching for pupils with special educational needs in mainstream classes is good and well structured to meet their individual needs. Support assistants are well trained and give very effective help. The teaching for the pupils in the special educational needs unit is very good. The teachers, speech therapist, physiotherapist, other professionals and support assistants work very effectively as a team and all have clearly identified teaching roles to support the individual needs of the pupils.

25. Literacy is taught well. Teachers act as good role models in the literacy hour when they model good handwriting or work alongside pupils when writing stories. The school has

successfully adopted the National Literacy Strategy throughout the school. Good emphasis is placed on the teaching of reading and writing and this contributes positively to the steady improvement in standards. All teachers show a good understanding of how to teach literacy skills. Literacy skills are taught appropriately across other areas of the curriculum. For example, pupils use their developing writing skills to record their findings in science and to write questions about historical and geographical facts. They use their speaking and listening skills to ask questions in science and they use their reading skills to research information about the environment. The teaching of numeracy is good and the school has successfully introduced the National Numeracy Strategy. The introduction of this strategy is a positive factor in the significant improvement in standards. Teachers explain concepts clearly, so ensuring that pupils understand what they are learning. Numeracy skills are taught appropriately across other areas of the curriculum; for example, in science pupils count out seeds ready for planting and use their measuring skills in design and technology.

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

26. The school provides a good curriculum, which meets the needs of all pupils including those with special educational needs. It is broad and balanced and meets National Curriculum requirements, including those for religious education and special educational needs. The school provides most elements of the National Curriculum effectively through a topic structure, which takes the form of seven 'themes'. The school has good policies and schemes of work for all subjects.

27. The curriculum provided for children aged under five is very good. It is very broad and balanced and covers all the desirable areas of learning. There is good emphasis on practical activities and focused play, which make a positive contribution to the development of independence skills and a positive attitude to learning. The curriculum is well planned to ensure that all children, including those with special educational needs, are offered a balance of activities which meet their needs.

28. The school provides religious education effectively through the topics and by celebrating Christian and other religious festivals at the appropriate times. The recent school concert was a good example of pupils learning about religion by exploring the symbolic aspects of faith through the ages. The school delivers the foundation subjects effectively through the topic structure and, because of the limited time left to them due to the emphasis on literacy and numeracy, these receive different emphases at different times. All these subjects contribute to the curriculum in various ways and add to the overall ethos of the school. Art and design and technology, for example, develop the creative and practical knowledge and skills which pupils can then apply in other areas.

29. The school has sound strategies for teaching literacy and numeracy skills. Recent developments have focused appropriately on literacy and numeracy and the school has successfully adopted both the National Literacy and Numeracy Strategies. These strategies have contributed to the improvement in standards in English and mathematics. The use of literacy and numeracy across the curriculum is appropriate. For example, pupils take measurements and record their observations in science; discuss the social aspects of environmental pollution in geography and develop their understanding of shape and space in art.

30. The provision for pupils with special educational needs both in mainstream classes and in the unit is very good. The school has a good policy that meets the requirements of the Code of Practice but it has not yet been updated to reflect changes in the intake of pupils to the unit. The register of special educational needs is accurate and the records of identified

pupils are well kept. Statutory requirements for pupils with statements of special educational need are fully met. The school is implementing the Code of Practice well and all identified pupils have good individual education plans. The targets of these plans are well thought out and easily measurable when reviewed. Pupils from the special educational needs unit receive a very appropriate curriculum which is based on very good identification and assessment of their individual needs which involves a range of professionals which includes teachers, therapists, the attached educational psychologist, community paediatrician and school nurse. Every opportunity is taken for them to integrate into mainstream classes.

31. The school makes very good provision for equality of opportunity for all pupils. It strives to maintain an ethos which values all pupils and this is particularly evident in the arrangements made for the integration of pupils from the unit into mainstream classes and in reverse integration where pupils from mainstream join their friends in the unit. This has a positive impact on the ethos of the school and is appreciated by parents.

32. The curriculum is enriched by a good range of extra-curricular activities including football, recorders, an after school club and a good range of visits. Pupils participate in many fund-raising charity events. The school concert is a highlight of the year.

33. There is good provision for pupils' personal development. The requirement to provide health, sex and drugs education is met by the good personal, social and health education programme. This takes place every day, linked to the current theme. It is an important opportunity for pupils to explore values and beliefs as well as important social issues. They learn about their place in the community and the world and to relate to each other and other cultures.

34. There is good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual, moral, social and cultural development is pursued throughout the school curriculum. Provision for spiritual development is good. Assemblies provide pupils with a range of spiritual experiences. Lively personal and social education lessons involving storytelling and imaginative participation make a strong contribution to spiritual development. Both in these sessions and in assembly there is time for quiet reflection and consideration of how we can take care of God's world. Acts of collective worship meet statutory requirements and contribute positively to pupils' spiritual development. Teachers give children opportunities to marvel at the natural world and the beauty in words and poetry.

35. Provision for moral development is good. Particular emphasis is placed on this through the personal, social and health education programme. All teachers emphasise appropriate attitudes and children are taught to distinguish between right and wrong. The pupils are involved in making moral judgements and in supporting those less fortunate. Teachers pose moral questions for consideration in assemblies and 'circle time'.

36. Provision for social development is very good. There are very good opportunities in lessons and at playtime and lunchtimes. Pupils sit in groups to eat lunch and take turns to serve each other. This takes place with the minimum of supervision and contributes very positively to the development of good manners. The special educational needs unit is integrated well into the school and enables pupils to work and develop relationships with pupils with a range of difficulties. Pupils are given appropriate responsibility to help teachers, organise the classroom and, for instance, to help devise school rules. Pupils perform and take part in assemblies, concerts, charity events and visits.

37. Provision for cultural development is good. Pupils learn about their own and other cultures through history and geography as well as a range of other topic work and in personal, social and health education lessons. Some examples are the culture of North American natives,

The Victorians, the history of pop culture and life in Africa. Pupils play a range of musical instruments from other cultures and have access to interesting books in classrooms. The school has a good collection of artefacts for learning about other cultures. Pupils study art of different times although during the inspection this was found to be mostly European.

38. The school makes a good contribution to the life of the local community. It has strong links with senior citizens in a local home for the elderly, where the pupils entertain at Christmas and, through 'Giving Day', they were able to present the residents with gifts of Christmas crackers. The women's refuge also benefited from harvest gifts collected by the pupils. Local shops, for example the post office and a supermarket are used for study purposes. The regular use of the swimming pool in Horley makes a very good contribution to the physical and social development of the pupils in the special educational needs support unit. There are many visitors from the local area including community members talking about their childhood experiences, representatives from the police and fire services and the RSPCA, local clergy, an environmentalist from Gatton Park and the children's librarian from Redhill.

39. The school works closely with the main receiving junior schools and nearby infant school to ensure the continuity of education for the pupils. There are also strong links with a local special school and local nurseries and playgroups, which helps the youngest children settle quickly and happily into school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school takes good steps to ensure pupils' welfare, health and safety. There are good relationships at all levels and all pupils feel confident that there are sympathetic adults to whom they can go with any problem. All staff work hard to maintain these good relationships. They know the pupils well and are able to effectively monitor personal development. Any concerns that a member of staff may have over a pupil is quickly followed up and parents are involved at an early stage.

41. Procedures for monitoring pupils' academic and personal development are good. Teachers use this information to help them to guide pupils towards achieving higher standards. The procedures for the identification, assessment and review of pupils with special educational needs are very good and fully meet the requirements of the Code of Practice. The school provides very good pastoral support for pupils with special educational needs and effective help is received from outside agencies.

42. The school's procedures for measuring attainment and assessing the pupils' academic achievements are good. The school has formal systems for assessing performance in English, mathematics and science, which provide information for reporting to parents and for planning the work that pupils undertake. For example, teachers assess work in each topic and store key examples in a portfolio. These are used to help compare teachers' assessments and to form a useful reference for teachers when assessing samples of work against National Curriculum levels. Teachers talk to pupils about their work and make brief comments in their marking, but these comments do not always help pupils to improve their own work. Pupils are also encouraged to evaluate their own work through the comments they make on the Annual Reports to parents.

43. The school makes satisfactory use of assessment information and that which is provided by the standard tests, to help develop the programmes of study and schemes of work. However, assessment data is not sufficiently analysed to identify specific strengths and

weaknesses for individual pupils and this contributes to a lack of challenge for higher attaining pupils who sometimes consolidate what they already know. For example, the school does not currently analyse why higher attaining pupils did not reach higher levels in writing or in components of the science curriculum at the end of Key Stage 1. Assessment data is not rigorously analysed to set targets for individuals, which are known by the pupils and referred to by teachers.

44. The school has an appropriate health and safety policy. Health and safety issues specified at the time of the last inspection have been addressed. During a swimming lesson in Horley, the care that was taken of the pupils from the unit was of a high quality. There are suitable arrangements in place for first aid and medical support although the school does not have a medical room. At present, pupils are looked after in the main reception area. There are three members of staff with the necessary first aid qualifications. The school has good arrangements in place for child protection issues. The headteacher is the named responsible person and has received training for this role.

45. Attendance registers are monitored satisfactorily by the headteacher every two weeks and any instances of unexplained absence are followed up. The school does not receive regular support from the Education Welfare Service. Registers are taken briskly at the start of morning and afternoon sessions; arrangements for registration have improved since the last inspection. There are very good procedures for encouraging good behaviour. The behaviour and discipline policy is followed consistently by all staff and rewards and sanctions are successful in creating an orderly community. Good behaviour and effort are rewarded through praise, stickers and the Sunshine Assembly and pupils' work is displayed on the Sunshine Board. Parents value the support and care provided for their children by the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has a good partnership with parents. In response to the pre-inspection questionnaire parents and carers indicated that they have very positive views of the school. They all feel that they are well informed about how their children are getting on at school and would feel comfortable about approaching the school with questions or problems. The quality of information provided for parents is good. The school uses a number of appropriate ways to inform parents about the progress their children are making. There is a formal parent/teacher consultation in the spring term when targets are discussed. During the autumn term, the results of baseline assessments are reported to parents and targets are set. During the autumn and summer terms parents are invited to open evenings to see what their children have been learning and to meet teachers if they wish. The headteacher and teachers are also willing to meet parents at other times. Annual reports to parents are written in a consistent style. They cover what pupils know and can do but do not indicate what they need to do next to improve their performance in each subject.

47. Regular newsletters keep parents up to date with the day-to-day life of the school, and together with the attractive prospectus, provide good information on the curriculum and topics to be covered. As part of the induction process, parents are offered home visits and meetings with the headteacher and early years staff. Contact books are used by staff and parents of pupils in the unit as a useful communications tool. Parents of pupils with statements of special educational need are all actively involved in annual review procedures. The school ensures that parents of pupils in mainstream classes with special educational needs are fully informed about their progress and any changes to their individual education plans. Workshops have been held for parents on the National Literacy and Numeracy Strategies. Parents are invited to the Christmas play, Harvest Festival, Mother's Day and open assemblies, maypole dancing displays, Book Week and the summer concert. The school does not have a parent/teacher association but parents are supportive of fund raising

activities organised by the school. As reported at the time of the last inspection parents do not always avail themselves in significant numbers of the opportunities provided by the school.

48. A very useful 'Learning is Fun' booklet has been produced by the school, which explains home tasks and other ways in which parents can be involved in their child's education. Throughout the school, reading and appropriate home tasks are set regularly and where pupils are supported by their families, this is having a positive impact on standards in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The overall leadership and management of the headteacher and key staff of the school are good. The headteacher provides strong and effective leadership and has a clear vision for the development of the school. This is a similar picture to the findings of the previous inspection. The headteacher and senior staff share a commitment to raising standards and have successfully identified key areas for improvement. For example, they continue to look for ways to improve writing. The headteacher is well supported by the co-ordinator for special educational needs and the early years co-ordinator, who have a good understanding of the demands of their roles, particularly during the long-term absence of the deputy headteacher. The headteacher has established a committed team who work well together for the benefit of pupils and parents. Most teachers have responsibilities for curricular management and they have a good understanding of their roles and areas for development in their subjects. There are clearly stated aims, values and policies, which are very well reflected in the work of the school. Pupils with special educational needs and particularly those from the support unit are very well integrated into the school and the school is committed to equality of opportunity for all. Provision for special educational needs is very well managed and the co-ordinator has the full support of the headteacher.

50. The governing body is effective in fulfilling its responsibilities. Governors are committed to the school and their roles are well matched to their own areas of expertise. They are very supportive and have a clear view for the school's development. This is because they are kept well informed by the headteacher and curriculum co-ordinators, who give presentations to help them understand strengths and weaknesses in their subjects. The governors' monitoring schedule provides good opportunities for focused visits to monitor the work of the school. There is an appropriate range of committees who report efficiently to the full governing body. They fulfil their statutory responsibilities well and all statutory requirements are fully met. They have been successful in promoting high standards in several aspects of the school. The governors' action plan has successfully addressed the weaknesses identified during the previous inspection. Lessons begin and end promptly and curricular planning has been improved. Classroom practice has been successfully monitored and this contributes to the consistency of practice seen during the inspection. Teachers' expectations have been raised to ensure appropriate pace and challenge for most pupils, although this has not yet been sufficiently developed for higher attaining pupils. The school has made good improvement since the last inspection.

51. The monitoring and evaluation of the school's performance is satisfactory. The school sets realistic targets to raise standards in English and mathematics based on an analysis of the baseline assessments and it is making good progress towards them. Targets are also set for individual pupils but on-going analysis of assessment data is insufficiently rigorous to identify specific strengths and weaknesses for individual pupils and to set specific targets for them, which are shared and known by the pupils. This contributes to a lack of challenge for higher attaining pupils and to fewer pupils attaining higher levels in statutory tests. The monitoring, evaluation and development of teaching is good. The headteacher monitors

teaching in classes each term and sets targets with teachers. Co-ordinators for English, mathematics and science have good opportunities to monitor standards and teaching in classes and this contributes positively to the consistently good quality of teaching. Planning is regularly monitored by the headteacher and co-ordinators to ensure that pupils develop their skills steadily and systematically.

52. The school's induction process is good. Newly appointed staff, including three newly qualified teachers are effectively supported which enables them to be quickly assimilated into the life of the school. Arrangements for professional development are good and are linked to the school's needs as identified in the school development plan and on individual needs. Appraisal is well established for both the headteacher and teaching staff and targets for teachers are usually based on teaching and learning strategies related to their job descriptions.

53. The school development plan is a good, practical, working document, which is appropriately constructed in consultation with staff and governors. It includes a detailed plan for the current year with an overview for next year. It identifies a wide range of targets, including raising standards in writing, mathematics and information technology. It appropriately identifies targets, priorities, time scale, success criteria and is costed. The strategic role of the governing body in evaluating the success of the school development plan is well developed. For example, the governors know that their high expenditure on support staff gives good value for money because they have monitored their role in the classrooms and have established that a good ratio of adults to pupils contributes positively to the progress made, particularly for pupils with special educational needs. They have evaluated the success of alterations to the building to provide a double unit for children aged under five. These alterations contribute positively to the good provision for these young children.

54. The school makes good use of resources including the funds made available to it. The school development plan identifies priorities and the finance committee act responsibly in their role as 'critical friend' and fully evaluate spending before making financial commitments. Good information is provided about the budget each month, which keeps the governors well informed. The school makes a major commitment from its budget to the provision of support staff. This impacts favourably on the attainment and progress of all pupils, but particularly affects those with special educational needs. This represents good value for money. The amount of money carried forward into next year's budget is appropriately allocated to maintain staffing, particularly in the special educational needs support unit. The school has successfully addressed the minor issues raised in the recent audit report. The administrative staff manage day-to-day accounts and office procedures to a high standard and make good use of information technology. Additional funding for pupils with special educational needs is used well and this contributes to the very good provision made for these pupils. The principles of best value are applied well in the school's use of its resources. The governors compare standards and costs with other schools and know the inclusion of pupils from the special educational needs support unit has an adverse impact on the school's results. The school has been successful in enhancing the environment by establishing a charitable fund to which large organisations donate. This has provided many attractive features in the grounds, such as a sensory garden, nature trails and play equipment, which are used well for the benefit of all pupils. The governing body invited tenders for grounds maintenance and evaluated the service provided before returning to the service provided by the local education authority.

55. The school has a very good number of teachers and support staff and this makes a very positive contribution to pupils' learning. There is a good balance between experienced and more recently qualified staff. A particular strength is the recent provision of two part time teachers to ensure that pupils are taught in classes of less than 30. Pupils in Year 1 are

withdrawn from their mixed age classes for most of the day and are taught in different areas of the school, including a small mobile classroom. This good ratio of teachers to pupils and the provision for pupils to be taught in single age groups has a positive impact on standards. The school is due to have a new classroom built shortly and this will improve the adequate accommodation for pupils in Key Stage 1. Accommodation for children aged under five is good and includes an attractive outdoor play area, which provides good opportunities for the development of social and physical skills. There is a good range of resources which are used well. The good number of talented support staff work with teachers as an effective team and make a major contribution to the good quality of education provided.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to raise standards, the senior management team and the governing body should now address the following in their action plan: (These are indicated in the paragraphs numbered below.)

- (1) Raise standards in writing to match those in reading by ensuring that writing tasks provide sufficient challenge, particularly for higher attaining pupils.*
(paragraphs 3, 6, 65, 66, 69)
- (2) Analyse assessment data more rigorously to identify strengths and weaknesses for individual pupils and use this information to:
 - ensure that higher attaining pupils are offered challenging tasks across the curriculum, which are well matched to their needs;
 - set specific, achievable targets for individuals which can be shared with pupils and referred to in the classrooms;(paragraphs 2, 11, 22, 43, 51, 66, 69, 74, 78, 80, 82)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Attendance is below the national average because a significant number of pupils take holidays during term time and this adversely affects the progress made by some pupils.
(paragraphs 15, 45)
- Improve the quality of reports to parents by indicating what pupils need to learn next. *
(paragraph 46)

* The school has already identified these areas as in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	62	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	159
Number of full-time pupils eligible for free school meals	22
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	19
Number of pupils on the school's special educational needs register	57
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.7

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99 [98]	25[25]	23 [26]	48 [51]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17 [18]	15 [18]	19 [21]
	Girls	22 [19]	20 [21]	21 [22]
	Total	39 [37]	35 [40]	40 [43]
Percentage of pupils at NC level 2 or above	School	81(77)	73 (63)	83 (73)
	National	82 (80)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 [20]	18 [21]	21 [22]
	Girls	22 [23]	20 [25]	22 [26]
	Total	39 [43]	38 [46]	43 [48]
Percentage of pupils at NC level 2 or above	School	81 (84)	79 (90)	90 (100)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	97
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	18
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	14
Total aggregate hours worked per week	255

Exclusions in the last school year

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

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

Financial information

Financial year	98/99
	£
Total income	366655
Total expenditure	374680
Expenditure per pupil	2567
Balance brought forward from previous year	35243
Balance carried forward to next year	27218

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	144
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	40	51	2	0	6
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	51	47	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	68	28	0	0	4
The school works closely with parents.	64	36	0	0	2
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	68	30	0	0	2
The school provides an interesting range of activities outside lessons.	38	36	6	2	17

Other issues raised by parents

Parents commented that despite the introduction of the National Literacy and Numeracy Strategies, the ethos of the school has not changed. They feel that the school is very caring and that their children are happy. Praise was expressed for the way in which pupils from the special educational needs unit are integrated into the school and the positive effect this has on all pupils.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children start school on a part time basis at the beginning of the year in which they have their fifth birthday. Their entry into school is staggered according to their age during the first weeks of the autumn term. Children who become five during the autumn term become full time within a few weeks of starting school. Younger children become full time at the beginning of the term in which they have their fifth birthday. At the time of the inspection, some children were in their second week of full time schooling, while younger children were still attending part time. They are accommodated in a double unit where they are taught by two teachers. Most children have experienced some form of pre-school provision. Evidence from the baseline assessments and inspection evidence shows that children's attainments on entry are broadly average, but language and literacy skills are below average for many children. They receive a positive start to school and participate fully in all activities provided. Children make sound progress and, by the time they reach statutory school age, their standards of attainment are in line with what is expected for children of this age in all the areas of learning, with the exception of language and literacy, where attainment for many children remains below what is expected for their age. This is because many children start school with limited language skills. Children with special educational needs make good progress due to the good support they receive from able support staff and to the very good ratio of adults to children. During the inspection, the good teaching seen enabled children to make good progress in most lessons. As was identified in the previous inspection, the school continues to provide children with a good start to their education and the provision for these children is a strength of the school.

58. A good feature of the provision for children in the foundation stage is the many opportunities for them to develop their personal and social skills. Each day children are given good opportunities to work and play together in small groups, and they make sound progress overall. The quality of teaching is good. On arrival each day, children take responsibility for finding their name card and matching it to their picture to register their arrival. The children are secure in class routines and take responsibility for themselves when they choose their activities from the wide range available each day. They concentrate on their tasks until they are complete and co-operate happily if their first choice of activity is full. They confidently take responsibility for taking the register to the office, leading the children when they move around the school and helping with other classroom tasks. They are expected to tidy up after practical activities and do so willingly. They take responsibility for pouring themselves a cup of water when they need one and clear up any spillage. Children are encouraged to develop good manners when they take turns to offer fruit to each other at snack time. Children are well behaved, even when not under the direct supervision of an adult. For example, during the focused play activities, children behave well in their groups while the teachers are working with other groups or individuals. Good relationships allow children to be secure and confident with all adults. They co-operate well with each other when taking turns to be members of the 'Town Mouse' and 'Country Mouse' families in the attractive role-play area or when being mechanics in 'Reigate Town Garage'. The integration of children from the special educational needs support unit contributes very positively to the development of personal and social skills. A particularly positive feature is the provision for reverse integration, where children in mainstream go to the support unit to join children with complex needs. For example, during a lesson in the unit, it was difficult to identify which children were usually based there because the relationships between all children were so good. The well-established routines, the consistent expectations of behaviour and the caring attitudes of all adults make a significant contribution to the sense of security felt by the children.

59. The standards attained in language and literacy are below those expected nationally. The quality of teaching is good and enables children to improve, but it is not able to compensate fully for the low starting point of many children before they start statutory education. All adults take every opportunity to develop language skills and children make sound progress. A significant number of children show limited understanding of language and are reluctant to respond to questions. For example, during the inspection, few children were able to suggest the word 'shops' when asked where we go to buy things. There are good opportunities for role-play in the 'Town Mouse and Country Mouse' areas and in 'Reigate Town Garage'. Children develop their language skills effectively through role-play because the good provision for adults enables teachers or support staff to join in and ensure that there is a focus to the activity. The provision of a garage is attractive to boys and contributes positively to the development of their skills. Children practise their writing skills in the writing area or in sand trays. Scrutiny of work shows that many children start school with poor pencil skills and that by the time they are five most can make letter type shapes. Higher attaining children can write recognisable words. Most children can recognise their names and many make a good attempt to copy it. Higher attaining children can already write their names with an appropriate use of upper and lower case letters. Good emphasis is placed on developing reading skills and this is supported by parents, who share books, which the children take home regularly. A structured programme for the teaching of reading, where children learn to identify initial sounds, contributes positively to the development of reading skills. Good opportunities are provided for children to choose and enjoy books of their choice in the attractive 'Quiet House'. Children enjoy stories and try to join in when reading 'I love animals' with their teacher. Most children can tell a story, using the pictures to help them. Higher attaining children can read simple words and know some initial sounds. The quality of teaching of literacy skills is good. Adults take every opportunity to extend and enrich literacy skills and use effective strategies to motivate the children. For example, children are invited to 'tickle' words by circling them with their finger, so reinforcing their understanding of the difference between words and individual letters. Good emphasis is placed on teaching literacy skills through games and practical activities and this ensures a firm foundation for the development of reading skills.

60. Attainment in mathematics meets expectations for children of their age and they make satisfactory progress. Most children count and use numbers to 10. They develop their mathematical skills well through their play in the outdoor area when they understand whether objects are full or empty through their play in the sand and water trays. They develop their understanding of mathematical concepts when they count toy cows in the farmyard and add numbers using cars in the toy garage to help them. Children learn to count and match numbers using a range of computer programs. They know a wide variety of number rhymes, such as 'One, two buckle my shoe' and recognise circles, triangles and squares when making their own patterns. Higher attaining children add and subtract using apparatus to help them. Effective use is made of resources to reinforce mathematical concepts. For example, wall displays and number tiles are used at every opportunity to develop understanding. During the inspection, children made very good progress in a mathematics lesson as a result of very good teaching, which motivated and challenged them. For example, children were expected to join in counting to ten when the teacher started at a different number each time. Children learned to count accurately when the teacher, in role as the farmer, used toy cows effectively to demonstrate the need to count each one individually. This amused the children and contributed positively to their learning.

61. The children's physical development meets expectations for their age and they make sound progress. They gain confidence in using space through regular opportunities to use wheeled toys and climbing frames in their own outdoor area. They also develop their physical skills in the playground, where they run, jump, skip and steer wheeled toys confidently over a large area. Children handle small toys and scissors regularly to develop their manipulative skills. For example, they cut round letter shapes confidently and use tape to join paper and

card to make envelopes. They roll and shape playdough into birthday cakes. No physical education lessons were seen during the inspection, but all adults gave good support to children during their outdoor play sessions.

62. The children's creative development meets what is expected for their age and they make sound progress overall. They use paint appropriately to mix shades of green and develop their skills in using a range of materials when making collages of trees in winter. They use sponges and natural objects to make prints. They show developing hand control and observational skills when painting houses. Children know a range of songs by heart and some can copy a clapped pattern. They learn to identify and play a range of instruments, such as a triangle and castanets. One lesson was seen in this area of learning during the inspection. In this lesson, which took place in the special educational needs support unit, the quality of teaching was good. Children from the reception unit were well integrated into the support unit and activities were well matched to the needs of all children. The high ratio of adults to children ensured that children made good progress in developing creative skills.

63. Children's knowledge and understanding of the world meets expectations for their age and they make sound progress. Good emphasis is placed on activities to help children develop an understanding of the world around them. For example, during the inspection, children collected natural items from the grounds and sorted them according to their properties. Opportunities to dismantle bicycles and other objects in 'Reigate Town Garage' enable children to develop their understanding of how materials can be joined together. Higher attaining children talk confidently about where they live and their families. Most children know the difference between fat and thin when rolling playdough and that wet sand is darker than dry sand. During the inspection, children were able to use magnifying glasses to look closely at natural objects and used simple vocabulary to describe what they saw. They use construction toys and small world toys well to develop their own ideas and their manipulative skills. They experiment with sand and water and learn about the differences. Children use a tape recorder successfully to listen to stories. They use the basic keys on a computer and use the 'mouse' to move the cursor around the screen. The teaching in this area of learning is good. Well-targeted and challenging questions enable children to develop scientific vocabulary and well-chosen resources such as leaves of different colours challenge children's thinking.

64. The quality of teaching is good and it is consistent across the unit. Both teachers have a very good understanding of the needs of children aged under five and lessons are well planned to ensure that all children have equal access to the curriculum. This is particularly evident during the focused play activities when detailed records are kept to ensure that children experience a balance of suitable activities. Teachers have high expectations and use a variety of strategies to enable children to make progress. A strong feature is the effective use of challenging questions, which extend learning. Children are very well managed and teachers make very good use of time and resources. A strength in the teaching is the use of talented support staff who are well prepared and contribute positively to the progress made. The good organisation of the unit enables teachers and support staff to work in a close partnership. Assessment is used well to ensure that activities meet the children's needs. One lesson was very good. This mathematics lesson was characterised by very good pace, clear explanations which contributed to gains in learning in literacy as well as numeracy and very good and imaginative use of resources.

ENGLISH

65. Overall, standards in English are average by the end of Key Stage 1. Children start school with skills in language and literacy which are below expectations for their age. National

Curriculum data for 1999 shows that by the end of Key Stage 1, the proportion of pupils attaining the expected level or higher when compared with all schools was below average in reading and well below average in writing. When compared to similar schools, the results were well below average for reading and writing. However, the school accommodates a special educational needs support unit and in 1999 15 per cent of the pupils taking the tests were pupils from the unit with complex needs. Excluding pupils from the support unit, the proportion of pupils attaining the expected level or higher both in comparison with all schools and with similar schools was average in reading. Results for writing were well below average. The cohort of pupils in 1999 also included an untypically high number of other pupils with special educational needs and this contributes to the fall in standards in 1999. The proportion of pupils attaining higher levels in reading was close to the national average, although no pupils attained the higher level in writing. Between 1996 and 1998, including pupils from the special educational needs support unit, there was a steep improvement in standards in reading and writing from well below average standards, particularly in writing. In 1998, standards in reading reached the expected level and standards in writing were steadily approaching the expected level from a very low base in 1996. Test results suggest that boys do less well than girls but many of the pupils with special educational needs in 1999 were boys. There was no significant evidence of this during the inspection. The previous inspection report indicated that the majority of pupils achieved standards in English that were below national expectations in writing and well below in reading. The school is making steady improvement in English overall, although standards in writing are not as high as those in reading.

66. Inspection evidence shows that the attainment of the majority of pupils in English, at the end of Key Stage 1, is in line with national expectations in reading, writing and speaking and listening. All pupils, including those with special educational needs and those for whom English is their second language, make good progress in developing these skills. They make good improvement from their below average skills on starting school. The difference between inspection evidence and test results in writing for 1999 is partly because the current cohort contains fewer pupils with special educational needs and also because the school has implemented several new initiatives, which are already raising standards. The school has responded to its own concern that standards in writing are not as high as they should be. One lesson each week is devoted to a structured focus to the teaching of writing for pupils in Year 2 and this contributes to the improvement in standards. The school plans to introduce this for pupils in Year 1 shortly. A clear action plan to raise standards in writing, which includes the examination of samples of work, is already in place and this has raised teachers' expectations. The high quality of the teaching seen during the inspection for pupils in Year 2 also contributes to the improved standards seen during the inspection. Extra funding to reduce class sizes has been used effectively to ensure that pupils in mixed Year 1 and Year 2 classes are taught in smaller groups of the same age and this contributes positively to the rise in standards. The National Literacy Strategy is raising pupils' awareness of books, and pupils show an interest in learning to read. Teachers set broad targets for individual pupils and these are shared with parents. However, the school does not analyse its on-going assessments with sufficient rigour to identify specific areas of weakness for individual pupils in order to set individual targets, which can be shared with the pupils. For example, teachers do not refer to targets in their marking or in discussion with pupils.

67. Standards in speaking and listening are in line with national expectations at the end of Key Stage 1. By the end of Year 2, most pupils join in discussions and listen carefully in a range of situations; for example, when they share their ideas for a story in front of the class. They develop their speaking and listening skills through planned opportunities for stimulating role-play, and these are well matched to the topic being studied. For example, pupils in Year 1 develop their skills when they enact situations in the 'Tree House' area. Pupils confidently discuss a range of issues such as pollution and recycling during circle times and listen to the

views of others. Since the previous inspection, the school has successfully continued to place good emphasis on the development of speaking and listening skills to ensure that the majority of pupils considerably improve from their low achievements on starting school.

68. The attainment of most pupils in reading is in line with national expectations by the end of Key Stage 1. An average number of pupils attain above average standards. However, a significant number of pupils only just attain the expected level. The school encourages parents to support their children with reading and this contributes to improved standards since the previous inspection. The literacy hour is being used effectively to raise standards and to introduce pupils to a wide range of texts, both fiction and non-fiction. By the end of Key Stage 1, many pupils read simple texts fluently and accurately and correct themselves when they make an error. They recognise a good number of common words out of context and have a sound knowledge of letter sounds to help them decipher unknown words. They talk confidently about books which they have read and can predict what will happen next. Higher attaining pupils read unfamiliar text confidently and discuss their favourite authors such as Roald Dahl. Lower attaining pupils read simple text, using the pictures to help them. Many pupils receive invaluable support from the involvement of support staff and other adults who come into school to hear reading. The school's focus is now appropriately on teaching reading through the literacy hour rather than individual reading, but it ensures individual readers are regularly heard by the class helpers. Teachers assess pupils' progress regularly and records identify clearly what pupils can do and the strategies teachers are using to help them.

69. Standards in writing are in line with expectations at the end of Key Stage 1, although a significant number of pupils only just attain the expected level and few pupils exceed it. Pupils make good progress. The range of writing is satisfactory and includes poems, stories, letters and accounts. Examination of samples of work shows that standards are improving and that pupils in Year 2 have a good understanding of the importance of story structure and redraft their work to include increasingly interesting vocabulary. The focused teaching of writing is contributing positively to the recent improvement in standards. However, the use of punctuation and correct spelling is variable and higher attaining pupils are not always sufficiently challenged or encouraged to improve their own work. For example, although these pupils write at reasonable length in a logical sequence using simple punctuation, they are not always challenged to use dictionaries to check their spelling or to use more complex punctuation and consequently, these pupils do not always produce work of a sufficiently high standard. Tasks are sometimes offered to pupils of average and above average attainment, which are at too similar a level of challenge. Appropriate emphasis is placed on handwriting and most pupils write in a clear joined style. Teachers talk to pupils about their work and make brief comments in their marking but these do not always help pupils to improve. Emphasis is placed on encouraging pupils to write and teachers and support staff provide effective support in small groups.

70. The quality of teaching is good overall and enables pupils to make good gains in their learning. Teaching is never less than satisfactory and eight out of ten lessons were good or better. Two lessons were very good. These very good writing lessons were characterised by the very effective use of challenging questions which encouraged pupils to offer increasingly sophisticated vocabulary when brainstorming ideas for a story. Contributions from pupils with special educational needs were skilfully adapted and included in the brainstorming, so raising their self-esteem. Pupils were very well managed and very effective use was made of support staff. This enabled all pupils and particularly those with special educational needs to improve. Strengths in the teaching of English lie particularly in the skilful use of questions which allow pupils to learn new vocabulary. For example, during a story for pupils in Year 2, pupils learned the meaning of 'awe-struck' and were invited to look at their teacher in that way. Teachers take every opportunity to extend and enrich language and this contributes to

good acquisition of skills and motivates the pupils. Very good management of pupils, where good behaviour is noticed and praised, ensures that no time is wasted managing bad behaviour and this enables all lesson time to be used productively. Pupils work hard in response to teachers' high expectations. Teachers explain tasks clearly and consequently pupils know what they are expected to achieve by the end of a lesson. Teachers have a good understanding of English and implement all aspects of the literacy hour well. Information technology is used to support literacy skills and this enables pupils, and particularly those with special educational needs, to learn new skills. Teachers use support staff and other adults very effectively to support group work, and the high ratio of adults to pupils contributes positively to the progress made. Other areas of the curriculum contribute appropriately to pupils' development of literacy skills. For example, in science, pupils in Year 1 record data about food webs. In history and geography, pupils in Year 2 use wall displays as a stimulus to write questions about where food comes from and about photographs from the past. During the inspection, pupils developed their speaking and listening skills during assembly where they acted out parts of a story about water in our world.

71. Pupils have good attitudes to their work and behave well. They are willing to persevere and are keen to join in reading the text during the literacy hour. They work well in groups and willingly share resources. Relationships between the pupils themselves and with their teachers and other adults are good and this contributes positively to the good progress made. Pupils are confident to try, knowing that their efforts are valued. They handle books carefully and know the routines of the literacy hour well.

72. The experienced English co-ordinator and the recently appointed co-ordinator, who is taking over the role, currently jointly manage the subject. They give good leadership and are committed to raising standards. Planning is regularly monitored and the co-ordinator joins year group planning meetings on a regular basis to ensure that activities are planned to meet the needs of the pupils and to ensure that they develop their skills steadily and systematically. The co-ordinator has monitored the teaching of literacy in all classes and this contributes to the consistently high standards of teaching seen during the inspection. New initiatives are successfully raising standards in writing and there are good procedures for assessment. However assessment data is not sufficiently analysed to identify specific strengths and weaknesses for individual pupils and this contributes to a lack of challenge for higher attaining pupils who consolidate what they already know. Assessment data is not used sufficiently to set specific targets for individual pupils, which are shared and known by the pupils.

MATHEMATICS

73. Overall, standards are average by the end of Key Stage 1. The results of the National Curriculum tests in 1999 show that the proportion of pupils attaining the expected level was well below average when compared with all schools and similar schools. Pupils from the special educational needs support unit are included in the overall figures. If the test results of these pupils were not included in the 1999 figures, pupils' attainment would be just below average when compared to all schools and average when compared to schools of a similar type. Between 1996 and 1998 standards improved considerably and in 1998 standards were just below average. There was a fall in standards in 1999. This is because the cohort of pupils taking the tests included more pupils with special educational needs, both in the unit and in mainstream than usual. The previous inspection report in 1996 showed pupils' attainment in lessons to be satisfactory but the national test results at the end of the key stage were well below the national average. The results in mathematics over this period of time are very similar to those in English and show the same improvement in 1998. Test

results show no significant differences between the performance of boys and girls.

74. Inspection evidence shows that attainment is broadly in line with the national expectation for the majority of pupils, but higher attaining pupils are not making enough progress because the work is not always challenging enough. The difference between inspection findings and test results is due to the cohort of pupils and to the introduction of the National Numeracy Strategy which is impacting positively on standards. Pupils of average ability and those with special educational needs in mainstream classes make good progress towards the targets set for them. The majority of pupils from the special educational needs support unit make very good progress in mathematics. All pupils with special educational needs receive very good quality support from well trained support assistants and this is an important factor in their progress.

75. Pupils are starting to develop their mathematical language satisfactorily; for example, most understand 'more than' and 'less than' and pupils in Year 1 sort odd and even numbers into sets. Most are confident in counting, writing and reading numbers and count on with confidence in tens and fives to 100. Pupils of average ability in Year 2 order numbers to 100 and higher-attaining pupils are familiar with much larger numbers. The majority of pupils perform simple mental arithmetic calculations when adding three numbers together and are developing a sound understanding of place value when working with hundreds, tens and units. Pupils' work shows they have a sound understanding of the concept of a half and a quarter and that they are familiar with two and three-dimensional shapes. Pupils from the support unit enjoyed a practical mathematics lesson about shape and made very good progress in learning to recognise a square, rectangle, triangle and circle. Pupils are starting to apply their mathematical knowledge effectively. A good example of this was observed in a science lesson with pupils counting out seeds ready for planting and measuring quantities of water.

76. The teaching of mathematics is good overall. One lesson was very good and all the others were good. In the majority of lessons teachers' expectations are high, lesson plans have clear learning objectives, tasks are carefully explained, questioning is probing and well structured and assessment is good. Mental arithmetic and the language of mathematics are particularly well taught. Teachers manage their pupils well and make effective use of time and practical resources. A strong feature of nearly all the lessons observed was the good use of practical resources such as number fans, magnetic boards large shapes and flash cards. Information technology is being used to support the work in some classes but is not widely used. Occasionally, pupils sit on the carpet for too long.

77. Overall, pupils display good attitudes to learning. Most listen attentively to their teachers, concentrate well and show interest in their work. Pupils enjoy their mathematics lessons, particularly the mental arithmetic sessions where they are very keen to respond to questions. They collaborate well together in small groups and also as a class when counting out aloud. Other areas of the curriculum contribute appropriately to pupils' development of numeracy skills. For example, in science, pupils are encouraged to count seeds ready for planting and to use their measuring skills in design and technology.

78. The school is successfully implementing the National Numeracy Strategy and all staff have received in-service training and further staff development is to be held later this term. The impact of this training is evident in the structure to the lessons and the good quality teaching observed. The co-ordination of mathematics is good and the quality of teaching and planning are being carefully monitored. The school is working hard to raise standards by using all the data available and by working closely with the local education authority, but this data is not yet sufficiently analysed to identify strengths and weaknesses for individual pupils and this contributes to a lack of challenge for higher attainers. Since the last inspection the

school has ensured planning is accurately referenced to the National Curriculum Programmes of Study.

SCIENCE

79. Results of the National Curriculum teacher assessments for 1999 show that the percentage of pupils reaching the national standards is average. The number of pupils exceeding this standard is also average. In comparison with similar schools, pupils' results are average. Inspection evidence shows that by the end of Key Stage 1, both boys and girls achieve standards which are in line with national expectations. The school places good emphasis on science from an early age and this contributes positively to the standards achieved. Pupils learn well in a stimulating and encouraging environment. Pupils in Year 1 have an appropriate understanding of growth. Higher attaining pupils, for example, understand the human and plant life cycles in simple terms. By the end of Year 2, this knowledge and understanding has extended so that most pupils know that plants need roots to anchor them and provide food and water. Higher attaining pupils know that light energy is used to make food in growing plants. Lower attaining pupils and those pupils with special educational needs also make good progress as their needs are well catered for. From an early age, pupils learn to conduct scientific experiments. The older pupils contribute to this; making suggestions and deciding whether they think the tests are 'fair'. Standards in science have been maintained since the last inspection.

80. The quality of teaching is good. Teachers have a good understanding of the achievements and needs of all the pupils, through careful assessment, and provide work that interests and stimulates the pupils. They have high expectations of all the pupils, although this is not always matched by tasks, which are sufficiently challenging for the higher attaining pupils, for instance by extending the experiments or observations. Teachers have good knowledge and understanding of the curriculum. They plan and prepare for the lessons well and make good use of classroom and special needs assistants to make sure that everyone can take part effectively. The good quantity of varied resources are used very effectively. Classroom displays are imaginative and accessible, with books always available to browse.

81. The pupils have good attitudes to science. They enjoy learning and are excited about making discoveries and observations. They are able to employ the knowledge and understanding they gained earlier and respond well to the teacher and each other. Pupils are well behaved and lessons are orderly and good-natured. The politeness and friendliness of the pupils extends to each other, to visitors and other adults, and to the high proportion of pupils with special educational needs.

82. The broad and balanced curriculum makes a good contribution to the pupils' learning. Although the teaching is planned in themes or topics, the National Curriculum is covered thoroughly. All staff contribute to the planning and the co-ordinator monitors the teaching and learning regularly to ensure consistency and progression. The school has developed a very practical approach to science, which means that pupils are learning by doing as much as possible. Good emphasis is given to scientific vocabulary and to recording, using words and pictures, with higher attaining pupils expected to write in their own words. The pupils sometimes use a computer to write up their experiments. Numeracy is well used to support work in science with pupils counting and measuring appropriately. Assessment procedures are good and provide an accurate picture of the pupils' achievements which are used to inform the planning at the regular meetings. The school has not yet done a sufficiently detailed analysis of the science test results to see how to correct the weaknesses in learning in some areas of the pupils' understanding.

83. The extensive and richly planted grounds provide an all round stimulus and, along with visits, are thoroughly used to develop and maintain the pupils' interest in the environment. Activities in science make a significant contribution to the pupils' social, moral, spiritual and cultural development.

ART AND DESIGN AND TECHNOLOGY

84. Neither subject was taught during the inspection but it is clear from the displays, from the pupils' work and sketchbooks and from talking to the pupils, that both play an important part in the pupils' learning and the life of the school. This was also a feature of the previous inspection. Learning in both subjects is good with pupils developing expressive and analytical skills. Pupils learn to make detailed drawings and explore colour and shape in art. In design and technology, pupils develop skills in the use of a good range of tools and materials such as wood, textiles and card. Pupils use construction kits to good effect when exploring ideas in science or geography. During the inspection, one group of pupils made a fascinating working model of a waste disposal plant. They also learn to plan and evaluate their work through drawing and writing.

85. The planning for both art and design and technology shows good coverage of the National Curriculum. The emphasis given depends on the particular topic but pupils are expected to employ knowledge, skills and understanding from both subjects in their work in other curriculum areas. This could be making models in science or history, drawing from observation in environmental studies or making musical instruments.

86. The school uses good quality resources, which contribute to the good quality and finish of the items which pupils make. The pupils use sketchbooks, which are maintained, as pupils move through the school, providing a good record of their progress. Teachers do not use formal methods of assessing art or design and technology but they keep sound notes of the pupils' progress.

HISTORY AND GEOGRAPHY

87. Only a few lessons of history and geography were observed during the inspection. However, conversations with pupils, inspection of their work and teachers' planning shows that progress by the substantial majority of pupils is satisfactory.

88. Through their work about Victorian families, pupils are beginning to recognise similarities between the past and present. They use information from different sources such as photographs and books from the library. Pupils dress up in Victorian costumes and play games from the period, such as hopscotch and marbles. This helps them to realise how our society has developed. An understanding of this work and their family history is helping them to develop a sense of chronology. In geography, nearly all pupils find looking at a plan of the school difficult to understand but once they realise it is an aerial view they quickly and accurately identify the location of different classrooms and offices. Others enjoy following a route around the school grounds and then satisfactorily record their walk in pictorial form. The majority of pupils know the meaning of 'environment' and understand what is natural and what is man made. This work is closely linked to the topic about the environment and the necessity to preserve our natural world and recycle any rubbish.

89. Most pupils have positive attitudes to their work and behaviour is usually good. They show

enthusiasm and interest in researching for information and are keen and eager to answer questions. Pupils work collaboratively together, although on occasions the noise level is too high.

90. The quality of teaching is satisfactory overall. Teachers use sound questioning to find out what pupils know and to develop their ideas. They have secure subject knowledge and lesson planning has improved since the last inspection and is now referenced to the National Curriculum Programmes of Study.

91. History and geography are well co-ordinated and pupils' work is checked against the long-term planning. The curriculum contains sufficient breadth and balance in both subjects and the school continues to offer an appropriate curriculum for all its pupils. Next academic year the school intends to follow the DfEE schemes of work. Resources are good and used well and the curriculum is enriched by educational visits to places such as Gatton Park and Climping. These visits are very effective in making both these subjects come alive.

INFORMATION TECHNOLOGY

92. By the end of Key Stage 1, attainment in information technology is in line with national expectations. The school's assessment of the pupils' achievement shows them to be reaching average levels and the inspection confirms this. By the end of Key Stage 1, most pupils can type into a word processor, give simple commands to a floor turtle and use a simple simulation program to explore a range of visual 'worlds'. During the inspection, pupils were able to print out pictures of plants they had made by selecting components from a bank of images. To do this they had to use their knowledge and understanding of plants as well as their information technology skills. Higher attaining pupils have a good grasp of the 'windows' environment and can access information on CD-ROMs. Lower attaining pupils and those with special educational needs make good use of spelling and number programs. The school has maintained standards since the last inspection.

93. It was not possible to observe teaching in information technology during the inspection although there were several instances where pupils were using computers to reinforce learning in different subjects such as English, science, and mathematics. Pupils interact with computers effectively and safely, accepting them as a part of everyday life. They enjoy using the computer, for instance, to make pictures or write poems. They work co-operatively when sharing a computer.

94. The planning documents show that teachers use computers and other technology across the curriculum, depending on the topic being studied. The school is meeting the requirements of the National Curriculum and all teachers have a sound understanding of the value of information technology and use it appropriately. Their expertise is kept up to date by means of training and support from the enthusiastic and committed co-ordinator. The school has made good use of grants to update its systems and is beginning to use the Internet. Planning documents also show the school's commitment to develop information technology in the coming year. The governors and staff have all played an important part in this review.

MUSIC

95. Two music lessons were seen during the inspection, both quite different in character. The evidence of these lessons, together with listening to music in assembly, watching videos of

the Christmas play, other recorded evidence and talking to the pupils, shows that pupils are learning music satisfactorily. Pupils have opportunities to learn the recorder from the specialist music teacher in Year 2. In class lessons, pupils learn to sing a range of songs in unison, to listen to and compose a variety of music on a range of instruments, and to evaluate their own and others' compositions. Standards in music have been maintained since the last inspection.

96. The quality of teaching is satisfactory, despite being constrained by the pressures on time caused by the concentration on the core subjects. When the teacher has a whole class, learning is good, with good teaching of key skills and knowledge. Teachers make good use of praise and encouragement, based on a good understanding of the curriculum and an appropriate use of time and resources.

97. Pupils enjoy music, especially singing and playing, and work hard to achieve success. Those pupils learning the recorder obviously prepare and practise at home. Pupils concentrate well in class, even when other classroom activities are distracting.

98. Music contributes well to the spiritual, moral, social and cultural life of the school in assemblies and concerts as well as in lessons. The video of the Christmas concert gave a clear picture of the hard work and enthusiasm of the pupils and teachers as well as the effective way that music can be combined imaginatively with other subjects.

PHYSICAL EDUCATION

99. In the small number of lessons observed the majority of pupils were judged to be making sound progress including pupils with special educational needs, who are well integrated and supported.

100. In gymnastics, pupils are starting to use the space well in the hall and most listen attentively. They demonstrate sound control over their bodily movements when performing jumps, turns, balances and landings. They use the apparatus safely and well. Higher attaining pupils work well individually. They have well-developed skills and are capable of performing very good sequences, incorporating a variety of different movements. The school encourages swimming and pupils from the support unit were observed making good progress whilst being taught at the local swimming pool.

101 The quality of teaching is sound, planning is satisfactory and the curriculum fully meets the requirements of the National Curriculum. The policy and scheme of work, which were identified as in need of development at the last inspection, are now satisfactory but assessment is still not firmly in place. Staff have received in-service training and are now more confident when teaching physical education. They involve pupils more in decision making and use them well for demonstration purposes. Most teachers have sound subject knowledge and take great care to ensure that safety regulations are followed. Pupils are being effectively taught to get out and put away the large apparatus.

102. Pupils dress appropriately and change quickly for their lessons. The majority are keen and eager to participate in physical education. They enjoy their lessons and most listen and respond well to instructions. Pupils are learning to work co-operatively.

103. Physical education is satisfactorily managed and the co-ordinator monitors planning. Resources are good and the school has access to good hard and soft playing areas. There is an after school football club which contributes positively to the development of skills.

RELIGIOUS EDUCATION

104. During the inspection only one lesson of religious education was observed, therefore an overall judgement cannot be made about the quality of teaching and pupils' progress. However, conversations with teachers and the inspection of pupils' work, shows that pupils are attaining satisfactory standards and making sound progress. The school fully complies with the requirements of the Locally Agreed Syllabus.

105. Pupils learn about special occasions such as Christmas, Lent and Easter. Photographic and video film evidence shows how pupils are being taught to care for the less fortunate in our society and how a Christian ethos is central to the work of the school. Pupils are taught the reasons for celebrating Christmas and understand there are places of worship and different faiths such as Christianity, Judaism and Islam. Pupils are encouraged to take an active part in assemblies, which make a very positive contribution to pupils' understanding of religious and moral issues. The assemblies also play an essential part in developing the caring and supporting ethos which is evident in the school. In the lesson observed, pupils learning about their environment were very aware that God created a beautiful world and that it is their duty to look after it. The good displays in the hall help them to contrast the natural environment with the waste created by humans. Higher and average attaining pupils understand the importance of recycling materials. Work in personal, health and social education also supports work in religious education. Pupils from the special educational needs unit work effectively in circle time sessions and learn more about caring for the environment. Through talking together, looking at and handling different materials they are beginning to understand more about the natural world and the materials created by man.

106. Pupils have good and often very good attitudes to religious education. They are prepared to share experiences and offer opinions. They feel secure and confident enough to ask questions and show respect for other pupils' feelings. Pupils relate very well to one another and are very caring and constructive when discussing ideas.

107. Teachers' planning is good and it is closely related to pupils' experiences. Since the last inspection the curriculum has improved and is now closely aligned to the Locally Agreed Syllabus and includes a good range of experiences associated with other major religions as well as Christianity. The co-ordinator provides good leadership and supports teachers effectively. There is a good range of resources and artefacts to support pupils' learning. The subject makes a particularly strong contribution to pupils' spiritual, social, moral and cultural development.