

INSPECTION REPORT

SHALFORD INFANT SCHOOL

Shalford

LEA area: Surrey

Unique reference number: 124992

Headteacher: Mrs C Herlihy

Reporting inspector: Theresa Mullane
15138

Dates of inspection: 8th – 10th May 2001

Inspection number: 191840

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Station Row Shalford Guildford Surrey
Postcode:	GU4 8BY
Telephone number:	(01483) 562143
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Laura Worsley
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15138	Theresa Mullane	Registered inspector	English Science Information and communication technology Art and design Design and technology Music Special educational needs Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
13874	Jane Chesterfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How good are curricular and other opportunities? How well does the school work in partnership with parents?
21796	James Walsh	Team inspector	Under fives Mathematics History Geography Religious education Physical education	How good are curricular and other opportunities? How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shalford Infants' School is a smaller- than- average school situated in the village of Shalford, which is close to the town of Guildford in Surrey. There are 67 pupils on the school roll. The children's attainment on entry to the school is average. Most pupils enter the school in the reception class and leave at the time of transfer to the junior school at age seven. Whilst the school receives pupils from a range of social backgrounds, overall their socio-economic circumstances are above average. The school receives additional funding to support pupils with special educational needs. 26.8 per cent of pupils are identified as having special educational needs, which is a little higher than the national average. Six per cent of pupils have statements of special educational needs, which is above average. No pupils have English as an additional language nor come from ethnic minorities.

HOW GOOD THE SCHOOL IS

Shalford Infant School is a good school. By the age of seven, pupils attain above average standards in English, mathematics and science. The results from the Key Stage 1 national tests have shown a marked improvement in the last four years and in 2000 were well above average in English and science, and above average in mathematics. Pupils have very good attitudes to learning and teaching is good. The leadership and management of the school are very good. The headteacher provides purposeful leadership and her very good vision for the school promotes improvement. The commitment of governors and staff and the pupils' enthusiasm for learning creates a very positive atmosphere. The school provides good value for money.

What the school does well

- Pupils' standards in English, mathematics and science are above average.
- Teaching is good.
- Pupils have very good attitudes to learning and behave very well.
- Pupils with special educational needs make good progress.
- The leadership and management of the school are very good.
- The school has built very good relationships with parents and the community.

What could be improved

- Some aspects of the school's curriculum need adjusting so that time is used more effectively and pupils are offered a better balance of activities during the day.
- Pupils should be given more opportunities to develop their joined handwriting style.

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 very good progress since its previous inspection in 1997 and good progress since its subsequent monitoring visit. All the shortcomings have been addressed. Standards have improved in English, mathematics, science and information and communication technology. Teaching is good and the school monitors all aspects of its work rigorously to ensure that standards are maintained or improved. Detailed schemes of work have been drawn up in all subjects and where these are currently being reviewed to reflect the revised National Curriculum, good quality guidance is available to staff. The school has developed thorough systems for tracking pupils' attainment and progress in nearly all subjects. The school development plan is detailed and fully costed, with clear criteria for judging whether or not it is effective.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	A	A	A
Writing	A	A	A	A
Mathematics	B	C	B	B

Key

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

At Key Stage 1 results in the 2000 national curriculum tests in reading and writing are well above the national average and those being achieved by similar schools. Between 1997 and 2000 the school's results in reading and writing improved significantly. The school's results are well above the national average. A high proportion of pupils achieve above average levels (level 3) in the tests. During the inspection, a high proportion of pupils were also seen to be achieving above average standards in reading and writing. In speaking and listening pupils achieve standards that are well above average. The results in the mathematics tests were above average in 2000 and were also above average when compared to results being achieved by similar schools. Standards in mathematics have fluctuated since 1997 when they were above average. They dipped to average in 1999 but rose sharply to above average standards in 2000. During the inspection pupils were seen to be achieving above average standards in both mathematics and science. The statutory teacher assessment for science shows that the school's performance in science is very high when compared with national results and those being achieved by similar schools. This is because high proportions of pupils achieve above average standards in this subject.

Standards are much higher than they were at the time of the previous inspection. Higher attaining pupils and those with special needs all achieve in line with their capabilities. Pupils meet the expected standards in all subjects, including music and religious education. The school successfully met all its targets in 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and enjoy what they do in lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and out of lessons and are friendly and helpful to each other and to the adults in the school community.
Personal development and relationships	Very good. Pupils' personal development is very good and relationships are of a very high quality. Pupils help and support one another.
Attendance	Very good. Pupils arrive promptly for school.

The pupils' positive attitudes and values are a strength of the school. Pupils know that they come to school to learn and are keen to get involved in their work. The school places great emphasis on promoting positive attitudes in its pupils and in encouraging them to take responsibility for their actions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
22 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.

In English, mathematics and science, teaching is consistently good. In reception, teaching is consistently good and the teaching of language and literacy and creative development is very good. The school has implemented the National Literacy and National Numeracy Strategies effectively and this has led to consistently good teaching in these areas. Four of the main strengths in teaching are very good planning, good teaching of basic skills, good subject knowledge and the very effective management of pupils. This creates a very positive atmosphere in classes where pupils are interested and motivated by the work that they are given. Teaching meets the needs of all pupils well. This ensures that high attaining pupils and those with special educational needs are catered for as effectively as average pupils. In 86 per cent of lessons teaching was good with 14 per cent being very good. In 14 per cent of lessons teaching was satisfactory but no unsatisfactory teaching was observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good in the reception class and satisfactory at Key Stage 1. The curriculum is broad and relevant but is not always sufficiently varied in nature. Time is not allocated well to subjects that are taught in the afternoon. This leads to some overlong lessons where time is not always used productively.
Provision for pupils with special educational needs	Good. Pupils are given appropriate targets and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides well for spiritual, moral and social development. Provision for the pupils' personal development is very good and provision for their cultural development is satisfactory.
How well the school cares for its pupils	Very good. Procedures that promote pupils' wellbeing and personal safety are given high priority and are a strength of the school.

The school has established a very constructive partnership with parents and the community: this is a strength. Very good attention is given to pupils' welfare and safety as part of the school's ethos and culture of care. Pupils' personal development is valued and promoted through effective and supportive procedures. Teachers are very effective in developing the pupils' ability to work co-operatively or independently as the need arises. The school ensures that adequate time is allocated to all subjects but for those taught in the afternoon it is not always used productively as the sessions are overlong and the pace of work slackens.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very good vision for the school and provides the school with a clear sense of direction. She is highly respected by governors, parents, staff and pupils. Staff with management responsibilities share the leadership and management of the school with the headteacher well.
How well the governors fulfil their responsibilities	The governors are very effective and contribute their skills willingly to support and develop the school. They fulfil all statutory responsibilities.
The school's evaluation of its performance	Very good. The school monitors and evaluates its work very critically.
The strategic use of resources	Good overall. Good use is made of staff, learning resources and the building. However, the use of time in the afternoon sessions is not always as effective as it might be. By using its resources prudently the school will clear its budget deficit this year.

The headteacher provides effective leadership for the whole school community and she has established a very committed team of hardworking and dedicated staff. The school monitors its work critically and constructively and this has been the key to the very good progress it has made since its previous inspection. The school has sufficient teachers and is well resourced. The building is adequate but although there is a large site, the teaching areas are limited, as buildings such as air-raid shelters take up space. The headteacher and governors are knowledgeable about the principles of best value and apply them effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is led very well and the teaching is good. Their children are happy at school. The school promotes very good behaviour and attitudes in their children. The school cares for their children very well. Parents find the school very approachable. 	<ul style="list-style-type: none"> A small number of parents wanted greater range of activities outside lessons.

The inspection team fully agrees with the parents' very positive views of the school. Pupils are very happy at school and they work hard. Teaching is good and relationships are good at every level. However, inspectors did feel that the school offered an appropriate range of activities outside lesson times, given the age of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. During the inspection standards achieved in English, mathematics and science were seen to be above average. Results from the 2000 Key Stage 1 national tests for English show that a high proportion of pupils attain at above average levels in reading and writing, and nearly all pupils attain at least average standards. When the school's results for reading and writing are compared to those being achieved by similar schools, they are well above average. The proportion of pupils reaching the expected level for their age in the mathematics tests is above average. These results are also above average when compared to those being achieved by similar schools. The statutory teacher assessment for science in 2000 shows that the standards pupils achieve are well above both those achieved nationally and by similar schools. The inspection findings reflect the results of the national tests. In the 2000 reading and writing tests and science assessments, a high number of pupils achieved above average standards. During the inspection, high numbers of pupils were seen to be achieving above average standards in reading, writing and science. In mathematics, the school's results were above average and pupils were seen to be achieving similar standards during the inspection.
2. Between 1997 and 2000 standards in reading and writing improved significantly and went from being average to being well above average. In the mathematics tests, the proportion of pupils achieving the expected level was above average, with a large number of pupils achieving at the higher level as well. Standards in mathematics have been maintained since 1996 although there was a dip in pupil attainment in 1999.
3. Most children enter the reception class with average levels of attainment. This is based on information from the baseline assessments and discussions with staff during the inspection. Information from last year's baseline assessment indicates that the starting points for the current reception class are below the average for the local educational authority. Over a three year period, the baseline information shows that the children's attainment on entry was below average in two year groups but above average for one. In reception, children make good progress towards the nationally recommended learning goals. By the age of five, most children in the current reception class will exceed the expected levels for their age in language and literacy, mathematics, knowledge and understanding of the world, creative development and social development. In physical development they will meet the expected levels for their age.
4. The standards in English have improved since the school's previous inspection. Seven year-old pupils now attain well above average standards in speaking and listening and above average standards in reading and writing. Seven-year-old pupils speak very confidently and clearly in a range of different situations. They listen carefully and respond appropriately in whole-class discussions, group work and role-play using a wide range of vocabulary in well-structured sentences. They read both accurately and fluently and confidently use a wide range of strategies for tackling unfamiliar words. Pupils are knowledgeable about books and discuss the features of narrative and non-narrative texts and can express their opinions and preferences about books and authors. Pupils write independently for a range of different purposes. Their writing is well structured and punctuation and spelling are mainly accurate. The pupils have developed a consistent joined handwriting style but their letters are awkwardly formed and the writing is not fluent. Literacy skills are used very effectively to support learning across the curriculum.
5. Standards in mathematics have improved since the previous inspection when they were judged to be average. In the national tests, a high proportion of pupils achieved at above average levels for their age. During the inspection, pupils' attainment was judged to be above average. By the age of seven, pupils' attainment in all aspects of mathematics is above average. Pupils use different strategies for solving problems and add and subtract numbers up to a 100 accurately. They tell the time to the hour, half-hour and quarter-hour of analogue and digital clocks and they use standard and non-standard units when measuring lengths. They recognise and name common two- and three-dimensional shapes and know that some shapes have symmetrical properties. The standards observed during the inspection reflect the

above average results of the 2000 Key Stage 1 mathematics tests. In 2000, the standards achieved in the mathematics tests improved after dropping from above average to average over a three-year period. The pupils' numerical skills are used across the curriculum in a range of situations and this supports their progress effectively in this area.

6. By the age of seven, a very high proportion of pupils attains above average standards in science. This judgement reflects the outcomes of statutory teacher assessment in 2000. When the school's results are compared to those achieved by similar schools, they are very high. There has been a significant improvement in standards since the school's previous inspection when they were judged to be average. By the age of seven, pupils understand the need for 'fair testing' and accept that their predictions are sometimes incorrect. They have a developing knowledge of physical phenomena such as light and electricity, the properties of different materials such as plastic, and they group living things according to their characteristics.
7. Attainment in information and communication technology meets the national expectation for seven-year-old pupils and a significant number of pupils achieve beyond this. During the last inspection, pupils were judged to be achieving standards that met the national expectation in this subject. By the age of seven, pupils know how to change fonts and have a good knowledge of basic keyboard skills. In religious education, seven-year old pupils fully meet the expectations of the locally-agreed syllabus. Standards in religious education are significantly higher than those observed during the previous inspection. In art, design and technology, geography, history, music and physical education, seven-year-old pupils achieve standards expected nationally.
8. The last inspection noted that pupils made barely satisfactory progress in all subjects except music and religious education, where progress was unsatisfactory. Pupils now make at least satisfactory progress in all subjects and in many aspects of English, mathematics, science their progress is good. Progress is still good in reception as it is in all other year groups. This is a reflection of the good standard of teaching in the school.
9. Throughout the school, pupils with special educational needs make good progress towards the targets in their individual educational plans. They also make progress at a similar rate to others of the same age in all other subjects. Pupils receive good support from the learning support assistants. This helps their confidence and self-esteem to grow, thus improving their willingness to tackle their work. The school also identifies higher attaining pupils and monitors their progress carefully ensuring that work is provided that matches their capabilities. This ensures that these pupils also make good progress.
10. Last year the school met all the targets agreed with the local education authority. Particularly challenging targets have been set for this year but the school is on course to meet them. The school has established high standards in English, mathematics and science. It is also well on the way to raising achievement in information and communication technology to a similar level. Pupils' handwriting needs to be improved so that it is well formed and a fluent style is developed. Standards in some aspects of art and design should also be higher. The school has identified both these areas and improvements are planned in the next school year.
11. The school analyses the results from the national tests carefully and has identified that boys do less well in writing than girls but achieve higher standards in mathematics. This is being monitored carefully by the headteacher, subject co-ordinators and governors on the curriculum committee. The school has evaluated its data rigorously this year and has used the information to inform its school improvement procedures and to set targets for pupils in English and mathematics.

Pupils' attitudes, values and personal development

12. These are strengths of the school. The pupils' attitudes, behaviour, personal development and relationships are all very good. This represents a significant improvement since the last inspection and also since the monitoring visit by Her Majesty's Inspectors. In all classes, pupils are very motivated to learn and enthusiastic about their tasks. They enjoy being at school and are eager to take part in their lessons. Because pupils have a mature attitude to their work, teachers are able to give them

challenging activities and know that they will cope. During the introduction to a Year 1 science lesson, for example, the teacher split the class up briefly into groups to brainstorm ideas on light and dark and then feed back to the class. This worked well because the children had the capacity to listen to one another and share their views.

13. Pupils' behaviour is very good. Even the very youngest children show great self-discipline and control in lessons, during assembly and at lunchtime, and as they move around the school. Pupils do as they are told straightaway, meaning that teachers do not have to waste time establishing order in class. During assemblies they listen courteously to the speaker and concentrate very closely on what they are being told. They show the same politeness to the staff who supervise them at lunchtime. In the dining hall, pupils eat sensibly and chat amicably, and lunch is a pleasant social occasion. In the playground, they show an awareness of and consideration for one another and play happily and inclusively together. All are busy and confident and no one is left on his or her own. Bullying is rare, and any instances are taken seriously and handled firmly. There was one temporary exclusion during the last year. The pupil involved has now transferred to a unit which is more suited to meeting his particular needs.
14. Relationships in the school are very good and so is pupils' personal development. Pupils are open, friendly and respectful with adults and get on very well with one another. Girls and boys of all ages mix easily together. At playtime, for example, pupils from each year group joined up for a game of football. Particularly striking are the ways in which pupils are always ready to help one another and their thoughtful response to others' needs. In a Year 1 art lesson, for example, pupils all rallied round to help one another put their aprons on without fuss, while in a reception class library lesson one pupil instinctively helped another pick up dropped books. Pupils respond very well to the opportunities they are given to be independent. During a Year 2 science lesson, the teacher enabled a group of pupils to sort out their different ideas very effectively and agree on a way forward with their tasks. In the same way, midday staff expect children to help set out playground equipment, and this works very successfully. Pupils co-operate with one another cheerfully and energetically and organise the equipment for themselves and others to enjoy.
15. Attendance at the school is very good. It is well above the national average and has improved considerably since the last inspection. This is thanks to the efforts of the school working closely with parents. Almost all absence is caused by illness and very few families take their children out of school for holidays during term-time. There is virtually no unauthorised absence. Punctuality too is very good. Children are very keen to come to school and most arrive early so that the morning session can begin promptly each day.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. In the reception class the quality of teaching is consistently good. It is also good at Key Stage 1. Eighty-six per cent of teaching is good or better and in 14 per cent of lessons it is very good. In 14 per cent of lessons teaching was satisfactory, but no unsatisfactory teaching was observed which is a very significant improvement from the previous inspection when it contributed to placing the school in a serious weakness category.
17. The quality of teaching in basic skills is good. Teachers use the school's schemes of work for literacy and numeracy very effectively. The teaching of language and literacy is very good in the reception class and mathematics teaching is good. Very good teaching was seen for creative development and the teaching in all the other areas of learning was good. At Key Stage 1 teaching in English, mathematics and science is consistently good with some very good mathematics teaching in Year 2. Teaching in information and communication technology, history, geography, religious education and physical education was also good. Teaching was satisfactory in all other subjects. Teaching for pupils with special educational needs is good and takes place within the classroom.
18. Teachers' subject knowledge is good and supported by very thorough planning. In reception the teacher has a thorough understanding of the subjects she teaches and this effectively promotes the children's learning. Teachers' subject knowledge in the majority of subjects, including English, mathematics and science is good. Teachers are particularly skilled in teaching literacy and this is apparent in their teaching of reading and writing and the way they promote the pupils' speaking and listening skills. Teachers use mathematical vocabulary well as they explain work or discuss it with pupils. This helps

pupils to understand what the terms mean and enables them to use terms in discussions about their work. Teachers' secure understanding of the processes involved in science investigation enables them to teach it well enabling pupils to achieve high standards.

19. Teachers' planning is very good throughout the school. This is an area where the school has made particularly good progress since its last inspection. Teachers also use their computer skills very effectively to draw up detailed plans. A particularly strong feature of teachers' planning is the clear link that is established between what pupils are expected to learn and the activities they are given. In reception, the teacher's planning ensures that tasks are matched carefully to the range of capabilities within the class and provides the children with a good range of well-structured activities. This enables pupils to develop knowledge and skills in all areas of learning effectively. In Key Stage 1, long, medium and short-term planning is detailed and supports teaching well. Short-term planning, in particular, ensures that tasks are matched to pupils' capabilities. This ensures that higher attaining pupils are suitably challenged but equally it addresses the needs of lower attaining pupils or those with special educational needs. In all classes, teachers plan effectively for pupils with special educational needs and this ensures that they make good progress in their learning.
20. Teaching methods are good throughout the school. In reception, adult-led activities promote good learning through the careful use of questions and discussions with the children. At Key Stage 1, teachers use a combination of questioning, demonstrating and explaining techniques very effectively to develop pupils' knowledge and understanding in all subjects. This was particularly apparent when teachers were developing pupils' understanding of the relationship between sounds and letters or where they were encouraging pupils to explain their mental calculation skills or to draw conclusions from their science investigations. Group work is organised consistently well and this helps pupils to work co-operatively.
21. The teachers' management of pupils is very good throughout the school. In all classes teachers have clear expectations and the pupils respond to these very well. Teachers provide pupils with stimulating work, but they also insist that pupils have the skills to work co-operatively or independently as the need arises. In both reception and Year 2, when pupils were unable to work with their group, the teachers helped the pupils to identify how they could resolve their differences, taking account of everybody's needs. The Year 1 teacher's expectations of co-operative behaviour led to high degrees of co-operation and support between pupils as they set up their classroom for painting.
22. The teachers' management of pupils is very good throughout the school. In all classes teachers have clear expectations and the pupils respond to this very well. Support staff are well briefed and deployed effectively so that they give pupils good levels of personal support and promote their learning well. The support given to pupils with special educational needs helps them achieve their targets and to have access to the National Curriculum. Teachers use learning resources well to structure children's learning. In all literacy lessons and group reading sessions, resources are used very effectively to promote pupils' enjoyment in reading. Science resources are used particularly well to structure science investigations. In reception, the environment and artefacts are used very effectively to develop children's knowledge and understanding of the world. However, time is not always used to full effect in the afternoon lessons. This is because time allocations for lessons are too generous, leading to the pace of work slowing down and too much time given to pupils to complete their tasks.
23. Procedures for assessing children in reception are good and used well so that the teacher matches work and structures activities for the children very effectively. In Key Stage 1 the use of assessment is also good. In English, there is ongoing assessment of pupils' reading skills that helps teachers to monitor progress and match work to pupils' capabilities. The marking of pupils' writing compares progress with their targets. In mathematics teachers use information from day to day assessments and work is marked regularly.
24. Homework is set regularly and the provision is good. Children from reception onwards take home reading books and older pupils have tasks that help them to develop skills in English and mathematics. The range of work supports the pupils' learning well.

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

25. The quality and range of learning opportunities in the Foundation Stage for children under five are good. The curriculum for the Foundation Stage is good and follows the nationally recommended areas of learning for the age group. Planning for the curriculum is very good and very detailed. It includes stimulating, imaginative and practical activities for children under five years of age.
26. The curriculum in Key Stage 1 is satisfactory overall. It gives pupils opportunities to learn effectively in all subjects and is broad and relevant. However, although the curriculum provides for all subjects, the balance of activities during the day is not sufficiently varied in nature. As a result, there is a strong literacy element, which is a good feature but which restricts pupils from having more opportunities to follow creative and practical activities in the timetable. English and mathematics are given priority and the school has taken a thorough approach to implementing the national strategies for literacy and numeracy. Blocks of time are allocated to other subjects which are mainly taught in the afternoon. Lessons in subjects such as science, music and art are often over an hour long and this sometimes affects the pace and productivity of work. In some subjects, such as history and geography, a block of time is devoted to each subject on a half-term arrangement to ensure adequate coverage. The school meets the statutory curriculum requirements, including the provision for religious education. The development of religious education is a significant improvement since the last inspection.
27. Schemes of work are in place for all subjects and these meet the requirements of the revised National Curriculum for September 2000. History and geography have draft policies and schemes of work which are being reviewed. While this review is taking place, the school is using the Qualification Curriculum and Authority's schemes of work for history and geography. For other subjects the school uses the school schemes of work and national guidance. Religious education is planned from the locally-agreed syllabus with the support of an additional school scheme of work. Information and communication technology is planned and used across the curriculum. Overall, curriculum planning is very good and has improved since the previous inspection. The planning of the literacy hour is very good. It is effective in raising standards of pupils' achievements, aided by the encouragement of literacy skills through other subjects, including science, history, geography and religious education. Planning for numeracy is very good and the time spent on mental mathematics and developing mathematical language, through good teaching, is an important factor which contributes towards the above average standards in the National Curriculum tests.
28. The provision for pupils with special educational needs is good. There are individual educational plans that meet the requirements of the Code of Practice. Support in class is carefully planned and organised so that it is of maximum benefit to the pupils concerned. Pupils with special educational needs make good progress. The school provides the pupils with tasks they can perform confidently. Pupils with statements are supported well throughout the school day and their progress is good. The governing body has appointed a governor to monitor special educational needs which she does effectively. Special educational needs assistants are trained and they use their skills and expertise rigorously.
29. The provision for personal, social and health education is good. There are plans to improve this area further to actively involve parents. Planning for personal, social and health education is included in the current year's curriculum planning, using a published scheme, "Health for Life". Health education and the use and misuse of drugs are included within the science curriculum. Sex education is not taught, but if questions arise they are dealt with sensitively by the teaching staff. Each pupil has a profile that records his or her personal development. This profile and individual targets are shared with parents at termly meetings. Circle time and religious education positively contribute to this area in the curriculum, building up pupils' confidence and self-esteem.
30. The provision for pupils' equality of access to the curriculum is good. Lessons and support activities are planned very well to meet the needs of pupils with special educational needs and higher attaining pupils. The school has recently introduced a small social and communication group for pupils who need support to develop their language skills and self-esteem. The school has a policy which helps teachers to plan challenging activities for higher attaining pupils.

31. There is a good range of extra-curricular activities for the age of pupils in the school. Football, short-tennis and recorder club are offered and well attended. All these activities contribute well to pupils' learning. Inspectors do not share the views of a small number of parents who believe that the school does not provide an adequate range of activities for pupils outside their lessons.
32. The school has a good range of links with the community which enrich the curriculum offered to the pupils. Visitors from the local and wider community share valuable experiences with the children. Families from different cultures talk about their traditions, such as the Chinese New Year, while musicians and actors bring the arts to life. Retired villagers and work experience students help in the school and give the children the opportunity to relate to people of all ages. There is a close link with the nearby church, as a focal point of village life. Parents feel that the school has a central place in the village community and that it brings the community together. Visits to amenities in the village, such as the mill and the local shops, and to the city of Guildford broaden the children's knowledge of their surroundings and, as one parent commented, 'give the children a sense of where they are in the world'.
33. Relationships with other schools are also good. There are suitable arrangements with the local junior schools to enable pupils to transfer smoothly from Year 2 to Year 3. The headteacher liaises closely with the many providers of pre-school education in the area. This helps the reception children to settle quickly into school life. She is working hard to establish a pre-school group on the school site, and has some good initiatives underway in order to achieve this.
34. The school makes good provision for pupils' spiritual, moral, social and cultural development. This has significantly improved since the last inspection when spiritual, moral, social and cultural development was judged to be sound.
35. Provision for pupils' spiritual development is good. It is well promoted through the religious education lessons, collective worship in assemblies and the very good ethos in the school in which all pupils are seen as individuals and are positively valued. Assemblies are of a good quality and are held each day. Taped music is played at the beginning and end of all assemblies with plenty of opportunities for pupils to sing and appreciate music. Pupils are given time to reflect and to listen to prayers. For example, in one assembly pupils shared friendships together by joining hands around a "candle of light" while they reflected on this North American Indian ceremony. In religious education lessons, pupils learn about Christianity as well as other world faiths. For example, pupils in Year 2 wrote with great feeling as witnesses of the events of Good Friday and Easter Sunday. In this work they reflected on how people reacted and showed empathy with the people in the story. Pupils are encouraged to be respectful and tolerant of different beliefs, attitudes and values. Pupils are also given the opportunity at playtime to go to a "quiet area" to be still and reflect rather than be involved in more vigorous activities. The school fulfils all requirements for a daily act of Collective Worship.
36. The provision for moral development is good. Four school rules are displayed in each classroom. Pupils are fully aware of these rules and put them into practice. Pupils have a clear idea of right and wrong. They also are aware of the responsibility they have for their own actions and show concern for the wellbeing of others. Good behaviour is also enhanced by the school's rewards and sanctions system with the emphasis on the rewarding of good behaviour and attitudes to work. Adults in the school, both teaching and support staff, provide very good role models as do voluntary parent helpers.
37. Provision for social development is good. It begins in the reception class where children are well guided so that they learn how to tidy away and show politeness for example, when answering the register. Opportunities are given in lessons for pupils to participate actively, such as, working in groups and sharing resources. School lunch is regarded as an important social occasion when pupils learn to conduct themselves in a well-behaved and sociable manner. Responsibility is developed through a limited range of jobs in the classroom and hall, such as register monitors and helpers at assemblies. Extra-curricular activities develop pupils' understanding of working together.
38. The provision for pupils' cultural development is satisfactory. Subjects such as geography and religious education make an effective contribution to pupils' cultural development. In music, the school has a good range of instruments from other cultures which pupils use in their music lessons. Taped music is

carefully selected for assemblies so that pupils have the opportunity to listen and discuss music from different cultures. However, there are limited opportunities for pupils to sing and play music from other cultures. In art and design, work on display shows that paintings of European artists have been used to guide pupils' work. While there are some African artefacts, generally, the work of non-western artists and crafts people does not influence the pupils' art and design work. Pupils' learning is well promoted through visits from artists, parents and theatre groups. Visits to the local church and museums assist in broadening pupils' knowledge. Knowledge and understanding of the diversity of cultures is developing well in subjects such as geography and religious education, but is not yet fully established in all subjects.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has continued to provide good personal care and support for its pupils since the time of the last inspection. Several of the school's pastoral procedures have been improved since then, and the attention given to pupils' welfare is now very good. All staff know the pupils well and do their best to meet their needs. The organisation of lunchtime routines is a particular strength. Pupils are carefully supervised indoors and out with kindness and calmness. An excellent range of activities is available for them, both at lunchtime and at break. This means that all pupils can find something they enjoy doing, from reading and board games to football and skipping, and so they can look forward to playtime whatever their interests.
40. Arrangements for child protection are good. The headteacher is responsible for this and there is a comprehensive policy which provides good guidance for staff. Pupils are taught appropriately about keeping safe. First aid is administered effectively, but the school does not follow government guidelines on recording treatment. This means that the school is unable to monitor patterns of accidents or produce full records for insurance purposes.
41. Good behaviour and discipline are now very well maintained and promoted by staff. This is a significant improvement since the last inspection. The school has a very clear policy with sensible rewards and sanctions, which are well suited to pupils of this age. Staff throughout the school successfully and consistently implement the policy. As a result, pupils are aware of how they should behave and what will happen if they do not meet these expectations; they behave very well. Bullying is rare, but is taken seriously and handled firmly by the school.
42. The school has also introduced good new systems for monitoring attendance since the last inspection. Records have been computerised, 'chase up' letters are sent out and a member of staff has responsibility for overseeing the process. These improved procedures have helped to increase attendance levels since the last inspection.
43. Procedures for assessing pupils' attainment and progress are good and have significantly improved since the last inspection. Baseline assessment is used well within the reception class and is a key measure of pupils' attainment is used to set targets for individual children. Profiles are kept for each child in Reception and these records are passed on through the school. Both summative and formative assessment is used in the school. Pupils in Key Stage 1 are assessed in English, mathematics and science. Pupils are also assessed in other subjects at the end of a teaching unit of work. Religious education and geography assessment of pupils is being developed for next term. Information and communication technology is assessed through the use of a diary, which is a pupil self-assessment with samples of work kept regularly. Individual pupil targets for English and mathematics are in place and reviewed consistently and regularly. Samples of pupils' work are kept in all subjects and then given an appropriate level so that progress can be monitored. Individual reading records are kept, with a good range of spelling and writing records across the school. Pupils with special educational needs are clearly identified at an early age in reception and individual educational plans are kept where appropriate. The school also identifies high attaining pupils in reception and their progress is carefully monitored.
44. Baseline assessment is used well to guide curriculum planning in the reception class. In Key Stage 1, pupils' assessments are included in planning, particularly in literacy and numeracy, to move pupils forward in their learning. Assessment outcomes are used to guide curriculum planning in all subjects with the exception of religious education and geography. In these two subjects this area is being

developed.

45. Procedures for monitoring and supporting pupils' academic progress are good. The school analyses all pupils' results from baseline assessment. Results from the statutory tests are analysed and comparisons made with similar schools and the county averages. Targets for the school in reading, writing and mathematics for the present Year 2 class are higher than the local education authority's targets. Staff are being trained to use the "Assessment Manager" program which will help with analysis of data from tests. English, mathematics and science are monitored effectively and rigorously. Other subjects are also monitored through the sampling of pupils' work, teaching and planning. Pupils with special educational needs are monitored and assessed to provide an accurate picture of their attainment, progress and needs. The headteacher effectively monitors the quality of teaching, planning and pupils' work across the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has been successful in building very good relationships with its parent community. Parents are overwhelmingly supportive of the school and very satisfied with what it offers them and their children. They are very positive about the way the school is led and managed, the approachability of staff and the expectations they have for the pupils. Parents believe that their children are happy at school and that the school is helping them to become mature and responsible. These views are all well justified. The school is very effective in all these aspects of its work. Parents feel that there is a family atmosphere at the school, and this was certainly found to be the case during the inspection. A very small number of parents expressed some concerns about the range of activities available outside lessons, but these are not well founded. The school offers pupils a good range of activities, particularly at break and lunchtime when the choice is extensive.
47. The school's tireless effort to involve its parents is one of its strengths. Links with parents are very good and they are always welcomed into the school. Particularly striking is the school's habit of regularly consulting parents and taking heed of their opinions as part of the school's decision-making process. The home-school agreement was drafted with the aid of parents, for example, and the school hopes to have their input into the review of the personal, social and health education policy. Valuable meetings on literacy and numeracy are held for parents, and parents' views are sought, for example, on their experiences of mathematics, in order to make these meetings even more worthwhile. The school lays great emphasis on the role of parents in their children's education and has encouraged them to help the school promote this through very good initiatives such as the 'Dads' Reading Project' and the video about literacy.
48. Information for parents is good overall. The teachers' regular curriculum letters are very good because they give parents a full picture of what their children will be learning so that they have every opportunity to build on that work. Similarly, the headteacher's newsletters are very good, keeping parents up-to-date on school events, celebrating successes and seeking feedback from parents. The prospectus and the governors' annual report to parents are detailed and interesting, but they omit a small number of items which are required by law. Reports to parents on their children's progress are satisfactory. Currently they do not provide enough detail on how well pupils have done and what they need to do to improve further. This means that they are not as useful as they might be to parents in supporting their children's progress. While the school does share details about the pupils' targets with their parents each term, this information is not included in the reports.
49. Parents make a very good contribution to their children's learning and the work of the school. Almost all hear their children read at home regularly and ensure that any other homework is completed. Parents' consultation evenings are very well attended. Many parents are able to offer practical support in the daily running of the school, as classroom helpers, governors and members of the parent-teacher association. Parents' energy and enthusiasm is well harnessed and directed by staff, who appreciate their involvement. Their willingness to take part in special initiatives like the reading project and the numeracy video has meant that the school has been able to develop the parents' role in their children's education very successfully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are very good. The headteacher is highly regarded by staff, pupils, parents and governors. She has a very good vision for the school and provides it with a clear sense of direction and leadership. This has enabled the school to address all issues raised during the previous inspection successfully. The headteacher has developed a strong team of committed, hardworking and dedicated staff who share a very strong commitment to improvement. The day- to-day management of the school is very efficient.
51. Staff with management responsibilities are effective. Teaching is monitored carefully by the headteacher, subject co-ordinators and governors. There are policies and schemes of work for subjects, and subject co-ordinators monitor their implementation very carefully. Subject co-ordinators monitor teachers' planning and regularly scrutinise pupils' work so that they have a clear view of the standards

being achieved and the progress being made. All co-ordinators have produced appropriate action plans for developing the areas that they manage which demonstrate a clear vision for developing their subjects further. The school has addressed all the deficiencies identified in the management and co-ordination of subjects identified during the previous inspection. The work that the school has done in developing its very effective monitoring procedures has enabled it to address this weakness that the school's previous inspection identified. These very effective procedures have helped the school to achieve high standards in English, mathematics and science and to ensure that in all other subjects the standards expected nationally are achieved or exceeded.

52. The governing body is very effective. The governors meet regularly, have established an appropriate structure of committees, monitor aspects of school life regularly and contribute their skills very willingly for the benefit of the school. All this is enabling them to have a very good overview of school life. Governors have developed their role very well since the school's previous inspection. They fulfil their statutory responsibilities very well and make a valuable contribution to the leadership and management of the school.
53. The school improvement plan identifies appropriate priorities for development and this provides a clear agenda for improvement. The weaknesses, identified in development planning during the previous inspection, have been fully addressed. The plan sets out systematic procedures for developing the school over a three-year period and includes a good amount of detailed planning. The improvement plan has clear criteria for judging its effectiveness and there is a clear focus on raising standards or maintaining those that are high. The plan is fully costed and identifies training and staff development that is needed to support change. In order to secure a high level of commitment to the plan, the headteacher has involved staff and governors in drafting it. Priorities for the coming year include clear targets for improving pupils' handwriting, developing the teaching of music and continuing to improve provision for information and communication technology.
54. The school has been successful in meeting its targets in both English and mathematics. The school uses target-setting procedures effectively for reading, writing, mathematics and information and communications technology in all classes, and this is helping teachers to focus on the progress their pupils are making.
55. The aims of the school and much of the documentation refers to the need for equality of opportunity. The school translates this ideal into practice. The special needs co-ordinator provides very effective leadership and support. The special educational needs policy will be reviewed as soon as the new guidelines are available. There is an active named governor for special educational needs who meets at least termly with the special needs co-ordinator to discuss issues, monitor provision and provide support for the school. The special needs co-ordinator is involved with all review meetings with staff, parents and external agencies for those pupils with statements. Each half term she meets with staff supporting pupils on the special needs register to review progress and to set new targets. Individual education plans are detailed, and are written by the special needs co-ordinator, who also ensures that copies are given to class teachers. They are updated regularly by all within the school who have access to the pupil and information is shared with parents.
56. The school has sufficient teachers who are qualified in the primary phase and are suitably experienced to teach the National Curriculum. There is a satisfactory balance between experienced and more recently qualified teachers. Teachers are appropriately supported by a sufficient number of suitably experienced and qualified support staff. This support has a very good impact on the work in classrooms.
57. The school has thorough arrangements for appraisal and performance management. Staff development is carefully planned and relates to priorities in the school improvement plan and to teachers' individual objectives that have been agreed with the headteacher. There is one newly qualified teacher on the staff and suitable procedures are in place to support her. The school also provides induction of any new member of staff.
58. The school's accommodation is adequate. Although the school has a relatively large site, the teaching areas are limited and buildings, such as old air-raid shelters, take up space. The internal

accommodation is clean and well maintained. The parents' annual spring clean ensures that all the classrooms and the school's equipment is kept in good order. Displays of pupils' work help to create a stimulating environment. All areas of the school are accessible to wheelchair users. The hard play areas are well-maintained and the school has developed a garden to support environmental work and to provide a quiet area for pupils during playtime. There is a planned programme of site maintenance to ensure that the building remains in good order. The school caretaker is retiring and governors have decided not to replace this post in order to reduce the school's overall salary bill. Governors together with the headteacher will oversee most caretaking duties.

59. The school makes good use of the financial resources allocated to it. Funds allocated to support pupils with special educational needs are used effectively. The school also makes good use of funding allocated under the government's Standards Fund. Priorities for development are appropriately identified and funds are allocated to these in the school improvement plan. The school's resources are good. There is a well-stocked library and the resources for all subjects are at least satisfactory, but are good in English, mathematics, science, physical education and religious education.
60. The budget is now monitored effectively which has enabled the school to reduce its large deficit. The deficit built up mainly because the school had an increasing salary bill at a time of a falling school roll. The headteacher and finance committee have taken very effective remedial action and the school hopes to have a small surplus at the end of the next financial year. The very efficient finance officer provides monthly statements for the chair of the finance committee. A report is also prepared each half term for the finance committee which meets monthly in addition to full governing body meetings. Day-to-day financial control is effective and the recommendations of the recent audit report are being addressed. One minor recommendation still has to be addressed and this will be done as soon as the school's new computer arrives.
61. The school uses effective procedures to ensure that prices and contracts are compared and that the principles of best value are properly applied. The school has a register of interests for governors. Good use is made of information technology for controlling the budget and administration of the school. The systems in place ensure that the school runs smoothly and that monies are handled securely. Income and expenditure are securely recorded. Office staff work in a calm and professional manner which supports the school's work very well.
62. There have been improvements in financial planning and control since the previous inspection and the school now provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The school has already identified a range of appropriate priorities that are expressed in the school improvement plan. The inspection judgement supports these priorities. The inspection has also identified two areas that the school should address. The second issue is already identified in the school improvement plan. The school should now:
- a. review its curriculum arrangements so that:
- time is allocated to all subjects more appropriately;
 - time is used effectively in all lessons; and
 - there is a better balance of activities offered to pupils;
- (paragraphs 22, 26, 111 and 137)
- b. ensure that pupils are given more opportunities to practise and develop their joined handwriting style.
- (paragraphs 4, 10, 53, 86)
64. There are two minor issues for the school to consider:

- the school should ensure that pupils have more opportunities to develop their skills in all aspects of art and design; and
- the school should promote knowledge of the diversity of cultures so that the good practice in some subjects is extended to all areas of the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	72	14	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)	67
Number of full-time pupils eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	18

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	0.0
National comparative data	0.5

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	16	16
	Total	29	31	31
Percentage of pupils at NC level 2 or above	School	91(89)	97(94)	97 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	16	16	16
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	97 (83)	97 (89)	100 (89)
	National	84 (82)	88 (86)	88(87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	67
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	16.8
Average class size	22.3

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	61

Financial information

Financial year	1999/2000
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	£
Total income	179,328
Total expenditure	168,833
Expenditure per pupil	2,165
Balance brought forward from previous year	-28,559
Balance carried forward to next year	-18,064

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	5	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	43	57	0	0	0
My child gets the right amount of work to do at home.	41	59	0	0	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	59	38	0	0	3
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	65	32	0	0	0
The school is well led and managed.	81	16	3	0	0
The school is helping my child become mature and responsible.	70	27	3	0	0
The school provides an interesting range of activities outside lessons.	27	51	16	3	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. The school makes good provision for children under five in the Foundation Stage and prepares them well for work in the National Curriculum, particularly in the key areas of speaking and listening, reading, writing and mathematics. Children are admitted to the reception class in September of the year in which they will be five. Most children have had pre-school experience before entering the reception. Currently there are fifteen children in the reception class, with a minority under five. Children's attainment on entry to the reception class is average based, on Surrey's Baseline assessments. During their time in the reception class, children make good progress. By the time children are five their attainment is above that expected for children of this age in five out of six areas of learning. Physical development is broadly average. Children with special educational needs make good progress. Overall, good progress has been maintained since the last inspection.
66. Staff know the children extremely well and good use is made of the information gained from the baseline assessment. This is used as an important part of reception planning for teaching and learning. Observations and teacher assessment notes are kept on a daily basis and then recorded systematically into children's profiles. Assessment information, both formal and informal, provided by the pre-schools is used as part of the assessment procedures. The reception class is also included in the levelling procedures used in Key Stage 1 with English, mathematics and science assessment sheets. Long-term planning has been adjusted to provide a separate curriculum for reception but also to link into, and provide a smooth transition to Key Stage 1.
67. Induction procedures are very good and parents are kept well informed about their children's progress. Parents have opportunities to visit the school and are welcomed by headteacher and staff. Parents are invited to attend curriculum workshops during the first weeks, in literacy and numeracy, and staff suggest ways for parents to support their children at home. The reception teacher visits the new entrants in their pre-school setting prior to the children making their induction visits to the school. All staff who work with the children are well qualified and sensitive to their needs. Resources are good.

Personal, social and emotional development

68. The personal, social and emotional development of children is good and the majority reach standards by the age of five that are above the expectations for their age. Children enjoy coming to school and settle well into the secure routines established by staff. For example, children "tidy up" their materials after lessons with little prompting from the teacher. Children relate confidently to a range of adults and ask for help when needed. Children are developing confidence, knowledge and independence through a variety of individual, group and whole-class activities. They listen well, concentrate and are attentive and eager to learn. Most children are keen to ask questions and they listen respectfully to the ideas of others. For example, children asked many questions to a parent mother who shared her scan photographs of her unborn baby with the class during a personal, social and health lesson. This visit provided pupils with wonder and amazement and a deep sense of concern and care for young babies. Children are also given the opportunity to mix with older pupils at lunchtime and playtimes.
69. Teaching is good in this area and has a positive impact on children's learning. The teacher expects children to behave appropriately, which they do effectively. There is a good balance between activities that children choose for themselves and those guided by the staff.

Communication, language and literacy

70. The provision for this area is very good and, by the end of the reception year, most children exceed the recommended goals in speaking and listening, reading and writing. Staff encourage children to contribute to discussion and to listen to one another. Children respond quickly to instructions and often reply to questions by answering in sentences and using suitable vocabulary to convey meaning. They

readily participate in role-play activities, especially on the theme of “the Post Office”, where they extended both their imaginative and communication skills. Children enjoy listening to stories, particularly about animals. For example, when hearing a story about how some animals come out at night and others during the day, one child remarked that, “animals do not always know each other because they come out at different times”. Children have a good understanding of books and how to handle them. For example, during the library session children were reminded about the difference between fiction and non-fiction before choosing their books. Children also discussed their choice with the staff. They enjoy sharing books with an adult and, with support, use all the skills they have learned to make sense of the story. They learn to read through sharing “big books” with the teacher and using the available books in the classroom. Phonics are very well taught through the use of the “Jolly Phonics” resources, which are also shared with parents. For example, in a literacy lesson, the teacher scribed while the children contributed a correct range of initial sounds for a wide range of three-and-four letter words. Early writing skills develop well. Children know that writing carries the message and all recognise and write their names. The majority of children write their letters correctly. Higher attaining children write captions and labels. They also write short sentences with full stops and capital letters. Lower attaining children copy the teacher’s model with developing control.

71. The quality of teaching and learning in literacy is very good. All staff in Reception are aware of the importance of speaking and listening skills. They purposefully engage the children during all activities. This has a positive effect throughout all the areas of learning.

Mathematical development

72. Overall, children exceed the national expectations for standards in mathematics by the end of the Foundation Stage. The teacher provides a good range of purposeful activities to promote children’s mathematical experiences. Many children count in unison up to and beyond ten. They know several number rhymes and enjoy singing these with accompanying actions. For example, children sang “seven current buns in a baker’s shop” as they revised number counting to seven. Children can distinguish flat and solid shapes. They know, and accurately describe, simple shapes, such as, triangle, circle and rectangle. They identify some solid shapes, such as cone, cylinder and cube. They learn to sort equipment according to colour, shape and size. Through their work on measures they learn how to measure, weigh and make comparisons with containers filled with water. These activities include sufficient intervention by adults for children to apply their mathematical skills.
73. Teaching and learning are good in this area. This is seen in the good progress pupils make from entry into the reception year and what they achieve by the time they move to Key Stage 1. Planning is very good and very detailed. Children are well behaved and attentive in all lessons. Their very positive attitude contributes effectively to their learning skills. There is good collaboration between the teacher and the classroom assistant which reinforces the learning.

Knowledge and understanding of the world

74. Provision in this area of learning is good. Children make good progress and the majority exceed the national expectations of the early learning goals by the end of the Foundation Stage. They develop their investigative skills looking at everyday things, such as, plants, seeds, pinecones, rabbits, bird nests and a good range of appropriate objects. Children make good attempts at copying features of these objects through sketching. They begin to understand the difference between natural and man-made objects. In scientific investigations, children explore the senses and learn the different areas of taste on the tongue. For example, children had tasted a range of food first, made sensible predictions and then made a drawing of the tongue. Children, with additional support, then wrote down bitter, sweet, salt and sour in the correct place. They carefully observe a bird’s nest and then discuss their findings with the teacher. Children’s computer skills are appropriately developed for their age. They know the functions of the buttons on the keyboard. Children use the mouse confidently and are able to drag the icon across the screen. They use “easy text” on the computer to make up a wide range of three and four letter words. Children can talk and write about the past. They look at toys from the past and compare them with present day toys. They become more aware of the area in which they live and can identify shops, schools, churches and restaurants. Children identify different dolls from different countries to gain

knowledge of the cultural aspects of some countries. They celebrate different religious festivals recognising artefacts and objects linked to Easter.

75. The quality of teaching and learning is good in this area of learning. There is a good combination of questioning and explanation, which encourages interest and an eager response. Lesson planning is very good and clear learning objectives are reflected in the plans.

Physical development

76. Good provision is made for the children's physical development. The majority of children are well on the way to achieving the goals expected by the age of five. Children make good progress in developing skills of cutting, sticking, joining and using constructive toys and malleable materials. Good opportunities are provided for children to use different sized brushes, play dough and clay to support the development of their physical skills. Children are able to manipulate tools, such as pencils, crayons, glue spreaders and brushes. In the reception class, children enjoy the experience of physical activities in the school hall. They are beginning to develop an awareness of space. Children understand the purpose of a warm-up and cool-down activity. They are developing confidence and co-ordination in moving to music. For example, children moved in time with the music as they imagined that they were stars or planets.
77. The quality of teaching and learning in physical development is good. Activities are well planned from the Foundation Stage curriculum. Attention is given to health and safety matters. Clear routines are established during the lesson. Good use is made of evaluating children's movements through demonstrations, contributing well to the learning process.

Creative development

78. Creative development is good and the majority of children are well on their way to exceed the goals expected by the age of five. Progress is good. Children know how to mix paints and to explore colour, texture and shape through working with a wide range of materials to create collages and models. Children use clay constructively to make models of "Baby Owls". Children make designs of a bedroom, following instructions carefully and then, with support, label all the objects in a bedroom. Texture is explored by taking different rubbings of soft carpet, cracked cardboard and other materials and identifying soft or hard surfaces. Children enjoy music. They sing tunefully and know a good range of songs. They listen to music at the assembly and appreciate the guitar music of John Williams.
79. The quality of teaching and learning in this area is very good. There is effective support for children from support staff and other adults in the room. Good progress is made as there are high expectations of children's behaviour and work. Children's work is valued and displayed attractively in the classroom.
80. Overall, the quality of teaching and learning is good for children under five. The teacher has very good understanding of individual children. She has good subject knowledge and high expectations. Relationships between staff and children are very good and the very good management of children produces a secure, pleasant learning environment. Planning takes account of the nationally recommended Early Learning Goals. Ongoing assessment is very good and baseline assessment is used to inform curriculum planning. Individual records of attainment and progress are kept and observations are recorded daily. Very detailed records are kept of pupils' personal and social development. Work is marked and evaluated by the teacher. Support staff are deployed effectively. Resources are used appropriately.
81. The headteacher co-ordinates the Early Years at present as the reception class teacher is newly qualified and, as yet, has not been given an area of responsibility. Leadership and management is very good and there is a clear vision for ensuring the curriculum is well planned and taught. Accommodation is suitable for children under five. Overall, standards are similar to those found in the previous inspection when they were judged to be good.

ENGLISH

82. Standards in English are much higher than those found at the time of the last inspection. Results in the 2000 national tests at the end of Key Stage 1 show that standards in reading are well above the national average and those being achieved by similar schools. The proportion of pupils attaining the higher Level 3 in reading is also well above the national average. Pupils' attainment in writing is well above average and well above the standards being achieved by similar schools.
83. At the time of the last inspection a high proportion of pupils achieved average standards. Since 1997 there has been a significant and sustained improvement in standards in reading and writing. This has enabled the school to move from achieving average results to those that are well above what is achieved by similar schools and nationally. During this inspection, high proportions of pupils were achieving at above average standards in both reading and writing. This reflects the standards being achieved in the national tests because the school's well above average results are due to a high proportion of pupils achieving at above average levels in both reading and writing. Girls achieve slightly higher results in writing than boys but there are no marked differences in the reading results.
84. When pupils enter the school many speak confidently and listen well. They are aware that print conveys meaning and have sufficient pencil control to enable them to write. They make very good progress in the Foundation Stage, and by the time they are seven, pupils achieve high standards in speaking and listening, responding confidently in a range of different situations. In lessons and assemblies pupils listen very well, respond enthusiastically to questions and readily engage in discussions about their work. The school's very effective use of drama and role-play in subjects other than English also makes a significant contribution to the standards achieved. Year 1 pupils vied to sit in the 'hot seat' and respond to questions either as Samuel Pepys or a fireman at the time of the Great Fire of London. They not only thought carefully about the questions that they wished to ask and responded appropriately to the answers, but those in the 'hot seat' were both composed and self-assured. This was a feature not only of this activity but of other role-play and drama activities observed during the inspection. Pupils' progress in speaking and listening is very good and they achieve standards that are well above those expected for their age.
85. The good progress pupils make with their reading in the Foundation Stage is built on very effectively and, by the age of seven, nearly all pupils are achieving average standards and many achieve beyond these. Reading has a high profile in the school, promoting enthusiastic readers who are happy to talk about their reading and the books they enjoy. Higher attaining pupils in Year 2 read longer and more complex books accurately and fluently. They summarise what they have read and pick out the key points of the story so that they can put the extract they are going to read in context. Pupils with average skills for their age talk about fiction and non-fiction texts and predict how their stories will develop. Lower attaining seven-year-olds' reading is accurate but not entirely fluent. They respond to the texts they read with interest, making comments such as 'that's not nice' or 'that's really disgusting!' Pupils know many words by sight. They also have a good knowledge of sounds, which helps them to work out new words. They use punctuation, such as exclamation marks, to help with their expression in reading aloud. Pupils enjoy reading the shared text in their literacy lessons and the wide range of reading activities that is offered to them in the group reading session. Younger pupils enthusiastically discussed the differences between the fiction book they were reading, 'Where's My Teddy?' and the non-fiction text they read the previous week, noting differences such as the use of speech marks in the story. During the fifteen minutes before the start of school, pupils come into school to change their reading books. This provides a very useful opportunity for parents, teachers and pupils to discuss books and to decide what should be read next. The library has been re-organised and is well stocked, with all books entered on a database. Pupils are being taught how to search the database to locate books by particular authors or on specific subjects with the help of a parent helper. Younger pupils know that the fiction section is arranged in alphabetical order and that non-fiction books are arranged by subject. Older pupils could locate books by particular authors and use indexes and lists of contents to find information. Pupils take their books home regularly to read and this supports their learning well.
86. Pupils' attainment in writing is above average throughout the school. Pupils know that writing is used for different purposes and that it is set out in different ways. They have many opportunities to write independently, for different purposes, and they plan their writing before drafting it. By the age of seven, pupils' writing is well structured and sequenced with accurate spelling and sentence punctuation. Higher attaining pupils also use words and phrases effectively to add interest and detail to what they are

writing. Pupils are given good opportunities to record their ideas in writing in other subjects. Co-ordinators have devised recording sheets in subjects such as science, where the pupils have to respond to open-ended questions to record their predictions, observations or findings from their investigations. This enables pupils to develop their writing skills across the whole curriculum well. Pupils have good opportunities to use computers to write and redraft stories. They are also taught to join their handwriting systematically but, although they try hard with this, pupils are given insufficient opportunities to practise and develop their handwriting style so that it flows. This means that, while letters are correctly constructed, they are rather large or awkwardly formed. This sometimes makes it difficult to read the pupils' writing, detracting from the overall presentation of their work, which is generally good. Over time, pupils make good progress with their writing, which also helps to promote their progress in all other subjects.

87. Teaching is consistently good and underpinned by very detailed planning. Teachers have a thorough understanding of how to develop pupils' speaking and listening skills and how to teach reading and writing. They take care to discuss unfamiliar or complex vocabulary so as to help pupils understand what they are reading. They also develop pupils' understanding of texts whenever the opportunities arise, for example, in an art lesson when pupils were looking at the work of an illustrator. This helps to promote and reinforce the pupils' knowledge of texts. Teachers explain tasks very clearly and model reading, writing and the use of language well for pupils. In all lessons, teachers made good use of open-ended questions to challenge pupils and to make them think.
88. Each English lesson starts with some well-paced and lively work, which reinforces or develops pupils' knowledge of sounds. The separate group reading lessons are also well structured. This ensures that pupils have a good range of different reading activities during a week, as well as specific time with the teacher when they focus on work that will help them achieve their reading targets. Teachers help pupils to identify common spelling patterns, learn spelling rules and to recognise words within words. As a result, pupils' spellings are mainly accurate. Tasks are structured very carefully so that they match the needs of pupils well. This, together with the careful use of support staff, ensures that all pupils make good progress in line with their capabilities, including those with special educational needs. Higher attaining pupils are also well supported and work is matched to their needs carefully. Individual targets are set for pupils in reading and writing. Writing targets are listed in the pupils' exercise books and referred to in teachers' marking. Good teaching promotes pupils' very positive attitudes to their English lessons. They behave very well and demonstrate that they are able to work both independently and co-operatively according to the nature of the task they are undertaking.
89. The school monitors pupils' progress very carefully. Reading assessments are carried out when the teacher works with pupils during group reading sessions. Samples of pupils' writing are collected at regular intervals and progress is reviewed. The information from these assessments is then used to set targets, which are shared with pupils and their parents. In the 2000 national tests, pupils attained the writing results predicted by the teachers' assessments. However, there were slight differences between the teachers' assessment for reading and the test results, which has resulted in the pupils' progress in reading being monitored very closely.
90. The co-ordinator leads the subject very effectively and this has contributed to the very good progress made in this subject since the previous inspection. She monitors the subject thoroughly, checking teachers' planning, observing teaching, sampling pupils' work and has a good oversight of standards in the school. The co-ordinator provides professional development for her colleagues through training sessions and informal discussions. A great deal of work has been done to improve resources and the library has been totally reorganised with the help of a local librarian. The co-ordinator is very conscious of promoting literacy across the curriculum and supports her colleagues very effectively in doing this. She is also fully aware of how her subject needs to develop in the future and has formed an appropriate action plan to ensure that this happens.

MATHEMATICS

91. In the National Curriculum tests at the end of Key Stage 1 in 2000, pupils' results were above the national average and also above average when compared with the results achieved by schools with pupils from similar backgrounds. Standards were above average because a large proportion of pupils

achieved at the higher level for seven-year-olds and all other pupils reached the expected level for their age. Boys achieved slightly higher results than girls in the tests. Trends over four years show that standards have fluctuated since 1997 when they were above average. They dipped to average in 1999 but rose sharply to above average standards in 2000. The above average standards at the end of the key stage are a direct result of the implementation of the numeracy hour and the quality of teaching, which is good. In particular, the emphasis on mental mathematics and discussion, using correct mathematical language, is leading to good standards. Since the last inspection standards in lessons and pupils' progress have significantly improved.

92. This year, the evidence from the inspection of pupils' school work shows standards in Year 2 as above average. Pupils, including higher attainers and those with special educational needs, are making good progress because of the teaching that engenders a high level of challenge in all aspects of the subject.
93. By the end of Key Stage 1, most pupils count confidently to 100 in twos, fives and tens. They have a secure understanding of place value to 100. Regular practice of mental mathematics in the oral/mental starter sessions enables pupils to develop different strategies for addition and solving problems. For example, pupils in Year 2 tried different methods of addition, by partitioning numbers, doubling numbers, grouping numbers in tens and putting the larger number first in order to find the quickest method. The attention given by teachers to counting on in sets of ten, five and two helps pupils to become increasingly confident in understanding and recalling multiplication facts. Pupils identify coins and then make totals up to five pounds. They use both standard and non-standard units of measure in the context of length. Pupils have a good knowledge of the vocabulary related to time and read the time to the hour, half-hour and quarter-hour on analogue and digital clocks. They develop a very good understanding of shape and space and name common two-and three-dimensional shapes. Higher attaining pupils can work out fractions of objects, such as a half or a quarter. Most pupils are aware of the symmetrical properties of some shapes and pictures. They understand the relevance of data handling by recording the colour of pupils' eyes, both on Venn diagrams and block graphs.
94. The overall quality of teaching and learning is good and has significantly improved since the last inspection. All the teaching seen was good, with one very good lesson in Year 2. In all the lessons, teaching was lively and enthusiastic and engaged the pupils in investigative work in groups. This enabled them to share ideas and produce their own solutions which were then discussed at the end of the lesson. For example, Year 2 pupils were highly involved in their learning, working out different strategies to make addition easier and quicker. By the end of the lesson pupils were able to discuss and choose one method from a range of four that they felt comfortable in using. Teachers' expectations of pupils' work and behaviour are high and this has a positive impact on pupils' progress. Pupils respond positively to the teaching. They enjoy their lessons. All pupils work hard and this contributes to their learning which is good and sometimes very good.
95. Teachers demonstrate good knowledge and understanding. All teachers use the structure of the National Numeracy Strategy effectively to promote learning. Lesson planning is very good. Lessons have a clear focus and teachers communicate clearly to pupils what they expect them to know by the end of the lesson. The pupils' understanding of the purpose of the work they are doing supports significant progress in their work. Activities are carefully planned to ensure that pupils of all abilities work at appropriate tasks. Particularly good features of teaching are the ways in which teachers extend and develop the range of pupils' mathematical language and use penetrating questions to challenge mental processes. This is of great benefit to all pupils in their learning.
96. The management of pupils is very good. They behave very well in all lessons because teachers use skilful management strategies and pupils are eager to learn and concentrate for long sessions. Teachers respond to pupils' ideas positively and speak to them pleasantly. Relationships with each other and with adults throughout the school are very good. Pupils work well together and are very supportive of each other.
97. Day-to-day assessment of pupils is good particularly where teachers use the information to plan future work for individual pupils. Teachers mark books regularly and the very neat work produced by pupils is praised and evaluated. Suitable homework is set regularly. Special needs assistants effectively support pupils with special educational needs. They are well prepared and provide good support and guidance

for pupils throughout the lesson and progress is good. For example, support staff talked to pupils quietly to explain what the class teacher was saying. This helps the pupils to maintain interest and concentration.

98. Information and communication technology is used well in mathematics. Computers were used in most lessons, with appropriate programs which linked to the main focus. There are good examples in pupils' books where computers have been used to create a range of graphs. The use of numeracy to support work in other subjects is evident in the display work and is satisfactory. Links are made in science, history and geography through graphs, timelines and maps. Overall, resources are good and used effectively in lessons.
99. There has been very good improvement in the management of mathematics since the last inspection and the subject is very well led by the headteacher. This has contributed much to the good standards. There is a good system of assessing pupils' progress and assessment information is used well to guide curriculum planning. Both individual pupil and school targets are in place and reviewed regularly. The results of the national tests at seven are analysed to see where teaching can be improved. The co-ordinator regularly monitors teaching, planning and pupils' work. Feedback sheets are kept, with supportive and perceptive comments shared between the co-ordinator and the teaching staff. The subject contributes well to pupils' social development through group work activities.

SCIENCE

100. Standards have improved in science since the last inspection when pupils achieved average standards by the age of seven. The national teacher assessments in 2000 show that the school's results are very high when compared to the national average and also to those achieved by similar schools. The percentage of pupils reaching the higher Level 3 is also very high. The inspection findings reflect the outcomes of the statutory assessments. During the inspection, high proportions of seven-year-old pupils were seen to be attaining at standards that were above the national expectation. The school's well above average results are due to high proportion of pupils achieving above average standards.
101. By the age of seven, pupils are developing a good understanding of using and applying their scientific skills. Year 1 pupils are starting to recognise that their investigations need to be 'fair'. Year 2 pupils plan simple investigations, make predictions and consolidate their understanding that their investigations need to be carried out in a way that is 'fair'. They are also starting to recognise and accept that their predictions are sometimes incorrect. Higher attaining seven-year-olds identify variables and explain how they try to control them in their investigations. Pupils record their ideas in increasing detail using drawings, simple tables, graphs or computer programs. Pupils have a good understanding of living things. In Year 1, they know that their bodies are growing, that their hair and nails need to be cut and that when their feet grow they need new shoes. They also come to understand that people grow at different rates. These pupils can recognise and name external body parts such as head, neck, arm, elbow, knee and foot. They also know that plants need water and light to grow. In Year 2, pupils recognise the simple characteristics of animals and are able to group living things according to their similarities and differences. They learn about the skeleton and start to identify the structures of a food chain.
102. Pupils have a good knowledge of materials and their properties. Year 1 pupils, for example, recognise that plastic is hard and smooth while Year 2 pupils can sort materials into those that are natural and those that are man-made. Year 2 pupils are developing an understanding that some materials are better insulators than others. They recognise that polystyrene is better than paper for keeping their ice-pops frozen. Pupils are developing a good knowledge and understanding of some physical phenomena such as light, electricity and forces. Year 1 pupils start to understand the difference between producing and reflecting light. Year 2 pupils can make simple circuits and know that metal is a good conductor of electricity whereas wood is not. They are aware of the dangers of electricity and can identify products that are powered by batteries or mains electricity.
103. An analysis of pupils' work shows that the achievement and gains in learning of all pupils are good. All levels of ability make good progress including those that are higher attaining and those with special educational needs. Pupils' achievement parallels closely the quality of teaching. All pupils enjoy

scientific investigation and express amazement and excitement as they investigate phenomena such as electricity. This is especially beneficial for those pupils with special educational needs, who are very effectively supported by classroom assistants.

104. Two science lessons were observed. In both these lessons the quality of teaching and learning was good. This represents a significant improvement since the previous inspection. All weaknesses, identified in the teaching of science have been fully addressed and classroom management is now consistently good. Teachers have good subject knowledge and they are careful to use and emphasise the correct scientific terminology. This has a beneficial effect on pupils' development of vocabulary and on their overall learning in science. The very strong emphasis on investigation means that pupils are given plenty of opportunities to experiment to find out scientific facts. A good example of this occurred in a Year 2 lesson about electricity. The teacher challenged pupils to predict which materials would conduct electricity well. There was a real sense of wonder when the pupils found that the 'lead' in their pencils conducted electricity well, although this was followed by a sense of consternation when most pupils realised that they had made an incorrect prediction. This investigative work develops pupils' skills of enquiry and kindles their interest and enjoyment. It contributes significantly to the high standards that the school achieves in this subject. Discussions about investigations and the very good strategies that the school has developed for recording of experiments provide very good support for the school's work in literacy.
105. Pupils' progress is assessed regularly and effectively. Records are kept of the outcomes and are used effectively to influence what pupils do next, thereby ensuring that tasks are matched carefully to pupils' abilities. The school analyses information from national assessments and monitors its own standards very carefully. The co-ordination of the subject is very good and includes good levels of support, as well as regular monitoring of teachers' planning, observations of classroom practice and regular analysis of pupils' work. Resources for science are good and are deployed effectively.
106. There have been very good improvements in the provision for science since the last inspection. The curriculum has been reviewed completely and is underpinned by a strong emphasis on science investigation. The quality of teaching has improved significantly and standards are high.

ART AND DESIGN

107. By the age of seven pupils broadly meet the expectations for their age. Pupils' attainment in painting, textiles and three-dimensional work is what is expected for their age. However, this is not the case with observational drawing where pupils do not achieve average standards. There is some underachievement as children in reception achieve standards that are expected in all aspects of creative development. During the previous inspection standards met the national expectation in this area.
108. The analysis of work showed that pupils' skills in painting develop satisfactorily. Older pupils paint landscapes in the style of Van Gogh by using the colours and the short brush strokes that they saw in some of his pictures. In textiles, pupils weave using a wide variety of materials and make houses with decorative features in clay. Pupils have limited opportunities to develop their skills in observational drawing, so that when they draw illustrations in their books, there are few features in them and the proportions are weak. In geography, however, pupils learn to sketch maps well. The school improvement plan shows that the school intends to develop all aspects of the art and design curriculum next year.
109. Only one lesson was observed during the inspection, in which teaching was satisfactory. In this lesson the teacher developed pupils' awareness of the techniques used by Eric Carle in illustrating his books. To create a collage in the style of Eric Carle pupils painted tissue paper mixing colours that they saw in his illustrations. Pupils' awareness of artists' techniques is developed in other lessons. In a Year 2 literacy lesson pupils' considered the techniques Jill Murphy uses in her illustrations and how she achieves different effects with crayon. The school's planning for art is detailed but pupils have limited opportunities to develop their skills in this subject. Currently, provision for art and design reflects the influence of western artists, with little reference made to the work of non-western artists and crafts people, limiting the contribution this art and design makes to the pupils' cultural development. Good links are made with information and communication technology and ICT skills are used to good effect in

developing artwork.

110. The pupils' attitudes and behaviour were good in the lesson observed. Pupils organised themselves for painting confidently and efficiently. They worked co-operatively, helping each other as the need arose without any intervention from adults. Pupils started work with enthusiasm to produce a good range of different coloured tissue paper to use for their class collage but their interest started to wane when they were given a little too long to complete the task.
111. Resources for art and design are satisfactory but the best use is not made of time. The school allocates the recommended amount of time to the subject and a unit of work is covered every other half-term. As with other subjects that are taught in the afternoon, lessons are overlong so that the pace of work slackens, resulting in time not being used efficiently. The co-ordinator has a clear view about how the subject needs to be developed and this is outlined in the school improvement plan. The co-ordinator monitors teachers' planning and analyses samples of pupils' work and is well aware where aspects of this subject need to be improved further and where staff will need training to develop their skills to teach this subject

DESIGN AND TECHNOLOGY

112. Standards in design and technology are in line with those expected nationally by age seven. Although no lessons were observed during the inspection, evidence was obtained by looking at examples of pupils' work, teachers' lesson plans and discussions with staff and pupils.
113. By the age of seven, pupils are able to generate ideas and use pictures and models to communicate their designs. In Year 1, pupils plan and design models such as kites and shadow puppets. They develop skills in cutting and sticking and also use construction kits to develop their understanding of building structures. As pupils move through the school, they increase their knowledge of joining and finishing techniques. By the age of seven, they assemble, join and decorate materials in a variety of ways. They use wood, paper, fabric, card, scissors, glue, masking tape and split pins, for example, to make market stalls, lighthouses and wheeled vehicles.
114. It is not possible to comment directly on the quality of teaching in design and technology as no lessons were seen. However, it is clear from the evidence obtained from teachers' lesson plans that teaching is at least satisfactory. Teachers' subject knowledge is sound. Their planning ensures continuity and progression of knowledge skills and understanding. They teach basic skills satisfactorily although pupils have few opportunities to use their skills and knowledge creatively. Pupils are enthusiastic about the models they have made and can explain how they have been made. From other evidence of work on display, it is clear that pupils make steady gains in learning over time, and that those pupils with special educational needs make progress at the same rate as others of the same age.
115. The curriculum for design and technology is well planned, with a clear focus for learning each half-term. Assessment procedures are not yet fully developed but teachers evaluate their lesson plans to identify the next steps in the pupils' learning.
116. The subject co-ordinator monitors the subject very effectively and provides a good level of support and guidance for her colleagues. Teachers' planning and pupils' work are checked regularly and the co-ordinator observes teaching and learning in the classroom.
117. The school has made good progress since the last inspection. The curriculum and planning have been revised and standards have risen.

GEOGRAPHY

118. Standards in geography have been maintained since the last inspection. Evidence from the one lesson seen, scrutiny of pupils' work, teachers' planning, display work and discussion with the co-ordinator indicate that standards are similar to those expected for the pupils' age by the end of Key Stage 1. Progress over time is satisfactory for most pupils, including those with special educational needs.

119. By the age of seven, at the end of Key Stage 1, pupils have developed their mapping skills using the immediate environment around the school and the locality of Guildford. For example, pupils have plotted a route around the town. They compare the geographical features of this town to the Isle of Struay. Pupils examine different photographs of places recognising many physical features. From this information they draw accurate sketches, labelling each feature correctly. Pupils learn how early settlements grew up around rivers and then use this information to discuss the recent flooding in this area. Pupils identify different countries on the globe and large maps of the world. They record, using a key, the food produce of several countries. By the end of Key Stage 1, pupils are developing inquiry skills through their local study visits.
120. There is insufficient evidence to make a firm judgement on the quality of teaching. However, in the one lesson seen, the quality of teaching and learning was good. The lesson, in Year 2, was very well planned from the national guidance and the school scheme of work. Good use was made of open-ended questions to promote pupil participation and involvement. Resources were well used to support pupils' learning. Good relationships were established and behaviour was very good. The special needs assistant provided very good support for the pupil with a statement. Progress in learning was good in this lesson and the quality of teaching seen had a positive impact on pupils' attitudes to the subject. Throughout the lesson, the concentration of Year 2 pupils was very good as they were very attentive and alert.
121. Evidence of pupils' work from the scrutiny shows that pupils take care with their presentation. Work seen was at a satisfactory level for pupils of this age and the coverage of the curriculum was adequate.
122. The geography policy and school scheme of work are in draft form and are to be reviewed soon. In the meantime the units from the national guidance are being used effectively. The co-ordinator is new to the school and has been responsible for this subject since September 2000. Monitoring of teaching and planning is not fully carried out but is planned to take place in the next term. Pupils' work is reviewed and exemplary work is collected and annotated by the teaching staff. However, assessment to inform and guide curriculum planning is not fully embedded in the curriculum. Overall, leadership and management are satisfactory. Learning resources are adequate and are easily accessible. There are satisfactory cross-curricular links with literacy and numeracy. The subject contributes well to pupils' social and cultural development.

HISTORY

123. Only one lesson was seen during the inspection. Judgements are based on an examination of pupils' work, displays, teacher's planning and discussion with the co-ordinator. Evidence indicates that pupils achieve standards expected for their ages at the end of Key Stage 1. Standards are similar to those reported in the last inspection. Standards have been maintained.
124. By the age of seven, at the end of Key Stage 1, pupils are developing an appropriate understanding of the past and of changes over time. In Year 1 pupils look at different toys through the ages which helps to develop their sense of chronology. They clearly identify events related to the Great Fire of London and they gain relevant information from the teacher's good subject knowledge. Pupils study the Victorians and through the use of artefacts and books they compare Victorian school life to the present day. Pupils in Year 2 have recorded timelines from 1820-1910 and looked at transport, including the work of George Stephenson. Through the story of Florence Nightingale pupils learn about nursing in the Crimean War. By the end of Key Stage 1, pupils have acquired good knowledge and are learning about methods of enquiry and recording adequately.
125. As only one lesson was seen, there is insufficient evidence to make a firm judgement on teaching. However, in this lesson the quality of teaching and learning was good, showing good subject knowledge and understanding. For example, pupils, through role-play, acted out part of the story of the Great Fire of London. When they had finished their acting they then researched for further information to consolidate what they had learned. A pupil was in the "hot seat" to answer questions from pupils, and this activity encouraged the good use of speaking and listening skills.

126. The scrutiny of pupils' work indicates that progress over time is satisfactory. Pupils are acquiring appropriate historical skills through using evidence from a good range of resources and visits out of school to museums and places of interest. Pupils use their literacy skills when writing factual accounts of historical events.
127. The subject is planned very well across the key stage using units of work based on the national guidance and the draft school scheme of work. The policy and scheme of work are to be reviewed during this term. Evidence in recorded work shows that teachers provide pupils with good learning experiences. The pupils respond well and their good attitudes contribute to the quality of their learning.
128. Leadership and management are effective. Assessment procedures are in place and pupils are assessed at the end of each teaching unit. Pupils also evaluate their own work at the end of each term and identify the areas where their knowledge has developed. Samples of pupils' work are kept and annotated by the staff. Planning is monitored by the co-ordinator. Monitoring of teaching is not consistent and is an area for development. Resources are adequate and there is good use of the local environment. The use of information and communication technology to access information is firmly established. There are satisfactory cross-curricular links with numeracy. Display work is sound and is well linked to current topics. The subject contributes well to pupils' social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. Overall standards in information and communication technology have improved since the last inspection. By the age of seven, pupils meet the national expectations for ICT. Pupils are taught skills in ICT lessons but they are also given many opportunities to use their skills on computers to develop their learning in other subjects. During the inspection only one lesson was observed but the judgements made about standards and progress are based on the use of computers in other subjects, an analysis of pupils' work and discussions with staff and pupils.
130. Pupils are given good opportunities to develop their skills using computers. During the inspection pupils were seen to use computers to search for books in the library, to develop their knowledge of phonics and to edit their writing. The analysis of work showed that they also use computers to support their work in English, mathematics, science, art and music. By the age of seven, pupils have a good knowledge of the keyboard, use different fonts, save and print their work and use a range of tools for colouring and painting. Higher attaining pupils evaluate their work, send e-mails and insert pictures using clip-art. Pupils also develop a good understanding of control technology. Seven-year-old pupils write clear instructions for a roamer and know that if they vary the instructions, the series of movements will be changed. They also know how to use a telephone and fax and can describe how post codes work.
131. As only one lesson was observed it is not possible to make an overall judgement about the quality of teaching. In that lesson, teaching was good. The teacher's good subject knowledge was evident from the way she demonstrated how to use the computer to undertake a particular task and from skilled questioning, which developed pupils' understanding and use of technical language. It is also clear from the evidence from other lesson plans that teachers' subject knowledge is good and that basic skills are taught well. Teachers' detailed planning ensures continuity and progression of knowledge, skills and understanding in this subject. Their planning also ensures that effective links are made across the curriculum, enabling pupils to use and develop their computer skills further.
132. Pupils are enthusiastic about their work and can explain why they chose particular fonts for their writing or how they varied their instruction for the roamer. Pupils' attainment in ICT is regularly assessed and their progress is tracked carefully. Pupils are involved in the assessments and can discuss what they need to do in order to meet their targets. From all the evidence available, it is clear that pupils make good progress over time, and that those pupils who have special educational needs make similar gains in their learning.
133. The subject is well led by the co-ordinator. There are good procedures for monitoring teaching and learning which ensure that pupils make good progress. The school wishes to establish high standards in ICT so it has been a high priority for development during the current school year and it will continue to

be so in the coming year. It has already made significant improvements in information and communication technology since the previous inspection. Standards are higher for a significant number of pupils and the subject is well led. The scheme of work ensures that national requirements are met and there is an effective system for assessing pupils' progress. Teachers have frequent access to computers, which they use confidently as a result of a good level of training. The school's current resources are adequate but the constraints within the school's budget mean that there are only limited resources available for purchasing new hardware.

MUSIC

134. Standards in music are in line with those expected nationally by age seven. Although only one lesson was observed during the inspection, evidence was obtained from observing a recorder group, listening to pupils singing in assembly, looking at teachers' lesson plans and from discussions with staff.
135. In assemblies, pupils sing songs and hymns from memory with a sweet tone and very good diction. Year 2 pupils demonstrate an awareness of pitch, dynamics, pulse and tempo. They use symbols to represent each of these elements, enabling them to compose and perform their own music. While pupils are able to compose simple pieces, they were given too long to do it. There were insufficient opportunities for pupils to appraise and evaluate their work or the compositions of others. This meant there was not a clear focus to listening to one another's compositions. In recorder sessions, Year 2 pupils play confidently with good intonation, reading from the stave and recognising rhythmic notation.
136. It is not possible to comment directly on the quality of teaching in music as only one lesson was seen. However, it is clear from that lesson and from evidence obtained from teachers' lesson plans that teaching is at least satisfactory. The co-ordinator teaches music to Year 1 and Year 2 and this ensures that teaching is underpinned by good subject knowledge. The school has adopted a scheme of work that takes account of the new curriculum requirements and the needs of pupils. The school improvement plan has identified the need to develop music further and to provide opportunities for all staff to develop their competence in teaching the subject.
137. In the previous inspection, standards pupils achieved were judged to be below national expectations. Pupils now achieve the national expectation and make at least satisfactory progress. The school now has an effective framework for teaching music but while sufficient time is allocated to the subject, in practice, the sessions are too long for all the time to be used productively. The school's resources for music are good and representative of a range of cultural traditions.

PHYSICAL EDUCATION

138. Standards achieved in physical education are those expected for pupils of similar age at the end of Key Stage 1. During the inspection it was possible to observe one games lesson in Key Stage 1. However, from discussion with the co-ordinator and examination of documents it is clear that the physical education curriculum is broad and well balanced. All areas of activity, including gymnastics and dance, are covered and taught during the year and pupils in Year 2 go swimming in the summer term. Standards have been maintained since the last inspection and provision for the subject has improved.
139. By the age of seven, at the end of Key Stage 1, pupils are aware of the need to dress appropriately and listen carefully to instructions. Games skills observed are similar to those seen in most schools for pupils of this age. Pupils learn the effect of exercise on the body and know of the need to warm up and cool down before and after strenuous exercise. Pupils learn to send and receive a selection of balls, concentrating on hand-and-eye co-ordination. They work in pairs bouncing balls accurately to their partners. By the time they are seven, pupils show an awareness of the capability of their bodies and are aware that balance is important when throwing and catching.
140. As only one lesson was seen, there is insufficient evidence to judge the quality of teaching across the key stage. However, in the lesson observed, the quality of teaching and learning was good, which is significantly better than the last inspection. From discussion and observation, teachers have a secure knowledge and understanding of the subject and are confident in their presentation. Lessons are very

well planned and structured. Teachers follow the scheme, and this provides a development of skills as pupils move from one year to the next. Teachers dress appropriately for the lessons and have high expectations of pupils' behaviour. They are very good role models for the pupils. In the lesson seen, pupils gained much in their development of passing and catching skills due to their attitude and concentration. The pace of the lesson was brisk and appropriate resources were used throughout the lesson. Particular attention was given to health and safety matters.

141. Leadership and management of the subject are good. A new policy and scheme of work has been re-written by the co-ordinator. This clear guidance for teachers ensures that there is a varied programme of experiences. Monitoring of teaching is established. There is good on going assessment in lessons and pupils' skills are recorded in pupil profiles as they proceed through the school. The co-ordinator is new to the responsibility and she has identified appropriate areas for development. These include monitoring of teachers' planning and manageable assessment procedures.
142. The quality of resources is good and teachers make sure that pupils handle equipment safely and carefully. The hall provides good space for indoor physical education and the playground is very suitable for outdoor activities. Provision for extra-curricular activities, including football and short tennis, is good. The subject contributes well to pupils' moral, social and personal development.

RELIGIOUS EDUCATION

143. Standards are in line with those expected in the locally Agreed Syllabus. This is a significant improvement since the last inspection when standards at Key Stage 1 did not meet the locally-agreed syllabus expectations.
144. By the end of Key Stage 1, pupils are becoming more aware of world religions with particular reference to Christianity, Judaism and Islam. They have a good understanding of special places of worship and special sacred books. Pupils talk about the Bible, the Qur'an and the Torah. From the Bible they learn how Jesus went to the festival of Passover in Jerusalem and was lost for three days. For example, pupils in Year 1, through role-play, empathised with the people in this Bible story to gain a deeper understanding of the occasion. Pupils know that Jesus is a special person to Christians and that his teaching still has an impact and relevance to believers today. Year 2 pupils wrote the story of the events on Good Friday and Easter Sunday as though they were witnesses. For example, one pupil wrote as Mary Magdalen, "I was so glad to see Jesus that I rushed to tell the others". Another pupil wrote as a Roman soldier, "I was pleased to arrest Jesus in the garden". Within these stories, pupils showed an increasing ability to express ideas, values and feelings which contributed well to pupils' spiritual awareness.
145. Through the study of places of worship pupils gain good knowledge and understanding of the ritual before and after entering a mosque. They learn about special washing rituals and recognise that this important ritual is one of respect and cleanliness in both body and mind. Pupils make good comparisons with a mosque, a church and a synagogue, noting both similarities and differences in each building and rituals within each place of worship. They realise that prayer is important and that Muslims pray five times each day. In their study of Judaism, they understand that the Torah is a sacred book written down on scrolls and read in the synagogue. By the end of the key stage, pupils have a clear understanding about which religious group worships in a church, synagogue and mosque.
146. The overall quality of teaching and learning is good and this has significantly improved since the last inspection. Teachers use relevant visual materials and stories to develop pupils' knowledge and understanding of the three principal religions studied. For example, in Year 2, both teacher and pupils used the computer very effectively to access information on places of worship from the Internet website. Religious stories are well told and pupils respond by listening intently. Teachers use questioning well to help pupils to clarify their ideas and enhance pupils' speaking and listening skills. Pupils are very eager to communicate with each other and adult staff. Good opportunities were provided for pupils in lessons to recall stories from the New Testament. For example, Year 1 pupils provided detailed information on the story of Zacchaeus and the Baptism of Jesus, and teachers allowed them time to reflect on these stories.

147. Lesson planning is very good and links well with the locally-agreed syllabus and school scheme of work. There is a good balance in planning which includes learning about and learning from religions. In all lessons, pupils' curiosity is aroused through the use of pictures, puppets and the use of information and communication technology. Pupils listen very attentively, answer questions thoughtfully and share their knowledge and experiences with each other. Pupils behave very well in all lessons and this contributes to the standards they achieve and their good progress. Pupils with special educational needs make good progress with additional support.
148. Leadership and management are good. The co-ordinator has had responsibility for the subject since September 2000 only. She recognises the areas for development and these are included in the school improvement plan. The current scheme of work, taken from the locally Agreed Syllabus, provides good support for the teachers. The co-ordinator has developed a new scheme of work which ensures that pupils' skills in knowledge and understanding are built upon progressively from year to year. She monitors planning and pupils' work but not teaching as she is the sole teacher for the two classes in Key Stage 1 due to timetabling arrangements.
149. Assessment procedures are being developed but assessment information is not fully embedded into teachers' planning. Good links have been made with the local church. Resources are good and easily accessible. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.