

INSPECTION REPORT

ST ANDREW'S Cof E PRIMARY SCHOOL

Cobham

LEA area: Surrey

Unique reference number: 125158

Headteacher: Mrs A Ewing

Reporting inspector: Mr A Shield
3569

Dates of inspection: 11 – 14 June 2001

Inspection number: 191945

Full inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Lockhart Road Cobham Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Rev P Vickers
Date of previous inspection:	10/2/1997

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3569	Mr A Shield	Registered inspector	Science	What sort of school is it? The school's results and pupils' achievements How well are pupils' taught? How well is the school led and managed? What should the school do to improve further?
19322	Ms J Bedawi	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18370	Mr K Johnson	Team inspector	Mathematics Physical education	How good are the curricular and other opportunities offered to pupils?
31801	Ms Y Bacchetta	Team inspector	Information and communication technology Art and design Design and technology Equal opportunities English as an additional language	
32057	Ms J Gold	Team inspector	English Religious education Foundation Stage	
1578	Ms M Sinclair	Team inspector	Geography History Music Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's C of E Primary School is a voluntary controlled school for boys and girls aged four to eleven. There are 323 pupils on roll, and numbers are increasing. Although the area around the school is socio-economically advantaged, the school draws its pupils widely and is socially more mixed. The proportion of pupils eligible for free school meals at 12.4 per cent is broadly in line with the national average. The percentage of pupils on the register of special educational needs is well above average at 38 per cent. Eleven of these have statements of special educational need. Most of these are for learning difficulties. The school has a literacy support unit and eight pupils in Key Stage 2 with specific needs are currently supported in the unit. The majority of pupils are of white UK heritage. Although a high proportion of pupils have English as an additional language, none of these is at an early stage. The school has high rates of pupil mobility. Although there is a full spread of ability in all years, attainment on entry is below average, and there is a larger proportion of low attainers on entry than is usually found in schools nationally.

HOW GOOD THE SCHOOL IS

This is a good school. While standards in English and mathematics remain below average at the end of Key Stage 2, they are improving and most pupils are achieving at least satisfactorily given their attainment on entry. In Key Stage 1, standards are already matching national averages. Here pupils are achieving well, as a result of effective teaching. The very good leadership provided by the headteacher and governors is promoting continuing improvement. The school offers good value for money.

What the school does well

- Ensures that the achievements of most pupils are at least satisfactory and often good, particularly during Key Stage 1 and the early years of Key Stage 2
- Offers a committed and caring approach by all its staff, including teachers and support staff
- Promotes excellent relationships which encourage very positive attitudes to learning amongst the pupils and a strong sense of community
- Encourages pupils' personal development through the very good provision for their spiritual, moral, social and cultural education
- Provides very good leadership by the headteacher and governors ensuring a strong focus on the school's Christian values and a commitment to improve
- Promotes above average standards and very good progress in information and communication technology as a result of good teaching and a well-structured programme
- Provides very good support for pupils with special educational needs which is enabling them to make good progress
- Encourages the very good support and involvement of parents which contribute to their children's learning

What could be improved

- Standards in English and mathematics at the end of Key Stage 2
- The role of subject managers in improving standards in their areas of responsibility
- The consistency and quality of marking to ensure pupils are aware of their progress and what they need to do next
- The assessment and recording of pupils' progress in subjects other than English, mathematics and science
- The attendance of some pupils

The strengths of the school far outweigh weaknesses. 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 satisfactory progress since the last inspection in February 1997. Standards in national tests at the end of both key stages have improved although only marginally. In particular, writing at Key Stage 1 and English and mathematics at Key Stage 2 have not kept pace with the rising national trend. Progress on key issues identified at the time of the last inspection has been satisfactory. The quality of teaching has improved, reflected in these improving standards and the good achievement of many pupils. The quality and quantity of information and communication technology teaching has improved rapidly; all subjects now have planned progression through schemes of work; and assessment and recording procedures are more comprehensive, although more needs to be done in subjects other than English, mathematics and science.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E	E	E*	well above A average above B average average C below average D well below average E
mathematics	C	E	E	E*	
science	B	D	C	D	

Standards in national tests in English and mathematics in 2000 taken at the end of Key Stage 2 were well below the national average. However, standards are improving albeit slowly, and although they remain below average, most pupils make at least satisfactory progress, and achievement is satisfactory in Key Stage 2 and good in Key Stage 1. Although the comparison with schools with a similar proportion of pupils eligible for free school meals suggests underachievement, as the school's comparative performance is within the lowest five per cent nationally, this does not reflect the school's intake or ability profile. The school's well above average proportion of pupils with special educational needs has a major impact on the school's results overall. These pupils actually make good

progress relative to the targets set for them, and all pupils achieve at least satisfactorily; in Key Stage 1, most achieve well. The school sets itself challenging targets for Key Stage 2 test results. These were exceeded in 2000 in English but not met in mathematics.

Standards in national tests and tasks taken at the end of Key Stage 1 in 2000 show standards to be broadly in line with the national average in mathematics but below average in reading and well below average in writing. Higher attaining pupils do as well or better than might be expected, and the percentage of pupils reaching Level 3 in reading and writing was close to the national average, while the percentage reaching this level in mathematics was above the national average. Results in reading and mathematics have shown an improving trend over the last five years. This is not so marked in writing where results have moved up and down with no consistent pattern.

In work seen during the inspection, standards overall are below average at the end of the reception year, Key Stage 1 and Key Stage 2. This is higher than recent test scores would suggest, but standards are improving at all levels. Most pupils make at least satisfactory progress through the school. Standards in information and communication technology are above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and enthusiastic about school overall and learning in lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous. Many examples of thoughtful and sensitive behaviour both in and out of classrooms were witnessed during the inspection.
Personal development and relationships	Excellent relationships amongst the whole school community contribute strongly to pupils' very good personal development and the school's values.
Attendance	Below average. Largely as a consequence of holidays taken during term time, pupils' attendance has been drifting just below average in the last three years as national figures have improved.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, although much good and better teaching was observed, particularly in Years 1 and 4. Teaching was judged to be satisfactory or better in around 97 per cent of lessons seen. Nearly one third of lessons were very good or excellent. Less than 3 per cent was judged unsatisfactory.

The teaching of literacy and numeracy is satisfactory, although some opportunities for developing writing at length are missed. Teaching is generally planned well to meet the

needs of all pupils, including the most able. Support for pupils with special educational needs is very good and these pupils make very good progress.

Pupils make at least satisfactory progress in the vast majority of lessons. Their learning is characterised by a keen approach to lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The breadth of the curriculum is satisfactory, although the time available for some subjects is limited and affects the overall balance. The very good range of extra-curricular activities contributes strongly to the range of learning opportunities.
Provision for pupils with special educational needs	Very good quality and levels of support ensure pupils make good progress.
Provision for pupils with English as an additional language	Although there are a number of pupils with English as an additional language, all are reasonably fluent and support provided is appropriate, enabling them to make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision, particularly for the pupils' spiritual, moral and social education, makes a strong contribution to pupils' very good personal development through the school. The school's Christian values are powerfully reflected in its caring and sympathetic working atmosphere and ethos.
How well the school cares for its pupils	Good. Teachers know and care for their pupils well. They carefully monitor their progress through the curriculum in English and mathematics, but not so effectively in other subjects.

The school has very good links with its parents and many help in classrooms. The quality of information provided is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher is providing clear educational direction and inspires the trust of the whole school community. She is well supported by her deputy and other managers, although the role of subject managers in monitoring standards in their subject is underdeveloped.
How well the governors fulfil their responsibilities	Governors are committed and hardworking. There are very good procedures in place for monitoring the school's work and, through their regular visits and meetings, governors have very

	good insights into the school's work.
The school's evaluation of its performance	Good. The school's procedures for self-evaluation are increasingly effective.
The strategic use of resources	Very good. The school applies the principles of best value to its spending decisions, and excellent budgetary planning closely reflects identified educational priorities.

The school is adequately staffed and the teaching is supported by a satisfactory provision of resources, including computers. The accommodation is generous and used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects their children to work hard and achieve his or her best • That there is good teaching and that as a result their child is making good progress • That their children like coming to school and that the school is helping them to become mature and responsible • The approachability of the school • The good leadership and management 	<ul style="list-style-type: none"> • The quantity of homework • The range of extra-curricular activities

By and large, inspectors agree with parents and the strengths identified are confirmed by inspection evidence. Inspectors, however, found that homework is used to support learning in a number of different ways. In most cases, the quality and quantity set is appropriate. The school offers a very good range of extra-curricular activities throughout the year. Most are well supported by pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the school in the reception class, tests indicate that attainment is below average, although pupils of all abilities are represented. The proportion of pupils with special educational needs (38 per cent) is well above average. Most of these pupils are identified as having learning difficulties. Some of these difficulties are severe and during Key Stage 2, more pupils with specific learning difficulties are admitted into the literacy support unit. This has the effect of further lowering the ability profile of pupils in the junior years, and of standards in tests at the end of the key stage.
2. Standards in national tests and tasks taken at the end of Key Stage 1 in 2000 show standards to be broadly in line with the national average in mathematics but below average in reading and well below average in writing. Comparison with schools with a similar proportion of pupils eligible for free school meals indicates standards are similar in mathematics, but well below the average in reading and writing. Analysis of the levels reached by pupils indicates that higher attaining pupils do as well or better than might be expected. The percentage of pupils reaching Level 3 in reading (30 per cent) and writing (7 per cent) was close to the national average, while the percentage reaching this level in mathematics (34 per cent) was above the national average. The school ensures that able pupils achieve their potential. However the percentages of pupils working towards or reaching Level 1 in reading and writing exceed that found nationally. This reflects the high proportion of pupils with special educational needs in the school. Results in reading and mathematics have shown an improving trend over the last five years. This is not so marked in writing where results moved up and down with no consistent pattern. Over the last three years, boys have tended to do better than girls, relative to boys' and girls' performance nationally, although the difference is not significant.
3. At the end of Key Stage 2, standards in national tests in English and mathematics in 2000 were well below the national average, and very low in comparison with similar schools. In science, results were close to the national average, but below average in comparison with similar schools. In relation to prior attainment at Key Stage 1, performance in English and mathematics was also well below average, although that in science was above average. However, over 35 per cent of pupils taking Key Stage 1 tests in 1996 had left before taking Key Stage 2 tests in 2000. The impact of these pupils leaving and of new, often low attaining pupils, joining the school during Key Stage 2 is considerable. Of those pupils on roll throughout Years 3 to 6, most pupils make at least satisfactory progress through the key stage and progress through at least two National Curriculum levels. For example, pupils who reached Level 2 at the end of Key Stage 1 reached Level 4, and those who were at Level 1 reached Level 3. As at Key Stage 1, high attaining pupils achieve their potential and reach higher levels, at least in English and science. In English, 20 per cent reached Level 5 and in science 33 per cent reached this level. In mathematics however, only 7 per cent reached Level 5. Results in science have been consistently higher than in English or mathematics, and it is the only subject in which results are significantly higher than in 1996. Overall results, taking all core subjects together, have improved since 1996, but not as fast as the national trend. In all three subjects, boys do better than girls relative to the performance of boys and girls nationally, although as in Key Stage 1 the difference is not significant.

4. Standards are improving albeit slowly, and although they remain below average, most pupils make at least satisfactory progress, and achievement is satisfactory in Key Stage 2 and good in Key Stage 1. Although the comparison with schools with a similar proportion of pupils eligible for free school meals suggests underachievement, this does not reflect the attainment of pupils on entry or the number of pupils with special educational needs admitted to the school. The school's well above average proportion of pupils with special educational needs has a major impact on the school's results overall. These pupils actually make good progress relative to the targets set for them. Inspectors found very little evidence of underachievement in the school.
5. Key Stage 2 targets set by the school for 2000 were exceeded in English but not met in mathematics. Accurate target setting is difficult to achieve given the extent of pupil mobility. Nevertheless the targets set for 2001 and beyond are challenging and there is a longer-term aim to reach national standards in both English and mathematics by 2004.
6. In work seen during the inspection, standards overall are below average at the end of the Foundation Stage, Key Stage 1 and Key Stage 2. This is higher than recent test scores would suggest, but standards are improving at all levels. Most pupils make at least satisfactory progress through the school. During the reception year, pupils make satisfactory progress in their development across all areas. In Key Stage 1, progress is often good and pupils' achievements are good. In Key Stage 2, pupils' progress is never less than satisfactory, and in some years, particularly Years 3 and 4, progress is good.
7. The progress of pupils with special educational needs is good and their achievements often exceed predictions on entry. Pupils on roll in the literacy support unit make very good progress, especially in literacy, information and communication technology and personal development. Some good progress in mathematics was seen. Well-trained teaching assistants are attached to most classes and help pupils concentrate during whole-class sessions and group activities. Staff withdraw pupils to give highly structured tuition that has been expertly tailored to reflect their specific needs. A programme for lower juniors, who need additional help, concentrates on the development of phonic knowledge and other literacy strategies. This has a good impact on their progress. The school has identified a number of pupils as more able, and is working on strategies to provide specific activities for them. Overall however, higher attaining pupils generally make similar progress to other pupils in the school.
8. Pupils with English as an additional language make similar progress to other pupils, although none is at an early stage in their language acquisition, or given specific additional support.
9. In the Foundation Stage, standards overall in language and mathematical areas are below average, although some pupils reach and exceed expected levels. In other areas, physical and creative development and the children's knowledge and understanding of the world, most children's development and knowledge is in line with expectations for their age.
10. In English, standards are average in work seen at the end of Key Stage 1, but below average at the end of Key Stage 2. Pupils' achievements are good in Key Stage 1 given their prior attainment on entry and satisfactory through Key Stage 2. Most

pupils are confident readers and enjoy both fiction and non-fiction texts. By age seven most read simple texts fluently and accurately and show understanding of the plot, while at age eleven, many pupils are reading more demanding texts. Speaking and listening skills are above average. Many pupils are confident and articulate and enjoy talking about their work and interests. Standards of writing are more uneven. Although many pupils at both key stages write interestingly and imaginatively, standards of spelling are not consistently satisfactory. Handwriting is usually satisfactory and most pupils take care with their presentation.

11. In mathematics, standards are average at the end of Key Stage 1, but below average at the end of Key Stage 2. As in English, pupils achieve well in Key Stage 1 and satisfactorily in Key Stage 2. Most pupils are able to use and apply numerical skills satisfactorily. Mental arithmetic at the end of Key Stage 2 is unsatisfactory however. Other aspects, including pupils' knowledge of shape, space and their ability to handle data, are generally satisfactory.
12. Standards in science are below average at the end of Key Stage 1 but average at the end of Key Stage 2. However, work of a good quality was seen in both key stages. Pupils understand the principles of a fair test and most are able to make predictions and record observations accurately. They are less confident in drawing conclusions from the evidence.
13. In art, standards reach expected levels by the end of Key Stage 1, but pupils' skills through Key Stage 2 are unevenly developed and standards are below average in Year 6. Pupils' drawing and painting skills are generally better than their appraisal skills and understanding of other artists.
14. Work in design and technology is in line with expected standards at the end of Key Stage 1, but below at the end of Key Stage 2. Pupils' achievements are satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2, where a lack of time available is hampering progress.
15. Standards in geography at the end of Key Stage 1 are in line with national expectations, which is an improvement since the last inspection. However, progress through Key Stage 2 is less consistent and by the end of Key Stage 2, attainment is below average. However, overall, pupils' achievements are good through Key Stage 1 and satisfactory in Key Stage 2.
16. In history standards are below average at the end of Key Stage 1. Pupils make good progress during Key Stage 2 where attainment is in line with national expectations. Pupils show a satisfactory knowledge and understanding of life in different periods.
17. Pupils use computers confidently and standards in information and communication technology (ICT) at the end of Key Stage 1 are well above average, and above average at the end of Key Stage 2. Pupils are developing good skills and an understanding of the uses of computers in a wide variety of contexts.
18. In music, pupils reach expected standards at the end of both key stages. Their performance skills, particularly singing, show a good control, but composition and appraisal skills are less well developed.
19. In physical education (PE) standards are average at the end of both key stages, although the standards reached in swimming are higher.

20. Standards in religious education (RE) are above average at the end of both key stages. Pupils have developed a good knowledge and understanding of Bible stories and know how to make them relevant to their own lives.

Pupils' attitudes, values and personal development

21. Pupils' attitudes to school are very good. In the early years pupils are happy and settled, and fully involved in the activities provided. They relate well to adults and the other children around them. They are learning to share sensibly and work well together in small and large groups. When using the separate outside area they are careful when playing with large toys and are usually aware of the other children nearby. Personal independence is encouraged effectively, for example most children are able to change for physical development activities unaided. Children's behaviour is often good, with adults reminding children to behave well when they sometimes forget. Children are polite and respectful and behave with maturity when, for example, eating their lunch.
22. Junior pupils have very good attitudes to their work and are eager learners. They enjoy their lessons and participate enthusiastically. When answering questions, pupils often offer responses that are well thought out and make an effective contribution. Often, in these sessions there is a relaxed and shared humour that encourages pupils to learn. Pupils behave very well in lessons, being quiet, tolerant and generally attentive even when having to sit for long periods.
23. Pupils with special educational needs benefit from the continuing focus on developing self-esteem and the sense that the school is a caring community. Praise is frequently but wisely used. Although there are a number of pupils with quite complex problems, they are an integral part of the school. Their attitudes, values and behaviour are very good, in line with the rest of the pupils.
24. Pupils' behaviour, including that of pupils with special educational needs, is very good. Pupils try very hard to abide by the school rules, and are motivated by the merit system. They readily accept teachers' reminders, for example to put hands up rather than calling out. When moving around the school, pupils are sensible. They are very polite and helpful, with even the youngest children rushing to hold open the door for others. The majority of pupils are well aware of others when at play and only a minority play chasing games that sometimes intrude on other activities. There are isolated and minor instances of bullying and name-calling. When these occur pupils tell staff and incidents are dealt with quickly. There has been one permanent exclusion and a small number of fixed-term exclusions involving two pupils in the last year.
25. The quality of relationships is excellent, particularly between adults and pupils. The staff provide very positive role models that reinforce the school's high expectations. This helps pupils to build very effective relationships with others. There is a very high level of mutual respect. Staff work hard and successfully to secure and maintain pupils' confidence and trust. Pupils often show genuine delight, breaking into spontaneous applause when a fellow pupil succeeds in, for example, spelling words such as 'recommended' or 'remarkable'. Older girls play games with younger pupils at break-times. There is social harmony. The few pupils from ethnic minorities are well integrated. Pupils are particularly tolerant and supportive of their friends who have special educational needs. Relationships are further enhanced between staff,

parents and children through the regular prayer meetings to celebrate the Christian values that the school promotes.

26. Older pupils take responsibility for helping in school routines, such as taking the register trolley to classes, or looking after the school pet. Individual pupils take messages or offer help generously. Charity fundraising occurs regularly.
27. Attendance has declined since the last inspection and is below average. This is largely due to the number of holidays taken in school time. Some are for one or two days and others for many weeks. Current registers also reveal a significant increase in unexplained absence. School data indicates there was no unauthorised absence in the previous year. Punctuality is also a concern. Some lateness is due to public transport delays, but a few pupils are regularly late for other reasons. Pupils themselves report that they do not like arriving late, and some lessons are disrupted by late arrivals. The number of holidays taken is seriously affecting pupils' learning and is a factor in preventing educational standards from rising. Four pupils in one Year 6 class were on holiday during the inspection week. Too often parents keep their children off school for unnecessary reasons such as celebrating birthdays, visiting relatives or long weekends. The usually extremely supportive parents, are not only failing to ensure that their children attend regularly and on time, but are not supporting the school in its efforts to improve attendance.

HOW WELL ARE PUPILS TAUGHT?

28. The quality of teaching is satisfactory in both key stages and in the early years, although much good or better teaching was observed in all years, particularly in Years 1 and 4. The overall quality of teaching has improved since the time of the previous inspection. Teaching was judged to be at least satisfactory in over 97 per cent of lessons observed during the inspection. Nearly one-third of lessons were very good or excellent. Teaching was unsatisfactory in just two lessons observed (under 3 per cent). No unsatisfactory teaching was observed in Key Stage 1, although the proportion of good or better teaching observed was higher in Key Stage 2. Examples of excellent teaching were observed in Years 1 and 4 in English, design and technology and special needs support.
29. Pupils are making satisfactory progress throughout the school and their learning overall is satisfactory. Learning is good in Years 1 and 4, where the overall quality of teaching is more consistently effective than in other years.
30. The quality of teaching is good in mathematics and satisfactory overall in both English and science. Teaching is good in information and communication technology, where recent investment in both resources and staff training has worked effectively. In other subjects, teaching is satisfactory, although in both art and religious education insufficient teaching was observed to make a secure judgement. There is a very close link between the quality of teaching and the quality of learning, and pupils' progress in lessons is directly related to the quality of teaching.
31. The teaching of both literacy and numeracy is satisfactory, with some examples of good practice. However, approaches are not co-ordinated and there is more to be done to ensure more consistent practice. In the best practice seen, teachers emphasise correct spelling and grammar and good presentation in all subjects. Good use of questions ensures pupils explain their answers carefully. However, opportunities for writing at length are missed in both English and subjects such as

history and geography. Attention to specialist subject vocabulary is not always given sufficient prominence.

32. In mathematics, numeracy skills are given satisfactory emphasis in lessons, and other subjects teach them where it is appropriate. In subjects such as science, geography and design and technology, teachers ensure that numeracy skills are used in unfamiliar contexts. In science, pupils mostly record results accurately, though some older Key Stage 2 pupils make mistakes in transferring numerical values to graphs, and these mistakes are not picked up by teachers.
33. It is the expectations that teachers have of what pupils can achieve that distinguishes the best teaching from the less effective. Where expectations are high, pupils are challenged, the pace of lessons is brisk and the pupils' learning is at least good. This takes place within a well-planned and well-ordered lesson that meets the needs of all pupils, taking account of their different starting points. For example in an outstanding Year 4 science lesson, the needs of two special needs pupils were well met by very effective support from the well-prepared teaching assistant. For the rest of the class, pupils were challenged to plan an investigation into how to determine the strongest magnet. There was a constant buzz of excited interest in the work and pupils developed various means to test their hypotheses. Very good relationships and very positive attitudes led to very good learning. The teacher's effective use of praise ensured that pupils were encouraged and that their learning was reinforced at regular points in the lesson. Above all, however, it was the high expectations of what all pupils could achieve which led to very good outcomes. A Year 1 English lesson observed provides another example of very high expectations leading to excellent learning. In this lesson the pupils were studying a poem about a journey and developing their writing skills well. The lesson was excellently planned and the teacher confidently used a good range of teaching strategies to involve and engage the pupils in the learning. They responded with high levels of interest and motivation. Well-established routines and clear explanations led to some good quality work. All pupils achieved very well.
34. Whilst these two lessons illustrate some of the very best teaching, many other lessons incorporate some of these characteristics; tasks set on the basis of prior learning, varied activities, challenge and active learning. Less successful teaching lacks some of these qualities, often involving pupils in routine work that fails to stimulate their interest and their thinking. Sometimes there is little sense of purpose and urgency. A number of lessons observed suffered from a poor balance of time between whole-class introduction, individual or group activity and summary. Time spent on the carpet introducing the topic was sometimes too long, resulting in insufficient time to complete tasks set and reinforce and assess the learning at the end. Even in otherwise good lessons, the pace of learning sometimes drops towards the end. As a result, pupils achieve less than they should. In a Year 6 geography lesson observed on water and energy conservation, pupils worked with satisfactory interest and motivation, but their learning was pedestrian. Completion of the worksheet required pupils merely to repeat what had already been discussed and learnt. In this case, expectations were not high enough to ensure pupils' learning was maximised.
35. Teachers' knowledge and understanding of the subjects they teach are generally at least satisfactory, although weaknesses in physical education and design and technology result in a lack of challenge in activities set and lower expectations than should be the case.

36. Characteristic of much of the teaching are the very good relationships established between staff and pupils. Many teachers have established trusting and productive relationships with their pupils. As a consequence, good learning takes place in a friendly and secure atmosphere. Overall classroom management and discipline are also strengths of the teaching.
37. In general, the teaching is well adapted to suit the needs of the sometimes wide range of pupils in the class. This is usually because the teachers know individual pupils well and are able to respond well to their individual learning needs. However, this is not consistently so, and not all teaching stretches all pupils. In mathematics, planning is thorough and influenced by effective ongoing assessments of pupils' progress, particularly in Key Stage 1. This leads to focused teaching and learning based on an accurate identification of need. In other subjects, however, lesson planning is not so carefully considered. Even in information and communication technology where much good teaching was observed, the planning fails to identify tasks to challenge higher attaining pupils. Opportunities are sometimes missed to extend higher attaining pupils with suitable tasks for homework. However, in general, inspectors do not agree with parents in their comments about homework. They found that homework is used to support learning in a number of different ways and, in most cases, the quality and quantity set is appropriate.
38. Teachers ensure that pupils with special educational needs make good progress towards reaching the targets in their individual education plans. The level of provision for special needs is of a good quality, facilitating a high level of direct support by well-qualified specialists and a highly committed, well-organised team. Teaching is effective because of a careful regard of the pupils' specific needs and an in-depth knowledge of their strengths and weaknesses. This understanding is reinforced by the systematic, ongoing recording of concerns and progress during the lesson, resulting in effective revision and extension tasks. An emphasis on short-term, challenging but realistic targets produces a brisker pace of learning than is often seen. This intensive and focused teaching results in very effective learning for many of the pupils.
39. The other major factor in limiting pupils' progress is the effectiveness of marking. Much good practice exists in Years 1 and 4, but this good quality is not consistent throughout all classes. In English, some marking is regular and supportive with detailed guidance on how to improve, but not all is of this quality. In some subjects, marking is very patchy. In subjects other than English and mathematics, this means that teachers do not always plan work to follow on logically from what pupils already know and can do. In addition, pupils themselves are unsure of their progress and how they might reach higher levels of attainment. In Year 1, teachers make particularly good use of target setting to challenge and motivate pupils. Pupils are clear what they have to focus on in their learning, and the teacher follows up targets set on a regular basis. Other teachers also set targets, but there is little consistency of approach. Some sharing of good practice would lever up standards in this area. A more consistent approach to marking and target setting across the school would ensure planning was more focused, help pupils evaluate their own progress better and ensure that they are more aware of how they might improve.

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

40. The school provides a satisfactorily broad curriculum for all its pupils. Statutory requirements are met and all National Curriculum subjects are taught, as well as religious education. All pupils are valued equally and given equal opportunities across the full range of the curriculum. Pupils in Year 5 are taught sex education and parents are informed when this is to take place. There is a satisfactory and developing programme for other aspects of personal and social education and citizenship, including the dangers in the misuse of drugs including tobacco and alcohol. A particular strength of the curriculum is the provision for information and communication technology. Pupils' skills in this subject are developed effectively and are used well to support learning in other subjects, most noticeably in mathematics and English. Termly planning for the core subjects of English, mathematics and science is good. The school has embraced the national literacy and numeracy frameworks well. National guidance for other subjects is also being adapted as a basis for planning. However there has been insufficient progress in design and technology, art and music and this affects the standards achieved. The school recognises that time allocation to these subjects needs to be reconsidered. Improvement since the last inspection in curricular provision has been satisfactory.
41. Strategies for the teaching of literacy and numeracy are satisfactory. There is a good focus on investigative work and problem solving. Information and communication technology is used well to support numeracy. In literacy lessons pupils develop satisfactory reading and language skills, but writing in other subjects such as history and geography is not sufficiently planned. As a consequence, pupils do not have enough opportunities to develop their writing skills. Although drama is taught in some classes it is not a feature of whole-school planning.
42. The curriculum makes very good provision for pupils with special educational needs through the accurate matching of learning activities and support. The vast majority of these pupils have very good, and on occasions, excellent individual education plans. However, a very small number of the individual education plans for pupils on the very early stages of the special needs register lack detail. Clear procedures are in place and the school follows the Code of Practice on the identification and assessment of pupils. Pupils at Stage 5 on the special needs register are provided with very good support in line with the requirements in their statements. There is a good balance of withdrawal for specialist help and in-class support. All staff work very well as an informed and dedicated team. Pupils have full access to the curriculum and participate in the good range of extra-curricular activities.
43. Year 6 pupils are taught in ability groups for literacy lessons to ensure a more appropriate challenge for all pupils. This works reasonably well and the school plans to extend this 'setting' arrangement to include numeracy lessons.
44. The curriculum for children in the Foundation Stage is satisfactory overall. All recommended areas of learning are planned and children have access to a suitable range of worthwhile learning experiences and activities.
45. Parents of pupils who have a home language other than English attend classes provided by a school governor, to assist their children's language development. Pupils with English as an additional language in Key Stage 1 are encouraged to share greetings in several languages and are provided with library books in their own language. Pupils with English as an additional language achieve as well as other pupils in the school.

46. There is very good provision for extra-curricular activities throughout the year. A very wide range of sports opportunities is offered. Apart from the swimming, soccer and very well attended athletics clubs observed, pupils can participate in golf, rugby and cricket at various times. Non-sporting activities including country dancing, choir and recorder clubs, art, chess and library clubs are offered at lunch-times or after school. All teachers are involved in some form of extra-curricular provision. Pupils are enthusiastic about the clubs they attend and show a good degree of loyalty, thus improving personal development as well as their skills. Inspectors disagree with parents, a minority of whom consider the range of extra-curricular clubs to be limited.
47. There are satisfactory links with the local community. The school is used extensively during the day by various groups for adult aerobics, children's ballet and a playgroup. Members of the church community use the school regularly for evening prayer meetings. Local supermarkets have sponsored school events by providing refreshments. Pupils entertain residents of the local day centre and take part in community events such as the Christmas service and local dance festival. Reciprocal visits to and from local play groups ensures a good exchange of information and help to prepare for the new intake of pupils. Year 6 pupils visit the secondary school of their choice prior to their transfer. Liaison between partner schools is satisfactory.
48. The provision for pupils' spiritual, moral, social and cultural education is very good, reflecting the strong Christian ethos of the school. Spiritual development is a strength. Pupils, teachers and visitors lead assemblies that offer many opportunities for thanksgiving, prayer and personal reflection. A weekly prayer group meets, confirming the importance that is placed on this aspect of personal development. Adults set a very good example through contributing to the Prayer Board that welcomes visitors to the school. Pupils' prayers are also displayed. Written prayers are common throughout the school, such as the thanksgiving offers for the seaside and holidays. Prayers are said before lunch and at the end of the school day, and pupils sometimes lead them. Examples of awe and wonder were seen in classes. Some Year 3 pupils were fascinated and squealed with delight when they found water boatmen in a pond. Year 4 wrote the Christmas story from a number of perspectives, exploring emotions and feelings in depth.
49. Moral education is very good. The school's policy on behaviour is firmly established and understood by all. A well-organised system of rewards and sanctions sharpens perceptions of right and wrong, as do the commendable role models set by the staff. Correct attitudes and conduct are continuously stressed. For example, dramatic role-play in Year 2 classes dealt with the issue of bullying. Year 3 classes had completed a number of exercises about how easy it is to upset someone and considered ways to help. There are many opportunities to consider moral issues. Circle time encourages pupils to talk about the effects of lies and a Year 4 class led an assembly during the inspection, that explored the meaning and importance of trust. Children are strongly encouraged to be aware of the misfortunes of others and to be involved in raising money for charities.
50. This strong moral teaching supports the very good social development of the pupils. Adults give an extremely clear message that this is a caring community that values each individual. The extremely well managed literacy support unit plays a major role in promoting good relationships between a range of pupils and ensuring that all fully participate in the life of the school. All pupils are encouraged to develop self-esteem and positive attitudes. A wide range of extra curricular activities, and two residential trips a year, facilitate the development of social skills and teamwork. Staff frequently

use teaching strategies that require pupils to work collaboratively. For example, pupils in Key Stage 1 worked together to make a wall hanging. All pupils, especially Year 6, develop a sense of responsibility as they fulfil tasks around the school.

51. Provision for cultural development is good. The school organises opportunities for pupils to learn to play the recorder, piano and guitar and to join a choir. Pupils take part in concerts and other performances; they also participate in maypole dancing and dance festivals. There have been visits to the National Gallery and trips to the British Museum are an annual event. Theatre groups visit the school twice a year and a musical workshop allows pupils to make and play instruments. Pupils learn about other religions, cultures and traditions in religious education and sometimes in other lessons. For example, Year 4 read a story about an Indian boy and his feelings on entering an English school. Year 5 learn about Islamic art. There is a good selection of books about a range of cultures in the Key Stage 1 library. Parents are invited into the school to extend the pupils' understanding of Judaism and Muslim and Hindu culture. For a number of years, pupils have been involved in collecting money for a Rumanian orphanage and they become more aware of the culture of that country as a result of press coverage, visits from Rumanian royalty and people involved in the project.
52. The school has maintained the high standards of its provision for spiritual, moral, social and cultural development, although not all subjects consider how they might contribute through subject planning. The school is aware that aspects of citizenship need to be enhanced and there are plans to start a school council at the start of the next academic year.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The quality of care, personal support and welfare provided for all pupils is good. Staff work closely together to meet pupils' individual needs. They know pupils and their families well and offer effective support. Particularly good support is offered to pupils with special educational needs and to pupils who require additional help with, for example, literacy skills. There are only a few pupils with English as an additional language, and the majority have a sound understanding of English. For those who are still mastering the English language, support provided is appropriate.
54. Procedures for monitoring behaviour and preventing bullying are good. Pupils are very aware of the school's expectations of them and know the consequences should they misbehave. Staff follow policy and guidance consistently giving awards for good behaviour, attitudes and work. Praise is used very effectively for all pupils, who respond well. When pupils have difficulties, agreed behaviour targets are set. Detailed notes are recorded on pink slips and kept in the pupil's file. The school is starting to use pastoral support plans where there are any ongoing difficulties and parents are involved. There are a few isolated instances of bullying and name-calling, but pupils report that when they tell adults, problems are dealt with effectively. Pupils are secure and confident in asking for help, knowing that they will be listened to. Procedures for exclusion are properly followed.
55. Personal development monitoring is satisfactory overall. Adults in the school offer good informal support and guidance, and are good role models. Teachers talk to pupils very quickly if they act inappropriately, for instance laughing at others' mistakes. However, the provision of a formal programme of personal, social and health education is not planned in the curriculum and lessons are infrequent, largely

dependent on teacher interest and skills. Opportunities for pupils to discuss related issues through circle time are not included in all class timetables. There is strong, good practice in Year 4, seen when awareness of issues such as bullying was skilfully heightened while watching a video and led to some animated discussions. This good practice is not extended across the school. Parents receive a brief summary of their child's personal development in the annual academic report.

56. The monitoring of attendance is satisfactory. The school is aware that attendance is declining, and there is regular daily and weekly attendance that is well below 90 per cent, even though some daily class attendance is very good. The educational welfare officer visits the school at least once every half-term and discusses any families having difficulties with the headteacher. The main factors for the declining attendance are the many holidays taken in term time and the increase in unauthorised attendance this year. Families usually complete holiday permission slips that are then authorised by the headteacher. Parents are reminded about attendance and punctuality in newsletters, but too many are not considering their legal responsibilities or the detrimental impact that missing school unnecessarily has on their children's educational attainment and progress.
57. Arrangements for child protection are good. The designated person has provided training for staff in the school. School policy is based on local authority guidance and all staff receive a guidance booklet. Health and safety policy and procedures are good overall. Trained staff deal with minor accidents. Risk assessment is well established and thorough.
58. Good arrangements are in place for assessing pupils' academic performance in English, mathematics and science. The school's effective analysis of national and school tests has helped identify issues for improvement, for example in writing, and identify which pupils could benefit from additional support. Pupils' progress is tracked carefully with a range of assessment measures, and predicted levels are monitored to ensure individual pupils reach their potential. For those pupils with special educational needs, a range of tests is used to identify learning difficulties. Individual education plans are regularly updated, informed by the continuous and detailed assessments of their performance. Additional tests are used when required. This information is well used to provide amended tasks, or to help them modify their behaviour and attitudes to work.
59. Assessment in subjects other than English, mathematics and science is less comprehensive and thorough. The use of National Curriculum Levels is not used to map pupils' progress or to set targets for pupils to aspire to. Target setting for pupils in Key Stage 1 is well managed. As a consequence, the pupils themselves are aware of their improvement in English and mathematics. However, this is less consistently done in Key Stage 2. Some good practice exists, but not all teachers are using assessment to monitor progress, particularly in subjects other than English and mathematics. As a result, teachers are not able to set challenging targets for individual pupils. This is linked to the often unsatisfactory quality of marking in these subjects. Where there is good practice, standards of work are analysed to identify common strengths and weaknesses and the implications for teaching.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The school has very good links with its parents and carers. This is, in a very real sense, a Christian community. Parents are warmly welcomed and encouraged to

help during the school day in whatever way they can. Large numbers of parents and governors are happily involved; for example, parents of other religious faiths regularly visit the school leading lessons that give pupils first-hand knowledge and experience of other beliefs, customs and festivals, such as the weekly 'Shabbat' with a blessing read in Hebrew. Others help in class supporting pupils or are involved in running after-school activities. Some parents and children attend regular lively Christian-based prayer meetings with staff and this builds relationships and understanding very well. The quality and quantity of parental involvement in school life has a most positive impact on pupils' learning.

61. Liaison with parents of pupils with special educational needs is very good and parents are very appreciative of the high quality leadership and work of the specialist team. Parents are made aware of the targets set in the individual education plans and many work in close partnership with staff to help their children. They are involved in the regular review procedures.
62. The parents' association is well established and organised, having its own newsletter and running many fundraising and social functions, such as the 'alternative donkey derby' that are all very well attended and raise considerable funds for the school.
63. The quality of information provided to parents is satisfactory. Parents receive regular newsletters and there is a school magazine with good contributions from staff and pupils. Reports are of generally good quality with very detailed information on progress and an action plan providing targets in literacy and numeracy. Pupils themselves provide a brief statement about their progress. There are opportunities for parents to meet staff informally and parents appreciate this high level of communication. Parents of children with special educational needs, including those in the unit, are kept fully informed and involved in their children's progress.
64. Parents make a very good contribution to their children's learning and will often ask teachers how they can help their children further. The school has held handwriting workshops for parents to learn how they might help their own children. They attend meetings on numeracy and literacy and regularly complete reading and homework diaries. Homework is regularly set and based on developing literacy and numeracy skills. It is less often used to develop independent learning through the setting of research topics.
65. Parents are very supportive of the school, and feel that it is continuing to improve. They are particularly pleased with the quality of teaching, the behaviour and attitudes of the children and the strong Christian values. They are pleased with the progress that children make, including those with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The headteacher is providing very good leadership. She promotes a strong and clear vision for the school, has the respect and trust of staff, governors and parents and is steering the school confidently towards improvement. She is effectively supported by her deputy who manages her areas of responsibility well. Together, they have a good understanding of standards and the quality of provision through their regular observation of teaching and learning in lessons. The senior management team, which includes key stage co-ordinators and the special needs co-ordinator as well as the headteacher and deputy, is effective in providing a strategic view of school

improvement. They also act as a useful sounding board for ideas and a forum for discussing ideas for development.

67. Overall management by key staff is satisfactory. The open door approach to management and the concern shown to take all views into account is highly valued. Informal communication is good, and all staff are committed to improvement and share the school's values and ideals. However, the quality of management at subject level ranges from very good to unsatisfactory. As a consequence the impact of action taken to secure improvements has not been consistently effective.
68. Some subject managers are providing effective leadership of their subject, working hard to secure improvements in teaching and learning, and giving a clear lead based on a careful evaluation of standards and provision. The subject manager for science in particular is a model of good practice in the school, although even she has insufficient opportunity to improve teaching practice through working alongside her colleagues. Other subject managers however are less confident, and do not always have a clear view of standards or what might be done to improve. Support and training is needed to ensure there is more consistently good work in this area of management. The school's improvement plan identifies some subject areas for improvement, in particular art, design and technology, PE and music. Subject managers are given appropriate responsibility for leading these developments, but some need support and guidance.
69. Management of special educational needs and of the literacy support unit is very good. The special needs co-ordinator, who is also head of the literacy support unit, has responsibility for the specialist teachers and organises the work of all the support staff. This is highly structured and directed towards the meeting of certain targets. Progress in each lesson is assessed and recorded in a book with class teachers supplying additional information. This procedure enables the special needs co-ordinator to have a very good overview of teaching and learning. The special needs register is an exemplary document and some of the individual education plans are excellent.
70. Governors are committed and hardworking, and they are making a very good contribution to the school's governance. They are knowledgeable about the school and have good procedures in place to monitor its work. The chair of governors helps out in classrooms every Wednesday morning, and other governors make focused visits on a regular basis through the governor of the month scheme. Governors are appropriately involved in the drawing up of the school improvement plan and monitor progress towards implementation of targets through their committee structure. They have sampled parents' views through a questionnaire and are keen to respond positively to their concerns. Statutory requirements are largely met, apart from some minor reporting requirements to parents in the governors' annual report and the prospectus.
71. This is a reflective school in which staff and governors are involved in monitoring and reviewing practice and seeking ways to improve. The school improvement plan provides a good framework for development. A five-year strategy is broken down into one-year detail, and the plan is securely based on an audit of current standards and provision. Governors and the whole school community are involved in drawing up the agreed priorities.

72. The school's financial planning is excellent. Spending is directly linked to educational priorities. These are clearly established through the annual consultation process between governors and staff. The quality of communication between the governors and school enables the administrative officer to manage the school's budget skilfully and efficiently. Financial control and administration are excellent. Spending is checked regularly to ensure it is in line with the agreed priorities. Specific grants, such as those for special educational needs and curriculum and staff development, are used very effectively for their designated purposes. The governors are fully aware of the principles of best value and follow up spending decisions rigorously to ensure their effectiveness.
73. The school has sufficient staff with a good balance of new and experienced staff that is qualified for the age group they teach. Their commitment to their own professional development is seen in their increased subject knowledge and skills in information and communication technology, which has raised pupils' achievements in all year groups. Senior management provide very good support for newly qualified teachers and the professional development of all staff. The school has recently gained Investor in People status. There is a high level of teaching assistants who are well briefed and who contribute effectively to pupils' learning. Training for support staff is well planned.
74. The special needs co-ordinator and the two specialist teachers are experienced and very well qualified. The school has purposefully increased the number of class-based support assistants to enhance its provision for special needs education, using specific grants appropriately. Support staff appreciate the good training provided by the special needs co-ordinator who is also the head of the literacy support unit. Pupils benefit from a very attractive new suite that provides a stimulating learning environment. Although there are two computers in the unit, they are out of date. There are no laptops although some pupils would benefit from using them, allowing them to access the curriculum more fully. Overall, there is very good provision for special needs.
75. Some mainstream pupils with special needs now make very good progress, an improvement since the last inspection. Pupils on roll in the literacy support unit continue to make very good progress. A new suite of rooms has created a stimulating environment that allows immediate access to a well-chosen range of learning resources.
76. Resources are satisfactory overall in most subjects, although musical instruments are limited. Recent investment in computers has brought about a good improvement in opportunities for work in information and communication technology in the computer suite. However, there are still too few computers in classrooms for pupils to follow up individual pieces of work. Although there is an adequate book stock, the junior library stock needs auditing, and some judicious pruning of outdated books, and repairs and renewal of popular books need to be made.
77. The accommodation is of good quality and classes are spacious and well lit. There is purpose built accommodation for the youngest pupils, with a separate well equipped outside play area for foundation age children. Accommodation for special needs is well organised. However, there is no designated medical room and the library, because it is shared with the computer suite, is not well suited for quiet, independent learning. Pupils benefit from the extremely spacious outdoor areas, the large swimming pool and a small wild area for science and environmental lessons. The

large school is very well maintained and is kept spotlessly clean. Overall, the accommodation provides a very pleasant environment for learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to improve standards and the quality of provision, the headteacher, governors and staff should:

- Raise standards in English in Key Stage 2 by:
 - extending the opportunities for writing at length in all subjects, and for applying skills in pupils' own writing;
 - ensuring the use of specialist subject vocabulary when appropriate;
 - assessing individual pupil's progress in reading more carefully and ensure that books chosen for lower attaining readers are appropriate;
 - developing more consistent approaches to improving spelling;
 - ensuring lessons are planned to give enough time for individual writing activity;
 - developing more opportunities for improving library and research skills.(refer to paragraphs 3, 10, 31, 41, 90, 93, 94, 95, 97, 98 99, 100)

- Raise standards in mathematics in Key Stage 2 by:
 - improving pupils' accuracy and speed in mental arithmetic;
 - improving the pace of learning in lessons;
 - identifying clear learning objectives for different groups of pupils in lessons;
 - using assessment more consistently to set challenging work for all pupils.(refer to paragraphs 3, 11, 32, 103, 105, 106)

- Develop the role of subject managers by:
 - holding them to account for standards and ensuring that they have a greater influence on improving the quality of teaching and learning in their subject;
 - providing training in management roles;
 - giving opportunities for shared teaching and the dissemination of good practice.(refer to paragraphs 59, 67, 68)

- Improve the consistency and quality of marking by:
 - ensuring that best practice is widely shared;
 - developing a more consistent approach to informing pupils of the next learning step.(refer to paragraphs 39 and 59)

- Improve the assessment and recording of pupils' progress in subjects other than English, mathematics and science by:
 - developing manageable and consistent school systems which relate pupils' progress to National Curriculum Levels.

(refer to paragraph 59)

- Improve attendance by:
 - continuing to work closely with parents.
- (refer to paragraphs 27 and 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5.6	26.4	27.8	37.5	2.8	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- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	323
Number of full-time pupils known to be eligible for free school meals	40

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	123

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	18	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	24
	Girls	12	11	16
	Total	32	31	40
Percentage of pupils at NC level 2 or above	School	73 (76)	70 (71)	91 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	24
	Girls	11	15	15
	Total	32	39	39
Percentage of pupils at NC level 2 or above	School	73 (71)	89 (83)	89 (62)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	21	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	22
	Girls	16	9	17
	Total	30	26	39
Percentage of pupils at NC level 4 or above	School	65 (60)	57 (57)	85 (76)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	16	17
	Girls	14	12	13
	Total	24	28	30
Percentage of pupils at NC level 4 or above	School	52 (50)	61 (51)	65 (63)
	National	70 (68)	72 (69)	79 (75)

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	3
Black – other	0
Indian	7
Pakistani	2
Bangladeshi	6
Chinese	0
White	273
Any other minority ethnic group	8

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	2	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	21.0
Average class size	23.1

Education support staff: YR – Y6

Total number of education support staff	22.0
Total aggregate hours worked per week	271

Financial information

Financial year	2000/2001
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	£
Total income	788,770
Total expenditure	754,473
Expenditure per pupil	2,351
Balance brought forward from previous year	30,000
Balance carried forward to next year	34,297

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	1	1	0
My child is making good progress in school.	58	38	1	1	0
Behaviour in the school is good.	30	60	6	0	4
My child gets the right amount of work to do at home.	34	45	13	7	1
The teaching is good.	65	32	2	0	1
I am kept well informed about how my child is getting on.	53	32	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	4	1	0
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	47	44	6	2	1
The school is well led and managed.	60	34	3	1	2
The school is helping my child become mature and responsible.	53	41	3	1	2
The school provides an interesting range of activities outside lessons.	22	58	15	5	0

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

79. Children enter the reception class on a part-time basis in the September before their fifth birthday and most are in school full time after the spring half-term holiday. Most children starting in the reception classes have attended nearby playgroups. There are well-developed links between these playgroups and the school and these are effective in preparing children for the reception classes. They include regular visits by the reception class teachers to playgroups and visits by the pre-school children to the reception classes with their playgroup leaders. There is the opportunity to spend two afternoons in school in the summer term and for parents to visit the school and meet with the headteacher and their child's teacher. These provide a good introduction for the children and their parents to establish good relationships and to familiarise themselves with the life and work of the school.
80. The range of attainment measured by assessment on entry shows that the attainment of the present year group of children is below average although there is a wide spread of ability in the two reception classes. Although there are groups of children who are more able, many children demonstrate poor communication and mathematical skills and their personal and social skills are less well developed. A large proportion of children are identified as needing special help in these areas and children's needs are well addressed following assessment on entry. At the end of the Foundation Stage, pupils reach standards that are below the national average because, although some more able pupils perform well above the expected standard, a large proportion of children are performing at a below average level. All children make satisfactory progress from their baseline assessment and teaching is satisfactory. However, ongoing assessment is a weakness. Opportunities for assessment are not identified in the planning and both assessment and planning are not linked closely with the Early Learning Goals to track children's progress through the Foundation Stage. Improvement since the last inspection has been satisfactory.

Personal, social and emotional development

81. Personal and social development is given a high priority and is taught well. Children achieve broadly what is expected for their age and they achieve satisfactorily through appropriate opportunities to work and co-operate with others. They respond well in learning situations. They are interested in what they are doing and concentrate and persevere in their work. Children learn to follow the conventions of life in school, moving around the school quietly and confidently in line, answering the register well and dressing and undressing for physical education with growing independence. They are happy to contribute their own ideas during discussion, for example when sharing a poem from a big book together and observe the formalities of group discussion very well. They listen to each other without calling out and they are happy to take turns and to work with a partner in group work. The caring attitudes of the teachers and teaching assistants help promote the development of children's personal and social skills. Children take responsibility under adult supervision to look after the guinea pig. The class teachers successfully encourage children to take some responsibility for their own learning and encourage independence through planned activities. However, the overall success of some of these activities is sometimes restricted when there are too few adults to extend children's learning. The assessment of children's personal, social and emotional development is insufficiently

rigorous to track their progress systematically and at regular intervals. At the present time record keeping and assessment consists of teachers' jottings about each pupil that, while useful, do not inform teacher planning in a coherent way.

Communication, language and literacy

82. Attainment on entry is below average and satisfactory teaching enables children to make steady progress. Many children will have achieved the Early Learning Goals expected of five-year-olds in communication, language and literacy by the end of the reception year; some will have exceeded them. However, overall standards remain below expected levels. Although children confidently use a growing vocabulary and range of expression, some lower attaining children still have a restricted vocabulary and need encouragement to contribute more than single words and simple sentences. For example, one child could not use the word 'pour' for a dinner supervisor putting drinks into cups. Teachers help by modelling the correct vocabulary. Most children listen and attend well to their teachers and other adults and can follow simple instructions and answer appropriately when questioned. The listening station and picture books, some with accompanying finger puppets, are used well in the quiet session after lunch to promote independent language and literacy activities. Children achieve satisfactorily in language and literacy bearing in mind their starting points and achieve well when activities are matched to their learning, as in the discussion using photographs of staff, for example, where children can describe and explain staff roles in the school well. Well-planned opportunities for role-play are provided and these are changed to match the topic. During the time of the inspection the role-play facility was the school office with computer, telephone and writing equipment stimulating children's language development well. Children often put on a performance using the puppet theatre.
83. Many children demonstrate good phonic knowledge when they build up simple three-letter regular words independently on their white boards to follow up well-planned poetry lessons. From the earliest days children are taught to recognise and write their own name. Most children confidently attempt their own independent joined writing and can read it back to an adult and higher attaining children can form their own words and sentences. Teachers use big books successfully to teach reading skills. They point to words as they read, talking about the story and encouraging the children to use the pictures to understand what is happening. Children enjoy reading together and discussing what they have read and adding new verses to a poem about 'Wet Play'. Higher attaining children read confidently and with expression. However, although the children's reading records show a good level of parental support, there is little evidence of any systematic diagnostic assessment of children's progress through reading. The adoption by the school of a published scheme of work has provided a good framework for the progression of skills in language and literacy from the Foundation Stage.

Mathematical development

84. Children achieve satisfactorily in this area of learning given their starting point, although most pupils reach below average standards. The Surrey Numeracy Plan provides a coherent framework for weekly activities developing children's knowledge and understanding through number. Through a range of appropriate activities, children build upon their knowledge of colour, shape, size and number recognition and measurement of time, weight and length, relating these to real life problems. They use appropriate language in their play, and experience a range of number and

singing games. Children are beginning to remark upon patterns, are using number lines and can compare, order and count objects, counting to ten and beyond with higher attaining children able to write number names. The quality of teaching in this area is good overall. In one good lesson the teacher, through relating an activity centred on money to a well known rhyme, through skilful questioning helped pupils to count in ones and twos, to add numbers together and to count on and count back from a given number. Children have a good understanding and knowledge of the way our number system works and their numeracy skills are developing well. Work is matched well to children's needs, for example in a lesson about money, the more able children are challenged well and can work in 'number partners' to recognise how amounts up to 20p can be made up using a variety of coins of differing values. Children of average ability can add numbers to ten securely and lower attaining children can tackle real problems in exchanging pennies for items in the class shop. Number fans are used well, for example to inject pace into a lesson, to check that a large group can match coins successfully.

Knowledge and understanding of the world

85. Children achieve satisfactorily in this area of learning. The activities provided help children to develop a sound understanding of the world around them. Children undertake visits to the local church and other visits are planned this term. During the inspection, when looking at people and work places around the school, children prepared questions to ask the staff before the visit and, together with the teaching assistant, prepared a listening tape to share with the rest of the class. Children develop the skills of cutting, joining and building, for example when constructing models of office furniture, and they have good access to a range of construction materials. There are good opportunities for children to use computers. Children have the opportunity to look at the life cycle of the frog, to look at seeds and plant beans and Busy Lizzys and to learn about the human life cycle with a visit from a mother with her baby. Children's curiosity is excited when they use magnifiers to investigate tadpoles and cress. The quality of teaching is satisfactory in this area of learning. Teachers plan lessons satisfactorily and make satisfactory use of resources to stimulate children's enthusiasm and interest. Adults use good questioning skills to develop and extend children's knowledge and understanding. Teachers' planning, record keeping and assessment have not been brought into line with the Early Learning Goals, leading to some learning which is unfocused.

Physical development

86. Children's physical development is in line with expectations for their age in this area of learning. Satisfactory opportunities are provided for children to develop spatial awareness during indoor activities and to develop the language of 'in', 'over', 'under', 'through' and 'around'. Children have access to a variety of wheeled vehicles. The use of a taped programme in one lesson observed during the inspection was ill-matched to the children's listening skills and opportunities were missed to demonstrate quality movement, for example when children were told to 'freeze' they had difficulty maintaining balance. Large indoor apparatus work is planned to give children opportunities for travel, moving along the apparatus in different ways and balance. During role play and other practical activities, children move with confidence showing good control and co-ordination of their actions. Satisfactory progress is made in the development of manipulative skills; children handle pencils, brushes and scissors and play with construction kits and small apparatus with increasing control. Children use appropriate equipment in outdoor activities to develop their co-

ordination, confidence and hand/eye skills. Teaching is satisfactory overall in this area of children's development but, as with physical development, the planning, assessment and recording of children's progress are not focused on the Early Learning Goals.

Creative development

87. Children's creative development is in line with expectations for their age in this area of learning. Children show enthusiasm for art and represent what they see and feel in a range of media and explore colour, texture, shape, form and space in two or three dimensions. Children sing simple songs from memory, use untuned percussion instruments to represent high, low, soft and loud sounds, and recognise repeated patterns in music. However, in one lesson observed, opportunities for naming the instruments were missed and the time given for pupils to develop their own performance skills in the lesson was too short. Teaching in this area was sometimes good and never less than satisfactory. Opportunities for assessing children's progress are missed because the assessment procedures need updating to encompass the stepping stones in the Foundation Stage.

ENGLISH

88. Standards in English are improving throughout the school as a result of improvements in teaching and a sharper focus on learning through effective implementation of the literacy hour. Although standards, particularly in writing at the end of Key Stage 2, remain below average, this is higher than recent test results would indicate. The progress of those pupils present throughout Key Stage 2 is at least satisfactory, given their prior attainment at the end of Key Stage 1. High rates of pupil mobility do have an impact on the national test results, particularly at the end of Key Stage 2. In addition, the high proportion of pupils with special educational needs, including those admitted to the school especially because of their difficulties with literacy, also affects the proportion of pupils who reach the average Level 4 in national tests.
89. Results in national tests and tasks taken at the end of Key Stage 1 in 2000 show standards to be below average in reading and well below average in writing. Comparison with similar schools indicates standards are well below the average in both reading and writing. However, higher attaining pupils do as well or better than might be expected. The percentage of pupils reaching Level 3 in reading (30 per cent) and writing (7 per cent) was close to the national average, and able pupils achieve their potential. However, the percentage of pupils working towards or reaching Level 1 in reading and writing exceeds that found nationally. This reflects the high proportion of pupils with special educational needs in the school. Results in reading have shown an improving trend over the last five years, but this is not evident in writing where results have moved up and down with no consistent pattern. Over the last three years, boys have tended to do better than girls in reading but girls do better in writing. However, the difference is not significant.
90. At the end of Key Stage 2, standards in national tests in 2000 were well below the national average, and very low in comparison with schools with a similar proportion of pupils eligible for free school meals. However this comparison does not reflect the high proportion of pupils with special educational needs in the school. In relation to prior attainment at Key Stage 1, performance was also well below average, but this does not take into account the number of pupils who joined the school during Key Stage 2, and whose Key Stage 1 results were unknown. Analysis of individual pupils'

progress indicates that most pupils made expected gains and improved through at least two levels during the key stage. High attaining pupils are challenged to reach higher levels, and 20 per cent reached Level 5. As in Key Stage 1, however, the high proportion of pupils with special educational needs depresses the overall results. Results have not improved since the previous inspection and are very dependent on individual groups of pupils. In some years girls do better than boys, as in 2000, but in other years the performance of boys is better.

91. Pupils enter Key Stage 1 with attainment below national expectations. In work seen at the end of Key Stage 1, standards are in line with expected levels. This is confirmed by teachers' assessments of pupils' performance in the year 2001. Progress through the key stage is good, and pupils achieve well because of a well-planned curriculum and good teaching. Pupils continue to make at least satisfactory progress through Years 3 to 6, but standards for the current Year 6 remain below average. However, those Year 6 pupils whose attainment at the end of Key Stage 1 is known, have made at least satisfactory progress.
92. Pupils make good progress in speaking and listening. Teachers are skilful at managing question and answer sessions which provide plenty of opportunities for pupils to engage in discussion. This focus on extending pupils' language enables pupils to express their ideas with precision. Teachers are very good at developing pupils' language orally and they have high expectations of their performance, for example in drama and as in an excellent Year 4 class assembly on 'Trust' performed during the inspection. Teachers often ask challenging questions which prompt pupils to think for themselves such as when drafting an advertisement for a new food or toy. Pupils respond imaginatively to such challenges.
93. By the end of Key Stage 1, most pupils read aloud competently and are able to retell a story clearly. Below average readers still have difficulty working out unfamiliar words, as insufficient opportunities are provided for them to make use of their knowledge of the sounds and syllables within words. Parents provide good support to pupils' reading in Reception and Key Stage 1, commenting positively on their children's efforts, for example one parent wrote 'That wasn't homework, that was fun'. Most pupils continue to make sound progress in Key Stage 2 and have a positive attitude towards reading. However, not all of the below average readers are reading books which match their ability. The use of class reading books for older pupils is extending their experience beyond popular children's fiction. For example, Year 6 pupils were reading 'The Silver Sword' during the inspection with enthusiasm, scanning and skimming the text for information. Pupils are confident in recounting the story and some can discuss characters and events in the plot. Most pupils are inexperienced in exploring the inferences behind what they have read and reflecting on implications, and so few attain high levels in reading. Teaching does not emphasise this aspect of learning for higher attaining pupils. Most pupils in Key Stage 1 use a dictionary at different levels and understand the difference between fiction and non-fiction and as they progress up the school most pupils can identify contents, index and glossary. The assessment of reading however is largely through test results and little attention is paid to developing individual reading skills, shaping the range and breadth of reading and checking pupils' understanding of their reading as pupils progress through Key Stage 2. There are few book reviews undertaken by pupils. The group reading records that are being used currently in Key Stage 1, focusing on such aspects of reading, could usefully be adapted for use in all classes.

94. The focus for the academic year has been on developing pupils' skills in writing and a comprehensive programme of writing goals has been devised by the whole staff to use as learning objectives for lessons and as an aid to target setting for pupils. The application of literacy skills to other subject areas is unsatisfactory, both in quality and quantity, and there is little evidence of writing at length or attention to the development of more specialist vocabulary in subjects other than English.
95. Pupils in both key stages use an increasing range of writing styles for different purposes as they move through the school. As well as narrative and instructional texts pupils write their own poetry, write in diary form and, in the best practice, write stories from different points of view, choose different aspects or work collaboratively on a story. For example in 'The Iron Man' by Ted Hughes, Year 4 pupils wrote about 'The Iron Man's Workshop' and 'Questions I would ask the Iron Man', and collaborated in pairs sharing the writing of different chapters of 'Where the Wild Things Are' by Maurice Sendak. Pupils frequently choose words carefully and imaginatively for effect. In Year 1, a higher attaining pupil writing about 'The Little Boat' writes 'Past shooting fish/Across the firing waves/Between the mermaids/Above the dolphins/Into the shimmering lightning'. As they progress through the school some pupils display a mature approach to the images they create; a Year 4 pupil writes: 'In the darkness of a chest/Is a car ripped in half/By some monster/Great teeth marks/In the flesh of the car./But in the darkest corner/Is a chain coiled/Up like a snake/Ready to attack/Covered in oil...' A pupil with English as an additional language writes 'magical metallic golden flashing cargo'. Pupils contribute well to the school newspaper 'Newstand'. Opportunities are missed to create a forum for pupils to experience the process of creating, typesetting and editing articles. Pupils with special educational needs make very good progress because of the quality of adult support they receive.
96. The teachers have worked very hard to consider fresh approaches to stimulating writing and good examples of exciting teaching were seen in Years 1 to 4. Pupils have been encouraged to use drafting books. They also plan their work on planning sheets before the final work, or dramatise incidents in groups as in the Year 2 classes before the writing process. This results in good quality work. Where time is taken to choose texts such as 'The Silver Sword' by Ian Serraillier in Year 6 to capture pupils' attention and interest, over a period of time, pupils often show rapt attention to the story and settle quickly and eagerly to writing tasks.
97. Standards of handwriting are generally satisfactory. Younger pupils' writing shows increasing consistency in letter formation and in the size of letters and, in Key Stage 2, pupils develop their own styles of legible joined handwriting. Presentation skills are good throughout the school. However spelling skills are insufficiently developed throughout the school with pupils making mistakes with commonly used words.
98. The quality of teaching and learning is good in Key Stage 1 and satisfactory in Key Stage 2 overall. All teachers have good subject knowledge that enables them to plan lessons well although there are insufficient opportunities for extended writing in all subjects. Pupils with special educational needs enjoy small group activities in which the work is well matched to their needs and capabilities and where computer activities enhance their learning. In all lessons, pupils' learning and progress are underpinned by the very good relationships that are established between staff and pupils and between pupils themselves. All pupils enjoy stimulating lessons and are very responsive to the good role models offered by the best teaching. Pupils often express their disappointment when a lesson ends. Where teaching has shortcomings,

however, in both key stages too much time is spent on the introduction at the expense of the pupils' own writing. As a consequence pupils do too little work. The marking of pupils' work is variable; the most informative being seen in pupils' drafting books where a constructive dialogue takes place between teacher and pupil to shape the finished piece of writing.

99. Scrutiny of pupils' work reveals that pupils spend much time completing exercises which practise skills, but with little opportunity to apply these skills to their own writing or to writing in subjects other than English. To improve standards in English, the time given to oral skills needs to be balanced with time for writing and the application of those skills to pupils' own writing. The best practice in drafting, use of drama and marking needs to be disseminated throughout the school.
100. The curriculum meets statutory requirements. It is enhanced by the inclusion of drama lessons and group reading activities in Key Stage 2 and collaborative work in Year 4 where pupils share sections of the writing. Pupils' reading and spelling ages are tested regularly but there is too little assessment of other aspects of their work. There are too few opportunities for pupils to carry out their own independent research. The subject is being satisfactorily managed by both the subject managers for Key Stage 1 and Key Stage 2, and an appropriate literacy action plan has been developed. However, opportunities for monitoring teaching are limited. Book resources, including the attractive infant library, are sufficient for Key Stage 1, but the Key Stage 2 library is being reorganised and as a result, pupils' library skills are currently underdeveloped. Access to the library is also sometimes restricted by the shared use of the space for computers. Older pupils are therefore restricted in their use of the library to extend their research skills. There is a satisfactory book stock in each classroom and dictionaries, glossaries, thesauruses and encyclopaedia are available.

MATHEMATICS

101. Standards seen in mathematics meet the national average at the end of Key Stage 1 and are below average at the end of Key Stage 2. These are broadly consistent with the 2000 test results but show a slight improvement at the end of Key Stage 2. When compared with similar schools in 2000, results were average at Key Stage 1 and very low at the end of Key Stage 2. The school's performance over the past four years shows a rising trend at Key Stage 1, but Key Stage 2 results have not kept pace with the rising national trend. Of the current Year 6 cohort a significant proportion entered the school during Key Stage 2 and have a range of special educational needs. Also a proportion of pupils left the school at the end of Key Stage 1. This element of mobility has the effect of depressing overall standards.
102. Given the slightly lower than expected standards when pupils start the school, they achieve well at Key Stage 1, because of the good teaching they receive. By the end of the key stage, most pupils gain a sound understanding of number. Most add and subtract numbers to 20 with more able pupils solving number problems such as $55 + 30 + 1$. They are beginning to multiply and divide accurately. Pupils use standard measures when weighing and measuring and understand mathematical terminology such as 'more', 'less' or 'nearly three kilograms'. Pupils work hard. They record their work neatly and the volume of work they produce is impressive. At Key Stage 2 achievement overall is satisfactory. Most pupils reach the standards expected of them in relation to earlier attainment. The high proportion of pupils who are on the school's register for special educational needs make very good progress against the

targets set for them. More able pupils are identified clearly through the school's assessment procedures and are appropriately challenged in lessons.

103. By the end of Key Stage 2 pupils' calculate accurately using whole numbers and decimals. They understand place value and recognise the equivalence of fractions such as $.75 = 75 \text{ per cent} = \frac{3}{4}$. Pupils use pencil and paper methods successfully to solve problems but mental arithmetic is weak, for example most of one Year 6 class struggled with the problem of $1900 - 7$. Pupils use co-ordinates to plot points on a grid and explain why angles are obtuse or acute. More able pupils investigate patterns of number and shape such as in rotational symmetry. They draw graphs to convert miles to kilometres or work out the amount and cost of wallpaper needed to decorate a room. Most pupils work enthusiastically because of the interesting and challenging problem-solving tasks which feature strongly in their learning.
104. The school has worked hard to bring about improvements in standards and quality of teaching. Curriculum planning, supported well by the national framework, is more effective than previously reported. National and non-statutory test results are analysed and teachers are now beginning to use this data to build up a comprehensive picture of pupils' progress. As a result realistic targets are set for pupils. Extensive training for all teachers and rigorous monitoring by the headteacher and co-ordinators has done much to improve the quality of teaching at Key Stage 1 and bring more consistency throughout the school. A consequence of close monitoring of pupils' work by the co-ordinators is the stronger emphasis on problem-solving which is now a feature of planning.
105. The quality of teaching is good in both key stages. Teaching is stronger at Key Stage 1 because lesson planning is more thorough and guided by good ongoing assessments, so learning is more systematic, building on what pupils know and can do. At Key Stage 2, teaching is never less than satisfactory but some lessons lack the pace and urgency seen where the teaching is stronger and lesson planning does not always identify clear learning objectives for different groups. All teachers have good subject knowledge which enables them to set challenging tasks in lessons. In a Year 5 lesson, for example, pupils learned a different method of subtraction which gave them a clear understanding of place value. Pupils needed to apply what they already knew and were able to check their answers for accuracy. They found this challenge rewarding and those who were asked gave clear demonstrations to the rest of the class. Teachers' expectations of pupils are generally high. Year 4 pupils, for example, were expected to describe solid shapes in terms of the 'faces', 'vertices' and 'edges' before naming them. Visual resources are used effectively to help pupils learn and interesting strategies are used to make learning more enjoyable. A good example was in a Year 1 lesson where pupils learned to sequence the events of the day by positioning themselves in a 'clock face' and acting out various events such as 'eating breakfast' or 'going out to play' as the clock pointers indicated those times. In some lessons, mental arithmetic sessions lack the pace and rigour of quick-fire questioning to improve mental agility. In a Year 6 lesson, pupils were unable to tackle work with sufficient confidence because there was too little consolidation during the teacher's introduction to the lesson. This slowed the pace of learning for some pupils. Teachers manage pupils very well. In all classes very good relationships are established and teachers have a very good rapport with pupils. This promotes very good and sometimes excellent behaviour because pupils feel confident and secure in the classroom. The very good behaviour has a positive impact on the pace of learning. Teachers and support staff work very well together. Classroom assistants

have a clear role and make a valuable contribution towards the progress, particularly of pupils who have additional learning needs.

106. Leadership and management of the subject are good. The subject managers have a clear overview of strengths and weaknesses. Development is guided by a yearly action plan which focuses on issues emerging as a result of monitoring subject performance. Curriculum planning is good and addresses all National Curriculum requirements. Consequently, pupils make progress in the areas of shape and space and data handling as well as gaining secure number skills. Information and communication technology is used well to support mathematics. For instance, Year 2 pupils entered data from their school meals survey into the computer to present it later as a graph. The good use of ongoing assessments seen at Key Stage 1 is not extended throughout the whole school and not used sufficiently to ensure that pupils of all abilities receive the challenge best suited to their needs.

SCIENCE

107. Results in the 2000 national tests at the end of Key Stage 2 were broadly in line with the national average. Both the proportion of pupils reaching Level 4 and the proportion of higher attaining pupils reaching Level 5 were around the average. Boys do better than girls and have consistently done so since the last inspection. In comparison with schools with a similar Key Stage 1 points score in 1996, pupils' achieved well, and they made good progress through the key stage. Results have kept pace with the rising trend nationally. Unverified teacher assessments for 2001 suggest similar standards have been maintained.
108. Teacher assessments at the end of Key Stage 1 in 2000 indicate below average attainment, with lower proportions of pupils reaching both Level 2 and Level 3 than nationally. Unverified assessments for 2001 suggest similar standards, although the percentage of pupils reaching the higher Level 3 is now close to the average.
109. In work seen during the inspection, standards are below average at the end of Key Stage 1 and average at the end of Key Stage 2. However, given their attainment on entry, pupils' achievements are good and pupils of all prior attainment make good progress through both key stages, as a result of a well-planned curriculum and teaching which is always at least satisfactory. There is some good quality work produced by high attaining pupils in both key stages. Pupils demonstrate a satisfactory knowledge and understanding of all aspects of science which are well covered within the thoughtfully planned schemes of work. Pupils' understanding of scientific concepts, as demonstrated through their approach to investigative work, is good. In Year 2, pupils are able to classify materials and use words such as transparent and flexible with some confidence. In Key Stage 2, pupils are guided to a good understanding through an emphasis on investigative work and a proper scientific approach to the subject. They are good at predictions and testing hypotheses, but less confident in drawing conclusions from their results. Most have a good understanding of a fair test. Results are usually recorded accurately, although sometimes graph work does not accurately represent the findings. Computers are used well to plot graphs and present findings. In Year 4, pupils understand the need for a fair test and the need to change only one variable during an experiment. They made good progress in one lesson observed in understanding magnetic force and using appropriate vocabulary such as 'attraction' and 'polarity'.

110. The quality of teaching and learning is satisfactory in both key stages although the quality of much of the teaching observed was good or even better. The quality of teaching depends on the confidence and skills of the individual teachers. The most effective teaching is focused sharply on clear learning targets, encourages pupils to think for themselves and has high expectations of pupils' achievements. The work is carefully structured to guide the pupils through each stage of the investigative process. Very good relationships and positive, co-operative work characterise these lessons. All teachers plan their work well and place an appropriate emphasis on observational and investigative work. However, in less effective teaching, pupils are not given the support and guidance necessary to make good progress. An emphasis on pupils finding out for themselves sometimes means unnecessary time is wasted, and pupils struggle to come up with an appropriate way forward. In one very good lesson observed in Year 4, pupils were investigating methods to determine the strongest magnet. The lesson was imaginatively planned and pupils were encouraged to solve a problem which had purpose and relevance. As a consequence pupils were interested and highly motivated. The teacher was constantly reassuring of pupils' ideas while encouraging them to think for themselves. Scientific principles were firmly established and reinforced through the activities. Although the work was not specifically planned to meet the wide ability range in the class, lower attaining pupils were well supported by a teaching assistant, and all pupils were challenged appropriately. A well-managed discussion at the end consolidated the learning as well as raising further questions about the process used which would be explored in a subsequent lesson.
111. Leadership and management of the subject are good, and improvement since the last inspection has been good. The subject manager has prepared a detailed scheme of work which covers all aspects of the National Curriculum and an appropriate progression of skills and understanding through the school. She has a good overview of standards through her monitoring of teachers' planning and of pupils' work, and has a good view of how the subject will develop. However she has been unable to monitor and support teaching practice to help raise standards further. Opportunities to share good classroom practice have been rare up to now, although the school has plans to enable this to happen.

ART AND DESIGN

112. Only one lesson of art was observed during the inspection, and judgements are made from observations of work in pupils' portfolios, displays around the school and discussions with staff and pupils. Standards at the end of Key Stage 1 are in line with what is expected nationally and at the end of Key Stage 2 are below average. Progress through Key Stage 2 is uneven and the attainment of pupils in Year 6 is lower than that reached by pupils in Year 4, largely because insufficient time is given to art in Years 5 and 6. Pupils' achievements overall are satisfactory in Key Stage 1, but are unsatisfactory in Key Stage 2.
113. In Key Stage 1, pupils are able to explain clearly how they used different fabrics to create seaside scenes and represent animals and plants found in rock pools. They draw accurately and carefully both from books and from first hand observation. Some good observational drawings were seen of shells, seaweed and leaves. These are effectively used as starting points for prints and samplers. Pupils are able to manipulate images and control their work well, often in imaginative ways. Pupils make their own patterns and cut out interesting shapes to decorate fish. They mix pastels and paint to good effect, and create interesting collage work. They have a developing

knowledge and understanding of how to use different tools on the computer to generate colourful and imaginative pictures of fireworks.

114. In the early years of Key Stage 2, pupils skilfully mix paint to make a wide range of tones, and use sketchbooks effectively to research ideas. Year 4 pupils had sketched architectural details of the local church and Hampton Court on visits, and in developing their ideas, Year 4 pupils were able to use their images to produce impressive line drawings. They have a good understanding of texture and of perspective, and good attention is given to line, shading and shape. Standards by the end of the key stage in Year 6, however, are more uneven. There are some good examples of individual work in sketching and many pupils use pastels well to create tones for well-executed action figures. Work in clay shows some understanding of the medium. Some pupils made very imaginative designs and colourful hats in different fabrics. However, overall standards in Year 6 do not build on those reached in Year 4. Basic skills in drawing and painting are not developed sufficiently and sketchbooks are not used to explore ideas. There is insufficient focus on work in three dimensions or on the work of other artists. As a result pupils' understanding of different purposes, contexts and cultures is very limited. In general, their ability to appraise other people's work and use their ideas as a stimulus for their own work is unsatisfactory. However, pupils in Year 4 responded well to the work of Paul Klee and of Kadinsky and learnt different starting points and techniques for their own work.
115. Insufficient teaching in art was observed to make a secure judgement, although the teaching in the Year 1 lesson seen was good. Pupils in this lesson responded enthusiastically and collaborated well. The lesson was well planned and interventions in individual work were effective in promoting good progress. Considerable autonomy was given to the pupils to decide for themselves. This led to increased learning. Pupils take pride in explaining their work and their attitudes to learning are very good. They enjoy their art and design work, share resources well and like to discuss their work.
116. Leadership and management of the subject are currently unsatisfactory. The variable standards and approaches, particularly in Key Stage 2 are not leading to consistent progression through the school. There is no systematic monitoring of pupils' performance, and improvement since the last inspection is unsatisfactory. However, the school has recognised that insufficient attention has been given to the subject and there are plans to focus on art in the next academic year.

DESIGN AND TECHNOLOGY

117. Attainment at the end of Key Stage 1 is in line with expected standards, but is below at the end of Key Stage 2. Pupils' achievements are satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. At the end of Key Stage 1, pupils plan and make simple models of playground equipment, effectively demonstrating an ability to select materials for their strength. They develop a satisfactory understanding of joining techniques. Older pupils explain how they select different materials for different purposes.
118. By the end of Key Stage 2 most pupils understand that the main purpose of design and technology is to meet the needs of people, and pupils' understanding of the design process has improved since the last inspection. Pupils plan well and indicate appropriate materials for use; however, plans do not indicate measurements until Year 6. Some work of a good standard was observed. Pupils in Year 4 adapted a

basic recipe imaginatively. Year 3 pupils found out how to make paper strong, and made well-finished products that reflected their original designs. In Year 6, pupils tested the strength of different structures and considered the relevant properties of materials for a shelter. Pupils in Year 3 and Year 6 appropriately explain why their products have been modified and are different from their original plans. In Year 6 pupils modify their work as it progresses and explain why. However, overall standards are below average because pupils have not developed sufficient understanding about how to use materials to make objects that include movement or how gears can be used to change the direction of movement. Pupils' ability to use a range of stitches and fastenings to join textiles is inadequate.

119. No lessons were observed in Key Stage 1, and on limited evidence in Key Stage 2, the quality of teaching is satisfactory. However, a lack of curriculum time and full implementation of the scheme of work is impeding progress. As a consequence achievement in Key Stage 2 is unsatisfactory. One excellent lesson was observed in Year 4 in which pupils were taught to follow and adapt a recipe. Characteristic of this very effective teaching were the high expectations, planning which establishes a clear learning focus, and good relationships and management of pupils. Less effective teaching failed to give pupils a clear specification for the work and pupils were over-reliant on the teacher for support.
120. Leadership and management of the subject are unsatisfactory, and monitoring of pupils' performance is ineffective in ensuring more consistently good progress through Key Stage 2 in particular. The school has recognised the need for improvement and the subject is a focus for development in the school improvement plan.

GEOGRAPHY

121. At the end of Key Stage 1, standards are in line with national expectations, which is an improvement since the last inspection. However, pupils' progress is less marked during Key Stage 2, and by the end of Key Stage 2, attainment is below average, as it was at the time of the last report. Pupils' achievements are good through Key Stage 1 and satisfactory in Key Stage 2.
122. By the end of Key Stage 1 pupils have a satisfactory knowledge of the school, Cobham and places abroad. Many pupils can compare certain aspects. For example, Year 2 pupils highlighted the differences between their school building and that of a Mexican village. However, not many gave reasons for their observations and there was little written work indicating that this higher level of understanding was common. Many Year 1 pupils can map the route around school and have begun to use some symbols and annotation. There is a steady progression in the pupils' ability to select and record information, ranging from simple tallies of how they travel to school to the use of tape recorders to ask questions. Year 2 pupils are able to programme a simple robot to go specific distances and in certain directions, thereby increasing both their mathematical and their geographic understanding.
123. However, enquiry skills are not systematically developed as pupils move through Key Stage 2, although there are examples of satisfactory work during some of the topics. For example, Year 4 pupils show a good use of fieldwork skills during their visit to Sayer's Croft, whilst examining meanders. Some classes effectively use ICT to increase their knowledge and understanding as when Year 6 pupils produced a database about the floods in Mozambique. Numeracy is extended in geography work.

The use of ICT, and the practical nature of some of the tasks, helps pupils with special needs make very good progress. Year 6 produced some persuasive arguments when considering whether to encourage tourism in the Scottish mountains, although relatively little extended writing was seen throughout the key stage. Geographic vocabulary is used but pupils' work did not indicate that there was a strong emphasis on learning and reinforcing this aspect of the curriculum. The subject makes a satisfactory contribution to the development of literacy. By the end of the key stage, there is little evidence of pupils explaining complex patterns and the relationships between humans and the environment. Higher attaining pupils are not frequently challenged. Overall, attainment is below average.

124. There was no teaching seen in Key Stage 2 during the week of inspection. Teaching at Key Stage 1 was satisfactory overall although certain aspects were good. Careful planning ensured that the various tasks reflected the width of the pupils' needs and strengths, enabling all to learn easily. An extensive range of resources was effectively used to promote interest in a Mexican village, as did the teacher's lively manner. Year 2 pupils responded well to a video, paying close attention to the daily routines of the children. Teachers missed opportunities to use pupils' comments to stress the interdependence between the daily life of the villagers and physical and human features of the environment. Open-ended questions to allow pupils to demonstrate different levels of understanding were infrequent and there was not a strong focus on new vocabulary.
125. As at the time of the last inspection, the assessment of pupils' attainment and progress is unsatisfactory. A revised scheme of work has been introduced and this has enabled the school to move towards covering the National Curriculum, although there are still a few discrepancies. Not all the planned topics are covered in sufficient depth and on occasions, there is too great an emphasis on one aspect at the expense of others. The new and committed subject manager is beginning to lead the subject well. A good action plan is in place, which highlights the main areas for development. There is no detailed monitoring and evaluation of teaching and learning at present. Overall, improvements have been satisfactory since the last inspection.

HISTORY

126. Standards are below national expectations at the end of Key Stage 1. Pupils make good progress during Key Stage 2 and by the age of eleven, attainment is in line with national expectations. Pupils' achievements, given their attainment on entry, are satisfactory in Key Stage 1 and good in Key Stage 2.
127. Year 1 pupils study the seaside in 1900 and in 1950 and develop a sense of chronology. A visit increases their interest and enhances understanding. By the age of seven, pupils have learnt about major events in history such as the Fire of London. They can identify the differences between past and present when they look at different homes. Overall, however, Year 2 pupils presented a limited range of written work with little evidence of the widespread use of historical terms. The use of some topics that are normally taught in Year 1 resulted in Year 2 pupils being insufficiently challenged to consider why people acted as they did and to start to recognise some of the differences in the way the past can be represented. These factors restrict achievement in this key stage.
128. By the age of eleven, pupils have a satisfactory knowledge of a range of historical periods such as the Tudors and the Victorians and they are beginning to learn about

the Aztec civilisation. Key Stage 2 pupils make good progress in some aspects of history in certain topics. For example, Year 4 pupils considered what objects survived from the ancient Egyptian period and investigated what they could tell them about life at that time. They were required to explain their conclusions. Although the focus on historical skills is adequate, it was not always as good as in this topic. For example, Year 6 pupils did not suggest reasons for the structure of Victorian education. There are some examples of extended writing, as the work of Year 3 on air raids demonstrates, but this is not a strong feature throughout the key stage. Work is not always well organised to meet the needs of the more able. Standards continue to meet national expectations as they did at the time of the last report.

129. On occasions, pupils generate their own questions and research but this is not frequent. Teachers supply a variety of well-organised resources for historical investigation, such as photographs, artefacts, videos, books and the Internet, although the pupils' use of the last two is not extensive. Regular visits to places such as Hampton Court and the British Museum increase motivation and reinforce learning. The good range of resources, and the extensive deployment of teaching assistants, helps children with special needs to make very good progress in relation to their individual targets.
130. No judgement can be made on the quality of teaching in Key Stage 1 as no lessons were seen. In Key Stage 2, the quality of teaching is satisfactory, but some good teaching was seen. Features of the good teaching included a quiet but definite insistence that pupils remain on task. The teacher's good subject knowledge was well used to prompt pupils to consider key questions about the role of Aztec Gods. Less effective teaching was linked to a lack of detailed lesson planning and a focus on the main learning outcomes. A lack of pace resulted in less satisfactory learning, although pupils remained well behaved during the lesson.
131. There has been some improvement in the management of the subject since the last inspection. The scheme of work is beginning to deliver a more coherent curriculum. Year 4 has successfully tailored the units to meet pupils' needs but this fine-tuning has not occurred throughout the school. The new subject manager has not yet audited the delivery of the new curriculum or monitored teaching and learning. As at the time of the last inspection, there is insufficient assessment of pupils' attainment and progress, although the plans to improve this aspect of management is in the school improvement plan. Overall improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Attainment at the end of Key Stage 1 is well above average; at the end of Key Stage 2 standards are above those expected nationally. This is because of good teaching and staff confidence in using computers in their lessons. Pupils' achievements are very good in Key Stage 1 and good in Key Stage 2.
133. Pupils in Key Stage 1 use the computer with confidence. They are able to identify and open a folder into which they save their work. Most pupils can select a topic from the screen menu and import pictures to illustrate an activity. Many can alter the size of pictures and words. They use the computer to make line drawings of themselves and create circular and rectangular patterns. The word processor is used in a number of different contexts, including labelling pictures, and writing poetry and stories. Year 2 pupils know how to amend their work to correct spelling or punctuation as they draft

stories directly on to the computer, and are able to select appropriate icons to create colourful pictures to accompany the text. Pupils confidently use the computer in other subjects. For example in their work in geography, pupils carry out surveys about how pupils travel to school and enter the information on to a database. They can enter data collected in science to assist their understanding of forces. In mathematics, they are able to program a floor robot to travel specific distances and make right-angled turns. By using a virtual reality program in RE, pupils are guided to a knowledge and understanding of a synagogue.

134. By the end of Key Stage 2, pupils are using computers confidently in a number of subjects. In science, pupils create graphs of their own data to interpret the results of their investigations. In Year 5, pupils successfully carry out searches and amend data on a spreadsheet and pupils in Year 6 explain patterns in computer generated line graphs and scatter graphs from monitoring external events such as change in temperature and sound. Pupils in Year 4 understand the importance of giving correct instructions to direct a screen turtle to draw a specific shape and pupils in Year 6 develop their use of directional language to control models made in design and technology. Year 6 pupils also combine information from several sources to make multimedia presentations about animals. A few pupils bring floppy discs from home, which they use as part of their homework to store information. There are good examples in all years of pupils using graphics for artwork and of using the Internet to download information in history, geography and art. Word processing skills are only satisfactory because of infrequent opportunities to practise and insufficient access to computers.
135. Overall, the quality of teaching and learning is good in both key stages. Most of the teaching takes place in the computer suite and is directly related to pupils' learning in the classroom. Pupils with special educational needs are taught keyboard skills systematically and this boosts their confidence in writing generally. All teachers provide clear instructions and have high expectations. Teaching assistants are helpfully deployed, although sometimes there is insufficient liaison with the classteacher. Ongoing assessment enables pupils' progress to be monitored and supported when necessary. As a result pupils are consistently challenged and achieve well. Occasionally teachers' planning does not extend higher attaining pupils and they are given time-filling tasks.
136. Management of the subject is very good. The subject manager has a clear understanding of which areas staff need to increase their subject knowledge and provides very good support for other subject managers. From monitoring pupils' work she records the standards being achieved in all year groups and is aware of the need for more formal assessment procedures in the school. There is a plan for development of the subject, which correctly identifies the need for computers to be in all classrooms. Where computers in classrooms are unable to run similar programs to those in the suite, teachers are reluctant to use them. Overall improvement since the previous inspection has been very good.

MUSIC

137. At the end of both key stages, most pupils make satisfactory progress in their learning and attain the standards expected nationally. Pupils' achievements are satisfactory in both key stages.

138. Key Stage 1 pupils increase their musical skills and understanding through good opportunities in singing, playing and composing. They are able to listen carefully and select and arrange sounds to form a pattern of high and lower notes. Pupils experiment and create their own compositions, producing a range of louder and quieter sounds. They respond well to simple hand movements to control performance. Throughout the key stage, pupils sing with a good attention to pitch and rhythmic accuracy.
139. During Key Stage 2 pupils continue to steadily enhance their performing, composing and appraising skills. There is a continuing focus on singing, sometimes to the detriment of pupils' direct involvement in composing music and the use of a wide range of instruments. On occasions, some good singing was heard. For example, a Year 4 class worked hard in learning, evaluating and practising a hymn for an assembly, which they led. They gave a good performance. Dynamics, timbre and pitch were well controlled and the group harmony work was of a high standard. At other times, pupils' singing was only satisfactory; there was too little emphasis on clarity, posture and breathing. By the time they reach eleven, pupils can respond to simple notation and offer satisfactory explanations of the relationship between sounds, plot and character after listening to the tape of a musical. Pupils' knowledge and understanding of composers through history is satisfactory, although their knowledge of musical vocabulary and their ability to appraise and critically evaluate music is limited.
140. Some pupils learn to play the guitar or the piano and others take part in extra-curricular recorder lessons. Good opportunities are provided for these pupils to take part in assemblies and an annual concert. Such activities make a valuable contribution to the personal and social development of the pupils, enhancing self-esteem and the ability to work collaboratively. Overall, music makes a good contribution to pupils' spiritual, moral, social and cultural development.
141. In both key stages, the quality of teaching and learning is satisfactory overall, although some good teaching was observed. There is consistency in planning and progression of skills, but a lack of time often hinders the teacher's intention to progress to a higher level of work and allow pupils sufficient time to develop new skills. Pupils enjoy music and respond positively to opportunities to get involved practically. Relationships are very good and contribute strongly to a supportive working atmosphere in lessons. Teachers explain technical language carefully as, for example, in a Year 4 class when the teacher explained the differences between musical imitation and conversation, which resulted in very good answers to a quiz to test understanding.
142. Improvement since the last inspection has been unsatisfactory. Currently there is no permanent full time subject manager to help move the subject forward. Assessment is underdeveloped as it was at the time of the last inspection, and the monitoring and evaluation of teaching and standards is unsatisfactory. There are too few opportunities for pupils to use computers in music. Lack of time limits the quality of composition work.

PHYSICAL EDUCATION

143. Standards in physical education are average at both key stages, and pupils' achievements are satisfactory throughout the school. This is an improvement in standards reported in the last inspection. Curriculum planning which was criticised

previously is now supported by national subject guidance as well as some published materials. Although planning covers all expected elements of physical education the curriculum focus during the inspection was swimming and games.

144. At Key Stage 1 pupils demonstrate appropriate balance and co-ordination during games lessons. During 'warm up' they move around freely and confidently when changing speed and direction. Teachers plan satisfactory activities and select resources which pupils can manage in order to improve skills. In a Year 1 lesson for example, pupils gained in both competence and confidence when practising throwing and catching because the balls they used were best suited to their level of skill. In a Year 2 lesson pupils' skills were further challenged when they practised control with bat and ball. Afterwards they evaluated the range of equipment they had used to decide which was best. Lessons generally have a satisfactory structure so pupils are active for most of the time.
145. Work for pupils in Key Stage 2 is more challenging. There is a focus on good techniques as well as the application of skills. Overall teaching is satisfactory. Although lessons are carefully planned and the time available is used well, not all teachers have a secure subject knowledge. In a Year 4 lesson for example, the teacher did not demonstrate an underarm bowling technique correctly, consequently some pupils were less accurate in their bowling than they might have been. This is in contrast to the good teaching seen in a Year 5 lesson, where bowling and fielding techniques were clearly demonstrated and the activities which followed had more pace as a result. Throughout the school pupils co-operate well and work with energy and enthusiasm.
146. Pupils' achievements in swimming are better than those seen in most schools. Good use is made of the school's swimming pool during the summer term. All pupils in Key Stage 2 reach the recommended standard, and many pupils go on to achieve distance awards.
147. The recently appointed subject manager manages the subject satisfactorily, by offering support and advice to colleagues and providing information to help lesson planning. However, the impact of this is lessened because the quality of teaching and outcomes are not monitored and there are no systems to record pupils' progress through the key stages.

RELIGIOUS EDUCATION

148. It was possible to observe only one lesson due to timetabling arrangements during the inspection. However, a scrutiny of pupils' work, teachers' planning, interviews with teachers and discussions with pupils indicate that pupils attain good standards and achieve well in this subject in relation to the locally agreed syllabus at both key stages. This is an improvement on the last inspection where standards were in line with national expectations. While it is not possible to make an overall judgement on teaching, in the one lesson observed, teaching was good.
149. Pupils' knowledge and understanding is developed well through discussing Bible stories, major religious festivals and different religions, moral issues and religious symbols together with studies of the lives of world leaders such as Mother Teresa and Dr. Barnardo. Pupils have a good understanding of how these are applied to their own religious beliefs in their own lives. Pupils are encouraged to develop their own values through their studies. For example, Year 3 pupils can write about essentials

and luxuries with great perception and Year 5 pupils can give reasoned arguments for and against capital punishment. Religious education makes a good contribution to pupils' spiritual, moral, social, cultural and personal development. Year 5 pupils are able to give sensible advice to a baby just starting life, for example 'to join God's family', and are able to show their awareness of events in the outside world; one pupil writing, 'If I were water I would wash away foot and mouth disease'.

150. Class assemblies contribute well to religious education. During the inspection, an excellent assembly led by a Year 4 class based on 'Trust' effectively expressed and reflected on the application of the religious concept of trust in God to sketches within pupils' experiences relating this to the Old Testament story of Joshua and the Battle of Jericho. Good links are made with other areas of the curriculum, for example exploring a virtual synagogue through a CD-Rom, making Islamic patterns in art, and in design and technology making a prayer hat. Pupils use their literacy skills satisfactorily in this subject. Some of the most effective learning is seen where Year 4 pupils write The Christmas Story, from several points of view, including that of the donkey. Teachers insist on good standards of presentation and pupils listen well to each other and to their class teachers. Good relationships make a strong contribution to learning.
151. Good use is made of visitors to the school including the vicar of St Andrew's Church. Good use is also made of parents from other religions as a first-hand resource. For example, during the inspection, a Jewish parent explained the use of bread and wine and the lighting of candles and their significance in the Jewish Sabbath (Shabbat) celebrations.
152. At times, pupils are encouraged to carry out their own research and develop a spirit of enquiry in their work. This results in some good work, for example a Year 5 pupil writing about the Hajj pilgrimage and formulating questions to ask the Imam. However, this approach is not yet consistent throughout the school.
153. Year 1 pupils make very good use of a visit to St. Andrew's church as a topic to learn about the significance of some of its major features such as altar, lectern and pulpit and this results in some very good learning. One pupil writing for the class project book, for example, writes 'George is a big eagle. It holds the Bible. George's real name is the lectern. It is gold and shiny....'.
154. Subject management is good. The co-ordinator has drawn up the policy and a detailed scheme of work which gives clear guidance to all teachers on what to teach and how to teach it and the resources available are identified in termly plans. Through a central Christian curriculum, pupils progressively gain knowledge and understanding and insights into the religions and beliefs of three other major world religions: Judaism, Islam and Hinduism. Pupils make satisfactory progress through this curriculum although opportunities for assessment are not yet identified in the planning. The lack of more formal monitoring of classroom teaching is, however, inhibiting progress. Improvement since the last inspection has been good.