

INSPECTION REPORT

PIRBRIGHT PRIMARY SCHOOL

Pirbright, Woking

LEA area: Surrey

Unique reference number: 125040

Headteacher: Mrs J Bradley

Reporting inspector: Ian Knight
23031

Dates of inspection: 8 – 11 May 2001

Inspection number: 192324

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: School Lane
Pirbright
Woking
Surrey

Postcode: GU24 0JN

Telephone number: 01483 473884

Fax number: 01483 799632

Appropriate authority: The governing body

Name of chair of governors: Mrs J Golding

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23031	Ian Knight	<i>Registered inspector</i>		The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed?
9388	Anthony Mundy	<i>Lay inspector</i>		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?
20832	Mohindar Galawalia	<i>Team inspector</i>	Science; Design and technology; Geography.	English as an Additional Language.
20671	Jon Palethorpe	<i>Team inspector</i>	Mathematics; Information and Communication Technology.	
20063	Gerry Slamon	<i>Team Inspector</i>	English.	How good are the curricular and other opportunities offered to pupils? Special educational needs.
26292	Helen Mundy	<i>Team Inspector</i>	Music; Physical education.	Provision for the Foundation Stage.
21095	Lynn Adair	<i>Team Inspector</i>	Art; History.	Equal opportunities.
30821	John Morris	<i>Team Inspector</i>	Religious education.	

The inspection contractor was:

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

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
LONDON
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	5
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	7
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	9
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pirbright Primary School serves the village of Pirbright in Surrey. Three hundred and ninety-one pupils aged between four and eleven attend the school. Almost all of the pupils are European. Fourteen per cent of pupils are on the register of special needs, which is below the national average. Less than one per cent of pupils have statements of special need, which is about average. Data from the 1991 census and the proportion of pupils known to be eligible for free school meals of about three per cent confirm that the background of pupils is similar to the national average. Around a third of pupils come from families based at the local military base. This leads to a very high turnover of pupils attending the school. There is a range of attainment on entry to the school, but overall it is average.

HOW GOOD THE SCHOOL IS

This is a very effective school. Despite the high levels of pupil turnover, pupils achieve well, especially in Key Stages 1 and 2. This comes about through good teaching that is based on a good curriculum. Very good provision for pupils' spiritual, moral and social development underpins the good attitudes and very good behaviour observed. Good leadership provides the direction for the school, which is shared by all staff. Although unit costs are higher than in many schools, this school provides good value for money.

WHAT THE SCHOOL DOES WELL

- The school has a very positive ethos which is founded on its very good promotion of pupils' spiritual, moral and social development.
- Pupils have very good attitudes and behave very well. There are very good relationships overall, which are excellent in the Foundation Stage.
- Pupils achieve well because of good teaching.
- The staff and governing body share the headteacher's clear vision for the school.
- Provision for pupils with special educational needs is very good so they make good progress.

WHAT COULD BE IMPROVED

- Certain aspects of provision for reading and numeracy in the Foundation Stage.
- The consistency of assessment procedures in non-core subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. Since then, good standards have been maintained in English, science, art, geography, history, information and communication technology, music and religious education, and standards have improved in mathematics and French. This inspection reports satisfactory standards in design and technology and physical education which are lower than at the time of the last inspection. This general improvement in standards has taken place against the background of regular changes in the pupil body. Teaching has improved: more teaching is good or better, and the proportion of teaching judged at least very good has increased from 12 per cent to 30 per cent. The previous key issues have been well addressed: planning for speaking and listening has improved, pupils are now exposed to other cultures, the quality and range of books available has been increased, procedures for monitoring attendance are now good, the pond has been fenced and very good progress has been made to promote creative and physical development of the children in the Foundation Stage. Taken together, these judgements indicate that the school has made good progress since the last inspection.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	B	C	<i>well above average</i> A
Mathematics	C	B	A	B	<i>above average</i> B
Science	B	B	B	C	<i>average</i> C
					<i>below average</i> D
					<i>well below average</i> E

In the 2000 tests for seven year olds, the overall attainment was average in reading and writing and above average in mathematics when compared with all schools nationally, but below average in reading and writing and average in mathematics when compared only to schools with a similar intake. Teachers' assessments in science were about average compared with all schools, but below average when compared with similar schools. Since 1998, there has been a secure trend of improvement in test and assessment results at the end of both key stages. The school set challenging targets for its own performance at the end of Key Stage 2 in 2001; recent changes in the school population, however, mean that the school is unlikely to achieve them in English. Children in the reception classes will achieve the Early Learning Goals in all areas except for certain aspects of communication, language and literacy, and mathematical development. Inspection evidence shows that standards at the end of Key Stage 1 are now as expected in all subjects except art and design and religious education, which are better. At the end of Key Stage 2, however, the picture is brighter: standards are better than expected in mathematics, art and design, French, history and music, and in line with expectations in all other subjects. When pupils' backgrounds and the disruption to their education caused by the regular changes in the pupil body are taken into account, then pupils' achievements are good in both key stages and satisfactory at the end of the Foundation Stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic, and very interested and involved in their tasks.
Behaviour, in and out of classrooms	Very good, both in lessons and in the extensive grounds.
Personal development and relationships	Very good. Pupils show very good respect for others, have very good relationships, which are excellent in the Foundation Stage, and show good levels of initiative and personal responsibility.
Attendance	Satisfactory: in line with national averages.

TEACHING AND LEARNING

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

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

Teaching was at least satisfactory in 97 per cent of lessons. It was at least good in 66 per cent, including 30 per cent that was very good or excellent. Only 3 per cent of lessons were judged to have unsatisfactory teaching. The teaching of both English and mathematics is good. The best teaching is well planned. Teachers use open-ended questions well because their own knowledge and understanding are very good. Learning assistants are used effectively to support pupils. As a consequence, pupils are engaged in their tasks, have to think hard and learn well. When teaching is unsatisfactory, tasks are not challenging enough or behaviour is not well managed

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The national strategies for literacy and numeracy have been well implemented. Very good provision for extra-curricular activities, unusually including Key Stage 1. Good contribution by the local community.
Provision for pupils with special educational needs	Very good so that these pupils make good progress compared with their own targets.
Provision for pupils with English as an additional language	Sound provision for the few such pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for spiritual development is very good and significantly enhanced by the school's ethos and environment. Provision for pupils to appreciate the diversity of cultures in our society is good.
How well the school cares for its pupils	Good procedures for child protection, although not all supervisory staff have received training. Very good assessment procedures which are well used in the core subjects of English, mathematics

	and science; some inconsistencies in the other subjects.
--	--

The school works well in partnership with parents. They have a good impact on the school's work. Information for parents is of good quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. All staff share the headteacher's vision which gives the school a very clear educational direction. The school's aims are clearly visible in its day-to-day work. There is good delegation to the deputy headteacher, and good leadership in the core subjects and for special needs. Leadership of the foundation subjects varies, is never less than satisfactory and is good in art and design, information and communication technology, music and religious education.
How well the governors fulfil their responsibilities	Good overall. Some required elements are omitted from the annual report to parents.
The school's evaluation of its performance	Good. Test results are analysed particularly closely in English. Provision is regularly monitored by co-ordinators and senior managers, with targets set for improvement.
The strategic use of resources	Very good. Specific grants are used effectively. New technology is used very well.

The school has very good levels of staff who are well deployed. There is good accommodation overall, including excellent outdoor provision and good levels of resourcing. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress because of good teaching with high expectations. • Behaviour in the school is good; the school is helping children become mature and responsible. • Parents are comfortable in their dealings with the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • The consistency of homework.

The team agreed with parents' positive views. They found that the setting of homework was inconsistent; the school is examining systems to improve this. However, the team did not agree that the range of extra-curricular activities was inadequate: they found the range on offer to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils at Pirbright School achieve well because of good teaching founded on a good curriculum.
2. In the 2000 National Curriculum tests for Key Stage 1, standards in reading and writing were about average, with mathematics being above average. When the school is compared only to those with a similar intake based on the level of free school meals, however, the picture is less bright: reading and writing are below the national average for similar schools, with mathematics in line with it. There are no tests at the age of seven in the other core subject of science, but teachers' assessments indicate that attainment is broadly average compared with all schools nationally, but below average when compared to schools with a similar level of free school meals. However, the school has to cope with significant turnover in its pupil body, as over two-fifths of pupils in Key Stage 1 are from military families at the local military base. Large proportions of these children come and go during the key stage, disrupting their own education and also being an unsettling influence on those already established in the school. To the school's credit, it deals with this turnover of pupils well so that pupils' attitudes and behaviour are maintained at a high standard. However, the disturbance caused is particularly unsettling for younger, more immature pupils, and is one reason that standards are broadly average following good teaching, rather than above that level. Recent results have fluctuated with a low point in 1998, when the regiment manning the military base changed and so disruption was even higher. Since then, trends have broadly shadowed the national picture.
3. By the end of Key Stage 2, the turnover of pupils is less pronounced, although still significant, and test results are better: Standards are above average in English and science, and well above average in mathematics when compared with all schools. The consequences of the pupil mobility are, however, still visible when the school is compared with school with a similar level of entitlement to free school meals: standards are now average in English and science, and above average in mathematics. Recent trends overall have been broadly in line with the national trend of improvement, although mathematics has improved more quickly.
4. In common with other schools, this school sets targets for its future performance. The process of setting such targets is made more difficult than usual because of the uncertainty over which pupils will actually sit the tests up to two years hence. This led the school to set low targets for standards in 2000 that were easily exceeded. By contrast, the targets for 2001 are rather more challenging, but the recent change at the military base means that they may not be met, despite the school making good progress towards them.
5. Of course, test results tell only part of the story: they are necessarily historical in nature and only give a snapshot in a few subjects. Inspection evidence is broader, in that it includes an analysis of pupils' work, observations in lessons and discussions with staff and pupils to form a view of attainment and achievement across the board.
6. Children enter the reception classes with broadly average attainment as measured by the baseline tests administered soon after they begin. During their time in the Foundation Stage, they make

satisfactory progress, and will attain the Early Learning Goals except in some aspects of communication, language and literacy and mathematical development. Specifically, the school does not give enough guidance for individual reading, and tries to take children on too quickly in number, with the result that they do not always understand the tasks set. Nevertheless, these outcomes represent satisfactory achievement by these young children.

7. In Key Stage 1, standards are above those which would be expected in art and design and religious education; in all other subjects they are in line with expectations, with the exception of music in which there was insufficient evidence to form a view. Given the level of disturbance in the school, these results represent good achievement by young learners coping with regular changes in the make-up of their classes. At the end of Key Stage 2, standards exceed expectations in mathematics, art and design, French, history, music and religious education, and are in line with expectations in the other subjects. Again, when the disruption to learning caused by the turnover of pupils is considered, these judgements represent good achievement overall.

8. Pupils with special educational needs achieve well because of the high quality support they receive. In last year's tests for pupils in Year 2, seven of the nine pupils on the register achieved the expected standard and one reached the higher level in English. In the tests for Year 6 pupils, six of the ten pupils on the register achieved the expected level in English and two attained the higher level. This level of success came about as a result of good teaching in small groups.

Pupils' attitudes, values and personal development

9. Pupils in the Foundation Stage and in Key Stage 2 have good attitudes to learning. In Key Stage 1, attitudes are very good. With the exception of one lesson, pupils' responses during the inspection were consistently satisfactory or better, and were often very good. Ninety-six per cent of the parents who returned the pre-inspection questionnaire confirmed that their children like school. The inspection evidence, including many conversations with pupils, endorses the parents' view. The good attitudes noted during the previous inspection have been maintained.

10. Children in the reception classes learn positive attitudes by observing the good relationships between parents, teachers and support staff. They enjoy meeting other children, and are confident and secure in classroom and school routines. They are skilled in adapting to the behaviour of children new to the school and relate well to adults. Their listening skills are improving, and they are well behaved. When working alone or in groups they are encouraged to complete activities. The development of personal and social skills underpins the success of the reception classes in this area.

11. Pupils come to school enthusiastically. They enjoy lessons in all subjects of the curriculum, and frequently work independently without needing close supervision. They listen attentively to their teachers and to each other, and are keen to answer questions and participate in discussions. Excellent attitudes were seen in a Year 5 physical education lesson on the school field, where pupils quickly learned and practised starting techniques. Pupils in Year 1 classes were very attentive during long literacy sessions, where very good teaching in each class provided challenging activities, so that pupils' attention did not flag.

12. Pupils work well in groups, readily exchanging ideas, sharing materials and often making very good use of time. For example, in a very good outdoor physical education lesson in Year 2, pupils quickly changed their clothes, warmed up and stretched. Then they performed a wide variety of good quality activities, returning to their classroom within 30 minutes. In a Year 5 art lesson, pupils made very good progress in experimenting with green colours, and drawing and painting leaves with accurate colour rendering.

13. Pupils at different levels of attainment, including those with special educational needs, all have very good attitudes. In discussion with visitors, they are friendly and polite, and proud of their achievements. During formal lessons, they rarely drift away from their table places or leave work unfinished. Attitudes in extra-curricular activities are excellent, and after-school clubs are well supported by pupils.

14. Behaviour in classes and in the open areas of the school is very good, allowing teachers to conduct lessons at good pace, without frequent pauses or distractions. Pupils' concentration upon learning contributes to good learning in both key stages. Brief rules for behaviour are displayed in most classrooms. Pupils cheerfully conform to the rules, and, in all year groups, respond very well to teachers' skills in class management. Although no unsatisfactory behaviour was seen in the school building during the inspection, a very small number of incidents were seen at morning break and lunchtime on the field. However, discussions with parents and pupils during the inspection confirm that incidents of bullying or aggression between pupils are rare, and are dealt with effectively when they do occur.

15. Pupils' personal development is very good overall. All pupils are thoughtful and mutually respectful, and they willingly carry out everyday duties in classrooms and throughout the school. Some pupils in Years 5 and 6 have informal opportunities to help younger pupils with their work, and, particularly, with reading. Opportunities for personal development will be increased when the house system is fully operational, and when the school council is established. All pupils maintain the spirit of the school's informal system of recall from the field and playground after break and lunchtime sessions. Without fuss, they end activities and return quietly to their classrooms.

16. Relationships in the reception classes are excellent and throughout Key Stages 1 and 2 they are very good. Pupils respond politely and confidently to each other and to adults. They are not afraid to be seen to make mistakes, and they are mutually supportive. Established pupils know and understand the difficulties of new pupils when settling into school. Similarly, newcomers quickly adopt the school's ethos, and they relish being indistinguishable from established pupils. Each member of the school community has equal status and receives sensitive and effective support at work and play.

17. Attendance is satisfactory in all year groups and, overall, is slightly above the national average for primary schools. Regular attendance has a positive effect upon pupils' attainment and progress. Most pupils arrive punctually at school and settle quickly to work. Registration periods are efficient, and lessons begin promptly.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching in the school is good overall. In two-thirds of the lessons seen, teaching was judged to be good or better, including nearly a third that was very good. Three of the 77 lessons seen had teaching that was judged excellent. In only three per cent was teaching judged unsatisfactory. Teaching in Key Stages 1 and 2 was good; in the Foundation Stage it was satisfactory. This is an improvement over the

situation at the last inspection when 55 per cent of teaching was good or better, and only 12 per cent was very good. The proportion of unsatisfactory teaching is about the same. Nevertheless, this represents a marked improvement in the quality of teaching.

19. Throughout the school, planning is a major strength, being judged good in the Foundation Stage and very good in Key Stages 1 and 2. Teachers have good understanding of their subjects and plan accordingly. They deal very well with the unsettling effects of the high turnover of pupils in the school. Teachers' evaluations of their own lessons are effective, and enable them to plan to address pupils' strengths and weaknesses next time. This means that, in the majority of lessons, pupils are well challenged, and this serves to motivate them. As a result, lessons proceed at a good pace and pupils' learning is enhanced. However, in a few numeracy lessons in the Foundation Stage, teachers were trying to teach concepts that were too difficult, so that pupils were unable to make the progress of which they were capable. Nevertheless, teachers' usual challenging expectations fire pupils so that they work with interest and concentration.

20. Teachers choose good teaching methods in their lessons. In particular, they use open-ended questions well. When appropriate, artefacts are used in lessons to give pupils a deeper insight into, for example, religious topics. Links are made with other subjects in the curriculum through the topic structure. For example, pupils in Year 6 had previously visited a church and learned about its different parts. They had used the digital camera and their sketchbooks to capture images of the church. Back in class, these images were used as stimuli and reminders by the teacher as pupils completed various tasks, including writing about the areas using a word processor and importing digital images into the document. In physical education, pupils in Year 5 moved in ways suggested by the work of the sculptor Henry Moore.

21. Pupils' learning is enhanced by the teachers' sharing lesson objectives with pupils at the beginning of lessons. These are written in a form to which pupils can relate. In many lessons, pupils were invited to reflect on whether they had achieved the day's objectives at the end of a lesson. This is one aspect of the way that pupils' spiritual development is seamlessly included in school activities.

22. Learning support assistants are effective in supporting pupils. They are well briefed, and lead small groups well. In whole class sessions, they support pupils through quietly paraphrasing the teacher's discussion to a group of carefully chosen pupils, acting as an audience for them if they lack confidence, or taking notes on pupils' responses for the teacher's later use in planning. Volunteer helpers are also well used. This was seen in a reception lesson about the colour green when small groups of children were accompanied by adults on a 'green walk'. The adults knew exactly what was expected of them, as children explored the outside environment of the school, closely examining the different types of leaves for colour and texture.

23. The school makes particularly good use of teachers' strengths. The co-ordinators for English and mathematics both teach in Year 6. An analysis of test results revealed the perhaps unsurprising fact that the English co-ordinators' class did better than the parallel class in English, whereas the mathematics co-ordinators' class did better in mathematics. Since January, each co-ordinator has taught both Year 6 classes so that they each have the same opportunities to succeed. Specialist music teaching is also a strength of the school, as all classes receive well planned

lessons from a teacher with significant subject knowledge and expertise. Teaching of small groups of pupils by the special needs teacher is good and this ensures good progress in their learning. Members of the support team are well trained and are very effective. They are always well prepared and efficiently used by teachers.

24. Parents felt that homework was not well planned, especially in Key Stage 2. They reported that it was not always marked, that sometimes too little time was given for research projects and that different classes in the same year group received markedly different amounts. The school has begun to address these issues in planning, but the team agreed that the use of homework is inconsistent across the school.

25. Teaching is good in English, mathematics, science, art and design, geography, physical education and religious education in both key stages, and in design and technology and history in Key Stage 1. There was insufficient evidence to form a view on information and communication technology or history in Key Stage 2. The teaching of French is consistently very good and a strength of the school, fully justifying its place in the curriculum.

26. When teaching is excellent, lessons are fun. For example, in a drama lesson for Year 2 pupils, the teacher's excellent knowledge of the subject and very good control meant that every pupil in a large group could enjoy the lesson. Pupils were asked to mime throwing and catching a ball. As the lesson progressed, the teacher used pupils to demonstrate points and made the whole more challenging, 'Throw, and then catch in a *different* place'. This lesson had great pace, which accelerated learning so that all pupils demonstrated attainment above that which might be expected. This was because they were highly involved, and were given the confidence to answer and demonstrate. Later, music was used to stimulate pupils acting as toys coming to life. This demonstrated good planned provision for pupils' spiritual development, as they listened closely to the music and decided which toy they would be. In a Year 1 religious education lesson, which built on a previous church visit, artefacts were used in a particularly stimulating way to engage the pupils. Very good relationships between the teacher and pupils enabled there to be a rapid pace to learning, and the lesson was extremely well structured to reinforce this. Excellent subject knowledge characterised a Year 5 physical education lesson. Because of this, and the very good relationships in the class, pupils really respected the teacher and made great gains in technique.

27. Of course, not all teaching can be this exciting. On the very rare occasions when teaching was unsatisfactory, pupils were not always challenged at the right level. This happened in a Year 2 mathematics lesson in which pupils were asked to find missing numbers in sums and make up their own. However, the main activity – the making of puzzle cards with flaps hiding the hidden numbers – did not challenge pupils enough, and so they did not learn enough. In a Year 4 games lesson, pupils were not controlled well enough. For example, pupils argued and chased each other, which was not noticed by the teacher until it was too late. Because of pupils' unsatisfactory behaviour in this lesson, learning was too slow.

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

28. The curriculum is good in breadth and balance and meets statutory requirements for all subjects of the National Curriculum and religious education. All subjects have an appropriate allocation of time.

The only minor weakness in provision is that history and geography are not taught frequently enough in Key Stage 2 so as to ensure the systematic development of enquiry skills. The school uses resources from within and from outside the school to enrich the curriculum. High priority is given to developing pupils' literacy and numeracy skills, and opportunities to use and develop these skills further in other subjects are well used. There is a detailed programme of personal, social and health education that provides well for sex education and teaches awareness of the misuse of drugs. Although pupils transfer to a number of secondary schools at the end of Year 6, the school has forged good links with those to which most pupils transfer. Pupils are well prepared academically and socially for the next stage of their education.

29. Curriculum planning is good, and weaknesses noted in the last inspection have been fully and successfully addressed. Policies and schemes of work in all subjects now guide planning and provide continuity in pupils' learning. Provision in English and mathematics has been strengthened by the official frameworks of the national strategies, both of which the school has implemented successfully. All classes have a lesson each day in literacy and numeracy. Pupils' literacy and numeracy skills are well developed across the curriculum. Provision for information technology has been developed in line with recent official guidance, and meets the revised national expectations. Pupils apply their information technology skills in most other subjects. Provision for art, music and French are strengths of the school and contribute strongly to the school's ethos. Religious education is firmly based on the local agreed syllabus.

30. The curriculum is organised as far as possible through an integrated cross-curricular approach that is based on interesting topics. Apart from the minor weakness in the delivery of the curriculum in history and geography already mentioned, all other subjects are covered in sufficient depth. English, mathematics and science are taught as discrete subjects. Teaching of French to all pupils in Key Stage 2 enriches the curriculum and further develops pupils' awareness of the structure and potential of language.

31. A homework policy is in place, clearly setting out a programme to support the curriculum. However, parents reported that its implementation in Key Stage 2 is inconsistent, and the inspection team agrees. A wide range of visitors, such as drama groups, helps to broaden pupils' awareness of the world. Very good use is made of the local environment and other places of interest, such as the British Museum and Fishbourne Roman Palace, to develop pupils' knowledge and understanding. The expertise of learning support assistants and volunteers in French and needlework, for example, is well used in the delivery of the curriculum.

32. Pupils with special educational needs are identified early, and very good provision is made for improving their learning skills so that they can keep up with their peers and retain self-esteem and confidence. Where appropriate, these pupils are supported effectively in small groups outside the classroom. The requirements of the code of practice for pupils with special educational needs are fully met. Their high quality individual education plans accurately identify targets for the pupils' development. These targets are regularly reviewed, and parents and pupils are involved in discussions about targets set. Good provision is also made for supporting pupils of higher attainment, allowing them to achieve appropriately.

33. The governing body's curriculum committee is well informed and meets termly to monitor, evaluate and review the curriculum. The school is developing an ongoing programme where governors spend time in school each term, so as to have first hand knowledge and understanding of how the curriculum is delivered.

34. The school makes very good provision for the spiritual, moral, social and cultural development of the pupils, and successfully achieves its aim to develop the ‘whole child.’ Standards have been improved since the last inspection and the provision for spiritual, moral, social and cultural development is now a strength of the school.

35. The spiritual development of pupils is supported through assemblies, religious education and ‘circle time,’ where pupils are encouraged to reflect on their own thoughts and feelings. In addition, teachers plan opportunities at the end of many lessons for pupils to reflect on their learning. Further opportunities for a spiritual response are provided in art, English, music and science lessons. The outstanding Garden of the Senses continues to encourage pupils’ sense of awe and wonder as well as providing opportunities for discussion and an appreciation of the environment. The garden, built in 1992, continues to evolve and is greatly appreciated by pupils who describe it as being ‘a special place to be still, to be quiet and to think.’ There are strong links with local faith communities and visits to places of worship enhance the curriculum and contribute significantly to the pupils’ spiritual development. Assemblies, which are often led by pupils, provide opportunities for reflection, celebrate achievement and successfully create a sense of community. The daily act of worship fully meets statutory requirements.

36. The school’s approach to improving the moral understanding of pupils is very effective, and plays a strong role in their personal development. The very good relationships that exist, and the good example set by all who work in the school, effectively support pupils’ moral development and are major reasons why the school operates as an ordered and harmonious community. Themes used in assemblies and ‘circle time’ enable pupils to consider and assess moral issues such as honesty, trust, fairness and tolerance and this has a positive effect on their very good behaviour. The school’s policy for positive behaviour management, supported by parents, is evident in practice, and is effective in strengthening pupils’ understanding of right and wrong. Staff encourage pupils to be independent and trustworthy, and they respond very well indeed. At the end of playtimes and lunchtimes, for example, they return to class with the minimum of supervision in a sensible, ordered and responsible manner.

37. The social development of pupils is very good and is closely linked with their moral development. Pupils are encouraged to relate to one another positively, and treat each other with respect and understanding. Concern for the physical and emotional well-being of others, and respect for other’s feelings is evident in all aspects of school life. For example, the school has introduced ‘friendship benches’ in the playground where pupils can sit if they are feeling lonely or upset, in the knowledge that fellow pupils will draw alongside to talk to them. This facility, together with the newly constructed trim trail, is greatly appreciated by the pupils who feel that it not only encourages them to show care and concern for each other but helps them to play together co-operatively. The school is beginning to develop a whole school approach towards citizenship with the introduction of a school council.

38. The school helps pupils understand their wider social responsibilities through supporting many charities. Year 3, for example, collected toys for children in Romania at Christmas, and pupils throughout the school have collected pasta, sugar and rice at the harvest festival for distribution to third world countries. Throughout the year the school has received visits from various charities such as Help the Aged and the National Society for the Prevention of Cruelty to Children.

39. Provision for pupils' cultural development is good. A whole school topic on the millennium, for example, allowed pupils to reflect on their own culture and life at the beginning of the 21st century, as they placed artefacts in a time capsule, which they buried in the school grounds. Pupils' knowledge and understanding of their own culture is developed across the curriculum through subjects such as history, art, geography and music and is enhanced through a well-planned programme of educational trips and regular visitors to school including a History Theatre group. The study of other cultures has been promoted through the school's teaching of religious education and the study of faiths such as Judaism, Islam and Hinduism. The teaching of French as a modern language, together with the annual visit to France by Year 6 pupils, continues to allow pupils to learn about life in a different European country. Opportunities for children to appreciate the richness and diversity of non-European cultures have been significantly enhanced since the last inspection, particularly through the revised programme for religious education, and provision is now good. Children are beginning to have a greater awareness of the multi-cultural society in which they live, and are able to discuss similarities and differences between different faiths other than their own. Building on this good progress, the school now needs to further develop opportunities across the curriculum to develop pupil's understanding of non-European cultures. Greater provision of books, artefacts, and examples of non-European music will help in this respect.

40. Parents who responded to the pre-inspection questionnaire felt that there were not enough extra-curricular activities on offer. The inspection team disagree. There is a wide range of high quality out-of-school clubs for pupils of all ages. Such activities as gardening, chess, choir, drama, football, netball, gymnastics and cricket enrich the curriculum and provide pupils with opportunities to develop their talents and interests. Links with other schools enable pupils to engage in competitive sports, where they learn valuable lessons about how to be part of a team and accept defeat as well as success. The curriculum for pupils in Key Stage 2 is further strengthened through residential visits to places in this country and to France.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The safe and caring environment maintained since the previous inspection has a positive effect on the standards pupils achieve. Good procedures are established for child protection and ensuring pupils' welfare. The teacher nominated as the responsible officer for child protection is conscientious and well informed, and has received recent training. All staff understand child protection issues, and they discreetly implement the school's procedures, but most learning support assistants and midday assistants have not yet received specific training.

42. The school has implemented the local authority's health and safety policy, including procedures for ensuring the safety of pupils on site and during out of school visits. Good health and safety practice is supplemented by annual site risk assessments, but risk assessment procedure is not a regular duty of the caretaker. A member of staff is qualified in first aid, and all staff are sensitive to the needs of pupils.

43. Good supervision ensures pupils' safety in the school's extensive grounds at break times and lunch times. At the ends of these sessions, a system of informal hand signals recalls pupils to the school building. Pupils go directly to their classrooms, returning in good order and without undue haste from distant areas of the playground and field. This unusual procedure is very impressive.

44. Teachers and other adults know the pupils well, and are skilled in assessing their needs. Pupils receive very good individual care and support from class teachers. The headteacher has very good knowledge of individuals and families, and she possesses advanced skills in diplomacy. Procedures for monitoring pupils' personal development are very effective, although largely informal, based on teachers' observations, knowledge and understanding of individuals. The school's learning support assistants are skilled in curricular and social support, and they develop good relationships with pupils.

45. A special introductory booklet is part of the warm welcome offered to parents when their children join the reception classes. Significant numbers of pupils join other year groups and settle quickly and happily into the school's routines. Occasionally, the bus from the military camp delivers new pupils without documents or previous notification. The school has very good procedures for settling these pupils. Good procedures in Year 6 prepare pupils for transfer to secondary school.

46. A very good policy promotes very good behaviour in the school building and in the grounds. Specific rules are displayed in most classrooms, and pupils conform to teachers' high expectations of behaviour. In the small number of classes where teachers' expectations are unclear, and their behaviour management inconsistent, pupils' behaviour is satisfactory but is sometimes an impediment to teaching. For example, some pupils interrupt when their teachers are speaking, or they disregard instructions not to call out answers. The anti-bullying policy is not displayed, but the provisions of the policy are well understood and implemented consistently and thoroughly. Pupils have few concerns about bullying. They know that a process of discussion and reconciliation resolves any incident reported to the staff or the headteacher. Staff and governors have not yet agreed a policy on the use of force by staff or on procedures for noting incidents of restraint of pupils.

47. The school's system of merit awards acknowledges good behaviour, good work and effort. In weekly assemblies, pupils' special achievements are entered in a 'Gold Book'. In each classroom, specific award systems include attractive certificates signed by the class teacher. The school functions very well as a happy and orderly community.

48. Systems for monitoring and promoting attendance are good, and have improved since the previous inspection. Attendance figures are monitored each week by the headteacher and the educational welfare officer, and absences from school are promptly investigated.

49. The monitoring of pupils' academic performance is good. The local authority's baseline assessments are carried out conscientiously to indicate children's level of ability when they join the school in reception. Good use is made of these to plan work in the Foundation Stage. Particular note is made of pupils who may need extra support, and of those who are achieving well and need to be extended.

50. The school has very good procedures for assessing pupils' attainment and progress in English, mathematics and science. There is systematic tracking of pupils' performance from baseline assessments, through yearly tests to Key Stage 2 assessments in Year 6. From the results of these tests, targets are set for standards in the school, which are regularly reviewed in the light of each pupil's performance. To facilitate this, all pupils have individual 'Target Cards' that are well used and regularly updated. Records of test results and ongoing teacher assessments are well kept and well organised. Learning support assistants are often well used to make notes of pupils' responses. The accuracy of year group target setting is, however, disturbed because of the high number of pupils entering and leaving the school at times other than at the beginning of reception or the end of Year 6. For example, in this

academic year alone, 79 pupils have left the school and 59 have joined since September. This has led to some cautious target setting rather than the intended challenging ones.

51. Analysis of test results is good in English, but in mathematics and science there is insufficient rigour in identifying precisely where improvement is needed in the drive for higher standards. Variations in results of different groups of pupils are noted and acted upon. For example, the literacy co-ordinator now takes both Year 6 classes for literacy whilst the numeracy co-ordinator takes both Year 6 classes for numeracy. This is good use of analysis of results, and of teachers' expertise, and is having a positive impact on standards.

52. Assessment is inconsistent and less well developed in the foundation subjects, partly because of the priority naturally given to the core subjects, and partly because it is the responsibility of each individual co-ordinator rather than the assessment co-ordinator. There are good procedures for music, but in most other subjects, assessment is informal and needs to be developed along the lines that many have started – by basing assessment opportunities on the lesson objectives.

53. Achievement is recognised and praised through a variety of awards and in assemblies. This is having a positive effect by encouraging pupils to achieve more.

54. Overall, there has been a satisfactory rate of improvement in assessment and its use since the last inspection. In the core subjects, the rate of improvement is good, with tracking procedures in place for each pupil. In other subjects, lesson objectives are now clearly defined, although there is inconsistency in their use for assessment purposes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents' views of the school are generally very favourable. At a pre-inspection meeting for parents, some concerns were expressed about the provision of homework. These concerns were shared by the much larger number of parents who returned questionnaires. The inspectors agree that the school's policy for homework is not fully implemented, and that the provision of homework is inconsistent. Parents' positive views of the school are endorsed by the inspectors.

56. The school has established some effective links with parents, who are welcome to visit at all times. The inspection confirms their view of good two-way communication, and good relationships with class teachers and other members of staff. The headteacher attempts to maintain contact with families who live on the military base, and whose children travel daily by coach. Some parents and friends, including some military families, provide regular and valuable help in lessons to groups of pupils and to individuals. Whenever possible, the school broadens the curriculum by encouraging parents' to contribute their specialist skills and interests. For example, parents have contributed artefacts to history lessons, and are active in the gardening club.

57. The parents and friends association organises regular social and fund-raising events, and raises significant amounts of money for the school each year. Recent purchases have included science equipment, playground equipment, a computer and numerous books and small items for classrooms. Good co-operation is established between the association and the governing body, and some families are active on both committees.

58. The quality of information for parents is good. Regular newsletters are informative about topic work, school events and important dates. The national strategies for numeracy and literacy were explained to parents at evening meetings. The school prospectus conforms generally with legal requirements and includes useful information and advice for parents. The most recent governors' annual report fails in numerous respects to conform with legal requirements, of which the school has been made aware. Parents are clearly informed of their children's progress at three consultation evenings each year. Annual written reports to parents are of good quality, showing in some detail what children know and can do, and how attainment may be improved. All reports show the National Curriculum levels achieved by pupils in each subject.

59. Parents are well informed of the school's routines and expectations when their children enter the reception classes or join other year groups. In the reception classes, parents have the opportunity to work with their children at the start of each day. However, children arriving unaccompanied by coach from the military base cannot, of course, share these opportunities. Parents of pupils in Year 6 are well informed about secondary transfer. Parents of pupils with special educational needs are well informed of progress, and understand the school's procedures for support and discipline. Good records are maintained by the special needs co-ordinator, and she is always available to discuss pupils' progress.

60. Many parents want to be involved with their children's learning and help them at home. Parents confidently ask teachers for advice on general or particular issues related to their children's work. However, 17 per cent of the parents responding to the pre-inspection questionnaire were dissatisfied with the amount or quality of homework provided. Inspectors found that provision does vary between year groups and between classes in the same year group.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. Pirbright School is well led. The headteacher and key staff offer positive leadership, supported by a good governing body. The school's work is monitored well, and effective action is taken. The strategic use of resources is very good, and the principles of best value are applied well. The school enjoys very good levels of staffing and uses them effectively. The accommodation is good overall, the outdoor facilities are excellent and the school is well resourced.

62. The headteacher, supported by the deputy headteacher and other staff and governors, has a very clear vision for the school. This is encapsulated in the prospectus, where the school states that it 'endeavours to foster academic and personal development in a caring and challenging environment.' It is very successful in achieving this. Despite the constant upheaval as pupils enter and leave the school, the school remains a well-ordered and friendly place because of its commitment to its caring role. This is reflected in the emphasis placed on pupils' spiritual development, which continues to permeate the whole school community. As a result, pupils demonstrate good attitudes and very good behaviour around the school and at playtimes, and this promotes learning and achievement. Everywhere one looks in the school, its aims are very clearly visible in its day-to-day work.

63. There is good delegation to staff with designated roles; in this school, delegation is real and effective. The deputy headteacher is especially effective in leading by example and in her role as co-ordinator for special educational needs. The core subjects of English mathematics and science are well

led by their co-ordinators, who have real ownership of their subjects. Of the non-core subjects, leadership is good in design and technology, geography, history, information and communication technology, music, and religious education, very good in French, and sound in the remainder. Leadership of the Foundation Stage is sound. The co-ordination of provision for pupils with special educational needs is very good. Provision is highly organised and all adults involved in supporting pupils are well informed by the co-ordinator. She has been responsible for the very good liaison between the special needs teacher, classroom teachers, classroom support assistants, outside agencies, parents and the governor with responsibility for special educational needs.

64. The governing body fulfils its role well as a critical friend to the school and is continuing to improve its understanding of how the school runs. It has a very good understanding of the school's strengths and weaknesses through the use of nominated governors who liaise with subject areas in the school. This knowledge is shared at committee and full governor level. However, although it fulfils its statutory duties satisfactorily overall, there are a number of areas missing from its Annual Report to Parents.

65. The work of the school is well monitored. Teaching, planning and pupils' work are all monitored by senior managers and co-ordinators, and this leads to targets for improvement which are reassessed through later monitoring. Test results are analysed especially closely in English. All staff complete written evaluations of their own lessons for their own use. These evaluations are also monitored by the headteacher. All staff share a commitment to improvement, and this can be seen in the continuing good achievement of pupils and the improved teaching reported at this inspection.

66. The school development plan is a good document with clear priorities and criteria for success, enabling its effectiveness to be judged. It is the result of wide-scale consultation. The current priorities came about following the analysis of test results. All subject co-ordinators also have action plans, and these routinely include the whole school priorities so that development is a cohesive process. The consultation process helps to ensure that the priorities for development are the right ones for this school in the context in which it works. Clear and appropriate action has been taken to achieve these targets, for example, to improve writing in the school. The cohesiveness of school development, combined with the eagerness of all members of staff to further improve their practice indicates that there is a very good level of shared commitment to school improvement.

67. The school is suitably staffed with well-qualified teachers and a large number of well-trained learning support assistants. Staff work well together as a team with a shared sense of purpose, which successfully fosters the academic and personal development of the pupils. Performance management procedures are fully in place and all teaching staff have job descriptions and targets for professional development and pupil progress. The school has good arrangements for the induction of new staff and newly qualified teachers participate in the local authority's induction programme as well as having an assigned school mentor. Learning support assistants, working effectively under the direction of class teachers, make a significant contribution to the quality of education provided for the pupils. Midday assistants, who also work as learning support assistants, contribute effectively to the management of behaviour during the lunchtime

period. The school is well served by the administrative and clerical staff, as well as the school caretaker. External agencies such as the Area Educational Psychologist and Educational Welfare Officer visit school on a regular basis. All staff work together to support the aims of the school, creating an efficient, supportive and effective working environment, which encourages pupils' learning.

68. The school buildings are well maintained and in good condition. In particular, the library area is now much improved. Attractive displays of pupils' work enhance the learning environment and celebrate achievement. A rise in pupil numbers since the last inspection, however, and the consequent increase from 11 to 14 classes has led to overcrowding in the main building. The school recognises this as an area for development, and hopes to extend the buildings in the future to create a larger staff room and office, and provide additional teaching areas for special needs support and small group teaching activities. The Foundation Stage toilets are in need of upgrading, and the school has identified this as a priority for capital expenditure this year.

69. The creative development of the school grounds is excellent and the newly constructed trim trail, the fenced pond area and outstanding Garden of the Senses are greatly appreciated by pupils, and have a positive impact on learning across the curriculum.

70. The quality and range of resources is good with finances being effectively deployed through the school development plan to support curricular development. Teachers make effective use of the available resources to support and extend pupils, and this encourages effective teaching and learning throughout the school.

71. The school makes very good strategic use of its resources, including specific grants and other funding. Short term financial planning is good, but cost estimates are not provided for the longer-term strategic targets identified in the school development plan. The headteacher and administrator apply best value principles when negotiating purchases of goods and services. Additional support for pupils with statements of educational needs, and others on the register, is very efficiently used and is effective in supporting pupils' learning. Specific grants received by the school for additional support for pupils with special educational needs are being used effectively for the designated purpose.

72. Budgeting to date has been the responsibility of the headteacher and administrative officer. The finance committee has a satisfactory overview of the process. Administrative routines are very good, and the school office functions smoothly. The school's administrator ensures that updated financial information is available to the governors, headteacher and senior managers. Good systems are established for checking and collating purchases, and paying creditors. An audit in 2000 by the local education authority required only small adjustments to financial procedures. These have all been implemented. The audit indicates the proper expenditure of all funds allocated to the school, including those for pupils with special educational needs. The core curriculum is generously funded, and spending totals for each curriculum area are readily available to staff. The school makes very good use of new technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to build on the school's strengths and further improve provision, the governors, headteacher and staff should:

- In the Foundation Stage:
(*Paragraph: 6, 83, 85*)
 - * Obtain full benefit from the school's reading scheme in the Foundation Stage by ensuring that teachers take a greater part in the decision about which reading scheme books are taken home by children. The books taken should include familiar books read at story times, other storybooks, information books and rhyming books.
 - * Improve the diagnostic quality of individual reading records.
 - * Improve children's numeracy skills by teaching children to understand and calculate with small, single digit numbers before attempting larger numbers or formal recording. Use physical objects more with number rhymes to demonstrate to children the effects of addition and subtraction.

- In Key Stages 1 and 2:
(*Paragraph: 52, 133, 137, 141, 147, 172*)
 - * Ensure that assessment procedures are consistent throughout the non-core areas of the curriculum.

- In addition, the school should consider including the following, more minor, points in its action plan:
(*Paragraph: 28, 52, 58, 64, 71, 133, 137, 141, 147, 172*)
 - * Consider the balance within the curriculum, especially in terms of history and geography;
 - * Include costing estimates for longer term strategic targets identified in the school development plan;
 - * Ensure the Governors' Annual Report to Parents includes all the statutorily required information.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	26	36	32	3	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)	391
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	63

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2000	28	31	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	22	27	24
	Girls	27	31	30
	Total	49	58	54
Percentage of pupils at NC Level 2 or above	School	83 (84)	98 (100)	92 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	25	24	23
	Girls	30	31	31
	Total	55	55	54
Percentage of pupils at NC Level 2 or above	School	93 (95)	93 (94)	92 (95)
	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	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	16	17
	Girls	15	13	16
	Total	30	29	33
Percentage of pupils at NC Level 4 or above	School	88 (73)	85 (78)	97 (89)
	National	75 (70)	88 (86)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	15	15
	Girls	13	13	14
	Total	27	28	29
Percentage of pupils at NC Level 4 or above	School	79 (59)	82 (84)	85 (81)
	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	0
Black – other	0
Indian	4
Pakistani	2
Bangladeshi	0
Chinese	3
White	345
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	16.1
Number of pupils per qualified teacher	28
Average class size	27.6

Education support staff:

YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	234

Qualified teachers and support staff:

nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	------------------

	£
Total income	712293.00
Total expenditure	750010.00
Expenditure per pupil	2006.00
Balance brought forward from previous year	89314.00
Balance carried forward to next year	51597.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	381
Number of questionnaires returned	224

Per centage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	0	0
My child is making good progress in school.	46	48	5	0	0
Behaviour in the school is good.	41	56	2	0	1
My child gets the right amount of work to do at home.	32	51	15	2	0
The teaching is good.	54	45	1	0	0
I am kept well informed about how my child is getting on.	48	43	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	3	0	0
The school expects my child to work hard and achieve his or her best.	54	45	0	0	0
The school works closely with parents.	48	44	7	1	0
The school is well led and managed.	58	39	1	0	1
The school is helping my child become mature and responsible.	51	48	0	0	1
The school provides an interesting range of activities outside lessons.	45	44	8	0	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. The reception classes provide places for 60 children, aged from four years. Most children have pre-school experience through a large number of feeder nurseries and playgroups. The youngest children attend half-day morning sessions for their first term at school. No child in the Foundation Stage has English as an additional language.

75. Evidence from baseline assessment indicates that children currently in the reception classes started school with attainment that was average. However, the school's intake varies significantly from year to year as the balance changes between local children and peripatetic children from the military base. Two children are currently identified as having special educational needs. With good quality additional help from trained classroom assistants, they are fully integrated into all classroom and school activities. Their needs are identified and noted.

76. A key issue in the previous inspection report was the improvement of creative and physical activities for the youngest children. These activities have improved greatly, and are fully integrated with the reception curriculum. Teaching is satisfactory overall in the Foundation Stage, and good in the areas of personal, social and emotional development, phonics and knowledge and understanding of the world. This ensures that by the time children are ready to begin Year 1, they achieve satisfactorily in all areas of learning.

Personal, social and emotional development

77. Children entering the reception classes have personal and social skills below the standard expected for their age. Good teaching enables them to achieve the Early Learning Goals in this area of learning. Currently, half the children in the reception classes arrive at school by coach from the local military base. They settle quickly each day, and share the local children's enthusiasm to learn and to participate in all activities. All children speak confidently, and they communicate well with other children and with adults. As a result, they are fully integrated in the classroom and are unafraid to make mistakes. All children learn positive attitudes by observing the very good relationships between parents, carers, teachers and learning support staff. Their concentration is good when working alone and in groups. However, some children cannot participate fully in extended whole-class sessions for literacy and numeracy. They tend to interrupt the flow of lessons by calling out their questions and answers, instead of waiting their turns or putting their hands up.

78. Behaviour is good in the Foundation Stage, and all relationships are excellent. The examples set by adults are imitated by the children, who rarely dispute activities or disobey instructions. Children learn to wait patiently for their turns in activities, and they amicably share equipment. A good scheme of work for citizenship includes clear definitions of right and wrong. For example, during the inspection, children playing in the 'garden centre' knew that real money in the till was not to be misappropriated.

79. Children dress and undress independently for physical education sessions, and a few can tie their own shoelaces. Teachers constantly praise the children's efforts and personal kindnesses. Adults are sensitive to the needs of all children, and are particularly good at integrating children from the military base who have previously lived in other parts of the country or abroad. Children have satisfactory understanding of Christianity, and they learn something of other faiths and cultures.

Communication, language and literacy

80. When children enter the reception classes their speaking skills are good, but their listening skills are much less well developed. Their vocabulary is very good, and is extended by the mature conversations of all the adults who work in the Foundation Stage. On a well-organised 'green walk' in the school grounds, children were encouraged to observe and describe many different types of leaves. One child said 'It's like a snow flake'. This activity, and similar ones, serve to develop well the children's spiritual awareness.

81. Children are experienced in using language to plan group activities. For example, during the inspection, in a well-planned activity, they were required to move water from one place to another, without carrying it in containers. When deciding how to achieve this objective, children of below average attainment in other areas were able to make good contributions to their group discussions.

82. The satisfactory standards of teaching improve children's listening skills. They listen to instructions from adults, but do not always follow them. For example, children often call out answers when specifically asked not to do so. Teachers are inconsistent in accepting answers, instead of reminding children to put their hands up and to wait to be asked individually. With small improvements to their listening skills, children are likely to reach the Early Learning Goals in speaking and listening by the end of the reception year.

83. When children enter the reception classes, their attainment in reading and writing is average for their age. They can recognise their own names, and the names of their friends. All children understand that pictures tell stories, and that print conveys meaning; they turn the pages of familiar books, and answer questions about the pictures. Children of average attainment can recognise some familiar words displayed in their classrooms. The teaching of phonics is good, and children make good progress in whole-class literacy sessions. For example, they look carefully at the words in a 'big book' and accurately predict the story. However, progress in individual reading is unsatisfactory, and most children are underachieving. This is because children do not read frequently enough to their teachers and, when they do read, their strengths and weaknesses are not clearly noted. Each morning, when parents choose reading books for their children to take home, teachers do not ensure a balance of reading scheme books, storybooks and information books. Current progress indicates that not enough children will achieve the Early Learning Goals for reading.

84. All children in the reception classes understand the purpose of writing. They begin to write by forming random letters on paper, and they develop their skills through imaginative play. For example, they write appointments in the day book of their 'animal hospital', and they have written labels for their 'garden centre'. With support from teachers, they use their knowledge of phonics to write simple stories. All children form letters correctly, but they are not taught a standard method of holding their pencils. Most children of average attainment in the reception classes can write their first names, using small letters

and capitals. Teachers' marking includes many positive comments, but the style of writing is too adult to be understood by the children. Most children will achieve the Early Learning Goals in writing.

Mathematical development

85. On entry to the reception classes, children's attainment in this area of learning is close to the average for children of similar age. Teachers' planning includes many number rhymes, but none were actually heard in use during the inspection. Children of average attainment in the reception classes can count objects accurately to ten, but do not understand that the same objects rearranged are still the same number. Although children use some apparatus to help with counting, they are too reliant upon finger counting. A few higher attaining children understand the class register, and can calculate the number of absentees. The teaching of number is not satisfactory, in contrast to the teaching of other aspects of mathematical development. In lessons seen during the inspection, teachers introduced new concepts before the children fully understood the current work. For example, children were directed to write sums with use of signs for addition and equals, although they did not fully understand how to add two numbers together. Teachers' marking in number work is often unsatisfactory. Their writing is often too adult in style for children to understand.

86. All children can copy simple patterns, using coloured links. They have very good mathematical language; they have contributed to an attractive display of teddy bears, demonstrating positional terms including 'behind', 'in front of' and 'in between'. Children of average ability have good understanding of 'heavier than' and 'lighter than'. They recognise a variety of two-dimensional shapes, including oval, circle, semi-circle, and square, and they know some properties of these shapes. For example, they know that a square has four sides and four corners. In their 'garden centre', they exchange real money for plants, and they pay parking charges for their vehicles. Children of average ability can write most numerals in sequence to ten. Although some pupils' numerals are frequently reversed in workbooks, teachers' marking does not always correct the errors. For example, in a workbook seen during the inspection, a child of average ability who reversed the figure 4 early in March was still reversing it early in May. Children are likely to reach the Early Learning Goals in mathematics, with the exception of numeracy.

Knowledge and understanding of the world

87. On entry to the reception classes, children's attainment in this area of learning is average for their age. Good planning and teaching in both classes indicates that most children will achieve the Early Learning Goals, and a few will exceed them.

88. Children have sorted materials into waterproof and absorbent categories. They know that metal foil is waterproof. Teachers make good use of the school's extensive grounds to involve children in tending fruit and vegetables. As a result, children have good understanding of the growth cycle, from planting to gathering and eating. They have observed differences in leaves, and they understand seasonal changes of weather. They build purposefully and imaginatively with bricks and construction kits. During the inspection, one child was seen to be building a fire station, with a television set and a giraffe to occupy the firefighters' waiting hours. In a satisfactory lesson observed, children folded A4 paper into seed packets, and glued the flaps neatly. However, they were not offered other joining facilities, such as

staplers and adhesive tape. The teaching of information and communication technology is satisfactory, and the children play computer games to reinforce their knowledge of mathematics. They have very good control of the mouse, and they experiment with controlling a floor robot. Teachers' learning intentions in technology are not always made clear to the children.

89. In assemblies, children learn about their own culture, and the cultures of other peoples. During the inspection, they were introduced to children newly arrived from Germany and Ireland, and were reminded that they would need friends. In this area of learning, teachers plan and implement very good quality links with other subjects. Good displays in both classes and in the open areas of the school help young children to remember previous learning.

Physical development

90. By the end of the Foundation Stage, most children will achieve or exceed the Early Learning Goals. During the inspection, one physical education lesson was observed. In this challenging lesson, children balanced confidently on apparatus, and they made good progress in their learning. Children with special educational needs were very well supported. In the outdoor area, children show good awareness of space as they ride or push wheeled vehicles between moveable posts. At lunchtime, in the school playground, when confidently sharing large apparatus with children in Key Stage 1, they swing on overhead bars and climb confidently to an apex. They are healthy, strong and well co-ordinated, and their manipulative skills are good. They use scissors and glue spreaders with precision, and they dig with trowels in their garden.

Creative development

91. By the end of the Foundation Stage, children are likely to achieve the Early Learning Goals. During the inspection, children were seen to be developing their colour awareness by successfully mixing shades of green. The activity was carefully guided by a learning support assistant, and progress was good. Children's drawings are better than the average for children of similar age. They copy pictures from books, and carefully colour with fine pencils. Teachers have made many attractive displays, but children's own ideas and contributions are sometimes limited. All children enjoy singing in assemblies and music lessons. In a satisfactory lesson seen, led by the specialist music teacher, children demonstrated slow-paced music, using drums and a xylophone; subsequently, they moved slowly, in the manner of snails.

92. Imaginative play and role-play are good in the reception classes. Children learn to care for the animals in the 'animal hospital' by bandaging paws and administering injections. In their 'garden centre' they take turns in the roles of shop assistants and customers. However, clearing away after activities is not always adequately supervised. Teachers plan particularly well to ensure that all children have equal access to equipment in the outdoor area. During these sessions, children, including those with special educational needs, are fully and amicably involved in a large variety of activities.

ENGLISH

93. Good teaching throughout Key Stages 1 and 2, based on a good implementation of the National Literacy Strategy, enables pupils in the school to make good progress in all aspects of English, despite the unsettling effect of regular changes in the school's pupil body.

94. Inspection evidence shows that the attainment of pupils currently in Year 2 is in line with what is expected in speaking, listening, reading and writing. In the 2000 National Curriculum tests for pupils aged seven, the number reaching the expected level or higher in reading and writing was close to the national average but below average when compared to schools with a similar number of pupils known to be eligible for free school meals. Although the number of pupils attaining the higher levels in reading was above the average for similar schools, it was below the average for these schools in writing.

95. Standards of attainment of pupils currently in Year 6 are similar to those expected of pupils aged eleven. In the 2000 tests, the proportion of pupils reaching the expected level and above in English was above the national average, and close to the average for similar schools. The number of pupils attaining the higher levels was also well above both the national average and the average for similar schools. The school's performance for this age group was above the national trend in 1997, 1999 and 2000. The school explains that the significant decline in results in 1998 was the result of a large turnover of pupils caused by a change of regiment at the local military base.

96. Boys did not achieve as well as girls in the tests at the age of seven or eleven. The school has identified this as an aspect to improve. The school's data shows that there were more boys than girls on the register of special educational needs. Although some boys do not readily offer to answer questions, there was no evidence during the inspection of boys underachieving.

97. The school's pupil population can change greatly from year to year and this means that there are unavoidable fluctuations in standards. The school's data shows that seven pupils presently in Year 6 have joined the school since September 1999 and six of these joined this year. These pupils represent nearly a third of all Year 6 pupils on the register of special educational needs. There is now a higher percentage of pupils with special educational needs than last year. The school's statistical data show that pupils who remain at the school achieve well.

98. At the time of the last inspection, standards in English were in line with national expectations at the end of both key stages, but pupils had too few planned opportunities to develop speaking skills. Across the school, pupils now learn to listen closely to their teachers and to follow instructions, though the attention of a minority of pupils in some lessons wanders if they are not involved through carefully focussed questions. However, most teachers are very successful in engaging the interest of pupils of all abilities during whole class sessions. Pupils readily join in reading and discussing the shared text. Teachers in all classes give encouragement by listening carefully and appreciating the quality of the answers. As a result, most pupils try hard to explain their ideas clearly. Higher attaining pupils in Year 2 adapt their speech to listeners' needs and are beginning to be aware of the importance of using Standard English. By the end of Year 6, most pupils listen attentively to each other, asking questions to develop ideas and take account of others' views. Very good emphasis is placed upon pupils using precise language and

using extended vocabulary. The teacher in a very good Year 2 literacy lesson reminded pupils of what she thought about 'boring words' when challenging them to use adventurous vocabulary. Another good example was seen in a Year 5 lesson where the class teacher inspired pupils to consider their use of Standard English when planning formal, persuasive letters. Pupils' confidence in speaking is a direct result of the very good relationships established by teachers in their classrooms.

99. Throughout Key Stages 1 and 2, the enthusiasm that pupils show for reading is a strength, and supports their learning. Reading development is supported by progressively graded reading materials and by careful monitoring of pupils' progress, using well-designed reading records. In Years 1 and 2, pupils are systematically taught the relationship between letters and sounds, so that they make good progress. Teachers have a very good understanding of these basic skills, and teach them well. In consequence, by the age of seven, many pupils are independent and confident readers. They are able to sound out words to discover meaning, and they show good understanding of what they have read. Higher attaining pupils are well provided for and read independently, establishing meaning through a wide range of strategies. Teachers give pupils opportunities to use their reading skills in other lessons, and pupils' research skills are progressively developed through their topic work. Throughout the school all pupils have guided reading sessions each week with their teacher. These sessions are well organised and allow teachers to focus on the reading of pupils of similar abilities. The very good behaviour of pupils in most classes allows the teacher to give her full attention to her reading group while other pupils work quietly and independently.

100. By the end of Year 6, most pupils read longer texts silently, with good concentration and understanding. Higher attaining pupils show good understanding of a variety of texts, identifying crucial features, themes and characters. This was evident in discussions with pupils about their work on some Shakespearian plays. They select phrases and sentences when justifying their views. Throughout Key Stage 2, teachers build on the good practice seen in Years 1 and 2, and continue to develop pupils' reading skills across the curriculum and in guided reading sessions. Homework is generally well used in both key stages to involve parents in developing pupils' reading skills. Pupils know how to use the well-arranged libraries and information books for study purposes. This supports their learning in other subjects and develops their independent learning skills.

101. Pupils make good progress in writing in Key Stage 1. Handwriting skills are regularly taught but not all teachers insist on neatly presented, well-written work across the curriculum. Analysis of pupils' work showed significant differences in presentation between some classes in the same year groups. Pupils make good progress in spelling and punctuation, and standards of accuracy are sound. Their vocabulary range is developing well since the school has placed a correct emphasis on this in literacy hours.

102. The school carries out rigorous analysis of its test results to identify strengths and weaknesses in provision. In consequence, a strong feature of curriculum provision is the increasingly wide range of purposes and audiences for writing. Good examples of pupils' writing of poetry, news reports, letters and instructions have been seen in the analysis of pupils' work in Key Stage 2. Most pupils respond well to this stimulating curriculum. They learn the craft of writing through studying texts of all kinds. Key pieces of work are improved through the process of planning, drafting and proof reading. Information and communication technology is effectively used in this process. Teachers in Key Stage 2 continue to challenge pupils of all ages and abilities to use words adventurously and to develop ideas imaginatively. As a result, by the end of Year 6, many pupils use varied and interesting writing for different purposes

and audiences, conveying meaning clearly in diverse forms. Words are chosen imaginatively and used with precision. Pupils are taught to plan their writing and to evaluate their work. This, together with good marking of work by teachers, shows pupils how they can improve and gives them very good knowledge of their own learning. Most pupils use capital letters, full stops and question marks correctly, and higher attaining pupils structure complex sentences into paragraphs. By the age of eleven, pupils' handwriting is applicable to a variety of tasks, is joined, legible, clear and fluent. Writing in other subjects, such as science and history, makes a good contribution to pupils' writing for a variety of purposes. The very good behaviour of most pupils in lessons very effectively supports their learning. The subject gives good support to pupils' spiritual, moral, social and cultural development. They write about and discuss moral and social issues, such as war and the care of the environment. They reflect upon the feelings of different characters and write about these with sensitivity.

103. Pupils with special educational needs take a full part in lessons. They are well supported by well-trained and well-briefed learning support assistants, and make good progress. A measure of the school's success is the number of pupils with special educational needs who attain expected standards in national tests. The targets set in their individual education plans guide their learning. Expectations for average and higher attaining pupils are high, and teachers' planning gives consideration to written tasks that challenge these pupils to make the progress of which they are capable. Higher attaining pupils are identified, and, as in the case of pupils with special educational needs, they are given extra, focused support in withdrawal groups. The quality of this support is good and ensures that these pupils make the progress of which they are capable.

104. The quality of teaching is good overall in whole class literacy lessons but is more consistently so in Key Stage 1. Of the four lessons seen in Key Stage 1, teaching was very good in three and satisfactory in one. Of the lessons seen in Key Stage 2, teaching was very good in two, good in two and satisfactory in three. Other lessons were observed where groups of pupils with special educational needs and those of higher attainment were receiving specific support from the special needs teacher. Teaching in these lessons was very good in one and good in three. Short, guided reading sessions are well used by teachers, and effectively support the progressive development of pupils' reading skills. This proportion of high quality teaching ensures that pupils make good progress in their learning. This represents a significant improvement since the last inspection, when the quality of teaching was mainly satisfactory. The improvement is the result of better planning linked to the National Literacy Strategy and more rigorous monitoring of the curriculum and teaching.

105. The main features of the good or better teaching are instructions that emphasise pupils' involvement, high expectations of work and behaviour, and well-structured activities that guide all pupils in applying and extending their knowledge. Where teaching is satisfactory, although planning is good, teachers' expectations of all pupils contributing answers, or of working on tasks at a good pace, are not high enough.

106. Throughout the school, pupils' progress is secured over time because the achievements of each group are closely monitored and lessons to follow are adjusted to meet their needs. Teachers' planning indicates that pupils' learning is further supported through drama. Pupils in Key Stage 2 make use of dramatic techniques such as 'hot-seating' to investigate characters and issues, and devise and write plays. An excellent drama lesson was seen where Year 2 pupils were all highly motivated employing character and action to convey story and emotions in 'The Toy That Came Alive'.

107. Planning in both key stages is based on the targets of the National Literacy Framework, and teaching generally follows the recommended structure. Pupils in most classes are well trained in literacy hour routines, so that no time is wasted. A good example of this was seen in a Year 6 lesson, in which the lesson moved smoothly from one part to the next so that the pace of pupils' learning was maintained. Teachers have good knowledge of the subject, including phonics. Pupils are told the target for each lesson, and most co-operate well because they understand the lesson's purpose. Teachers read aloud well, helping pupils to understand, and raising their interest in books. Learning support assistants are well used in lessons and are confident in their work. The quality of their support ensures that pupils with special educational needs have full and equal access to the curriculum, and play a full part in lessons.

108. The school's work in English is very well managed by two enthusiastic and capable co-ordinators, one in each key stage. They work closely together, and have continued to oversee the National Literacy Strategy. Recent initiatives have included the updating of the policy, the introduction of standardised medium and short term planning, national target setting and assessment procedures, and lesson evaluation sheets. These initiatives are leading to greater uniformity in the quality of teaching and are having a positive effect on pupils' learning. Both co-ordinators have clear action plans for the development of the subject that show a clear understanding of present strengths and weaknesses. The local authority's literacy consultant has praised the extent and quality of the school's literacy resources. These are very well managed and are effectively used to support learning. The Friends of Pirbright School have provided generous funds to purchase story sacks to support the learning of pupils in Key Stage 1. Events, such as theatre visits, book weeks, visiting speakers, book fairs, whole school 'Read-ins' and taking part in dramatic performances, enhance the curriculum and enrich pupils' experiences.

MATHEMATICS

109. Pupils make good progress in mathematics during their time in the school because of good teaching and effective implementation of the National Numeracy Strategy.

110. Results in the 2000 National Curriculum tests for pupils at the end of Key Stage 1 were above the national average, but about average when compared with similar schools. A higher than average proportion of pupils gained the higher Level 3, indicating that the school is paying good attention to the higher ability pupils. There was no significant difference in the results of boys and girls. The trend has been inconsistent over the past five years, with a peak in 1997, a trough in 1998, and a steady improvement since. However, with such a high rate of mobility, it is difficult to make year-on-year comparisons. For example, of those pupils taking the Key Stage 1 tests this year, only about two-thirds were at the school two years ago to take the baseline test.

111. Standards in the 2000 National Curriculum tests for pupils at the end of Key Stage 2 were well above the national average, and above average when compared with similar schools. A much higher than average proportion of pupils gained the higher Level 5, once again indicating that the school is paying good attention to the higher ability pupils. The difference between boys and girls was not significant. The trend over the past five years has been a steady improvement, except for a blip in 1998. The school put this down to a very high mobility that year because of a change of regiment at the local military base, and statistics verify this.

112. Inspection evidence indicates that pupils at the end of Key Stage 1, and those in their final year at the end of Key Stage 2, are attaining standards above national expectations for pupils of their age. This has maintained the Key Stage 1 standards since the last inspection, but the Key Stage 2 levels are lower. Once again, the high turnover in pupils has had a significant impact. For example, the projected number of pupils to reach Level 4 this year, the expected level, at Key Stage 2, is 72 per cent. However, if the statistics were taken with only those pupils who have been in the school throughout Key Stage 2, the projected number would be nearer 90 per cent, making comparisons with other schools much more favourable.

113. By the end of Key Stage 1, the majority of pupils understand the place value of digits and can sequence numbers to 100. They choose the appropriate method for addition and subtraction problems, including calculating change in money, and know that subtraction is the opposite of addition. They use a variety of appropriate strategies to undertake their calculations, for example partitioning and recombining tens and units, with higher attaining pupils partitioning to a thousand. The majority of pupils have a good knowledge of counting in twos, fives and tens, and most understand that multiplication is repeated addition. They are beginning to use standard units of measurement, such as centimetres and grams. Most pupils have a good knowledge of the names of two-dimensional and three-dimensional shapes, describing properties, including the number of sides and corners.

114. By the end of Key Stage 2, many pupils can calculate to thousands using the four rules of addition, subtraction, multiplication and division, and they check the reasonableness of their results, with or without a calculator. They use decimals, fractions and per centages to describe proportions, and many use and interpret co-ordinates including those with negative numbers. Most pupils can name and describe the properties of a number of two-dimensional and three-dimensional shapes, identify lines of symmetry, and draw accurately angles of a given size to the nearest degree. They work out the perimeter and area of a variety of regular and irregular shapes. Pupils collect data, and represent it in a variety of graphs and charts, sometimes using information and communication technology.

115. Pupils in both key stages are achieving well. This is due to a clear focus on raising standards, particularly in Year 6. Here, the school uses 'booster' classes to give pupils additional help, teachers' expertise is used effectively, and re-modelled planning clearly identifies the learning objectives for each lesson. The needs of each ability group within a class are addressed, and on most occasions, the set tasks challenge all pupils. The needs of pupils with special educational needs and English as an additional language are suitably met with appropriate work and support, enabling these pupils to achieve well.

116. The quality of teaching and learning in both key stages is good, which is an improvement since the last inspection. Lessons are thoroughly planned, with clear learning objectives that are explained to pupils, ensuring that they know what it is they are to learn. New information is clearly explained to pupils, enabling them to grasp the concept quickly. Different levels of work are set for each group within the class, and these, for the most part, challenge pupils enabling them to make good progress. However, there are occasions when there is insufficient challenge in the activities, and on these occasions, pupils do not make enough progress, which was the case in the only unsatisfactory mathematics lesson observed. Pupils are mostly well motivated with stimulating teaching. Pupils respond well to this and display enthusiasm for their work. Their attitudes and behaviour are good, and are largely a result of the relationships established in the class, which in one case were described as outstanding, and the motivation engendered by the teacher. These factors contribute to the good progress the pupils make.

117. There have been significant improvements in mathematics since the last inspection. The good standards seen in Key Stage 1 have been maintained, whilst the attainment in Key Stage 2 has improved, and is now good. Teaching has risen in quality from sound to good, and there are improved resources to support the teaching.

118. The effective work of the co-ordinator is having a positive impact on the quality of teaching and the standards achieved. She monitors plans, looks at work samples and observes lessons. She has a clear focus on raising standards. The developments in improved planning, the 'booster' classes and the use of teacher expertise in Year 6, have all played their part in raising the quality of teaching and learning. These initiatives, in total or in part, now need to be developed in other year groups. Whilst assessment and tracking procedures are good, and enable teachers to set targets for all pupils, a more rigorous analysis of test results is needed to identify precisely where improvement is needed. Information and communication technology is used to a certain extent in mathematics, but this needs to be developed further.

SCIENCE

119. Pupils' attainments at ages seven and eleven are as expected nationally, and are similar to those found in the last inspection.

120. The 2000 national assessments of seven-year-olds show that pupils' attainment was in line with the national average. However, this is below the average for schools with a similar intake. This difference is caused mainly by the very high mobility of pupils from the nearby military base. Forty-three per cent of Key Stage 1 pupils live at the base. This mobility of pupils does not allow enough time for the teachers to settle, teach and prepare these pupils sufficiently for the national assessments. The performance of eleven-year-olds has been above the national average since 1998. In 2000, the results were in line with the average for schools with a similar intake. The difference between the inspection findings and the 2000 test results is because not enough pupils attain Level 5 in scientific enquiry, which is not tested. Pupils' mobility, caused mainly by the military base, also influences the attainment of eleven-year-olds, especially at the higher levels. Performance of boys and girls at this age is similar. Efficient deployment of ancillary staff provides good support to pupils with special educational needs. Class teachers also ensure good involvement of these pupils, especially in practical activities. These strategies enable them to make good progress. Good teaching and pupils' positive attitudes to learning science help all pupils to achieve well.

121. By the age of seven, inspection evidence indicates that pupils attain average standards across all areas of science. They investigate how different surfaces affect the distance that a car travels. They observe and compare external features of plants and animals, for example, the octopus, fish and buttercup. They compare the properties of a good range of materials. This includes the effect of heat and cold that cause reversible changes; for example, water into ice and vice versa. Pupils are beginning to record their evidence, such as on their favourite cereals, in bar charts. Higher attaining pupils are beginning to show awareness of fair testing. For example, they can state, 'it was a fair test because all the ice blocks were of the same size'.

122. By the age of eleven, pupils have sound skills, knowledge and understanding in all areas of science. They carry out a good range of investigations, but these are mainly directed by the teachers. This

approach effectively enhances pupils' scientific knowledge and understanding, but cannot develop pupils' independent skills of scientific enquiry. Pupils compare the rate at which substances such as salt and sugar dissolve. They make their comparison fair by using the same amount of water in both, and stirring the mixtures constantly. Pupils' understanding of reversible and irreversible changes is inconsistent, as is their understanding of the formation of shadows. For example, a few record that heating potatoes, cooking meat and burning wood are reversible.

123. The quality of teaching and learning is good overall. In Key Stage 1, it is consistently good. In Key Stage 2, there is an equal proportion of very good and satisfactory teaching. Very good lessons are characterised by thorough preparation. The activities are very well explained, organised and structured to engage pupils very productively throughout the lessons. However, the higher attaining pupils are sometimes only partially stretched. For example, they are not asked to repeat observations so that they understand the scientific phenomenon more thoroughly. Very good relationships contribute to brisk working and learning. Thoughtful questioning involves as many pupils as possible in sharing information and enhancing understanding. Weaker elements of teaching include the teaching of science investigations and, in a few lessons, weaker management of pupils that can lead to distractions and consequently slower learning.

124. The management and leadership of the subject are good. The curriculum is reviewed regularly to improve its match with the needs of the pupils. Assessment processes are kept under review to improve their quality and efficiency, and to inform the regular review of the curriculum to raise standards. The action plan is relevant and well thought out to raise standards further. The current low level of monitoring of teaching is set to improve during the next year, when the school's main focus will be on science. The resources are of good quality and quantity. These help in motivating and engaging pupils in their learning. Information and communication technology is used well, for example, in writing reports of experiments and searching for scientific information.

ART AND DESIGN

125. By the end of both key stages, pupils attain good standards in art that are above those of most pupils of similar ages nationally. Similar standards were observed in the last inspection, and the school has done well to maintain them. Across the school, evidence shows that pupils achieve well and make good progress in working with a range of media, materials and techniques in two and three dimensions, with good quality outcomes.

126. An impressive feature of the art curriculum is the particularly high standard of work in ceramics. Pupils' skills start to be developed at an early age. In Year 1, for example, they make small creatures, with close attention to minute detail. By Year 6, pupils have produced notable pieces, such as figurines and plaques, and are knowledgeable about the techniques involved, from the conception of an idea through to its final firing in the school's own kiln. Pupils across the school are developing good techniques in observational drawing, with good attention to shape, line and tone to create depth in their pictures. In Year 1, they produce good quality portraits of characters from favourite fairy tales with good attention to their expressions. By Year 2, pupils show a good understanding of the effects produced by different grades of pencil to produce, for example, detailed pictures of Florence Nightingale. The level of detail and skill increases well in Key Stage 2, with pupils using their good observational skills to capture a wide range of everyday objects, artefacts and scenes resulting in some

detailed representations by Year 6, for example, of their trainers. Pupils are creative in their experimentation with different media, such as pastels, paint and collage, and use different techniques such as printing to good effect, as seen in topic book covers. Pupils demonstrate a good understanding of the work of different artists, such as Mondrian in Year 2 and Monet in Year 3. They experiment with different media to inform their own representations in a similar style, including the use of information and communication technology, with some effective finishing. In Year 5, pupils' study of the sculptor Henry Moore has resulted in some inspirational pieces in the same style - but using soap! Some very striking prints have been produced in Year 6 based on the work of William Morris.

127. Teaching and learning are good overall. In the lessons seen, they were invariably at least satisfactory, and they were good in two thirds, a similar picture to the last inspection. A very effective feature of teaching is that learning is often placed in a relevant context for pupils by drawing on their work in other subjects. For example in Year 2, as part of their study of Florence Nightingale, pupils are helped to understand the purpose and importance of an artist's work as an historical record in the time before cameras were invented. In Year 3 pupils are working on growth of plants in science and the teacher effectively related the work of the artist, O'Keefe, to encourage pupils to focus carefully on particular features of flowers. Some very imaginative links in Year 5 were made between physical education and art where pupils were photographed emulating some of the sculptures of Henry Moore. Pupils are interested in what they are doing in art as a result of such links and work with a very good level of concentration. Lessons are well managed and behaviour of pupils is very good, creating a productive and purposeful environment in which pupils are deeply engaged and involved in their work. Lessons are usually well organised, with clear objectives, so that pupils are working with a clear understanding of what to do. On occasions, when art forms part of a range of activities, planning can be brief, and the purpose, initially, not made clear to pupils. Lack of intervention by the teacher can mean that pupils are not always given sufficient guidance to develop their techniques to the highest standard. However, adult helpers are usually well deployed to support learning, and are well-briefed about the tasks and their role. As a result, pupils make good progress in both their skills and techniques where there is focused input.

128. Teachers' planning is supported by a good policy, and the newly developed curricular map shows how work is organised in each key stage and links effectively to main topics. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils have a chance to consider and reflect on the work of artists. A well attended weekly art club enables pupils with a particular talent or interest to develop their skills further. The school enters competitions organised within the community, and has met with some success. The school makes good use of visits to national art galleries, and focuses on famous artists which helps to promote pupils' cultural development. They also use local artists to develop particular skills such as water-colour. There is less evidence of pupils developing a good awareness of art in other cultures and this has been recognised as an area for development. Procedures have been established for assessing pupils' work in observational skills, and for keeping samples so that progress in learning can be viewed. Resources to support learning are good, with some very good equipment to support work in ceramics.

DESIGN AND TECHNOLOGY

129. At the time of the last inspection, the standards in design and technology at the end of both key stages were above average. After a brief dip during the implementation of national initiatives of literacy

and numeracy, the subject is regaining its momentum. The current standards of seven

and eleven year olds are in line with the national expectations. The national model scheme of work provided by the Qualifications and Curriculum Agency provides contexts that the teachers use effectively to provide a sound range of opportunities for pupils to develop skills across all areas of the subject.

130. Pupils with special educational needs are given a level of support that enables them to make sound progress. The analysis of pupils' work and lesson observations show that boys and girls take an equally keen interest in the subject and attain similar standards. Pupils enter the school with low design and technology skills. As a consequence, the foregoing judgements indicate that they achieve well by the time they leave the school.

131. Satisfactory standards of seven-year-olds are reflected in the designing and making of puppets and of a variety of wheeled vehicles for specific purposes, such as a dump truck or an ambulance. Pupils use tools, and assemble, join and combine materials and components to complete these products. There is a progressive development of skills, knowledge and understanding, for example, when designing and making products such as a photo frame in Year 3 and moving books in Year 4. In Year 5, they design and make sketch plans which they use for making moving toys, involving the use of a cam and levers to provide moving parts. In Year 6, standards of designing and making slippers are average, but those related to fairground rides are above average. Pupils use batteries, circuits, motors, pulleys and belts well so their rides rotate.

132. It was only possible to observe lessons in Key Stage 1. Nevertheless, an analysis of pupils' work in Key Stage 2 shows that the overall quality of teaching and learning of design and technology is at least satisfactory. The lessons observed in Key Stage 1, together with the analysis of completed work, show that teaching in Key Stage 1 is good. In one good lesson, the teacher encouraged the pupils to choose appropriate equipment to design and make strong and stable products such as a swing, slide or see-saw. Clear instructions and explanations from the teacher, and pupils' keen interest and motivation, led to productive learning.

133. The leadership and management of the subject are good. Monitoring of teaching and pupils' work is effective in improving the quality of the curriculum and of teaching. The organisation of a design and technology week involving pupils and parents has raised the profile of the subject. This has further raised pupils' interest and motivation. The subject action plan is well considered and relevant for assuring equality of access to the subject for all pupils. The assessment arrangements, however, are weaker, and they are not used systematically enough in planning. The provision of sufficient good quality, accessible resources, for example, tool boards, is good and contributes to productive learning.

GEOGRAPHY

134. The last inspection found standards at the end of Key stage 1 to be above average. At the end of Key Stage 2, they were in line with the national average. Standards at the end of Key Stage 1 are now about average. The standards at the end of Key stage 2 have been maintained at the same level as before. Analysis of pupils' work and lesson observations of teaching and learning in both key stages show that boys and girls attain similar standards. Good support for pupils with special educational needs ensures their good progress in both key stages.

135. By the age of seven, pupils are aware of places beyond their locality, for example, through their study of foods from around the world – tortillas in Mexico and potatoes in Ireland. They compare the geographical features of present day and 17th century London. Year 4 pupils use various resources to find facts about different countries, and compare features such as Brazil's monthly rainfall and temperatures with England. Similar work is further expanded in Year 5 when pupils gather similar information about other countries. Pupils make effective use of resources to find more detailed information about European countries. They do not, however, have the higher level understanding of concepts like interdependence.

136. The quality of teaching and learning observed was good. It was very good in one of the four observed lessons. In this lesson, the planning was thorough, the objectives were clear and the sharing of these with pupils raised their motivation and involvement in learning. The very well organised and structured lesson contributed to very good pace and efficient learning. Highly effective management of pupils, very good relationships and mutual respect created a very productive ethos for learning. The expectations were set challengingly high for the higher attainers, for example, in the use of six-figure co-ordinates to locate geographical features on an Ordnance Survey map. Pupils were encouraged to use the computer to explore websites and databases to find distances between various places. The good supply of resources were effectively used to promote good learning. Occasionally however, the teachers do not attend to pupils' misconceptions. For example, a display of children's work stated that 'in India few people can read and write. There is too little food and main products are coal, wood and iron'. They also do not regularly stretch the higher attainers. For example, the eleven-year-olds have little notion of interdependence and knowledge and understanding of geographical patterns, or of physical and human processes.

137. The leadership and management of geography are good, and teaching has been monitored effectively. The resources have been audited and updated and the scheme of work is regularly updated. These features have a positive impact on pupils' learning. However, assessment procedures are weaker. The fact that the subject is only taught in some terms hinders the systematic development of skills, for example, the use of symbols to interpret maps in Year 4, despite the use of short 'ten minute teasers' and cross-curricular links at other times of the year. The use of the skills of literacy, for example, in the use of symbols, numeracy, for example, when using and interpreting co-ordinates and information and communication technology, for example, exploring websites to find the distances between places, all make a good contribution to the pupils' learning.

HISTORY

138. Only one lesson was observed in history during the inspection, and this was in Key Stage 1. It is evident from this and from a study of pupils' books and displays of work, that attainment in history is in line with national expectations at the end of Key Stage 1, and pupils, including those with special educational needs, make satisfactory progress. As pupils move through Key stage 2, their satisfactory progress continues, but speeds up towards the end of the key stage. Pupils achieve well in Year 6 and this results in standards that are above those expected of eleven year olds nationally. Since the time of the last inspection, standards have been sustained.

139. In Key Stage 1, pupils are satisfactorily developing a sense of old and new, and of chronology. Pupils have looked at old and new houses, noted the differences and placed them in order of age. Older

pupils have learned about famous people, such as Florence Nightingale, and can recall key points of her life and explain clearly why she became famous. As part of this work they have studied pictures and paintings of that time, noting differences such as costume, and buildings used as hospitals. In Key Stage 2, pupils make satisfactory progress in their knowledge and understanding of different time periods. They have a sound understanding of key figures and events, and are able to place them in chronological order. In Year 3's study of Egyptians, pupils showed sound attainment in this respect, with some notable work in examining artefacts and suggesting their purpose. In Year 5, opportunities are taken to consider the lives of key figures as part of the science work, such as Harvey in their study of circulation. Pupils' interpretation and enquiry skills are developed well through opportunities for first-hand field work in each year. In Year 5, for example, pupils' understanding of the Ancient Greek civilisation is extended through a visit to the British Museum. In Year 6, local studies form part of the work on the Victorians and is very effective in developing good enquiry skills, involving study of first hand sources such as census data. There are examples of pupils using their literacy skills well in history, with some effective writing from the point of view of different people in different time periods. In Year 4, for example pupils write letters, which bring out clearly the contrasting lifestyles of a Roman General and a Celt. In Year 6, pupils apply their understanding of Victorian life to create 'timetables' of different people's lives.

140. The quality of teaching and learning in the one lesson seen was good, a reflection of the previous inspection findings. It had clear plans and a sound structure to show how learning was to develop. The lesson was well organised so that pupils had a range of tasks to complete in a relatively short period of time, which helped them make good gains in their learning. Good management helped pupils to work quickly and to continue to do so in a productive environment, with little time wasted. Pupils were very interested in the prints of Florence Nightingale and the conditions under which she worked at Scutari. The teacher made good use of detailed questioning to encourage pupils to observe carefully and compare and contrast what they were seeing, and gave key words to aid their recorded findings. Good use of support staff was an essential part of the lesson in supporting pupils' learning, although too much information was written out in full for the pupils, which reduced their opportunities to apply their literacy skills. Pupils co-operated well with others in the group activities and worked comfortably together, sharing views and opinions openly with adults and each other about Florence Nightingale. From evidence in work samples and planning, the teachers, overall, demonstrate a good knowledge of history. They have appropriate expectations that the pupils will understand and succeed in what they are asked to do. As part of these expectations, teachers provide interesting activities and select resources, which develop pupils' knowledge and skills through holding their interest. Displays in most classes, for example, contain a range of stimuli - artefacts, posters, fabric and other objects - together with key questions, which gain the pupils' interest in the subject and raise their curiosity. Resources to support learning in history have been improved since the last inspection and are now at a satisfactory level, especially in terms of non-fiction books.

141. The curriculum has just been revised from a two-year cycle to an annual programme which suitably covers the requirements of the National Curriculum. Good cross-curricular links are incorporated into each unit of work, so that learning is made relevant as well as interesting for pupils. Art, in particular, is used as an effective medium to express historical understanding. The subject makes a sound contribution to pupils' cultural awareness, with visits to places of interest in the locality and further afield as part of their visit programme. In addition, theatre groups are invited into the school, for example to support the work on Victorians in Year 6, which helps to develop pupils' enthusiasm for the subject. However, in Key Stage 2, history is only studied in one term each year, which does not ensure that pupils' learning builds as effectively as possible from year to year. Although teachers review history work as part of their

evaluation of lessons, there are as yet few systems for assessing individual pupils' achievement and tracking the progress they make. The new co-ordinator is alert to the areas requiring improvement. An evaluation of history in the school has already begun and a detailed action plan prepared which identifies the priorities for improvement. The co-ordinator is providing good leadership of the subject, a view expressed in the previous inspection, and the capacity to secure further improvement is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. The previous inspection report found that attainment in information technology met the requirements of the National Curriculum at the end of both key stages. Current inspection findings are that attainment in information and communication technology is in line with national expectations at the end of both key stages. Whilst this appears to be a very similar judgement, in fact, pupils are now achieving far more. The requirements of the National Curriculum have changed a good deal, which has necessitated the use of new hardware and software, and an increased level of teacher expertise. The school has addressed both these issues effectively to enable attainment to be at a satisfactory level. However, improvements are recent and ongoing, and have not had time to make a significant impact on pupils' learning.

143. By the end of Key Stage 1, most pupils use a word processor competently to change the style and size of letters, and write short texts. They compose and edit their own versions of traditional fairy tales. They are learning mouse control and keyboard skills well. They learn about compound words in literacy, and use them to compose poems on screen, and they have used a paint program to paint pictures of insects. They use the CD ROM to support their learning, for example to help them practise telling the time, and to find out about Judaism and Islam. They have produced graphs from data collected so that they can compare the growth of their sunflowers. They are able to write programs for programmable toys to send them on specific routes.

144. By the end of Key Stage 2, pupils have further developed their word processing skills, using simple desk top publishing, for example to produce a poster on Macbeth. They can access information from a CD ROM when researching individual topics and have a sound understanding of how to make simple databases. They used their results from an investigation to investigate whether taller people jump further than shorter ones. Pupils are beginning to make use of the Internet to carry out their own work, for example by downloading revision papers for the National Curriculum tests! However, the effectiveness of this is sometimes limited by problems with the Internet connection.

145. Computers are beginning to be used across the curriculum, although further development in this direction is needed. In literacy, pupils have used a program for using the correct punctuation when writing conversations. In science, they have used graphs to represent data collected, and in music, they have composed music on the topic of 'Rivers'. Good use is being made of the digital camera, especially on visits outside the school, when photographs are taken, and the pictures used, with word processing, to report on the outing. When Year 6 pupils visited the church, they imported pictures into Word documents to display their record of the visit. Older pupils are encouraged to send in their homework by E-mail. Pupils with special educational needs and English as an additional language experience the same curriculum as other pupils, and make appropriate progress for their age and ability.

146. There was insufficient evidence to make a firm judgement about the quality of teaching during the inspection. Of the two short sessions seen, one made good use of a projector linked to the computer to enable the whole class to see the screen. A clear demonstration with clear instructions gave pupils a good insight into using a paint program. Good use was made of questioning to check understanding. The other lesson made good use of an interactive screen, although further teaching on how to receive an e-mail was less successful. Classroom computers are usually switched on and often loaded with suitable programs, but they are not yet seen, by pupils or teachers, as a resource to be used as part of their routine work.

147. Information and communication technology is very much at a developmental stage, but it is moving forward at a good pace. There are new systems of hardware and software in place which enable the requirements of the National Curriculum to be met. A digital camera, sensors, scanners, Internet access and an interactive white board are all giving pupils valuable experiences, and helping their progress in the subject. A new scheme of work has been developed which ensures coverage of all the required elements. The co-ordinator has worked hard on these developments, and on developing the awareness of other teachers, although still more needs to be done on developing staff expertise. Good assessment procedures are being developed in Year 1, and the planned extension of this to other year groups will enable a better record to be kept on pupils' achievement. At the moment, most records simply indicate when a pupil has used the computer.

MODERN FOREIGN LANGUAGES

148. By the end of Year 6 pupils achieve good standards in early language learning. French is taught to all pupils in Key Stage 2 and is an important part of the school's curriculum. Throughout the school, pupils listen attentively to discriminate sounds and to develop accurate pronunciation. They make good use of their understanding of the English language in learning a foreign language. Once they have been introduced to French in Year 3, pupils respond with developing ability to questions and instructions couched in familiar language. Most pupils show confidence in speaking and reproduce precisely what they have heard.

149. The quality of teaching is consistently very good. Teachers and the learning assistant, who supports the teaching of French, have very good knowledge of the subject. This allows them to employ a mainly oral approach and to present pupils with clear models of spoken French. Lessons are interesting, very well planned and fun. Pupils enjoy learning French and readily reply to questions, trying hard to reproduce exactly what they have heard. Teachers use a wide range of inspiring teaching strategies to hold pupils' attention and to consolidate their learning. In a Year 4 lesson, good use was made of a song to consolidate and revise pupils' knowledge of body parts. All opportunities for teaching are grasped and the very good pace of teaching is a special feature of all lessons. Interrelations between adults are very good adding to the pace of pupils' learning. Resources are very well used to motivate pupils' interest. In a Year 6 lesson, for example, the teacher made very effective use of items of clothing to develop pupils' vocabulary. There was a high level of interest and involvement as pupils presented a fashion show in French. Pupils have good attitudes to French and behave very well in lessons. They enjoy interacting with adults and each other and are ambitious to do well. Pupils with special educational needs are provided with full and equal access in lessons, and they too make very good progress in their learning. The very good relationships that exist between all members of the school community promote confidence in speaking, and pupils readily contribute ideas.

150. French is a valuable part of the school's provision. It is very worthwhile in itself and prepares pupils well for their next stage of education. Teachers say that they receive very favourable reports from the French departments of the secondary schools to which pupils transfer. French also contributes to extending pupils' cultural horizons and further develops their awareness of the structure and potential of language. Year 6 pupils are given the chance to use their foreign language in real situations during their residential visit to France. Through this annual visit, pupils stay with families, and, as a result, many lasting friendships have been forged.

151. The co-ordinator manages the subject very well. As a result of her leadership, the quality of teaching and learning has improved significantly since the last inspection, when some teachers lacked confidence. There is a good scheme of work in place that helps to ensure progress in pupils' learning as they move through the school.

MUSIC

152. Music is a strength of the school.

153. Attainment in music is good in both key stages, and is better than national expectations at the end of Key Stage 2. Music throughout the school maintains the high quality noted during the previous inspection. During this inspection, four music lessons were seen, all taught by a part-time specialist teacher. Although music was not seen in Year 2, good lessons and good standards were seen in Years 1 and 3. Additionally, inspectors saw a brief recorder lesson, and an extra-curricular choir practice. A good display of the school's music work was exhibited in the hall.

154. In Key Stage 1, all pupils enjoy singing. In a good lesson seen, they sang with clarity and rhythm, and demonstrated good understanding of pitch, texture and dynamics. They listened to an excerpt from The Planets suite, and recognised the 'mysterious' quality of the music. They identified long and low notes, and successfully imitated them on percussion instruments. The lesson made a good contribution to pupils' spiritual awareness.

155. Good singing in Key Stage 1 is extended in Key Stage 2 with songs in foreign languages, including French and Modern Hebrew. Pupils in the choir follow the conductor carefully, singing in unison without accompaniment, and keeping time and pitch. In Year 3, pupils understand the meanings of 'ostinato' and 'crescendo', and they learn to play the recorder. In a good lesson seen during the inspection, pupils in Year 3 identified instruments on an audio tape. They clapped beats and rhythms to follow the emphases in tree names, and repeated the sequences on percussion instruments.

156. Pupils in Year 4 interpret rhythms from a mix of bold and faint numbers on cards. They can identify a decrescendo. In a very good lesson, they identified instruments used in Caribbean music, and they skilfully clapped rhythms in a round. In this fifty-minute lesson, pupils' attitudes and behaviour were excellent. Attitudes throughout the school are very good. Pupils interviewed in Year 6 had very good knowledge of composers, including Beethoven, Mozart and Grieg. Each week, the co-ordinator introduces the work of the composer featuring in assemblies.

157. Progress is good in all aspects of the music curriculum. The specialist teacher has very good subject knowledge, and good knowledge of most pupils. Her planning is very good. Carefully structured lessons are varied and fast-paced, and ensure the full involvement of all pupils, including those with special educational needs. Accurate assessments of individual pupils' work are included in the school's annual reports to parents. Very good links relate music to other areas of the curriculum, including information and communications technology.

158. The school's policy for music is good, and schemes of work are related to the school's topics. Accommodation is satisfactory, and resources are good.

PHYSICAL EDUCATION

159. Standards in physical education are similar to national expectations at the end of Key Stage 1 and Key Stage 2. In the previous inspection, standards were judged to be above national expectations. All pupils, including those with special educational needs, participate in all areas of the physical education curriculum.

160. In Year 1 classes, pupils listen very carefully to their teachers' instructions. They warm-up enthusiastically, and know that exercise is beneficial. They have very good awareness of space and, without reminders, they find adequate floor space for their movements. In a challenging lesson seen, pupils hopped, skipped and jumped in many directions. The teacher used good vocabulary, and pupils understood the meaning of 'slalom'. The lesson was fast paced, and pupils' behaviour was excellent. In a similar Year 2 lesson, pupils new to the class showed good control and safety awareness. Attainment was satisfactory, and behaviour was very good.

161. In Years 3 and 4 pupils receive intensive swimming tuition at a municipal pool. Most pupils in Year 4 can swim 25 metres. This is significantly above the expectation for their age group. Pupils in Year 4 learn the techniques of rounders, and most develop satisfactory skills in throwing and catching. In Year 5, pupils quickly develop running skills. In an excellent lesson seen, pupils experimented with starting techniques, and discussed how weight transfer affects acceleration from a standing position. In this excellent lesson, taught by the subject co-ordinator, all pupils, including those with special educational needs, achieved high standards and made excellent progress. In two lessons seen in Year 6, pupils practised cricket skills, including batting, overarm bowling, and stopping and returning the ball. Standards were satisfactory, although pupils' experience of the playing the game was limited.

162. Physical education is integrated with other curriculum subjects, including mathematics and information and control technology. In a good blend of physical education and art, pupils in Year 5 classes have devised dance movements related to the sculpture of Henry Moore. The school offers a very good variety of extra-curricular activities, including netball and table tennis. During the inspection, the netball team were runners-up in an inter-school competition.

163. Seven lessons were seen during the inspection. Teaching was excellent or very good in three lessons, good or satisfactory in three lessons, and unsatisfactory in one lesson. In the best lessons, teachers had very good subject knowledge and expertise. They made very good use of time and resources, and fully involved children who were new to the school. In the unsatisfactory lesson, the teacher failed to control the class. On the school's large playing field, pupils frequently ignored or deliberately misinterpreted her instructions. Teachers' planning within year groups is very good. Pupils'

self-evaluation, and their evaluation of others' work, is underdeveloped in most classes.

164. In both key stages, pupils' progress is satisfactory. Attitudes are good overall, but deteriorate when teaching fails to engage pupils' full attention. Teachers' behaviour management is inconsistent, and, in the lessons observed, pupils not participating were not always provided with relevant work.

165. The subject co-ordinator is experienced and enthusiastic, and is very well qualified to lead the subject. Her own lessons are often inspirational, and pupils have great regard for her knowledge and expertise. She monitors teaching throughout the school and discusses individual lessons with class teachers. The subject is supported by a good policy and a good scheme of work. Assessment is satisfactory. Teachers' weekly summary evaluations of their lessons contribute to their annual reports to parents.

166. Accommodation is very good, including a large and well-maintained playing field. Resources are very good and are used intensively.

RELIGIOUS EDUCATION

167. Standards at Key Stage 1 and Key Stage 2 are above the expectations of the locally agreed syllabus. Given the disruption caused to learning by the regular changes in the pupil body, this represents good achievement by these pupils. This picture represents an improvement at Key Stage 1 since the last inspection, when standards were found to be sound, and a continuation of standards attained at Key Stage 2. Since the last inspection the school has revised its programme of work for religious education in line with the Surrey Agreed Syllabus, and there is now a broad and balanced curriculum in place.

168. By the end of Key Stage 1, pupils show a good understanding of the richness and diversity of different religions by looking at Christianity Judaism and Islam. Pupils are able to recognise and understand the purpose of different parts of an Anglican Church, and are beginning to understand the significance of baptism as a sign of belonging. Year 1 children, following a church visit, engaged enthusiastically in discussion based on an excellent model of a church constructed by a pupil, and were able to recount their own personal experiences of the visit with confidence and understanding. The imaginative use of artefacts in this lesson, including the children identifying objects in a 'feely bag', promoted meaningful discussion and effective questioning which had a positive impact on pupil's learning.

169. By the end of Key Stage 2 most pupils have a good understanding of the origins of Christianity and have discussed religious education in relation to topics such as Ancient Greece, Romans and Victorians. Pupils build upon what they have learnt at Key Stage 1 and are also introduced to Hinduism, benefiting enormously from the personal experiences of the faith from a learning support assistant. Throughout both key stages teachers work hard to ensure that pupils not only learn about religion but also learn *from* religion. In a Year 3 lesson on Islam, for example, the very good subject knowledge of the class teacher, together with carefully planned activities, ensured that all pupils were able to understand that the Qu'ran is a special book for Muslims as is the Bible for Christians. Here pupils were encouraged to reflect on what is special to them, and were beginning to appreciate some of the symbolism associated with Islam, such as the reason why Muslims wash their hands before touching the Qu'ran.

170. The quality of teaching is good. Teaching was invariably at least satisfactory during the inspection, and of the five lessons seen two were judged to be very good and one excellent. Very good teaching is characterised by detailed planning, effective questioning, and the good use of artefacts to stimulate discussion and enhance pupils' learning. Pupils of all abilities in both key stages make good progress gaining in knowledge and understanding of religious education as they move through the school. This is enhanced by the good subject knowledge of teachers and the effective support of learning support assistants. Work throughout the school is effectively supplemented by visiting speakers such as a Rabbi and the Padre from the local military base as well as visits to local places of worship, such as a Mosque, Synagogue and Anglican Church. The planned visits, which form an integral part of the curriculum for all classes, are appreciated and enjoyed by the pupils, whose attitude towards the subject and behaviour within lessons is very good.

171. Speaking and listening form an important part of religious education, and the discussion of religious customs and beliefs is a strength of the religious education programme. The use of written work to express ideas and feelings, however, is underdeveloped and is inconsistent throughout the school. When opportunities are provided in this area, pupils are able to produce imaginative and thoughtful pieces of work, as was seen in a Year 6 class when pupils, in an extended piece of written work, described how God might have felt when he created the world.

172. There are currently no agreed assessment criteria for religious education. However, the co-ordinator recognises the need to devise a common format for all staff to record pupils' progress, knowledge and understanding of the work covered. Nevertheless, teachers' lesson evaluations form the basis of future planning, and informal assessment in lessons is effective in maintaining pupils' interest and application. To ensure that the progress made since the last inspection is maintained, the school needs to re-assess monitoring and evaluation procedures to ensure that planning is always evident in practice and there is consistency between classes.

173. The subject is led by an enthusiastic and knowledgeable co-ordinator who is able to offer practical support to colleagues as appropriate.