

INSPECTION REPORT

STAMFORD GREEN PRIMARY SCHOOL

Epsom

LEA area: Surrey

Unique reference number: 125066

Headteacher: Mrs C Shotton

Reporting inspector: Peter Howlett
23744

Dates of inspection: 19th – 22nd March 2001

Inspection number: 192469

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:	Community
School category:	Infant and Junior
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Christ Church Mount Epsom Surrey
Postcode:	KT19 8LU
Telephone number:	(01372) 725383
Fax number:	(01372) 739598
Appropriate authority:	The Governing Body
Name of chair of governors:	Honorary Alderman Michael Staples
Date of previous inspection:	10 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Information and communication technology History Geography	How high are standards? How well is the school led and managed?
9519	Sue Pritchard	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
21796	James Walsh	Team inspector	Mathematics Physical education Religious education English as an additional language Equal opportunities	How good are curricular and other opportunities offered to pupils?
27426	Terence Aldridge	Team inspector	Science Foundation Stage Special educational needs	
8440	Stephen Beaumont	Team inspector	English Art and design Music	How well are pupils taught?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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	4 - 7
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?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16 - 17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large primary school for boys and girls aged four to eleven years of age. There are 315 full-time pupils on roll and 14 children attend part-time. There are two reception classes, one operating in the morning only to include the children attending part-time. Pupils in both key stages are in ten mixed-ability age-ordered classes.

The school is situated in a large residential suburb on the western edge of Epsom, Surrey. Most pupils live in the immediate locality, in owner-occupied accommodation. A significant minority live in rented accommodation including local authority housing. Many pupils come from favourable socio-economic backgrounds and the percentage of pupils eligible for free school meals (nine per cent) is below the national average. About eighty-five per cent of pupils come from families of white ethnic origin, ten per cent from Asian backgrounds and 2 per cent from Caribbean or African heritage. There are twenty-one pupils with English as a second language; this is a higher proportion than that found in most schools. Five of these pupils are at an early stage of English language acquisition. Seven pupils come from travelling families. About 26 per cent of pupils are on the school's register for special educational needs. This is slightly above the national average. Four pupils have statements of special educational needs. Most pupils have received some pre-school education and the range of attainment on entry is broad, but, overall, it is above levels typically found nationally.

HOW GOOD THE SCHOOL IS

Stamford Green is an improving school. It is an orderly and happy place with a good ethos for learning. There is much good teaching and the school provides a sound education for its pupils. Pupils achieve above average standards in English and mathematics. The headteacher and governing body provide effective leadership, ensuring that the school is clearly focused on raising standards and improving the quality of education. The school gives satisfactory value for money.

What the school does well

- Pupils achieve well in mathematics and standards are well above national averages.
- The quality of teaching is good, including the teaching of literacy and numeracy.
- The attitudes and behaviour of pupils and their relationships with one another are very good.
- Opportunities for pupils' personal development are very good and provision for their moral and social development is good.
- The governing body is very effective and with the headteacher provides purposeful leadership.
- The reception classes provide children with a good start to school.
- There are good links with parents.

What could be improved

- Teaching of religious education to meet statutory requirements.
- Standards and provision in information and communication technology.
- Opportunities for pupils to develop their writing skills in other subjects.
- The achievements of higher attaining pupils in science, music, history and geography.

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 fully in February 1997. That inspection was critical of many aspects of the work of the school. A further inspection by her Majesty's Inspectors of Schools (HMI) carried out in February 1999 recorded satisfactory progress in addressing the key issues identified in previous report. Since then the quality of teaching has continued to improve and the school has made satisfactory efforts towards improving those areas identified as key issues in the HMI report. Teachers make effective use of assessment information in planning future work for pupils. The management roles of subject co-ordinators have been strengthened. The school has put in place some effective strategies to improve pupils' achievements in

writing, although there needs to be further development in this area. The headteacher, staff and governors are firmly focused on raising standards and the school is well placed to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	B	A
mathematics	C	A	A	A
science	B	A	C	C

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

This table shows that results in the most recent national tests for eleven year olds were above the national average in English, well above in mathematics and average in science. In comparison to similar schools, results were well above the average in English and mathematics and average in science. The percentages of pupils reaching or exceeding the expected level 4 were above average in all three subjects. The school exceeded its published targets in English and mathematics. The percentage of pupils attaining the advanced level 5 was above average in English and mathematics and average in science. Over the last four years the rate of improvement in the school's results in the national tests in mathematics at Key Stage 2 has been better than that found nationally. In English and science, results have generally kept pace with the national trend of improvement. Results in the national tests for seven year olds in 2000 were above national averages in reading and writing and well above in mathematics. The performances of pupils in the national tests at Key Stage 1 have been consistently above national averages.

Inspection evidence confirms that standards at both key stages are well above average in mathematics, in reading and speaking and listening and average in writing and science. In information and communication technology (ICT) standards broadly match expected levels at Key Stage 1, but fall short at Key Stage 2. In religious education, attainment is below the expectations of the locally Agreed Syllabus at both key stages. Standards are broadly in line with expected levels in music, history and geography, but work is not covered in sufficient depth. In art and design, pupils attain the expected standards. In physical education, pupils achieve expected standards at Key Stage 1 and above at Key Stage 2. There was insufficient evidence to make judgements on standards in design and technology. Children achieve well at the Foundation Stage and most reach or exceed the expected standards by the age of five.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are well motivated and set about their work with a great deal of interest and enthusiasm.
Behaviour, in and out of classrooms	Behaviour around the school, in lessons and on the playground is very good. Pupils respond very positively to their teachers' expectations and have a clear understanding of what constitutes acceptable and unacceptable behaviour. The school is a calm, orderly and cheerful community.
Personal development and relationships	The school very successfully promotes a climate of co-operation and friendliness amongst pupils and relationships are very good. Pupils show very good levels of personal responsibility and capacity for working independently.
Attendance	Attendance is satisfactory and is in line with other primary schools. However,

	there are too many instances of pupils arriving late for school.
--	--

This positive behaviour, attitudes and relationships make a strong contribution to the quality of pupils' learning in the classroom.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. Seventy-three per cent of lessons observed were good or better, including 12 per cent very good lessons. Teaching was unsatisfactory in two per cent of lessons. This is a marked improvement in the quality of teaching since the last inspection. The teaching in literacy, numeracy, science and physical education lessons is good. Teachers plan individual lessons very well; they know precisely what it is that they want pupils to learn and clearly explain what this is to pupils. In English and mathematics lessons, work is carefully matched to pupils' individual needs and higher attaining pupils are given challenging tasks, which ensures that they work to their potential. This is not often the case in other subjects, which means that higher attaining pupils do not always do as well as they could. Teaching of pupils with special educational needs is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the learning opportunities at the Foundation Stage are good and at both key stages, satisfactory. The school gives high priority to English and mathematics, but there is insufficient focus on the development of writing and ICT skills in other subjects and on science investigative skills. Extra-curricular provision is very good.
Provision for pupils with special educational needs	Provision for these pupils is good. The school is effective in identifying pupils with learning difficulties. Provision is well managed to ensure that pupils receive the help they require.
Provision for pupils with English as an additional language	Provision is satisfactory. The curriculum is inclusive as it ensures equality of access and opportunity for all pupils. Most EAL pupils are bilingual and are taught alongside their peer groups. Pupils at the early stage of English language acquisition receive satisfactory support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral and social development. The school provides a strong foundation for building up pupils' good social behaviour and a clear sense of right and wrong. Provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good procedures and practices ensure a high standard of pupil welfare. There are very good procedures to promote their personal development. Good systems for assessing progress in English and mathematics lead to the setting of appropriate targets that build upon prior learning, though measures to assess progress in ICT are unsatisfactory. Positive strategies and a strong school ethos support pupils' high standards of behaviour and very good attitudes.

The effectiveness of the school's links with parents and the quality of information provided for them are both now good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The headteacher shows a clear vision for the future direction of the school. She has good leadership qualities and a strong sense of purpose and commitment to moving the school forward. Curriculum co-ordinators for English, mathematics and science provide effective leadership in the development of their subjects.
How well the governors fulfil their responsibilities	The governing body plays a highly effective and purposeful role in the management of the school. It is committed to ensuring high quality education for all pupils and works closely with the headteacher to achieve this objective. Governors have a good knowledge of the school and its priorities for development. The governing body is well organised and is fully involved in planning, decision-making and policy-making. However, statutory requirements with regard to teaching the locally Agreed Syllabus for religious education are not fully met.
The school's evaluation of its performance	The monitoring and evaluation of teaching in the core subjects are good. The school analyses test data effectively, but it needs to develop further measures to evaluate gains in pupils' learning over time.
The strategic use of resources	Financial management is prudent. Financial administration is good and governors have adequate procedures to ensure that they gain 'best value' and that expenditure is closely linked to improving standards. The school gives satisfactory value for money.

The school has a suitable number of staff to deliver the National Curriculum. The accommodation provides good facilities for teaching the curriculum and there is a good range of resources to support pupils' learning, except in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like coming to school. • The good behaviour in the school. • Teaching is good. • The school helps their children become mature and responsible. • The school is well led and managed. • The school has a successful open door policy and staff are approachable. 	<ul style="list-style-type: none"> • Homework arrangements. • Arrangements for keeping them informed about pupils' progress.

The inspection team endorses parents' positive views of the school. However, it notes that a significant minority of parents have concerns about the arrangements for homework and for providing information on pupil progress. The inspection team's judgements are that homework arrangements and pupil reports are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the most recent national tests for eleven year olds were above the national average in English, well above average in mathematics and average in science. In comparison to similar schools, results were well above the average in English and mathematics and average in science. The percentages of pupils reaching or exceeding the expected level 4 were above average in tests in all three subjects. The school exceeded its published targets in English and mathematics and these targets were appropriately challenging. Higher attaining pupils do well in English and mathematics. The percentage of pupils exceeding the expected level 4 was above average in English and mathematics, although only average in science. Over the last four years, the rate of improvement in the school's results in the national tests in mathematics at Key Stage 2 has been better than that found nationally. In English and science, results have generally kept pace with the national trend of improvement.
2. Results in the national tests for seven year olds were above average in reading and writing and well above in mathematics in comparison to both the national results and those in similar schools. The performances of pupils in the national tests at Key Stage 1 have been consistently above the national average over the past four years and in general have improved in line with the national trend. Teacher assessments of pupils' performance in science are above national figures.
3. Compared to children nationally, standards of attainment on entry to the school are above average. Children achieve well at the Foundation Stage and most reach or exceed expected standards by the age of five. Results in the local authority baseline assessments, conducted when children joined the reception classes, indicate that they achieve above average standards especially in Communication, Language and Literacy, Mathematics and Personal and Social Education.
4. Inspection evidence confirms that standards are above average in English, well above average in mathematics and average in science at both key stages. At Key Stage 2, standards have improved since the last full inspection, while they have been maintained at Key Stage 1 and at the Foundation Stage. The school has done much to improve the quality of teaching and learning and address those areas where pupils were not achieving well enough. Pupils' achievements over time are now satisfactory at both key stages. Lesson observations during the inspection indicate that pupils are making appropriate gains in their learning. This is a significant improvement since the last inspection when progress at Key Stage 2 was very variable and unsatisfactory, overall. The previous inspection noted that unsatisfactory progress was particularly evident for higher attaining pupils and for boys. Higher attaining pupils now make satisfactory progress in English and good progress in mathematics. They achieve particularly well in mathematics. However, they are not sufficiently challenged in science, history and geography and music. Test results suggest that the school has been successful in addressing much of the underachievement in boys and inspection evidence indicates no significant difference in the performance of boys and girls.
5. Pupils with special educational needs make good progress in relation to their prior attainment and specific targets in English and Mathematics. In other subjects, their rate of progress is generally similar to that of other pupils in the class. Most receive good support from the learning support assistants. Their confidence and self-esteem grow, improving their willingness to tackle tasks. Individual education plans are in place for all pupils. A good feature of the school's provision is a programme of 'Reading Recovery', through which Year 1 pupils who are not making sufficient progress in reading are given intensive teaching by a specially trained and very skilled teacher. The results of this support are very positive.
6. Most pupils for whom English is an additional language are beyond the early stages of English language acquisition. They make satisfactory progress, overall, achieving well in mathematics and satisfactorily in English and science. Those pupils who are at an early stage of language acquisition receive appropriate support. They express themselves in single words and in phrases in English but have a

more developed understanding of numeracy. Pupils from travelling families make satisfactory progress in their learning. Their main difficulty is understanding instructions and routines that happen in the school day.

7. Pupils' literacy skills, overall, are above the average at both key stages and their achievements are satisfactory. Standards of listening and speaking are high throughout the school and are higher than at the last inspection. Pupils express themselves clearly and in an interesting and confident manner. Provision for promoting reading shows a marked improvement since the previous inspection, so pupils achieve well and standards are good at both key stages. In the early stages of reading, pupils are taught a variety of strategies to make meaning of the text, including phonics and most read accurately and confidently. Standards are not as high in writing as they should be, mainly because writing is not used enough in other subjects. Within English lessons, pupils' achievements are satisfactory. Pupils spell, punctuate and use correct grammar appropriately for their age. They can write poems, stories, and accounts effectively and many can write letters very well. However, older pupils do not do enough extended writing and teachers do not use pupils' literacy skills sufficiently in science, religious education, history, and geography. The presentation of work is often unsatisfactory. Pupils do not use word processing skills sufficiently to draft, edit, and present their writing.
8. Mathematics is a strength of the school. Standards in numeracy are well above average at both key stages. Since the last inspection, standards have been well maintained at Key Stage 1 and have improved significantly at Key Stage 2. Most pupils work confidently at the expected level and often beyond, for their age. Pupils of all abilities make good progress in the development of their numeracy skills because of the quality of teaching and the effectiveness of the Numeracy Strategy. In addition, the impact of the setting arrangements and booster classes on pupils' achievements and progress has been very positive. By the time they are eleven years old, most pupils have good understanding of number, including decimal fractions and percentages. Pupils' knowledge of mathematical vocabulary is very good.
9. In science, most pupils achieve expected levels at both key stages. However insufficient numbers of pupils are working at the higher levels. Standards are affected by limited opportunities to undertake investigations and develop scientific skills of predicting, investigating, observing and recording. For example, the work of the oldest pupils at Key Stage 2 shows little evidence of pupil led investigative activities and extended recording over the year. By the age of seven, pupils' knowledge and understanding of information and communication technology (ICT) are broadly in line with expected levels, but standards still fall short of what is expected by the time they leave school at age eleven. Now, with improved provision, pupils make satisfactory progress in specific ICT lessons and achieve higher standards than at the time of the last inspection. However, teachers do not provide enough opportunities within other subjects to develop pupils' ICT skills.
10. In history, geography and religious education, pupils' achievements are not high enough, because the range and quality of their written work are unsatisfactory. In religious education, there is a decline since the last inspection in standards and pupils' attainment is below the expectations of the locally Agreed Syllabus at the end of both key stages. Pupils' knowledge and understanding in history and geography are broadly in line with expected levels and are similar to those at the time of the last inspection. However, work is not covered in sufficient depth and the development of skills in these subjects is unsatisfactory. In music and art and design, pupils attain the expected standards at both key stages. In physical education, pupils achieve the expected standards at Key Stage 1 and achieve well at Key Stage 2. There is insufficient evidence to make judgements on standards in design and technology.

Pupils' attitudes, values and personal development

11. The personal development of the pupils, their behaviour, attitudes and their relationships in school are all very good. This represents a further improvement since the last inspection when all these aspects were judged to be good. Pupils' attendance is satisfactory and in line with that found nationally.
12. Pupils are keen to come to school and speak about it with evident pride. Many show the self-discipline and self-confidence necessary to perform well at school. They work hard and have a good understanding of their learning. A high percentage of parents replying to the questionnaire and

interviewed during the course of the inspection were firmly of the opinion that their children were happy at school. Pupils set about their work with a great deal of interest and enthusiasm whatever the level of challenge it presents and this is very beneficial to the rate of learning. Lessons proceed at a brisk pace because very little teaching time is wasted on disciplinary matters. Instances of pupils losing concentration and employing time wasting tactics are infrequent and linked to the rare occasions where a lack of clear purpose to the lesson and control from the teacher lead to pupils failing to understand what is expected of them.

13. Pupils with special educational needs and those for whom English is an additional language, respond particularly well when the work is explained to them in an enthusiastic and lively manner, well matched to their ability, yet suitably challenging. All pupils respond more readily and positively where there are additional adults around to steadily encourage and consistently motivate them. This is evident at the twice-weekly shared reading sessions in which parents support and foster the skills necessary to help pupils develop a life-long love of reading.
14. The school very successfully promotes a climate of co-operation and friendliness amongst pupils, including the few who at times have found it harder to sustain positive relationships. Their efforts are rewarded by the very good relationships that have improved steadily since the last full inspection. Pupils form friendly and supportive relationships with each other and there is a very good rapport between pupils and staff. They enjoy and share humour, knowing when to laugh and when to listen. This was evident in a whole school assembly led by the pupils in the lower school when they acted out a trip to France. Whilst working in their set groups, pupils try hard to help each other by thoughtful exchange of ideas and methods. They respond particularly well to their teachers, who know their strengths and support their weaknesses. There are frequent instances in lessons where positive relationships between teachers and pupils help promote willing and confident attitudes amongst pupils. For example, in a Year 4 physical education lesson, pupils showed a significant improvement in their skills of movement and dance, having watched the finer performances of their friends, which were aptly praised by the teacher. Because of the way staff respect, encourage and value everyone's efforts, pupils develop a good awareness of the link between supportive and friendly relationships, positive attitudes and good progress.
15. Pupils not only maintain their very good standard of behaviour throughout the day, but also in after-school activities and clubs. In lessons, it is rare for pupils to misbehave when they are not directly supervised, for example in group work. Pupils are polite and courteous towards their visitors in school and are interested in learning from them. The school's procedures for behaviour management have proved highly successful in preventing any pupil who behaves in an unacceptable way from impinging upon the learning of others. Even minor sanctions are infrequently used, but, when they are, they are effective. All parents spoken to during the week of the inspection and those attending the pre-inspection meeting were happy with the standard of pupils' behaviour in school. Pupils play happily together in the playgrounds, taking full advantage of the range of facilities and games on offer. They confidently report to their teachers or supervisors, if they feel someone is being unkind either to them or their friends. Incidents of harassment and bullying amongst pupils are rare and none was observed during the week of the inspection. Parents praise the school for the success it has in eliminating bullying type behaviour in school. Pupils respond positively to the instructions given to them to settle arguments or resolve conflict. They have a clear understanding of what constitutes acceptable and unacceptable behaviour within a school community. No exclusions were made in the year prior to the inspection.
16. Pupils show very good levels of personal responsibility. Their capacity for independence and personal study is very much encouraged in lessons, in after school activities, on educational visits and through the support of parents who promote the value of personal study at home. In lessons, there are frequent examples of pupils of all ability levels working and thinking independently, particularly when they are required to act and respond quickly as in, for example, their daily sessions of mental mathematics. Pupils respond positively to the very good opportunities they have to assist the smooth running of the school. In addition to carrying out routine tasks, pupils of all ages influence change and improvement through their school council. Their ideas have been realised, for example, in a much admired mural of a tropical island recently painted by parents and now adorning the walls of the school library.

17. The pupils' attendance is satisfactory. Although the rates of attendance are broadly in line with those achieved in primary schools nationally, the punctuality of a minority could be improved. This is a decline since the last inspection when both the attendance and the punctuality of pupils were good. There are a few too many instances of pupils arriving late for school, which disrupts the start of their day. Registers are marked promptly and in accordance with statutory requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. During the inspection, 82 lessons or parts of lessons were seen. Teaching was judged to be very good in 12 per cent of lessons, good in 61 per cent, satisfactory in another 25 per cent and unsatisfactory in two per cent. Seventy-three per cent of all observed lessons were judged good or better. This is a marked improvement in the quality of teaching since the last full inspection and also since the HMI inspection. Overall, the quality of teaching is good throughout the school. This has had a very positive effect on the quality of learning and is directly responsible for the improvement in standards since the last inspection.
19. Teaching is consistently good in the Foundation Stage, (e. the two reception classes). All lessons inspected were good. Teachers have a good understanding of the Foundation Stage curriculum and the needs of children at this age. Most activities are well planned to include learning objectives that promote all six areas of learning. Teachers work very well together and are fully involved with all children, teaching different groups for literacy and numeracy activities. Teachers and support assistant plan and work well together to provide equality of experience across both classes. This sets a firm foundation for later learning, as children achieve well.
20. Teaching is good at both key stages and there were several examples of very good teaching in lessons at both key stages. The small number of unsatisfactory lessons occurred in Key Stage 2. The teaching of English and mathematics is consistently good, and often very good, throughout the school. The teaching of physical education is also good. In mathematics and English, all teachers are following the national strategies for teaching very well. Lessons in these subjects are very well planned, with work carefully matched to pupils' individual needs. In these subjects, higher attaining pupils are given challenging tasks, which ensures that they work to their potential. This is not often the case in other subjects, which means that higher attaining pupils do not always do as well as they could. All teachers are competent in teaching the basic skills of numeracy and literacy.
21. Teachers plan individual lessons very well; they know precisely what it is that they want pupils to learn and clearly explain it to them at the start of the lesson. At the ends of sessions, they ask the pupils to evaluate their own progress. A good example of this was in a very good lesson with a higher attaining mathematics group in Years 3 and 4. The teacher carefully explained what was to be covered, set appropriate and varied activities to reinforce her teaching and checked with the pupils that they had learned necessary skills of working with fractions that she had intended. Teachers are also skilled in using the information they get from pupils' responses at the end of lessons to plan the next day's work. A very good example of this was in a Year 2 English lesson where the teacher recognised confusion in a pupil from the previous day and gave further teaching in a small group to correct this. Teachers also give each pupil an individual whiteboard on which they are required to write answers and display them immediately. This enables teachers to check who has achieved the required skills and who needs fuller explanation or further practice.
22. In almost all lessons, teachers ensured that pupils were fully involved in their own learning. Very effective techniques for getting pupils to discuss their ideas with the pupil next to them for one minute and to then report their considered ideas to the teacher were noted in English lessons in Years 5 and in a whole school assembly. Where teachers plan work that is very closely matched to pupils' differing needs and abilities, progress is particularly good. This is done particularly well in mathematics. In a Year 2 class on time, pupils were set different tasks in solving problems, with the higher attaining pupils being required to create 'word problems' for others to solve. This they did with relish and with high expectations. One example of this was "if John has run for 9 hours, and finishes at 5 o'clock, when did he start?" In the best lessons, homework was closely related to what was being done, so that learning could be extended at home. A Year 6 class had much enjoyed creating lists of words that sounded the same, but had different meanings. They had involved other members of the family in this, which also helped their learning.

23. Generally, teachers use time well and ensure that pupils know that they have limited time to complete tasks. Very good examples of this were noted in a physical education lesson for a mixed Year 1 and 2 class and in an art class for Year 4. In these, teachers stated precisely that “you have exactly two minutes to complete your work /practise your activity”. Pupils responded quickly and efficiently. Although time is generally well used, in some lessons teachers spend too long talking in introductions to lessons, limiting the pupils’ opportunities for involvement.
24. The teaching of pupils with special educational needs is good. The needs of most pupils are met in literacy and numeracy activities, with pupils receiving good support from teachers and learning assistants. Classroom assistants are, in almost all cases, used effectively in group work and this has a positive effect on pupils’ learning. As well as good teaching of specific strategies to improve skills, emphasis is appropriately placed on increasing pupils’ confidence and self-esteem. Pupils with statements are well supported by classroom assistants. Teaching of pupils by the specialist teacher for special educational needs and reading recovery is very good. She keeps very thorough records and uses them very effectively. She knows the pupils very well and ensures that they all make at least sound progress. Teaching of pupils with English as an additional language is satisfactory, with good support from classroom assistants working alongside teachers. Those pupils at the early stage of English language acquisition receive additional support from their class teacher, the EAL co-ordinator and a specialist teacher who visits the school regularly to monitor their progress and liaise with the teachers. Traveller children receive support in the classroom and in withdrawal groups and teaching effectively promotes their literacy skills, with targets regularly set and reviewed for each pupil. The specialist teacher from the local educational authority support scheme visits the school twice per week.
25. In the very few instances where teaching is unsatisfactory, it is because organisation of pupils has not been thought out sufficiently and they are not given enough to do during the lesson.
26. Teachers have very good subject knowledge in English and mathematics. They have satisfactory knowledge of other subjects. A very positive feature is the enthusiasm of teachers, whatever their own expertise, and this helps to lift the quality of learning. Teachers readily admit their own small mistakes to their pupils who also learn from this. Homework is well planned and set regularly, marking is satisfactory and all teachers use an appropriate range of teaching methods.
27. There are sufficient teachers with varied specialist subject knowledge to cover the curriculum. There are fewer classroom assistants in Key Stages 1 and 2 than in most other schools and there is no full time nursery nurse in the reception class. Almost all the teachers are new to the school since the last full inspection. They work very well together and are constantly seeking to improve their teaching.

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

28. The quality and range of the learning opportunities provided for children at the Foundation Stage are good and promote high achievement. For pupils at both key stages, the quality and range of learning opportunities are satisfactory, but there are some shortcomings in science, history, geography and religious education.
29. The curriculum for the under-fives is based on the nationally recommended areas of learning for the age group and provides a solid basis for later work. A recently introduced policy for the Foundation Stage provides clear guidance and curriculum planning is good. Activities are well planned for all areas of learning. Throughout both key stages, the curriculum has satisfactory breadth and balance. It meets the statutory requirements for the National Curriculum, but not for religious education. This is because the school fails to meet the expectations of the locally Agreed Syllabus by the ends of both key stages. There is insufficient teaching time for religious education in Key Stage 2. Pupils receive a full experience of language and number work through the national literacy and numeracy strategies that the school has implemented. These strategies have a positive effect on pupils’ skills and a good impact on standards across the school. Mathematics is given a high profile in the school and is a strength of the

curriculum. French is offered in an informal approach across the curriculum. Latin is also offered to higher attaining pupils in Year 6.

30. At the time of the last full inspection, curriculum planning was unsatisfactory, because there were few schemes of work in place to support planning in the different curriculum subjects. Since then, whole school planning has improved. The school's long-term curriculum map provides a two year cycle of learning activities on which teachers base their termly and weekly planning. The school has introduced schemes, using the National Literacy Strategy and the National Numeracy Strategy together with the nationally recommended guidance for the remainder of the curriculum subjects. The planning for literacy and numeracy teaching is good and ensures steady progression in the development of pupils' skills, knowledge and understanding. Termly planning for science and other subjects provides sound coverage. However, planning is not sufficiently detailed to ensure that the range of learning experiences is of good quality, range and depth. In science, there are limited opportunities to undertake investigations and develop skills of predicting, investigating, observing and recording. Planning for religious education, history and geography provides insufficient opportunities for the teaching to develop pupils' knowledge and understanding in depth. There is insufficient planning for the teaching of enquiry skills in history and geography. Opportunities provided for pupils to undertake independent research activities are also limited. Information and communication technology skills are not effectively used across the curriculum. There are insufficient opportunities for pupils to develop and extend their writing skills in other subjects of the curriculum, such as, science, history, geography and religious education. The quality of short-term or weekly planning is good, with clearly stated learning intentions. Some assessments made during lessons are used effectively to inform future planning particularly in literacy and numeracy. Shortcomings in medium term curriculum planning have an impact on pupils' skills, knowledge and understanding in subjects other than numeracy, literacy and physical education. In consequence, pupils' achievements in these subjects are often not high enough and as a result they generally achieve only sound, rather than good, standards.
31. Equality of access and opportunity is good. The curriculum is inclusive, as it ensures equality of access and opportunity for all pupils. There is good support for traveller children and the quality of opportunities for pupils with English as an additional language are satisfactory. Girls and boys are valued equally throughout the school, for example in answering questions in class and taking on responsibilities. There are statements in school policies and the school prospectus that address the importance of equality to enable pupils to achieve. Lesson and support activities in class and the 'setting' arrangements in mathematics are planned well to meet the needs of all pupils. However, provision for the higher attaining pupils in subjects other than literacy and numeracy is not always appropriately planned to give them the opportunity of more suitable challenging work.
32. Provision for pupils with special educational needs is good and well managed. This ensures that these pupils receive the help they require. Clear procedures are in place and identification and assessment of pupils is well established from an early age. The curriculum for pupils with learning difficulties in the Foundation Stage is good, as their needs are clearly identified and appropriately supported. At both key stages, curriculum provision is good in English and mathematics, although not all teachers provide appropriate work in the foundation subjects. The special needs co-ordinator ensures that all pupils identified as having special educational needs have relevant and specific individual education plans with specific targets.
33. Provision for pupils' personal, social and health education including citizenship is good. There is a strong and well planned programme which pays appropriate attention to sex education and drugs misuse education. This good provision for pupils' personal development links well both with the school's overall ethos and the good provision for pupils' spiritual, moral, social and cultural development. Circle time and assemblies contribute well to this area of the curriculum. The daily life of the school is built around pupils' personal development and this is seen in the very good attitudes and behaviour of the pupils in the school.
34. Very good provision is made for extra-curricular activities. A wide range of sporting, creative and musical activities are provided. Many teachers and parents are involved in this provision and the participation rate by pupils is very good. There is a full programme of educational visits. Year 6 has a residential trip to France and this links well with the French Week held at school. Also, visits are organised to

Hampton Court Palace, the Science Museum, Theatres and the Wimbledon Mosque. Pupils also participate in the Epsom and Ewell Schools' Music Festival. School Council meetings are held every two weeks. The school participates in many inter-school sports competitions in which it is very successful. Year 6 pupils have the opportunity to attend booster classes in English and mathematics.

35. There are satisfactory links with the community. There are strong parental links, as many parent volunteers help in the school, particularly with early morning reading. There are sound links with the local church. Visitors into the school include the local clergy and theatre groups. The school supports many charities both local and beyond the school. Relationships with partner institutions are good. The school maintains good relationships with secondary schools and a local college of drama. Good links have been made with local businesses and the local newspaper. The headteacher has visited many playgroups to promote closer links with the school.
36. The school makes good provision for pupils' moral and social development, but the range of opportunities to promote pupils' spiritual and cultural development, although satisfactory, could be improved further. Similar judgements were made by the HMI inspection.
37. Opportunities are provided for reflection and prayers and pupils are taught about family values. In an assembly during the week of the inspection, pupils were asked to reflect upon their love for their mother and their mother's love for them. They are taught to value God's world. In a Year 4 geography lesson, the class stopped for a moment to compare and contrast the scene outside of falling snowflakes to that of the blue skies and swaying palms in the Caribbean.
38. The school rules are very clear. Pupils know, understand and value them. All staff act as good role models for pupils and teachers often include moral issues within lessons. Staff make their expectations of good behaviour very clear to pupils. Pupils who behave or act particularly well are quickly rewarded by stickers and certificates and openly commended in the playground, in lessons and in assemblies. Pupils raise money for various good causes, having decided on the charities they wish to support. They have a strong sense of right and wrong.
39. Opportunities to promote pupils' social development are good. The atmosphere of mutual respect and shared objectives that most teachers create in their classrooms encourages pupils to do their best and work co-operatively. The positive approach to including all pupils in activities makes a significant contribution to their personal and social development. Through their school council, pupils have opportunities to take responsibilities and make suggestions for the good of everyone. There are good opportunities for pupils to become self-reliant and at the same time improve their social skills. Children in the reception class, for example, form firm and caring friendships with their older Year 6 'buddy', whilst older pupils are given the responsibility of guiding parents around the school on open days.
40. Pupils increase their awareness of the diversity of different cultures through, for example, the study of St Lucia and a week looking at life in France. The curriculum includes French and Latin lessons and the school encourages its families to share aspects of their own religion. Two parents have brought in artefacts to help pupils understand particular religious traditions. The school takes part in a local concert held to celebrate the arrival of spring and pupils enjoy occasional visits from theatre groups and a local historian. Displays around the school reflect positive images from different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a good quality of care for its pupils and creates a secure, well-ordered climate for learning. It has responded very positively to issues related to the monitoring of pupils' personal development and providing cohesive pastoral care practices, raised in the last full inspection. Procedures for monitoring pupils' personal development, their behaviour and those for eliminating oppressive behaviour in school are all now good. The procedures for ensuring pupils' welfare are very good. Parents have confidence in the staff, all of whom show a genuine interest and concern for the pupils' personal needs. Pupils know they can turn to any member of staff for support. The trust they have in the security and support they receive helps them concentrate on their learning.
42. The staff set very good examples in their relationships with each other and their pupils and this underpins the progress made by pupils in their personal and social development. Strong emphasis is

placed on furthering pupils' personal and social skills and helping them think and make decisions for themselves. Supervisors have been appointed to work with the pupils at lunch times and the provision of play things such as balls, hoops and skipping ropes promotes constructive play and relationships very well. The wide range of after-school activities also make a significant contribution to raising confidence and promoting personal development. The very good links between teachers and parents, good records on pupils' personal conduct and the frequent opportunities in lessons for pupils to express their opinions, all contribute to the knowledge teachers have about the pupils they teach. They make good use of the information gained to provide clear and evaluative comment to parents at consultation evenings and in the annual reports.

43. There are good procedures for monitoring and promoting good behaviour and good attitudes in school. The routines are firmly established and are effective. All staff make good use of the structured system of sanctions and merits to successfully manage behaviour in school. Teachers regularly praise and publicly recognise those pupils who behave or act particularly well. On the other hand, should pupils behave unacceptably, a series of sanctions helps them realise what they need to do to improve their conduct. Records are kept and used well to reduce the likelihood of such behaviour recurring. Teachers encourage pupils to care for each other and show kindness and tolerance to all individuals. Pupils are developing a good sense of equality and fairness in their dealings with each other. Pupils say that staff deal with their complaints and sort out their problems to their satisfaction. The lunchtime supervisors are aware and alert to what constitutes acceptable and unacceptable behaviour in the playground. They deal promptly and thoroughly with incidents as soon as they arise. All staff reinforce the rule that unkind behaviour towards anyone is neither expected nor tolerated. The home/school agreement reminds parents of the school's policy and makes clear the procedures for monitoring and promoting good behaviour.
44. There are good procedures for monitoring and promoting good attendance. Registers are marked promptly and in accordance with statutory requirements. Established monitoring practices identify patterns of unauthorised and authorised absences. Good records are kept of pupils who leave the premises before the end of the school day. The school is also aware of the need to improve its system of monitoring and tracking pupil lateness.
45. Procedures for promoting pupils' wellbeing and health and safety are very good. All staff maintain a high degree of sensitivity to the needs of the individual when dealing with issues of child protection. Pupils are given good information to raise their awareness of how sensibly to care and look after their bodies. There are carefully developed programmes of sex education and drugs education taught in science and in personal, social and health lessons across the school. Parents trust the school to provide sensitive and supportive teaching of the issues involved. The school has duly addressed the health and safety issues highlighted in the last full report. Procedures for administering first aid are very good. Detailed records are kept of accidents, injuries, medication administered to pupils and the contact made with the parents. Sufficient numbers of staff are fully trained in the administration of first aid to both adults and children. Close liaison is maintained with outside agencies and the health service, which helps the school meet the needs of pupils with specific medical conditions. Thorough and detailed assessments are made of the condition of the school site and buildings. Meticulous records are kept and governors act speedily in dealing with work that needs to be done.
46. The school is effective in identifying pupils with learning difficulties soon after entry to the school. Good attention is paid to the national Code of Practice for special educational needs. The special needs co-ordinator is fully aware of sources of support for pupils with special educational needs, such as educational psychologists, speech therapists and health professionals with whom the school maintains a good liaison. Support services are appropriately involved in the identification and assessment procedures. Although the main focus of special needs support is for literacy and learning difficulties, there is also good support for behavioural difficulties. Good care is taken of pupils with English as an additional language and those from travelling families. The school maintains a good liaison with all the support services and makes every effort to integrate all the pupils into all aspects of school life.
47. The procedures for assessing pupils' academic achievements are satisfactory, but with some shortcomings, particularly in ICT. This represents a sound improvement since the last full inspection when the lack of a consistent approach to assessment was a key issue. At the Foundation Stage,

teachers satisfactorily monitor children's progress towards the Early Learning Goals. At both key stages, procedures for monitoring pupils' progress in English and mathematics are good. Assessment arrangements in science are satisfactory, but in information and communication technology are unsatisfactory. In other subjects, teachers assess pupils' knowledge, understanding and skills informally on a half-termly basis, noting significant achievements. The school has yet to develop ways to systematically build up an accurate picture of what pupils can do in the foundation subjects and religious education. Co-ordinators are developing portfolios of work as exemplars of National Curriculum levels, but these are at an early stage of development.

48. Teachers are becoming more involved in discussing and analysing assessment data. The school makes satisfactory use of assessment information. For example, specific targets are set for all pupils in English, mathematics and personal and social education throughout the school. The school administers the local education authority's baseline assessment soon after children join the reception classes and teachers use this information to make predictions for end-of-key stage national tests. The school also uses local education authority assessments in Year 3 and information is used to identify pupils with learning difficulties and identify areas for further support and development. Annual reading and mathematics tests are administered from Year 2 and the school evaluates closely pupils' achievements in these and in national tests. Information is used to form ability sets in mathematics. The school analysed the results from last year's national test results in English, mathematics and science and identified writing as a key target for the current year. It considers the attainment of pupils by gender, but it does not yet monitor results by prior attainment and ethnicity. Assessment procedures are recognised by the school as an area for further development and are a priority in the school development plan. The newly appointed enthusiastic and knowledgeable assessment co-ordinator has a clear vision of what needs to be done to improve assessment procedures. For example, the school has identified the need to develop further ways of systematically tracking pupils' progress from entry to the school and developing its target setting processes.
49. The arrangements for the assessment of pupils with special educational needs are good. Termly assessments are undertaken on all pupils and the information is used well to identify pupils with learning difficulties, provide suitable support and monitor progress. Good, clear, individual education plans are drawn up and written by class teachers under the guidance of the special needs co-ordinator. Review procedures are good and assessments generally relate to the targets set in their individual education programmes. The school makes effective use of the learning support service to undertake formal assessment procedures when necessary. Assessment procedures for pupils with English as an additional language are satisfactory. Assessments of these pupils are based on standard assessments and there is effective on-going monitoring of progress. The co-ordinator monitors their work and keeps a record of their progress. The co-ordinator for the traveller children keeps records of their progress and their attendance and termly reports on progress for individual pupils are shared with parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The partnership with parents has improved since the last full inspection. Steady progress has been made since then in the quality of this partnership. The effectiveness of the school's links with parents and the quality of information provided for them are both now good. The contribution of parents towards their children's learning at school and at home is very good and a strength of the school, as is the impact parents have on the work of the school. Parents have a very good view of what the school now provides for their children.
51. The parents' meeting with the inspectors and the parents' questionnaires provided clear messages of support for the school and these were echoed in the comments made by parents interviewed during the week of the inspection. Parents were warm in their praise for staff in the way they are welcomed into school and their queries dealt with positively and constructively. They see the wide range of after school activities making a valuable contribution to raising their children's self-esteem and confidence. Inspectors' judgements confirm their views.
52. The quality of information available and presented to parents is of a very good standard. Parents find the fortnightly newsletter a wide-ranging source of information about the many happenings and events in school and in the community. They were impressed by the various methods the school employs to

communicate news to them, including the headteacher's use of the white board which stands outside the school entrance. They mention homework, hearing reading and conversations with teachers as some of the ways in which they are kept informed about their children's progress and learning. Parents visiting the school have easy access to wall displays of pupils' work, parents' information boards and the advice of helpful staff. The regular whole-school and class assemblies provide parents with very good opportunities to judge for themselves the standard of pupils' behaviour and their attitudes to school. Parents are readily informed about the curriculum each term. The end of year reports on pupils' progress meet statutory requirements and contain useful indicators to parents on what their children need to do to improve. The current edition of the governors' annual report contains much useful information about the school and its work and provides much more detail than that required by law. The prospectus provides a good introduction to the school and its procedures. Nevertheless, the parents' questionnaires indicate that a significant minority have concerns about homework arrangements and the information on pupil progress.

53. The contribution of parents to their children's learning at school and home is very good, as is the impact of parents' involvement on the work of the school. Parent/teacher consultation sessions are very well attended and parents give enthusiastic support at all events involving their children. They help maintain the high standard of pupil behaviour in school by praising their children when they bring home special certificates for good work and attitudes. By showing a keen interest in these occasions, parents promote a strong feeling amongst their children that their schoolwork is valued and individual success is attainable. This has a very firm and positive impact on the pupils' attitudes to their learning. Parents of pupils with special educational needs are properly involved with the school's procedures of reviewing the targets set in their children's individual educational plan. However, they are not involved at the outset when the targets are being set, as is recommended by the national Code of Practice.
54. A large number of parents respond positively to the teachers' requests for help in classes and with educational visits and after-school clubs and activities. Parents also give practical help around the school, such as painting, decorating, gardening and cleaning. The many who are regularly in school hearing pupils read receive good support and training for their role. Parents have exceptional fund-raising abilities. A hardworking core give freely of their time and expertise to fundraising events and social activities and regularly raise many thousands of pounds. The money is spent on a range of additional resources in school from plastic beakers to equipment for the gymnasium. Parents provide a high level of support for their children's education at home, by helping with reading, spelling, tables, information technology studies and project work. The assistance given by parents to the work of the school is very good. It has a very positive impact on the pupils' personal, social and academic development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. Overall, the management of the school is sound. The current headteacher has been in post for two terms. She has good leadership qualities and a strong sense of purpose and commitment to moving the school forward. She shows a clear vision for the future direction of the school. Her expectations for all aspects of school life are clearly communicated and within the school community, there is a shared commitment to raising pupils' achievements. All teachers work hard to ensure an effective climate for learning and create positive expectations of pupils' behaviour and esteem. They are successful in this: the school is an orderly community where instances of poor behaviour are rare and effective learning takes place in most lessons. The headteacher provides effective leadership. She has ensured that the school continues to address the key issues raised in the report from Her Majesty's Inspectors of Schools and to develop a range of measures to improve standards and provision.
56. Management structures within the school have improved since the last full inspection. There are effective systems to ensure the smooth running of the school and, in general, appropriate levels of delegation of responsibility. The co-ordinator for the Foundation Stage and Key Stage 1 provides good leadership. The management of the curriculum has improved and there is sound allocation of subject responsibilities among staff. Subject co-ordinators are keen and enthusiastic and most provide effective leadership. The school rightly focuses on the development of literacy and numeracy and the co-ordinators for English and mathematics have good strategic overviews for their subjects and lead developments in their subjects well. They regularly monitor teachers' planning, observe classroom practice, analyse test results and monitor pupil progress. There are sound systems to ensure that other

subject co-ordinators make an effective contribution in line with the school's priorities. For example, they produce action plans in conjunction with the school development plan. However, the school does not have a deputy headteacher and effective co-ordination of Key Stage 2 is not in place. In some subjects, monitoring procedures are less effective. For example, the lack of scrutiny of pupils' work means that co-ordinators for ICT, religious education, history and geography have not identified shortcomings in the quality and range of pupils' work and do not have sufficient overview of standards.

57. The headteacher is currently the special educational needs co-ordinator and she performs this role very well, ably assisted by the special needs teacher. She provides very good support to class teachers in writing individual education plans. She provides clear leadership and management, has a firm grasp on issues related to special educational needs and ensures that formal reviews are carried out. Management of provision for pupils with English as an additional language is satisfactory. The co-ordinator has release time to work with the small number of pupils on the early stages of English language acquisition. The teacher responsible for the Traveller children shows good quality of organisation and management.
58. The school is staffed by a sufficient number of suitably qualified and experienced staff who are deployed effectively to meet the demands of the curriculum and to support pupils with special educational needs and those for whom English is an additional language. The school employs sufficient support staff at both key stages and teachers use them well to support pupils who require additional support. There are sufficient learning support assistants to cater for the number of special needs pupils on the special needs register. Most have received some training and provide sound and sometimes good support. External support, such as the educational psychologist, medical services and behavioral support services is used effectively. However, there is an insufficient number of adults in the Foundation Stage to support children and provide necessary adult interaction to develop all children in all areas of learning.
59. The school has effective procedures for monitoring and improving the quality of teachers' practice in the core subjects. Arrangements for monitoring the quality of teaching are thorough, positive and developmental. All staff are observed on a regular basis and receive appropriate feedback. There are well established arrangements for staff development, guided by the agreed priorities of the school. Recently the main focus for training has been on English and mathematics, resulting in improved teaching and learning. Currently, staff training in ICT is the priority. Most staff are confident in teaching specific ICT skills, though less so in their application across the curriculum. There are appropriate arrangements to support staff new to the school and support arrangements for newly qualified teachers are good. These include a range of opportunities for professional development and support from a mentor, overseen by the headteacher. New procedures for performance management have been successfully implemented. The headteacher and staff all have personal objectives that are assessed on a regular basis.
60. The governing body plays a very active and constructive part in the management of the school. It has been highly influential in securing the improvements in the school since the last full inspection, which was critical of many aspects of the school, including its leadership and management. The governing body is committed to ensuring high quality education for all pupils and works closely with the headteacher to achieve this objective. Governors know and understand their roles clearly and have a good knowledge of the work of the school and its priorities for development. For example, link governors are responsible for individual subjects and liaise regularly with co-ordinators. The governing body is well organised with well-defined and appropriate committees that enable it to be fully involved in planning, decision-making and policy-making. However, whilst it is highly effective and purposeful in most areas, it does not fulfil its statutory responsibilities in respect of ensuring that the school teaches the full local Agreed Syllabus for religious education.
61. The school has made a good start in evaluating its own performance. The results of national tests are carefully analysed and monitored by governors and staff. The governing body has a good understanding of the school's performance in the national tests and where improvements are needed. Co-ordinators in the core subjects undertake a variety of measures, including work sampling and analysis of a variety of tests to gain a good overview of standards in their subjects and to identify areas for development. Target setting for pupils in English and mathematics is having a positive effect on raising standards. However,

the school has yet to develop effective measures to evaluate the rate of progress made by pupils from entry to the school.

62. Strategic planning is satisfactory and is based on sound review and evaluation. A clear and appropriate action plan was developed after the last inspection. The current school development plan is a comprehensive document and written in a clear format which identifies the school's priorities in a clear and accessible way. The priorities are appropriate and provide firm direction to the developmental work of the school. Good measures to involve co-ordinators and governors help ensure a shared approach to school improvement. However, governors are aware that the school improvement plan does not provide a fully effective management tool as strategic developments over a three year period are not clearly costed.
63. The quality of financial control and administration is good. The most recent audit report contained no significant recommendations. Members of the finance committee have high level business skills and they have used these to move the school budget from deficit to a large surplus. Governors are aware that this should be spent for the benefit of pupils in the school and are planning to use this to employ further teachers and additional classroom assistants in the next academic year. They have also set aside some of this surplus to cover the cost of converting space into another classroom. Governors have adequate procedures to ensure that they gain 'best value' and expenditure is closely linked to improving standards. Funding provided for pupils with special educational needs is used appropriately. A significant amount is also made available for special educational needs assistants from the school budget. The school receives no specific grant for EAL pupils. The school provides satisfactory value for money.
64. The accommodation provides good facilities for teaching the curriculum. Classrooms are of good size and offer an environment that is conducive to learning. Rooms are set aside for specialist teaching in reading, music and information communication technology. Plans are in place to remodel parts of the existing accommodation to form a new classroom to meet the future needs of the school. Governors, parents and pupils assist in keeping the site attractive, tidy and safe. Teachers set up some attractive displays of pupils' work. The extensive playing fields and open green space provide good facilities for pupils' games and physical education activities. Separate areas in the playground have been set aside for quiet socialising and energetic play. The school has enlisted the support of pupils and parents in its plans to develop the grounds and provide a more inspiring environment for its pupils.
65. Overall, there is a good range of resources to support the curriculum. Children in the reception have good access to a range of high quality attractive large play equipment. The quality and range of resources for English are very good and there is a good well-stocked library. Resources for mathematics, physical education and special educational needs are good and have a positive effect on standards. Staff and parents have contributed to the good range of religious artefacts in school. Resources for ICT are adequate, but many computers are outdated and this hinders the progress pupils make in acquiring ICT skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- a. Raise standards in religious education at both key stages in line with the expectations of the locally agreed syllabus by:
 - ensuring that enough teaching time is available to cover all aspects of the subject in sufficient depth (paragraphs 29,140);
 - ensuring that teachers provide a sufficient range of experiences to promote pupils' knowledge, skills and understanding (paragraphs 30,142); and
 - monitoring the quality and range of pupils' work (paragraph 143).
- b. Improve standards and provision in information and communication technology by:
 - planning opportunities for ICT to support pupils' learning across the curriculum (paragraph 125);
 - improving planning to ensure progression in the development of skills (paragraph 126);
 - developing measures to assess pupils' attainment and monitor their progress against national standards (paragraph 126);
 - developing individual portfolios of work (paragraph 125);
 - improving the range and quality of resources (paragraph 126);
 - producing a strategic plan that identifies key objectives, detailed action steps and appropriate success criteria (paragraph 126); and
 - monitoring the quality of teaching and learning (paragraph 126).
- c. Continue the current priority on improving achievements in writing, by:
 - planning opportunities for pupils to do more writing in other subjects (paragraph 82);
 - improving pupils' handwriting skills and their presentation of work (paragraph 82); and
 - developing pupils' word processing skills in editing, redrafting and presenting written work (paragraph 82).
- d. Improve the achievements of higher attaining pupils in science, history, geography and music by
 - developing pupils' investigative skills in science (paragraph 101);
 - planning for development of knowledge and skills in history and geography (paragraphs 30,111,116);
 - providing more opportunities for pupils to practise and perform music (paragraph 127); and
 - developing measures to ensure that the full curriculum in these subjects is being taught in sufficient depth (paragraph 56).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve assessment procedures in the foundation subjects (paragraph 47).
- Develop further the school's systems for measuring and recording pupils' achievements from the time they start school (paragraph 61).
- Develop value added measures (paragraph 61).
- Provide more opportunities for co-ordinators in the foundation subjects to monitor and evaluate standards in their subjects (paragraph 56).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	61	25	2	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)	322
Number of full-time pupils known to be eligible for free school meals	27

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	87

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.3	School data	0.1
National comparative data	5.2	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	17	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	17
	Girls	17	17	20
	Total	31	31	37
Percentage of pupils at NC level 2 or above	School	84 (94)	84 (92)	100 (92)
	National	84(82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	17	20	17
	Total	31	36	34
Percentage of pupils at NC level 2 or above	School	84 (92)	97 (92)	92 (96)
	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	30	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	25	28
	Girls	14	14	14
	Total	40	39	42
Percentage of pupils at NC level 4 or above	School	87 (88)	85 (88)	91 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	27
	Girls	15	15	13
	Total	41	42	40
Percentage of pupils at NC level 4 or above	School	89 (85)	91 (88)	87 (90)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	3
Indian	7
Pakistani	4
Bangladeshi	4
Chinese	6
White	240
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.1
Number of pupils per qualified teacher	25.8
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	151

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	576,834
Total expenditure	560,431
Expenditure per pupil	1,900
Balance brought forward from previous year	7,097
Balance carried forward to next year	23,500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	329
Number of questionnaires returned	189

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	35	7	1	1
My child is making good progress in school.	42	46	6	2	3
Behaviour in the school is good.	32	60	2	2	5
My child gets the right amount of work to do at home.	22	51	19	5	3
The teaching is good.	48	44	3	1	4
I am kept well informed about how my child is getting on.	34	46	14	4	2
I would feel comfortable about approaching the school with questions or a problem.	59	35	4	1	2
The school expects my child to work hard and achieve his or her best.	48	40	6	1	4
The school works closely with parents.	33	49	10	3	4
The school is well led and managed.	47	43	4	2	4
The school is helping my child become mature and responsible.	40	47	6	2	6
The school provides an interesting range of activities outside lessons.	40	47	7	2	4

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

66. Children enter the Foundation Stage, often referred to as the reception classes, during the September following their fourth birthdays. Children attend school on a part-time basis until the beginning of the term in which they are five. Thirty two children attend full-time and 14 children attend part-time in the morning. There are currently two registration groups for the 46 children attending the morning session. The children are not taught in specific class groups, as the two teachers work together. In the afternoon, the 32 full-time children are in one class as those who are not five in the summer term do not attend in the afternoon. Compared with children nationally, standards of attainment on entry to the school are above those typically found. Results in the local authority baseline assessments conducted when children joined the reception classes indicate that they achieve above average standards, especially in Communication, Language and Literacy, Mathematics and Personal and Social Education, in comparison with children in other local schools.
67. Admission procedures for children entering reception classes are good, with preliminary visits undertaken by parents and children. However, written induction procedures informing parents of how they can help their children in preparation for starting school have yet to be developed. This is an area of need recognised by the school. Parents are kept well informed about what children are learning with a weekly forecast of activities, so that they can give support at home.
68. Provision for the Foundation Stage is good and children achieve well. The curriculum is well-planned and firmly based on the newly introduced Early Learning Goals recommended for children of this age. Teachers have a good understanding of the Foundation curriculum and the needs of children. Teaching is consistently good and the learning support assistant provides very good support. Teachers and support assistants plan and work well together to provide equality of experience across both classes. However, there is insufficient adult support to support children and provide necessary adult interaction to develop all children in all areas of learning. Assessment procedures are thorough in communication, language and literacy, mathematics and personal and social development and all pupils have specific targets. However, procedures are not as strong in the other areas, as the monitoring of those children who are not part of focused teaching groups is less well established. The two classrooms are attractive and well organised and provide stimulating learning environments. The well used outdoor play facilities, situated in the central open area of the school, are well organised with a good range of equipment. Here, children can explore sand and water, climb, draw, use large wheeled toys, develop hand and eye co-ordination with bats and balls and sit quietly, looking at books, in a stimulating, attractive and secure area. By the time children are ready to start Year 1, most have achieved the Early Learning Goals in all the areas of learning.
69. The school has made steady improvement in its provision since the last inspection. The good teaching and quality of learning seen during the last full inspection have been well maintained, despite changes in staff. The national Early Learning Goals have been successfully introduced and the enclosed outdoor play area has been developed imaginatively.

Personal, social and emotional development

70. When children enter reception they receive good support and guidance. They soon select activities independently, demonstrate good powers of concentration and begin to play and share well with others, when using construction toys and the train track. Progress is good, as a result of good teaching and effective management. The children quickly establish good relationships with each other and with adults and become used to the well established classroom routines. For example, they settle quickly to activities as they enter classrooms in the morning, changing for physical education lessons and participating in snack times. Almost all children can dress and undress themselves and quickly offer assistance to one another. For example, they help each other to fasten buttons after physical education lessons. They often choose their own activity and usually persevere until it is completed. They are willing to explore and to attempt new activities and adults encourage this.

71. Teaching in this area of learning is good. Teachers and the support assistant work very well together to create a purposeful environment in which children feel safe and secure. They provide many opportunities for children to develop their independence and be confident to try new activities. Children respond well. For example, they register themselves when they enter school in the morning by recognising their name on a board, placing it in a box and then quickly settling to self-chosen tasks. Children have many opportunities to express opinions. Adults encourage children to take responsibility for clearing away toys and tidy at the end of sessions and they do this well. Most pupils are in line to achieve, or exceed expected standards by the end of the Foundation Stage.

Communication, language and literacy

72. Most children are in line to achieve and, in many instances, a significant number exceed the expected standards by the end of the Foundation Stage. Children enjoy listening to stories and show good concentration, for example during snack time, which is used well to introduce and involve them in a wide range of interesting books. Children readily share books with adults and other children and talk about the stories with obvious enjoyment. Most children are clearly aware that print conveys meaning and a significant number recognise most sounds and names of letters and read several of the familiar words expected at this age. They interact well with each other, becoming involved in role-play in the 'Opticians' and in other activities. Most confidently express themselves, speaking clearly, using simple, and sometimes, more complex sentences. Children recognise and write, using initial sounds and recognise rhyming words. Almost all write their own names and a significant number of children write simple sentences independently, often with full stops and capital letters.
73. Teaching is good and adults provide a wide range of stimulating experiences based on the early learning goals. Relevant elements of the National Literacy framework are used well to extend learning in preparation for Key Stage 1. Adults act as good role models, speaking clearly to the children encouraging and developing their powers of self-expression and extending their vocabulary. They provide good opportunities for children to develop phonic awareness, using songs and rhymes and children enjoy these sessions. Children identified as having special educational needs and for whom English is an additional language are well supported in these lessons and make good progress. In most lessons, adults make ongoing assessments of children's progress, especially in focused teaching activities and these are used effectively in future planning. This means that, for the most part, activities are well suited to individual needs.

Mathematical development

74. Most children are on course to achieve and a significant number exceed expected standards by the time they enter Key Stage 1. This area of learning is well taught, because teachers use every opportunity to develop children's mathematical understanding. For example, they use registration times, snack-time and singing games well to reinforce counting skills using a wide range of number rhymes and children enjoy these. Good use is made of a variety of resources and teaching techniques to motivate the children, so that they respond with enthusiasm when solving simple problems. Effective teaching ensures that most children order numbers and count reliably at least to ten and many much further than this. Most calculate more and less in simple practical situations and confidently use 'more than' and 'less than' correctly. Children learn positional words such as 'under', 'over', 'between' and 'in front of' through a wide range of carefully planned activities, including the use of controllable toys, playmats and construction kits. The computer is used well to support number activities and children use this confidently. Children enjoy sorting, copying patterns and undertaking clear activities in the sand and water trays and, through these experiences, have a good understanding of 'more than' and 'less than'.

Knowledge and understanding of the world

75. Children enter school with a basic general knowledge and make satisfactory progress in gaining knowledge and understanding of the world. Most children are in line to attain the early learning goals in this area by the end of reception. This is managed through a wide variety of activities. For example, a walk to the duck pond provides many opportunities for children to observe and talk about different

houses, trees, gardens and colours and listen for different sounds. Children talk confidently about where they live and about their families. Using pictures of themselves, they talk about how they have changed. They develop a good awareness of the different senses, recording likes and dislikes in zig-zag folding books. They enjoy investigating and discussing sounds made, using shakers containing different objects and are encouraged to use correct language and question why things happen. They take pleasure in using construction kits to make model cars and buildings and co-operate well together sharing materials well. Children become familiar with the computer, developing mouse and keyboard skills through good opportunities in mathematics and art dragging and dropping shapes to create pictures and solve problems. Although teaching is good and resources are used well to support children's development, because there is insufficient adult support there are missed opportunities to maximise progress.

Physical development

76. Most children will attain the early learning goals in this area by the time they enter Key Stage 1. Children have regular daily access to the well-equipped enclosed play area. Here they run, balance, jump and climb, using a range of equipment and large wheeled toys so that they develop a good awareness of others and the space around them. Physical education lessons in the hall provide good opportunities to demonstrate growing co-ordination and balance as they use hands and feet to move on, under and over large apparatus. The teaching of physical development is good, with teachers ensuring that children listen and follow instructions carefully. Teachers make pupils aware of the changes to their bodies when they exercise. Adults are appropriately dressed to demonstrate techniques and children are often used well to show examples of good practice. Effective use is made of language and teachers give children frequent opportunities to talk about what they are doing. All children take part safely in practical activities and handle apparatus, such as mats, safely, because teachers give clear explanations and support. Other skills, such as manipulating scissors and holding pencils and brushes are broadly in line with expectations. Teachers provide a good range of opportunities and good range of resources to develop these skills and finer movements in writing, drawing and making activities, such as a Mother's Day card.

Creative development

77. Children become increasingly competent with a range of different materials. They experiment with a wide variety of resources when developing moulding, printing, painting and sticking techniques. They enjoy singing and performing with percussion instruments and link this to art work imaginatively, painting 'loud' and 'soft' sounds whilst experimenting with different colours. Teaching is good, because teachers plan and manage activities well, although there is not always sufficient adult interaction in role play activities. The provision of good resources allows children the opportunity to gain experience in a wide range of learning experiences. Very good relationships have been established, so that children listen carefully and respond to adults' instructions. The quality of teaching is successfully raising the standard of the children's skills and widening their knowledge of art, craft and music. Most children are in line to achieve the early learning goals in this area of learning by the end of the Foundation Stage.

ENGLISH

78. Overall standards at the end of both key stages are above the national average and pupils make satisfactory progress. Standards in reading and speaking and listening are high and standards in writing are in line with those typically found nationally.
79. Results in the most recent national tests in reading and writing at Key Stage 1 were above those achieved nationally, and also when compared to schools in similar circumstances. Results in the national tests in English at the end of Key Stage 2 in 2000 were above those gained nationally and well above those achieved in similar schools. Higher attaining pupils did well, as the proportion of pupils gaining the higher level 5 was also above average. Results in national tests over the past four years were above the national average at both key stages. Inspection judgements confirm these attainment levels. The HMI inspection report indicated a weakness in writing, particularly at Key Stage 1, where standards were unsatisfactory. Although there has been an improvement in pupils' writing, the

weakness remains to some extent. Standards of writing are not as high as they should be, mainly because writing is not used enough in other subjects. However, there has been a continuing improvement in standards of reading and speaking throughout the school since the last full inspection.

80. Most children enter Year 1 with well developed skills in speaking and listening. These are further developed well as pupils move through the school. Teachers are careful to extend pupils' vocabulary, insist that they use correct terminology and have good opportunities to hear good speech. Teachers promote pupils' speaking and listening skills effectively in other subjects, for example in science, geography and physical education. Their verbal responses to teachers' questions are good. Pupils express themselves clearly and in an interesting and confident manner. Teachers use a very good technique in lessons to enable pupils to discuss their ideas with the person next to them for a minute, which helps them clarify their ideas. There are cassette recorders in all classrooms, but pupils do not use these enough to listen to stories or record their own stories.
81. The quality of pupils' reading is good in both key stages. Standards show an improvement since the previous inspection. The school promotes pupils' reading effectively and provision for reading has improved. The library has been completely re-organised, with very many new books added. The library is now very well organised and is very welcoming. Pupils make good use of it. They each have their own bar code and they take out and return books, using this modern technology very well. A well-graded series of reading books is also available in all classrooms and books are regularly taken home to read with parents. In the early stages of reading, pupils are taught a variety of strategies to make meaning of the text, including phonics. A strong feature of the school's provision is a programme of 'Reading Recovery', through which pupils who are not making sufficient progress in Year 1 are given intensive teaching by a very skilled teacher. The results of this intervention are very positive. All pupils have a period of individual or group reading each day. As a part of this, Year 5 pupils share reading with those in Year 1 on one day each week, which also helps their social development. Many parents regularly read with pupils in the library, corridors and classrooms on three mornings a week. All of these factors have helped to improve pupils' reading skills, as has the introduction of the national literacy strategy, which is used well throughout the school. Pupils read accurately and confidently for their ages. They enjoy their reading, read widely and speak enthusiastically about what they have read. They can describe their favourite books, and explain why they like them. Many pupils belong to public libraries. Pupils can get information from books and are just beginning to use the internet and CD Roms to gain information. However, the use of a variety of sources to research for information is an area for further development.
82. Within English lessons, the quality of pupils' writing is satisfactory. Pupils spell, punctuate and use correct grammar appropriately for their age. They can write poems, stories and accounts effectively and many can write letters very well. A pupil in Year 6 recently won a story writing competition to the delight of the others in her class, as the prize is for all in the class to visit a local theme park. Teachers give good attention, not only to the correct way to use words, but how to make sentences and paragraphs interesting. However, not enough writing of extended stories was evident in the work of older pupils. The quality of writing in other subjects is often unsatisfactory. Teachers do not make sufficient use of the literacy skills that pupils have and not enough is demanded either in quantity or in quality. Often teachers only ask for one word answers or simple lists. This is evident in both key stages, particularly in science, religious education, history, and geography. Presentation of work is often unsatisfactory in these subjects. Handwriting is taught, with pupils moving to joined script at an early stage. However, many pupils in classes throughout the school have poor pen grips, and they write in a contorted manner. Word processing skills are not yet used sufficiently to help draft, redraft, and present writing using the computer. These factors mean that pupils do not make the progress in writing that they should.
83. Teaching is of good quality in literacy lessons throughout the school, with examples of very good lessons in both key stages. This is a good improvement since the last inspection. Teachers use whiteboards, which all pupils have, to gain a written response from all and to check on the levels of understanding. These were used notably well in a Year 5 and 6 class, together with the teacher's very good knowledge which ensured that learning was pitched at just the right level. The teacher was also very effective in getting pupils to improve their opening paragraphs in stories. This led a pupil being able to explain the different emphasis and impact of ' he cautiously looked out of the window' and ' he looked out of the window cautiously'. All teachers use assessment very well, to check on progress, put pupils

into differing groups and plan further teaching. Homework is used to good effect. The quality of teaching given by the specialist teacher for children with special educational needs is very good. Classroom assistants are well deployed, not only in teaching small groups, but also at the starts and ends of lessons.

84. The good quality of teaching brings about learning of good quality in which pupils enjoy their activities and make satisfactory gains. Teaching support for pupils with English as an additional language (EAL) is good. Most are competent bilingual pupils and they make similar progress to their peers and their achievements are satisfactory. The few pupils who are at an early stage of English language acquisition express some basic needs using single words in phrases in English. These pupils receive additional support from their class teacher and the EAL co-ordinator and a specialist teacher visits the school regularly to monitor and liaise with the teachers. Traveller children receive appropriate support in the classroom and in withdrawal groups and a specialist teacher from the local education authority support scheme visits school twice weekly. Their literacy skills are well promoted in the teaching and they make satisfactory progress in their learning. Their main difficulty is understanding instructions and routines that happen in the school day. Teachers are well aware of this problem. Pupils with special educational needs receive good support from the learning support assistants. Their confidence and self-esteem grows, improving their willingness to tackle tasks. They make good progress in relation to their specific literacy targets. These targets are set for each pupil and are reviewed regularly.
85. The curriculum co-ordinator has very good subject knowledge and gives good leadership. She has a good overview of the subject and has produced a useful action plan based on effective review of current provision. Procedures for monitoring of teaching and gathering information about standards are good. The co-ordinator recognises the strengths and weaknesses in pupils' standards and is looking to improve standards, especially in the lower attainers throughout the school. For example, the school recognises the need to improve pupils' achievements in writing. Assessment procedures are good. Teachers monitor pupils' performance well. Test results are analysed systematically and individual pupil targets are set for each pupil for the end of each key stage, though not as yet for the end of each year. Resources are good, and well used, other than not enough use is made of poets, authors, and drama groups working directly in school alongside pupils. Overall improvements since the 1999 HMI inspection are satisfactory.

MATHEMATICS

86. Standards of attainment at the end of both key stages are well above the national average. Standards have improved since the last inspection, especially at Key Stage 2. Mathematics is a strength of the school.
87. Results in the 2000 national tests at the end of Key Stage 1 were well above average, both nationally and when compared to schools in similar circumstances. The proportion of seven year olds attaining the expected level 2 was well above average. The proportion of pupils gaining the higher level 3 was also well above average. The performance of pupils in national tests over the past three years was also well above the national average. Inspection findings, both in lessons and in the scrutiny of pupils' work, indicate that the standards achieved by the current Year 2 cohort are well above average. Throughout the key stage, boys and girls achieve equally well.
88. Results in the 2000 national tests at the end of Key Stage 2 were well above average. When compared with the results achieved in schools with pupils from similar backgrounds, the school's results, were also well above average. Higher attaining pupils did well as the proportion of pupils gaining the higher level 5 was also well above average. Results have risen sharply in the last two years indicating a significant improvement since the last inspection. Inspection findings show that standards achieved by 11 year olds reflect the most recent test results and are well above the national average. The vast majority of pupils work confidently at the expected level for their age and often beyond. Higher attaining pupils achieve beyond the expected level and some pupils are working within level 6. Pupils with special educational needs and the higher attaining pupils achieve very well as a result of the good provision that the school makes to meet their specific needs. There are no significant differences between the performance of girls and boys in tests or in work seen in the classroom.

89. At Key Stage 1, pupils achieve well in lessons and are making good progress over the longer term in all aspects of mathematics. By the age of seven years, pupils have a good understanding of number, counting, adding and subtracting numbers and of money to £1. They use a range of methods, such as counting on and back, to solve problems mentally. Pupils have a secure understanding of place value to numbers with three digits. Higher attaining pupils understand basic algebra, finding the value of x in the equation. Most pupils are developing good knowledge of the 2, 5 and 10 times multiplication tables. They tell the time to the nearest quarter of the hour and know the days of the week and months of the year. For example, pupils in Year 2 successfully worked out real-life problems based on time and then made up their own which were very challenging. Pupils use both non-standard and standard units of measure in the context of length and identify a right angle as a measure of a quarter turn. They develop understanding of the relevance of data-handling and can record their results on a block graph. For example, pupils in a Year 1 set worked in pairs, collecting data on pupils' eye colour, and then recorded the information on a block graph. Pupils study shape and space and name a range of two and three-dimensional shapes describing most of their features. The well-above average levels of attainment compared to other schools are apparent in the extent to which all pupils meet national expected levels and also in the number of pupils who attain the higher levels.
90. Pupils continue to make good progress throughout Key Stage 2. By the time they are eleven years old, pupils have a good knowledge of related number facts, which they use when solving problems mentally. Their understanding of the four operations of number is good. They successfully apply these when working with decimal fractions. For example, pupils in Year 6, during the oral/mental starter were mentally dividing decimal numbers by 10 and 100 with speed and accuracy. At the same time pupils were trying to 'beat the clock' with their response. Pupils' knowledge of mathematical vocabulary is very good. They use this knowledge to interpret and accurately solve a variety of problems. For example, pupils in Year 5 were extracting important information from a 'real life' problem in order to apply the operation of addition. Pupils understand percentages and recognise their fractional and decimal equivalents. For example, lower attaining pupils in Year 4 were finding fractional equivalents with a good knowledge and understanding of the process. In work on shape, higher attaining pupils confidently find the volume of a cylinder and the total surface area of a hexagonal prism by using the appropriate formula. Most pupils recognise where a shape will be after reflection. Higher attaining pupils explore negative numbers. Most pupils find the mode, mean and median of a set of data. They make reasoned judgements about what the data tell them.
91. Factors that contribute to these high standards include the good quality of teaching and learning, the effective implementation of the numeracy strategy, booster classes at Key Stage 2 and the 'setting' arrangements which ensure that all pupils are given appropriate challenging work.
92. The quality of teaching and learning in both key stages are good. Only one lesson was unsatisfactory. This is a significant improvement since the last full inspection, when teaching was unsatisfactory in nearly half the lessons observed. Teachers have good knowledge of the subject and lessons are carefully planned, based on the recommendations of the national numeracy strategy. This helps them to plan lessons with clear objectives, which are displayed and explained by teachers at the start of the lesson. This enables pupils to concentrate well on what they have to learn. At the end of the lesson, teachers evaluate whether or not pupils have learned what was intended. A strong feature of the teaching is that lessons take account of pupils' previous learning so that they learn in a structured sequence of stages. Day-to-day assessment of pupils' progress is good and teachers use this information to plan future work for individuals. Targets are set for all pupils and these are reviewed regularly in order that they move forward in their learning. Marking is consistent and evaluative comments are recorded. Teachers make the necessary allowances for pupils' differing levels of attainments and work is well matched to the needs of all pupils, including those with special educational needs, traveller children and those who have English as an additional language. Pupils with special educational needs and those who have English as an additional language make good progress. Traveller children make satisfactory progress.
93. Teachers use a good range of teaching styles. Lessons are well organised, class routines are well established and resources are well prepared for each lesson. Instructions given by teachers are clear and thorough. In most lessons, there is a strong emphasis on understanding and using appropriate mathematical vocabulary, which supports the development of pupils' literacy skills and helps them to

interpret problems more accurately. Lessons start with a sharp, well-paced mental mathematics starter activity that stimulates interests and motivates the pupils. For example, lower attaining pupils in Year 4 were adding 19 to a one digit number, by using 20 and then subtracting 1. This helped pupils' learning and gave them a way to speed up their mental calculations. Lessons conclude with a brief, but very effective, review of what has been learned. Very good teaching takes place with higher attaining pupil groups. In these lessons, pupils are constantly challenged to demonstrate a variety of different strategies. For example, higher attaining pupils in Year 3 and 4 were calculating harder fractional parts of larger numbers mentally with precision and accuracy, using different strategies. Teachers have high expectations of pupils' work and behaviour and this has a positive impact on pupils' progress. Pupils are well managed and this is reflected in their very good attitudes and efforts. Throughout the school, pupils' responses are very good and they settle to their written and practical tasks with interest and concentration. Pupils are very well behaved in lessons, work very hard and this contributes to the good quality of their learning. Relationships between teachers and pupils are very good. Teachers respond well to pupils' ideas and speak to them pleasantly. Learning support staff are well prepared and provide effective support and guidance for those pupils who have special educational needs. Homework is given regularly and is well linked to class work. In the one lesson which was unsatisfactory, pupils were not challenged sufficiently, the pace of working was slow, insufficient attention was given to presentation and the concluding session was not well-managed.

94. The management of mathematics is good. The co-ordinator is enthusiastic, has a clear view for the future development of the subject and provides effective leadership. Monitoring of teaching and planning is used well to gather information about standards. Assessment procedures are good. Pupils' test results are analysed systematically in order to raise standards where necessary and to organise pupils into the appropriate sets for numeracy. Regular testing takes place and all results are recorded for all pupils. Information from assessment is used well to guide weekly planning. Reviews of pupils' work are carried out and exemplary work is collected and annotated appropriately. Individual pupil targets are set for the end of each key stage, though not for the end of each year. The co-ordinator is raising more awareness amongst staff of the uses of numeracy and information technology across the curriculum. These areas are currently under-developed. Resources are good and contribute to the good quality of pupils' learning experiences
95. The overall improvement since the last full inspection is good. The quality of teaching, the behaviour of pupils and the standards in lessons have greatly improved and this has had a positive impact on standards.

SCIENCE

96. Standards are broadly in line with those typically found nationally at the end of both key stages. A higher proportion of pupils reach expected standards than nationally but the more able pupils are not sufficiently stretched and the proportion of pupils achieving above expected levels for their ages is only average. Pupils' scientific knowledge and understanding are satisfactory. The weakness lies in their skills in investigative science. In both key stages, pupils are adversely affected by limited opportunities to undertake investigations and develop scientific skills of predicting, investigating, observing and recording. These judgements are similar to those made at the previous full inspection.
97. Teacher assessments of the attainment of seven-year-olds at the end of Key Stage 1 in 2000 judged that the proportion of pupils reaching Level 2 or above was close to the national average, but that the percentage achieving the higher Level 3 was well above average. Results in the most recent national tests at the end of Key stage 2 were in line with the national average and comparable to results in similar schools. The percentage of pupils achieving Level 4 was above the national average, but the percentage achieving the higher Level 5 was broadly in line with national figures. Results over the past four years, have risen in line with the national trend, due to a significant improvement in the performance of boys, and have been above the national average, but fell in 2000 to just above average.
98. Inspection findings confirm that the standards of attainment of pupils in the current Year 2 are broadly in line with expected levels. Pupils' knowledge and understanding are sound. For example, they understand that some materials are more absorbent than others and know some of the basic properties of sound and what is needed to keep animals healthy. However, there is insufficient recording of work or

opportunities to do investigations or simple experiments. Analysis of pupils' work folders shows that recorded work at the beginning of Key Stage 1 is mostly pictorial and not always clearly presented. By the age of seven, there is some improvement in the quality and quantity of recorded work and there is some use of investigations, for example when pupils listen for sounds in and around the school. However, there is insufficient evidence of pupils working at levels above those expected for this age.

99. Standards of attainment at the end of Key Stage 2 are similar to those found nationally. Most pupils work confidently within expected levels, but insufficient pupils are working at the higher Level 5. The work produced by Year 6 pupils over the current year provides little evidence of pupil-led investigative activities and extended recording. However, in Years 3 and 4, teachers place an increasing emphasis on pupils undertaking their own investigations, for example, using investigative skills effectively to discover how different surfaces affect friction. From this, pupils learn to predict outcomes, plan and test out ideas and understand what constitutes a fair test. Generally, the quality of pupils' recording and presenting of results is below what might be expected at this age. As a means of supporting recording activities, writing 'frames' are sometimes provided. Whilst these give a good framework of support for lower attaining pupils and those developing relevant skills in English, they restrict those with more facility in writing and who are able to record results in tables and charts for themselves. Generally, pupils with special educational needs, including those with statements of special needs make similar progress to other pupils. Pupils learning English as an additional language make sound progress and achieve well, frequently attaining at least as well as other pupils.
100. The quality of teaching is satisfactory at both key stages. This is an improvement since the last full inspection, when teaching was unsatisfactory at Key Stage 2. Teachers' very clear planning provides good structure to lessons and is effectively aimed at helping pupils develop relevant scientific knowledge. Teachers' good subject knowledge is communicated well to pupils, developing their understanding. They usually begin lessons by making the purpose of lessons clear, so that pupils know what they are learning. They build successfully on what pupils have learnt through brisk question and answer sessions, often using probing questions which further develops understanding. Lessons usually proceed at a brisk pace, which ensures pupils listen attentively and show an eagerness to learn and undertake activities. Teachers generally manage time and activities well and because of this, most pupils have a very positive attitude to their work and their behaviour is often very good. When undertaking practical activities, pupils handle equipment carefully, understand the need for safety and show very good respect for each other's views, when discussing, planning, and carrying out investigations. Teachers make good use of the local wildlife area and pond and visits to the Science Museum to further develop pupils' knowledge. Resources are of good quality and well-organised and used successfully by teachers to support pupils' learning. There are some stimulating science displays around the school, which further enhance and raise the profile of the subject and extend pupils' learning.
101. However, there are some shortcomings in pupils' learning, which affects the overall progress that pupils make. There are insufficient opportunities for pupils to undertake practical activities so that they can develop scientific skills through first hand experience. In some lessons, pupils undertake the same activities with the result that higher attaining pupils are sometimes not sufficiently challenged, especially in the mixed aged classes. Marking is satisfactory, overall, but there are few examples in Key Stage 2 where teachers use marking to set targets for further development. The use of ICT to support pupils' learning is an area for development. There is some limited evidence that ICT is beginning to be used to support pupils' learning, for example using programs relating to recording and handling data, but it is not yet used in control and monitoring. Pupils use their mathematical skills in science through measuring and data recording. However, the subject does not contribute enough to the development of literacy skills. Whilst teachers give appropriate emphasise to the correct use of scientific language, there are insufficient opportunities to write scientific accounts of appropriate length and quality.
102. The co-ordinator provides good leadership and has a clear understanding of what needs to be done to raise standards. Science is currently a priority within the school improvement plan. The co-ordinator has produced a useful action plan based on an effective review of science within the school. There is effective monitoring of teaching and planning by the headteacher and co-ordinator, although rigorous monitoring of pupils' work is less well developed. The school now evaluates information from assessments and tests more effectively. For example, it is aware of the need to improve girls' test results. Ongoing assessment procedures are sound and include assessments at the end of each

curriculum unit. A portfolio of assessed work is being developed to help teachers assess the standards of pupils' work with greater accuracy. Teachers make good use of the recently updated policy and clear curriculum framework, based on national guidelines, to plan their work. The curriculum is based on a two-year cycle to accommodate the mixed aged classes. Pupils in similar age classes have comparable learning experiences, because teachers use the curriculum framework effectively to plan carefully together. The school has made sound progress since the last full report in addressing issues relating to planning, continuity and progression and data analysis. The quality of teaching has improved, the policy and curriculum have been revised and resources audited and updated.

ART AND DESIGN

103. The attainment of pupils at the end of both key stages is broadly in line with that expected for their ages. There is a strength in pupils' drawing skills, especially in using pencil to create shading at the end of Key Stage 1. Standards are similar to those reported by the last full inspection, but there has been an improvement in teachers' planning and teaching of specific skills.
104. Pupils in Key Stage 1 have appropriate skills in mixing and using colour and can create imaginative pictures as well as carefully drawing what they see. There is good evidence of print-making and collage in Key Stage 2, but very little three-dimensional work, or use of textiles and other materials. Sketchbooks are not used enough to show pupils' progress. Overall, pupils make satisfactory progress, but not enough is expected of those with well-developed artistic skills. This means that the quality of work is not always as high as it should be. Quality is also limited, because pupils are not given enough opportunities to visit art galleries, or to work with artists in the school. However, examples of the work of great artists are displayed and discussed and pupils have an appropriate knowledge of artists such as Monet and Turner and can create pictures in the styles they used.
105. The quality of teaching is good at Key Stage 1 and satisfactory in Key Stage 2. There were examples of very good lessons at Key Stage 1 where the teachers carefully taught the skill of shading, emphasising the importance of pressure and the closeness of lines to each other. They gave sufficient time to practise getting differing effects with pencil, then encouraged pupils to look at a Rembrandt self-portrait to see how he used shading and tone in his work. Teachers demanded close attention to detail and intensified the working atmosphere by playing background music. Pupils enjoyed their activities and learned with their tongues out in intense concentration. In these lessons, learning was of high quality. In Key Stage 2, pupils enjoy their learning and are satisfied with what they produce. Teachers now have a scheme of work, which is supplemented with a very helpful book of suggestions, but skills to be taught are still not clearly identified. Satisfactory assessment is undertaken, but there are not enough good examples of what attainment is required at various ages and this limits expectation and opportunities for precise evaluation.
106. There is a very good art club for children in the reception class and for pupils in Key Stage 1. It is very well attended and extends learning considerably. There are good resources and adequate accommodation, which are well used. The curriculum co-ordinator has very good knowledge of the subject, but has not monitored the quality of teaching or checked on the progress that pupils make sufficiently. This has had a limiting effect on the development of teaching and learning and is reflected in the standards achieved.

DESIGN AND TECHNOLOGY

107. The teaching of design and technology alternates with art during the term. During the inspection, there were only limited examples of pupils' work on which to make judgements on standards, because the subject is being taught only in the Year 3/4 classes this term and the school does not keep examples of previously completed work. Although there was some evidence from displays around the school, this was insufficient to enable a firm judgement on standards by the end of both key stages to be made.
108. The evidence available from teachers' planning, pupils' books and limited examples of finished products indicate that, in both key stages, National Curriculum requirements are met. An appropriate range of activities is carried out and tasks enable pupils to 'plan, do and review'. This sequence forms the basis for activities and ensures the pupils develop the necessary skills. Wherever possible, tasks are linked to other areas of the curriculum, for example, a Tudor bed as part of a study of Tudor times following a visit to Hampton Court. Lessons include making effective use of a range of materials, construction techniques and tools. Mathematics is soundly supported through measuring activities and, in their writing about their designs and in evaluations, pupils use literacy skills satisfactorily.
109. Insufficient design and technology lessons were observed to be able to make a reliable judgement on the overall quality of teaching. In a good Year 3/4 lesson, good lesson planning and clear explanation of the task extended pupils learning effectively as they made pages for pop-up books for younger children.

Pupils were fully engrossed in their activities, making levers, slides and pivots to animate pictures and pages. They soundly used newly acquired knowledge and understanding in the design and making process.

110. There has been satisfactory improvement in provision since the last inspection. The school has adopted the nationally recommended guidance for the subject and is in the process of reviewing this to cater for the introduction of single age classes in September 2001. Current planning is based on a two-year cycle of topics across the school to cater for the mixed age classes. Staff use this guidance effectively to ensure appropriate coverage and plan progression in the development of skills and knowledge. As yet, there are no formal procedures in place to assess individual pupils' progress, although these are being developed along with a portfolio of assessed work to assist the process. The co-ordinator has only recently taken over responsibility for the subject and has not yet had time to lead new developments. She has a sound understanding of priorities for future development, namely, better assessment procedures, monitoring the planning and delivery of the subject more closely, balance in timetable arrangements and policy review, in order to raise standards. Resources are adequate and are easily accessible in a central storage area.

GEOGRAPHY

111. Standards of attainment in observed lessons at both key stages are broadly in line with expected levels for pupils of similar ages. Judgements are similar to those made by the last full inspection. Pupils' geographical knowledge and understanding are sound and, in discussions, they show appropriate awareness of different places. However, the range and quality of pupils' written work is unsatisfactory.
112. By the end of Key Stage 1, pupils' knowledge of places and location is satisfactory and they have a sound knowledge of the world around them. Pupils have gained experience in using maps to locate geographical features in and around their school and the local area. They draw maps to show different land use, such as houses, schools, railway and the common in the local area. They collect statistics on the methods of travel to school by pupils in their class and present the data obtained correctly on a chart. They discuss the best means of transport to get to places near and far. They know the countries of the United Kingdom and can show their relative positions on a map. They can extract information from pictures and can identify similarities and differences between the lifestyles of children in Epsom and Cairo. They have a sound knowledge of human and physical features of places. Their verbal responses to teachers' questions are good, but there is insufficient recording of work and development of map skills.
113. Year 3 and 4 pupils show sound knowledge of the physical and human features of St Lucia and can identify these features on photographs. They use their knowledge of map keys and symbols appropriately, correctly identifying features on maps. They have an understanding of factors that affect location and link this to their studies of the local area and settlements in St Lucia. Year 6 pupils show confidence in locating places on globes, world maps and satellite pictures. They recognise the continents and oceans and major countries. They use atlases to find out information about Australia, identifying significant geographical features in Oceania. By the end of the key stage, pupils are familiar with the use of grid references to locate features on a map and have some sound understanding of different aspects of geography, including contrasting environments. However, scrutiny of pupils' work at Key Stage 2 shows that over a three-year period the current Year 6 pupils have not covered geographical topics in sufficient depth. The range of work undertaken has been limited and there is a lack of systematic development of map skills. The amount of recorded work produced by pupils is less than that typically found and indicates that teachers do not take appropriate opportunities to develop pupils' writing skills through geographical activities.
114. The quality of teaching has improved since the last inspection. The quality of teaching and learning is now far more consistent and is satisfactory overall. Teachers demonstrate sound subject knowledge, which is made accessible to pupils through clear explanations and good questioning. Lesson planning is satisfactory, but does not always take sufficient account of pupils' different learning needs. Lesson objectives are often too general. Teachers promote pupils' speaking and listening skills effectively. In one good lesson at Key Stage 1, the teacher used a range of methods, including story telling, skilful questioning, use of photographs, collating contributions of the whole class, that kept pupils fully

engaged throughout the lesson. Pupils have insufficient opportunities to research information on topics, for example using CDROMS or the internet. However, in one good lesson in Key Stage 2 the teacher used a range of resources including ICT, photographs and holiday brochures to stimulate pupils' interests. The teacher worked hard at raising the quality of pupils' responses when looking at photographs and, as a result, they showed good concentration and attention to detail in picking out and recording a range of features. When the pupils looked at the pictures in the holiday brochures, they discussed the main features of the tropical climate, using a range of vocabulary to describe the island and they left the lesson eager to visit the island themselves.

115. Geography has been a low priority for development because of other priorities. It is currently managed by an enthusiastic teacher who holds temporary responsibility for the subject. She has made a sound contribution during the short time that she has been at the school. She has completed an audit of resources to ensure that there are sufficient resources for the revised curriculum. Resources are adequate and a number of displays including large-scale maps promote an awareness of different places. There is now a scheme of work based on the nationally recommended guidance. However, improvements since the last inspection are not sufficient. Curriculum planning is not fully effective. The curriculum is based on a two-year cycle, so pupils in different years do similar work, with little planning to meet the needs of pupils of different abilities or ages. Assessment procedures have yet to be introduced.

HISTORY

116. The teaching of history alternates with geography and no teaching of history was observed during the inspection. Judgements are based on the scrutiny of pupils' work, discussions with teachers and pupils and examining documentation, including planning. Pupils' historical knowledge and understanding is sound. However, the range and quality of pupils' written work is limited and the development of skills is unsatisfactory. Judgements are similar to those of the last inspection. Pupils' achievements, overall, are not high enough.
117. Pupils at Key Stage 1 have looked at how houses in the local area have changed over time and they can identify some of the differences between old and modern houses. They have looked at changes in domestic objects and can give reasons for the changes such as the effects of developments in electricity. There is very limited recording of work and is usually in the form of drawings. For example, they learn about historical figures such as Grace Darling and Guy Fawkes, but produce no written accounts of what they have learnt. In discussions, Year 6 pupils show appropriate awareness of different periods in history. Their knowledge has been developed through studies of some of the most important periods in British history. They can recall some major events and have a sound sense of chronology, but their understanding lacks depth. The pupils have a positive attitude to the subject and speak with enthusiasm about what they have learnt. However, analysis of pupils' work at Key Stage 2 shows that over a three-year period the current Year 6 pupils have not covered historical topics in sufficient depth, the range of work undertaken has been limited and there is a lack of systematic development of skills. Pupils are not skilled in using and interpreting a wide range of historical resources of evidence. The amount of recorded work produced by pupils is less than that typically found for pupils of this age.
118. There is insufficient evidence to make a sound, overall judgement on teaching in the subject. However, the evidence indicates some shortcomings. Teachers make limited use of materials, artefacts and ICT to support pupils' learning. Expectations of pupils in terms of written work are too low and teachers do not take appropriate opportunities to develop pupils' writing or research skills through history. Planning does not take sufficient account of the different learning needs of pupils.
119. History has been a low priority for development until recently, because of other school priorities. There is some improvement in curriculum planning, as there is now a scheme of work based on the nationally recommended guidance. However, the curriculum is based on a two-year cycle, so pupils in different years do similar work with little planning to meet the needs of pupils of different abilities or ages. The co-ordinator has begun to monitor standards, but pupils' books have not been reviewed closely. He has identified some priorities for future development and has completed an audit of resources to ensure that there are sufficient resources for the revised curriculum. Assessment procedures have yet to be introduced.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards of attainment have improved since the last full inspection, but still fall short of expected levels by the time pupils leave school at age eleven.
121. At the time of the last inspection, pupils made unsatisfactory progress across the school and standards were well below national expectations in both key stages. Now, with improved provision for information and communication technology (ICT), pupils make satisfactory progress in specific ICT lessons and achieve higher standards. However, during the inspection, there were few occasions when pupils were observed using computers in lessons in other subjects to support their learning.
122. By the age of seven, pupils' knowledge and understanding of ICT are broadly in line with expected standards. At Key Stage 1, pupils have greater confidence in using computers than at the time of the last inspection. Pupils can log on and off the computer, load programs, open specific files and save and retrieve their work. They use the mouse and keyboard functions competently and show sound familiarity with the icons and tool bars on the screen. In observed lessons, pupils successfully used a graphics package to create their own patterns and pictures, selecting, transforming shapes and experimenting with various combinations. They show appropriate skills and results are of a satisfactory standard. However, they have only limited opportunities to explore what happens in real and imaginary situations or to use simple word processing tools to correct and present their work. Pupils have a sound knowledge of everyday devices that can be controlled by giving signals or commands and have experiences of controlling the movements of devices on screen. However, they do not learn how to plan and record sequences of instructions to control the movement of devices on computer screen or floor.
123. By the end of Key Stage 2, pupils' overall attainment is below the expected levels for their age. Pupils use the computers with confidence and some have well developed skills. There is some development of word processing skills but pupils do not reach appropriate standards. Pupils in Years 3 and 4 are aware of what they can do with the appearance of text. They change the font, size and colour to enhance their work. They can inset a text box into a word document and show appropriate word processing and keyboard skills when entering text. However, pupils do not sufficiently develop skills in amending and redrafting work or merging text and graphics effectively. Pupils understand the difference between accessing information from a hard disk, floppy disc, CD Roms and the Internet but have limited opportunities to extract information linked to their topics. Years 5 and 6 pupils construct spreadsheets to record scientific information and present their findings. However, pupils have little experience in control and monitoring events and the use of simulations to investigate changes and explore possibilities.
124. The quality of teaching and learning has improved significantly since the last inspection. Teaching was unsatisfactory at both key stages, as there was little direct teaching of skills. Teaching is now satisfactory, overall, and all classes have regular, focused teaching in the computer suite. The quality of teaching and learning in the computer suite are satisfactory, overall, with some good lessons observed. Teachers are well prepared and lessons are well organised. All teachers have at least a sound knowledge, which is reflected in their work with the pupils. Their explanations and demonstrations are clear and well paced. They give precise instructions, introduce correct vocabulary and file management techniques systematically. Thus, pupils are clear on what is expected, settle quickly to their tasks and make satisfactory progress in developing techniques and skills. Teachers monitor the progress of pupils effectively during lessons, using questions to reinforce and assess pupils' learning and providing additional help where necessary. Pupils who struggle with tasks are well supported so that those with special educational needs make appropriate gains during lessons and those with English as an additional language cope well. Pupils clearly enjoy information and communication technology, are well motivated and have good attitudes towards learning. When working in pairs, pupils learn to share ideas and help each other. This contributes well to their learning. They confidently ask questions of their teachers, understand about taking care of equipment and do so responsibly.
125. Teaching and learning in other rooms are not as effective as teachers do not plan sufficient opportunities for pupils to use ICT to support learning in other subjects. There are not enough opportunities taken within other subjects to develop pupils' information technology capabilities. For example, pupils have few opportunities to develop their word processing skills across the curriculum. The school makes only

limited use of information handling software and control in the support of mathematics and science. In history, religious education and geography there is little evidence of the use of ICT to develop research skills. Teachers provide few links with art and music. Examples of pupils' work are sparse. There are some isolated examples on display and the co-ordinator has started a portfolio. Pupils can save work in individual folders on computers. This is a useful development, but does not help pupils learn the skills of communicating and presenting information in a variety of ways.

126. The subject co-ordinator is knowledgeable and manages the subject with enthusiasm and provides general advice and support to colleagues in planning. Improvements in ICT since the last full inspection are satisfactory. Policy guidelines are satisfactory and curriculum planning has improved as the school has adopted the nationally recommended scheme of work. Once fully implemented, this will ensure a broad curriculum. However, current planning guidance does not ensure sufficient progression in the development of skills. Assessment practices are better than at the last inspection, because half-termly assessments provide teachers with a sound understanding of what pupils understand and can do. However, assessment procedures remain unsatisfactory, because there are no whole school systems to monitor pupils' progress over time. The co-ordinator has played a significant role in developing the computer suite. This valuable resource is having a positive impact on progress, as it enables whole class teaching and provides all pupils with regular access to programs and equipment. However, the systems are now outdated and are not fully compatible. There are good quality computer systems in classrooms which provide access to the internet, enabling pupils to e-mail both to pupils within the school and to a school in Devon. There is a limited range of quality software. Planned professional development is in hand for all teaching staff in order to develop their expertise and increase confidence in teaching the subject. The management of the subject is satisfactory, although there are some shortcomings. The co-ordinator does not monitor the quality of teaching and learning and does not have sufficient overview of standards in the school. Although the co-ordinator has identified some priorities for future development, a fully developed strategic plan for the future is not yet in place.

MUSIC

127. Pupils attain the expected levels by the end of both key stages. Pupils show a particular strength in singing, which they enjoy. However, the standards achieved by talented and higher attaining pupils are not high enough. This is because not all teachers have sufficient knowledge. Their expectations are not always high enough and there are insufficient opportunities for pupils to practise and perform music with others.
128. Younger pupils can use their voices expressively in speaking and in singing, indicating happy and sad feelings. They can use percussion instruments to create rhythms and improvise sounds to their own satisfaction and they co-operate well in small groups. All are enthusiastic to take part and to take their turn with the instruments. Pupils in Key Stage 1 have opportunities to learn the recorder as an extra curricular activity and many do this.
129. Pupils in Key Stage 2 can compose their own rhythmical patterns and write them down. In Years 3 and 4, they do this by using their own symbols. Pupils in Years 5 and 6 develop this skill and can record their own compositions using bar lines and correct musical notation for crotchets, quavers, minims and rests. They enjoy these activities, particularly when called upon to be the conductor in working with others and performing their compositions. Older pupils have limited knowledge of the wide variety of music from their own culture, or from others.
130. Pupils in Key Stage 2 can also take part in extra curricular activities to learn to play the recorder and they use their skills to good effect in accompanying suitable hymns during assemblies. The school choir is popular and helps pupils enjoy their singing. The choir takes part in various local festivals and is in demand for performances in the immediate locality. They are at present preparing to take part a celebration of spring and have had a song especially written for them. There are very limited opportunities for pupils to learn to play instruments, with few specialist teachers visiting the school. There are not enough opportunities for pupils to hear live music, either by visits to concerts or through musicians coming to play in the school and this restricts the quality of learning. However, teachers are careful to use recorded music at varied times of the day. A good example of this was in a Year 1 and Year 2 class where music was played to very good effect whilst pupils drew. Music is also played in the corridors when pupils arrive.

131. The quality of teaching is satisfactory, overall and there is some good teaching. All teachers teach their own music lessons, but their own knowledge is not always sufficient to extend pupils' learning. They have adequate resources and plan individual lessons well, but the scheme of work has not been modified to meet the needs of the school. This means that teachers are not always sure what skills are to be taught, or what materials to use. Teachers make limited use of ICT to support pupils' learning. A classroom assistant gives excellent support, notably in assembly and in hymn practices and this has a very positive effect on the quality of singing.
132. There has been insufficient improvement since the last full inspection. This is because the school no longer has a specialist music teacher, the scheme of work does not specify clearly enough what is to be taught and there are not enough opportunities for pupils to hear live music. There are too few opportunities for the musically talented to extend their skills. The curriculum co-ordinator monitors teachers' planning, but is not given time to check on the quality of teaching and learning in music.

PHYSICAL EDUCATION

133. Standards achieved by pupils have been maintained in Key Stage 1 since the last full inspection and are at expected levels. Standards have improved at Key Stage 2 and pupils often exceed the expected standards by the end of the key stage. During the inspection week, pupils participated in a range of activities, including games, gymnastics and dance. Other areas of activity, including athletics and swimming for Year 3, were not seen, but are included in teachers planning and schemes of work.
134. The achievements of pupils in Key Stage 1 are satisfactory. They learn to explore space and understand different ways of travelling. Pupils learn the effect of exercise on the body and know the need to warm-up and cool-down before and after strenuous activity. In games activities, pupils send and receive bean bags with increasing accuracy and by the end of the lesson they refine and improve their techniques. For example, pupils in Year 1 were using skilful throwing movements to hit a small target. By the end of the key stage, pupils are gaining better control of their movements.
135. In Key Stage 2, pupils show better quality in their work and demonstrate a good range of skills. They are developing confidence both in planning and performing their movements. For example, pupils in Year 5 and 6 performed dance movements at different levels, developing poise, balance and stillness at appropriate times. Pupils are developing a sense of sequential movements in dance, interpreting different moods and feelings as they move to the music. For example, pupils in Year 3 and 4 were 'catching raindrops' on the spot at various levels as they performed light gentle movements. Gymnastics and game skills are well developed by the end of the key stage. Pupils have a good understanding of the effects of strenuous activity on their bodies. Year 3 pupils have swimming lessons and extra teaching is provided in Year 5 in order to increase the proportion of pupils that achieve the required distance of 25 metres by the end of Key Stage 2.
136. The quality of teaching has improved significantly since the last full inspection. Teaching and learning are much more consistent and, overall, are good at both key stages. All teachers show a good knowledge of the subject, plan effectively and ensure that lessons begin and end with appropriate exercises. Lessons start promptly and pupils move swiftly and orderly to the hall and playground. Teachers set a good example by their active participation in lessons and are very much involved in demonstrating movements. Skilful explanations and clarification of techniques keep pupils well focused and this allows learning to continue throughout the lesson at a good pace. Pupils respond well to this method of teaching and learning is enhanced. All pupils concentrate and use the lesson time to the full. Pupils are co-operative and respectful in lessons and this contributes to their personal development. Pupils with special educational needs, those for whom English is an additional language and traveller children all make good progress in their learning. This progress is due to good teaching which focuses on developing skills, knowledge and understanding. Teachers build on pupils' previous knowledge and give time for pupils to plan and perform. For example, in one lesson, older pupils discussed in pairs how they could improve their performance to show higher skills in their dance routine. Teachers plan time for evaluations into all lessons and this gives pupils an opportunity to observe and discuss their

performance. In both key stages, teachers show good management of pupils in a safe and secure environment. Teachers use resources well in lessons and pupils learn how to handle them safely. All teachers present themselves as good role models by wearing appropriate clothing for the lesson. Pupils are also suitably dressed for physical education.

137. A full range of physical education is provided in the curriculum throughout the year. The physical education programme enables pupils to build on their standards as they move through the school. The scheme of work provides good guidance for teachers and helps them ensure that pupils learn effectively. A very good range of extra-curricular activities for pupils in both key stages supports the curriculum. Many sports are offered, including athletics, dance/drama, football, netball and small games activities. The school enters many sports competitions and is successful in them.
138. The leadership and management of the subject are good. The co-ordinator is dynamic and a competent practitioner. She is well-focused to promote physical education across the school. She monitors teaching and planning and provides support to colleagues with their planning. Systems of assessment and the use of assessment to inform curriculum planning are not well established. Resources are good. There are two grass areas, a large playground and a hall. Pupils have good opportunities to practise the skills from a range of sports using these facilities.

RELIGIOUS EDUCATION

139. Standards of attainment are below the expectations of the locally Agreed Syllabus by the end of both key stages. This is a decline in standards since the previous full inspection when attainment was judged to be in line with the expected levels. This lowering of standards is partly due to the subject' low profile in the school's priorities for development in recent years.
140. Pupils do not achieve well in religious education. They make insufficient progress over time, although they made satisfactory progress in the lessons observed during the inspection, where the quality of learning was always at least satisfactory. However, analysis of pupils' work indicates an unsatisfactory picture; there is no recorded work by pupils at Key Stage 2 apart from in Year 3. In Key Stage 1, there is very limited recording of work. For example, in Year 2, one piece of unfinished work was evident. This evidence, the scrutiny of teachers' planning, displays and discussions with Year 6 pupils, indicate that the majority of pupils are not achieving the appropriate standards by the ends of both key stages. There are gaps in pupils' knowledge and understanding about the major world faiths and pupils do not have enough time to consolidate and build upon their limited knowledge, as there is insufficient teaching time for religious education in Key Stage 2.
141. In Key Stage 1, pupils know that Jesus told special stories called parables. For example, pupils in Year 1 recognised the "Parable of the Sower" and, through discussion, linked the moral of the story to their own lives. They recorded the story pictorially and then explained that the 'good ground' reflects those who listen to the word of God. Through the parable of the good samaritan, pupils identify that the story comes from the Bible and that it shows how people should show kindness to their neighbour.
142. In Key Stage 2, the youngest pupils know that the Bible is a collection of books, divided into the New and Old Testament and that it is a sacred book for Christians. From their previous work, pupils show that they know the significance of the contents of the Jewish Seder meal and the reason why the Israelite people left Egypt. Through the study of festivals in Judaism, pupils learn that the celebration of Sukkot recalls the making of tents by the Israelite people during the Exodus from Egypt. Pupils in Year 3 listen to the story of Esther and Haman to celebrate the festival of Purim. They identify the characters in the story and act out the responses of the people when they are in the synagogue. A range of other festivals is celebrated at assemblies. These include the Hindu festival of Holi, the Jewish festival of Hanukkah and the Christian festivals of Christmas and Easter. However, despite some examples of sound practice, attainment, overall, by the end of Key Stage 2 for the majority of pupils is below expectations. This is because pupils have only limited opportunities to develop appropriate skills and an insufficient range of experiences to acquire depth in their knowledge and understanding.
143. The quality of teaching is satisfactory. This is a similar picture to the last full inspection. The lessons seen captured the interests of the pupils. In one Year 3 lesson, good use was made of musical

instruments to create sound effects to demonstrate the response of Jewish people celebrating Purim in the synagogue. Teachers' subject knowledge is secure and, in each lesson, teachers used questioning effectively to assess pupils' knowledge and understanding. Story telling is a strong feature of religious education teaching. Pupils listen attentively and respectfully. They behave very well in lessons and are not easily distracted. Teachers use resources well during lessons and for display. Although teachers promote pupils' speaking and listening skills effectively, they do not take sufficient opportunities to develop pupils' skills at writing for different purposes.

144. The subject has not featured strongly in school development planning in recent years, due in part to the emphasis on national strategies for literacy and numeracy. However, the school's framework for curriculum planning provides teachers with sufficient guidance. The curriculum uses a two-year rolling programme which is based upon some aspects of the local Agreed Syllabus, supplemented by national guidance material. Planning documentation identifies which aspects will be taught to which year groups. However, there is no evidence in pupils' books, particularly in Year 6, that these areas had been studied consistently. As a result, similar work is being undertaken by pupils of different ages, particularly those in the mixed year groups. The co-ordinator has monitored the teaching and planning but pupils' books have not been reviewed closely. Assessment procedures are not fully developed, do not help to inform teacher's planning and the school does not retain samples of exemplar work to show standards and expected levels. There are few visitors into the school to contribute towards the enrichment of the subject, although satisfactory use is made of the local church, mosque and synagogue. The subject makes a satisfactory contribution to pupils' moral, social and cultural development, but not as well as it should to their spiritual development. Resources are good and have improved since the last full inspection. They are used well for display.