

INSPECTION REPORT

HOLLAND JUNIOR SCHOOL

Hurst Green, Oxted

LEA area: Surrey

Unique reference number: 125069

Headteacher: Mr Andrew Jolley

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 8th – 11th October 2001

Inspection number: 192791

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Holland Road Hurst Green Oxted Surrey
Postcode:	RH8 9BQ
Telephone number:	01883 715801
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Ann Fort
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
21080	Kay Cornish Registered inspector	Mathematics Art Design and technology Equal Opportunities English as an additional language	What sort of school is it? How high are standards? (Interpretation of the school's results) How well are pupils taught? How well is the school led and managed?
9487	Frances Hurd Lay inspector		How high are standards? (Pupils' attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Jean Newing Team inspector	English Geography History Physical education Special educational needs	
2758	Mike Barron Team inspector	Science Information and communications technology Music Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holland Junior School serves the Holland and Hurst Green area in Oxted, Surrey. It has 163 pupils aged seven to eleven on roll, which is smaller than average. Currently there are three pupils who come from homes where English is not the main language. The percentage of pupils receiving free school meals, at 12 per cent, is slightly below average. Sixty-one pupils, including those with a statement, are on the school's register of special educational needs which, at 37 per cent, is above the national average. The percentage of pupils with a statement of special educational need is four per cent, which is well above the national average. The average class size is 27 pupils, and classes are generously supported by learning support assistants. There is a very wide range of attainment on entry. Assessments of pupils on entry show that a significant majority are well below the expected standard on entry, but a number of pupils are above. There have been significant changes in senior management and governors since the previous inspection. Three consecutive deputy headteachers have supported a previous headteacher on long term sick leave. A 'seconded' headteacher was temporarily in post for a year up to the present headteacher's permanent appointment in April 2001. The situation has stabilised since the current headteacher's appointment. The school and site are spacious, offering very good facilities.

HOW GOOD THE SCHOOL IS

Holland Junior is an effective school that provides a good quality of education. It helps pupils to make good progress in their learning. The excellent new headteacher is well supported by an excellent senior management team. All staff and governors have worked very hard to implement good improvements following the previous changes at the school. There is a determined intent to raise standards further. This has had a noticeable improvement on the now good behaviour of pupils. Standards of pupils' attainment have improved in the past year and many more pupils now attain the expected academic standards by the time they are eleven. Teaching is predominantly good. Pupils' attitudes, personal development and relationships are good. The headteacher leads with imagination and purpose and has the active support and commitment of governors and staff. The school gives good value for money.

What the school does well

- The excellent headteacher leads with imagination and clear purpose. He is well supported by an excellent senior management team.
- Pupils' attainment in art and design is above expected standards by the end of Year 6.
- Teaching is predominantly good; sometimes it is very good. This is a strength and has a positive impact on pupils' good learning.
- Procedures for assessing pupils' attainment and progress are very good.
- The provision and leadership for special educational needs are strengths of the school.
- The good behaviour, relationships, attitudes, spiritual and personal development of pupils are ensured through the very good support given by all hard working staff.
- The impact of parents' involvement on the work of the school is very good.
- The accommodation and site are of high quality and have a strong influence on pupils' learning.
- There is very efficient financial planning and daily administration.

What could be improved

- Aspects of pupils' mathematical attainment so that it is of the same standard as currently in English and science.
- Pupils' attainment in, and the provision of, information and communication technology.
- Parents' awareness of the need to support the school's procedures for improving all pupils' attendance at the school – for instance for authorised absences.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection, but improvement has been more rapid since April 2001. Apart from the issue to improve standards in information and communication technology (ICT), which is still outstanding, all the issues of the previous inspection have been rectified. A management team has been created. All staff have been interviewed in accordance with the new performance management policy. A strong focus has been on implementing a new behaviour and discipline policy, to good effect. Teaching has improved and the school's accommodation has been refurbished and is more efficiently used. The National Literacy and Numeracy Strategies have been successfully implemented. The governors are being better informed and have a clear view on how to shape the direction of the school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores¹ in National Curriculum tests.

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

Compared with all schools and similar schools², the school's performance was close to the national average in English in 2000, but well below average in mathematics and science. Due to the significant changes in leadership and teaching from the time of the previous inspection, National Curriculum assessment data shows a drop in pupils' attainment for English, mathematics and science. The situation of staffing has currently stabilised and under the excellent direction of the new headteacher and his new management team, the improvement in standards is already evident in 2001. Pupils' attainment in this year's National Curriculum assessments (2001), appears to show that English scores have been maintained, science scores have been significantly improved; and mathematics has improved, almost to national expectations. Despite the evidence of previous years' scores as being below average, the trend over time has been upwards in line with national trends.

¹ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

² Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

Assessment of pupils on entry to Year 3, shows that they were, in 1997, and are now, well below the national average. However, standards at eleven years show that pupils from the point of entry have made very good progress in learning in English and science. Pupils have made good progress in mathematics. This is good overall achievement when considering that 37 per cent of pupils are on the school's special educational needs register. These pupils have very good provision and support in line with the school's good educational inclusion policy, and they make good progress. Higher attaining pupils are well challenged and achieve the higher Level 5 in National Curriculum assessments annually. In all other subjects, apart from ICT, pupils reach the nationally expected levels. Standards in ICT are below the expectations. In one aspect of mathematics (recording calculations when solving mathematical problems) standards are below the expected level. Standards in art and design are above the expected levels nationally. Overall, therefore, from the beginning of Year 3 to the end of Year 6, current pupils make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work and are predominantly enthusiastic. They are happy to come to school.
Behaviour, in and out of classrooms	Behaviour has greatly improved over the last six months and is good overall. Since September 2001, incidents of racist name calling have ceased. The strong implementation of the new behaviour and discipline policy has had a dramatic, beneficial effect on pupils' behaviour.
Personal development and relationships	Good overall. Pupils take their responsibilities seriously with a marked degree of mature independence. Pupils from non English societies are accepted well. Relationships are mostly good.
Attendance	Authorised absence is unsatisfactory at 6.1 per cent, compared with the national average of 5.2 per cent. Procedures to improve attendance are good but a significant number of families take holidays in term time.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

The quality of teaching during the inspection was predominantly good. During the week of the inspection 42 lessons were observed. Of the lessons observed, only two were unsatisfactory. One lesson was excellent; 10 were very good; 12 were good; and 17 were satisfactory. This is a good picture and an improvement from the previous inspection. The impact of the current good and very good teaching has been substantial in raising the consistency of pupils' achievement, particularly since there have been significant changes in headship, senior management, subject co-ordinators and teachers. Teachers implement the school's inclusion policy thoroughly and, as a result, higher attaining pupils are well challenged, pupils in mixed age classes receive the same curricular entitlement as those of

single age classes, and special educational needs pupils have very good support and teaching. Teachers implement the National Literacy and Numeracy Strategies well overall. Teaching is now a strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and relevant curriculum that meets statutory requirements. The school is socially inclusive and ensures equal opportunities for its pupils. The range of learning opportunities is satisfactory, but there is unsatisfactory provision in ICT and some aspects of mathematics. Planning for pupils' own scientific enquiry and experimentation is intermittently lacking and medium term planning for geography lacks sufficient detail.
Provision for pupils with special educational needs	Provision is very good. The very good influence permeates the school significantly. All such pupils are identified early and their targets are carefully planned for.
Provision for pupils with English as an additional language	There are three pupils with English as an additional language: two Turkish pupils and one Bengali. They are well provided for with extra expert help from Surrey's Intercultural and Traveller Support Services, twice weekly. All such pupils show confidence and make good progress in reaching their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The promotion of spiritual, moral, social and cultural development is a central philosophy in the aim of the school to maintain a warm, friendly community ethos. Provision is good for most aspects and satisfactory for cultural development.
How well the school cares for its pupils	Education and personal support and guidance for pupils are very good and procedures for child protection are satisfactory. The assessment of pupils' attainment and progress is very good. The use of assessment information to guide curricular planning is good.

Parents' views of the school are predominantly good. Partnership with parents is very good and parents are well informed about their children and the school. The school is a well ordered community, offering a warm welcome. The school has received good support from Holland School Association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent new headteacher leads with imagination and clear purpose. He is well supported by his excellent senior management team. The delegation of duties is thorough and monitoring is good with some exceptions in ICT and geography. The school's strategy for performance management is excellent.
How well the governors fulfil their responsibilities	The Chair of Governors gives dedicated and loyal support. The governing body is good at strategic planning, despite its new composition. Governors are well informed and show obvious commitment to improve the school.
The school's evaluation of its performance	The school's improvement plan provides a very clear programme of action from a thorough evaluation of the school's strengths and needs. Targets focus strongly on raising standards through staff professional development and the impact of improved provision and teaching on pupils' achievements. Due to close monitoring, the school has identified several issues in need of rectifying.
The strategic use of resources	The school uses its budget prudently and financial planning has improved and is now very good. Financial and daily administration are highly efficient. Resources of staffing, buildings, equipment and new technologies are used to maximum effect. The school uses the principles of best value well and gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is very approachable and parents are encouraged to help. • New parents are very pleased with the induction arrangements. • The new format of the reports about their children and the guidance on homework. • Dramatic improvement in behaviour and the new head's leadership. • Most appreciate the extra clubs, site and renovations to building and classes. • The new encouragement for pupils to wear the school uniform. • Parents like the prospectus and other information given to them. 	<ul style="list-style-type: none"> • The provision and opportunities for ICT. • More information about mathematics in school.

Inspectors agree with all that pleases parents and with the opinions about the improvements that have been made. Inspectors agree with the points made over mathematics and ICT and have written key issues to address them. Links with the secondary stage are predominantly satisfactory. Inspectors consider that more discussion for linking the school's curriculum, both with infant and secondary schools would be to pupils' advantage.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. During the previous inspection, pupils' overall attainment was stated to be mainly in line with expected levels nationally. However, National Curriculum assessments in 1996 showed average results for the school in English and science, but well below average for mathematics. Standards in information technology were below the nationally expected levels, but pupils' attainment in art and music was above. Attainment in all other subjects was close to nationally expected levels.

2. Early indications are that when compared with the likely national benchmark for all schools in National Curriculum assessments for 2001, pupils' attainment was close to the national averages for the subjects of English and science. Attainment in mathematics was well below the national average. Assessments for Year 6 in 2001 show that writing standards were well below those of reading, in keeping with the national picture. Science results had much improved compared with previous years. Girls performed better than boys in English and science, and boys performed better than girls in mathematics. Compared with national averages, trends over time show that the school's average in National Curriculum points for all core subjects was broadly in line with the national trend for upward growth.

3. Standards now, in October 2001, show that current Year 6 pupils' English attainment is close to the national average, representing very good achievement for many pupils. This very good improvement over time and in progress of pupils' learning, reflects the good impact of the National Literacy Strategy, the confident teaching of reading, and the very good support of pupils, with a much higher than normal proportion of special educational needs. Pupils' attainment in mathematics is currently below the nationally expected levels in Year 6, but showing improvement in the lower age range. There is significantly improved attainment in Year 5. From the well below average level in mathematics on entry, to the improving picture now at the upper age range, this represents good achievement by pupils overall. Current pupils' attainment in science has risen significantly since the 2000 National Curriculum assessment results and shows marked improvement in pupils' learning. Areas for development in mathematics are to improve pupils' opportunities to record calculations and strategies when solving mathematical problems, increasing the amount of mathematics homework, informing and ensuring greater involvement of parents about mathematics in school, and extending the training of learning support assistants for supporting pupils in mathematics. An area for development in science is to increase pupils' own investigations for scientific enquiry and experimentation.

4. In information and communication technology (ICT), pupils' attainment is still below the nationally expected levels, which was the same picture as at the time of the previous inspection when standards were below. The reasons for the lack of improvement are that pupils are not given sufficient opportunities to develop their skills because ICT is not taught in a structured way as a discrete subject. Resources for ICT are unsatisfactory; the policy and programme of study for ICT have not been updated. Leadership of the subject is unsatisfactory.

5. Pupils' attainment in religious education has been maintained since the previous inspection and is in line with the expected levels agreed locally, with good features in teaching, learning and the subject's leadership. Local resources are used well and pupils benefit from visits to places of relevant interest. The school's policy for religious education

is presently being reviewed, but it is still relevant and a new whole school scheme of work is nearing completion.

6. During the current inspection, standards in all other subjects were close to the expected levels nationally. Art and design standards were above those normally seen. Overall, therefore, standards have been maintained as similar from the time of the previous inspection. Musical standards, although close to nationally expected levels, have dropped slightly due to the experienced co-ordinator leaving at the end of the spring term 2001. A new co-ordinator has been recently appointed and significant effort has begun to update equipment and to provide and refurbish a new music room, in order to bring standards back up to the previous higher levels.

7. Literacy standards are overall satisfactory and in line with expected levels nationally. Pupils show very good progress in learning from a well below average level on entry. Numeracy standards are rising and show good improvement in pupils' learning from entry in Year 3, although attainment is below the nationally expected levels by the end of Year 6. The good progress in literacy and numeracy is due mainly to the thorough implementation of the national strategies, and to the careful planning which takes into account the wide range of needs of pupils on roll.

8. There is a higher proportion than average of pupils with special educational needs at this school. Provision for pupils with special educational needs is very good throughout, and pupils make good progress towards their individual targets, particularly in reading. This is especially true for pupils with emotional and behavioural difficulties. The good learning is the result of very good teaching from the special educational needs co-ordinator and the headteacher, the close targeting of pupils' needs by class teachers, and the very effective support by well trained learning support assistants. There are three pupils with English as an additional language in the school; two Turkish refugees and one Bengali. They are well provided for with extra help from Surrey's Intercultural and Traveller Support Services twice weekly, and all pupils show confidence and good progress in reaching their targets. Educational inclusion is a strength of the school. All pupils, whatever their educational needs and personal circumstances, receive support of a high quality so that pupils' all round progress is good.

9. Since the headteacher, the deputy headteacher and new senior management team have been appointed and working together, academic trends show a sharp rise from the drop in standards during the recent three to four years (as confirmed by the National Curriculum assessment data for this period). There is a determined statement and intent from the headteacher and senior management team to focus on raising standards, but as yet, the recent turbulence of four years of changing leadership and teachers has not been fully overcome. The implementation of the literacy strategy has had a good influence on pupils' attainment and learning. The numeracy strategy is developing well, but not fully influential on standards in mathematics as yet. A strong focus on ICT has begun in order to raise standards.

10. The overall picture of attainment and achievement reflects strong, early improvement. Pupils who have been, in the recent three years, falling below the expected national standards are now successfully moving upwards academically.

Pupils' attitudes, values and personal development

11. Parents consider that their children are positive about their work, and the findings of the inspection team confirm this view. Pupils have good attitudes towards work in general, and usually try their best. However, attitudes varied noticeably according to the quality of teaching. In lessons with good teaching, pupils were particularly enthusiastic and interested in their work. Pupils are friendly and courteous towards visitors. They are happy to discuss

their work and their school, and clearly enjoy being part of the school community. Sample comments made to the inspection team included: "I like the kind teachers and the paintings on the music room walls," and, "There are lots of friendly people here."

12. Behaviour during the inspection was good overall. Evidence from the recent past shows how greatly behaviour has improved over the last six months. At Easter 2001 there were incidents of racist name calling about once a week, and approximately five pupils were sent to the headteacher every day. By the end of the summer term racist incidents had been reduced to no more than one a month. This term there have no racist incidents, and only one pupil had been sent to the headteacher in the month since term began. There have been two fixed period exclusions during the past year, both of white boys. Although it has only ever been a minority of children who display poor behaviour, the problem was exacerbated by the high staff turnover in recent years. Some parents are still concerned about poor behaviour and bullying, but they feel that pupils are now aware that the new headteacher will take a very firm line on these matters. Behaviour was satisfactory or better in 93 per cent of the lessons observed and was good or better in 60 per cent of them. Outside the classroom, children move around the school sensibly, following the guidance given in the school's behaviour code. Behaviour in the playground is nearly always good. Pupils followed the school's code of conduct at the end of playtimes and lead into school in a very orderly manner. Observed behaviour in the lunch hall was good. The organisation of lunchtimes ensures that it is a quiet, civilised occasion. No racist or bullying incidents of any kind were observed during the inspection. The appointment of an extra adult to manage play during the lunchtime has had a beneficial effect.

13. Pupils' personal development and relationships are good overall. Pupils are well aware of the school conduct code, and of the system of rewards and sanctions. Many examples of good relationships within the school community, both between staff and pupils, and between pupils themselves, were seen. Boys and girls played and worked together well, and older children, especially older girls, were caring and helpful towards younger ones. Pupils have various responsibilities around the school: for example wiping tables and stacking chairs after lunch; supervising the return to school after playtimes; and setting out the hall for assembly. Pupils all performed their duties conscientiously and without supervision from staff. Pupils elected to the School Council take their duties seriously. They elect a chairman and secretary, and keep their own minutes of meetings. Representatives encourage fellow pupils to let them know of issues which they want raised at the council. Examples of pupils helping others were seen during the inspection: for example when a child injured himself on the playground, his friend was quick to help him up, put an arm round him and take him for treatment. A Bengali pupil had joined the school a week before the inspection; other pupils included her in games and shared toys with her. Other pupils from other non English backgrounds, or with special needs, were fully included in games and activities by pupils. The comments made by children on their annual reports show that some, at least, are starting to be aware of their own progress in learning, and to understand what they need to do to improve further.

14. In this inclusive school, most pupils with special educational needs display the same good attitudes to learning as their peers. They are frequently included in the sessions at the end of lessons and are keen to share their learning with the rest of the class.

15. The attendance of pupils is unsatisfactory. Attendance in 1999 to 2000 was below the national average (93.9 per cent as against 94.4 per cent); unauthorised absence was above (0.6 per cent as against 0.5 per cent) and authorised absence was above (5.4 per cent as against 5.2 per cent). In 2000 to 2001 it was further below the national average (93.7 per cent) but the unauthorised absence level had dropped to 0.2 per cent. This was partly because one school refuser returned to school full time at Easter 2001, and partly because the school has promoted the importance of regular attendance. However, the attendance rate is still unsatisfactory because of the high level of authorised absence (6.1

per cent). This reflects the fact that significant numbers of families take holidays in term time, in particular at the start of the school year in September and immediately after Christmas. The unsatisfactory attendance level of pupils is judged to be a key issue by the inspection team, and parents need to work together with the school to improve it.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching during the inspection was predominantly good. During the week of the inspection, 42 lessons were observed. When the total number of lessons is substantially fewer than 100, care should be taken when interpreting percentages, as each lesson represents approximately two percentage points. Of the lessons observed, only two lessons were unsatisfactory (5 per cent). One lesson was excellent (2 per cent), ten were very good (24 per cent), twelve were good (29 per cent), and 17 were satisfactory (40 per cent). This is a good picture and good improvement from the previous report, when 12 per cent of teaching was very good, 95 per cent satisfactory or better, and unsatisfactory teaching was 5 per cent. The impact of the current good and very good teaching has been substantial in raising the consistency of pupils' achievement, particularly in a school where, in the four years following the previous inspection, there had been significant changes in headship, senior management, co-ordinators for subjects, and teachers.

17. The teaching of English and literacy is generally good, frequently very good and occasionally excellent. In numeracy, the quality of teaching is predominantly good. Where some aspects of teaching in numeracy are unsatisfactory, planned opportunities for recording strategies and calculations for problem solving activities are insufficient. The teaching of place value in number is very good. Teaching of science is mainly good, apart from insufficient planned opportunities for pupils' own investigations for scientific enquiry and experimentation. The teaching of ICT is unsatisfactory, in the main, and insufficient opportunities are given for pupils to acquire basic computer skills. There is a lack of updated computer resources to support teaching. Teaching of religious education is predominantly good, with good use of religious artefacts and lesson plans linked closely to the locally agreed syllabus. There is good teaching of art and design throughout most classes and this is a strength. In all other subjects, teaching is usually satisfactory with some good features in history, food technology and physical education.

18. Pupils with special educational needs and those with English as an additional language are taught very well and, as a result, make good progress. The withdrawal teaching by the special educational needs co-ordinator is highly focused and lively and results in good learning. Learning support assistants give very effective help across most areas of the curriculum and this enables pupils with special educational needs to be successful learners. Such extra help has a positive effect on the learning of other pupils in the class. The provision for pupils with statements is very good. Teachers are sharply aware of the issues for including all pupils and provide well for pupils with specific problems, and those in need of higher challenges.

19. Outstanding features of the best teaching include high expectations of behaviour, discussion and academic performance. Planning of the subject content of most lessons is mainly effective and addresses well the provision of pupils in mixed age classes. Teachers are good at teaching basic skills, so that pupils' recording of work is logical and presentation is neat. The management of pupils' behaviour is predominantly good; occasionally it is very good. There is good use of time, staff and resources to support pupils' learning. The quality and use of daily assessment by teachers is satisfactory. Generally marking gives clear guidance for pupils to improve, finish or correct work. The management of homework is good and there has been improvement in the amount of information given about the curriculum to be taught for the term ahead.

20. The main areas for development in teaching are in aspects of mathematics, science and ICT. There are insufficient additional opportunities for pupils to record calculations and strategies when solving mathematical problems. There is insufficient homework for mathematics and a lack of information and involvement about mathematics in school for parents. There are insufficient planned opportunities for scientific enquiry and experimentation. Pupils lack sufficient planned opportunities to acquire basic computer skills. Teachers lack sufficient up to date resourcing in ICT. For example, not all machines can operate the same software. The very small percentage of unsatisfactory teaching in observed lessons was due mainly to inappropriate behaviour management and unclear learning objectives.

21. Good teaching, however, is having a substantial impact on the rise in pupils' standards since the significant changes in recent years following the previous inspection. New and established staff are working well as a team to have a positive impact on standards, attitudes and behaviour. Teaching is a strength of the school.

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

22. The school provides a broad, balanced and relevant curriculum that meets statutory requirements. The provision for pupils with special educational needs is very good and the school's provision for religious education fully meets the requirements of the locally agreed syllabus. The school has a daily act of collective worship. Sex education is provided as part of personal, social and health education and citizenship. The human life cycle is taught in science.

23. The quality of the curriculum and range of learning opportunities are satisfactory but there are weaknesses in provision and attainment in both ICT and aspects of mathematics. The school provides a satisfactory range of learning opportunities and pupils make good overall progress. The match of teaching and support staff to the demands of the curriculum is satisfactory.

24. The provision for equality of access to the curriculum for all pupils is good. Teachers are careful to ensure that all pupils are given equal opportunities. The school operates a two year curriculum cycle which is well supported by teachers who plan co-operatively and thereby give all pupils access to the same range of learning opportunities. This supports pupils in mixed classes well.

25. Curriculum provision for pupils with special educational needs is very good. Withdrawal sessions are carefully planned to ensure that pupils have their curricular entitlement. The DfES Code of Practice³ is fully implemented. Needs are identified early, individual education plans have explicit targets and pupils' progress is monitored and evaluated against the targets. Records clearly show the progress pupils make.

26. There is, however, a weakness in the provision for ICT. The previous inspection reported that the raising of standards in this subject was a key issue for action but evidence suggests that there is still a need to ensure that all pupils have structured opportunities to acquire basic computer skills. Likewise there is a need to ensure that pupils' attainment in mathematics is of the same standard as that of English and science. The school has developed sound strategies for improving basic skills in literacy, but pupils are not given enough opportunities in mathematics, and numeracy in particular, to record calculations and strategies when solving mathematical problems.

³ The DfES Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupil who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

27. The school provides a good range of extracurricular clubs for pupils and these cater for a wide range of sporting activities, including rugby, football, netball, rounders, basketball and indoor games, including chess. In addition, the school provides opportunities for pupils to join groups for other activities, including lace making, art, drama, choir and library. These clubs are usually open to all pupils, regardless of gender. The popular rugby club, for instance, made use of the good outdoor facilities and was enjoyed equally by both girls and boys.

28. Good use is made of visits as a means of improving pupils' personal and social development. Before the summer break, pupils in Years 3 and 4 visited the local water treatment works; Year 5 pupils visited Godstone; and Year 6 pupils recently visited the local parish church and are soon to go on a trip to York Minster. This trip supports religious education, geography and history.

29. The school has successfully built good links with parents and the local community. At Easter, for instance, the school takes an active part in the 'Eggstravaganza'. The school joins in the local Hurst Green fair and enters a float in the Oxted town carnival. In order to inform parents fully, the school's prospectus is very detailed and aimed at constructing good educational links. Parents are actively encouraged to visit the school and take part in school activities, as their support is looked on as vital to the educational well being of pupils. As a result, more parents are becoming involved in school life. The recent Harvest Festival was so well attended that the start was delayed as extra chairs were put out to accommodate the influx of parents.

30. Relationships between the school and partner institutions are satisfactory. One of the most significant educational priorities the school has identified is to maintain and develop relationships with local schools and share good practice with them.

31. The school's mission statement states, as one of its aims, that it will try to maintain a warm, friendly community ethos where the promotion of spiritual, moral, social and cultural development is a central philosophy. The school is successful in this aspect and pupils' spiritual, moral, social and cultural development is predominantly good.

32. The personal development of pupils is good overall and is reflected in their attitudes to school and the good behaviour seen during the inspection. It is evident that the mission statement has been put into practice. Pupils are friendly and well behaved. They feel included, secure and valued. When discussing aspects of the school, nearly all pupils referred to it as 'our school'. It is a welcome part of their life and they have a shared commitment to it.

33. Pupils' spiritual development is good and is promoted within the classroom and through lively and meaningful acts of collective worship. Religious education is used in part to teach spiritual awareness and thoughtfulness for others.

34. Pupils' moral development is good. The school places a strong emphasis on developing correct attitudes and good behaviour and has developed a positive behaviour and discipline policy. Pupils are praised and rewarded for good behaviour. As a result pupils seem friendly towards adults and each other. They seem clear about how to conduct themselves in school and understand the standards of personal behaviour expected of them. No incidents of bullying of any type were observed during the period of the inspection.

35. Good provision is made for the social development of pupils. Pupils are taught awareness and respect for others and have good role models in the adults who work in the school. Pupils are given opportunities to work together co-operatively. In observed lessons,

pupils generally worked well in pairs or in groups. In a science lesson, pupils supported each other well when working on computers and were keen to offer help. At lunchtimes, pupils mixed well in the playground and in the dining hall. Overall pupils were polite and friendly and eager to be of assistance.

36. Provision for cultural development is satisfactory. Although pupils have limited multicultural awareness, they are given the opportunity to become aware of other cultures through subjects such as comparative religious education. Teachers organise outings to places of interest, such as local churches. All are encouraged to accept and welcome pupils from minority ethnic groups within the school.

37. There is good provision for pupils' personal, social and health education. The school tries to praise pupils' achievement and initiative. Pupils are given the opportunities to recognise their own achievements and the achievements of others. In an observed assembly, pupils were given personal achievement certificates by the headteacher. Some pupils received them for outstanding effort whilst one pupil received one for just having a better attitude in class. An observed Years 5 and 6 lesson discussed bullying and anti-social behaviour and pupils were keen to contribute their own experiences and feelings. The attitudes they displayed to the subject were both very good and mature and the session evolved into a serious debate about social behaviour overall.

38. The school promotes good citizenship. There is an elected School Council and posters promoting good practice and good social skills are to be seen everywhere around the school, even in the toilets. Poor or anti-social conduct is not tolerated and pupils are encouraged to take responsibility for their own behaviour. The school develops pupils' awareness of road safety by holding cycling proficiency courses, and pupils are encouraged to take part in outings and visits. Overall, the school plays an active part in enabling pupils to gain an understanding of the society in which they live, and develops their awareness of the part they might play in it.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Procedures for child protection are satisfactory. The headteacher is the child protection liaison officer. The school's child protection policy follows local authority guidelines and the school liaises fully with the local child assessment team. The headteacher has briefed all teaching staff verbally on child protection, and the policy gives staff clear guidance on what to look for if they suspect abuse, and what action they should take. Non teaching staff, however, have not been formally briefed on this topic. Procedures for ensuring pupils' welfare are satisfactory. All non teaching staff completed a one day first aid course in 2000, and were instructed in the use of the EpiPen. Asthma inhalers are kept in the school office. School staff will only administer prescription medicines (such as antibiotics) if parents are unable to come into school to do it themselves. There is no dedicated medical room; pupils who feel unwell sit in the reception area, which is not particularly restful for them and could provide an unwelcome scene for visitors. Security is good. The caretaker lives on the site and regularly patrols it out of school hours. Any helpers in school must agree to be police checked. The local fire brigade carried out a full fire assessment of the premises last year; fire appliances are checked regularly and fire drills held termly. All electrical appliances are checked annually by an outside contractor. A good safety system has been put in place for the new adventure playground, and the headteacher has safety training for staff in design and technology and physical education planned for later this year. The governors' health and safety committee has well established procedures for risk assessment, based on the local authority's checklist. A risk assessment of the premises is carried out every half term. No records were kept in the school of risk assessments and the actions taken before Easter 2001. Staff report any safety concerns verbally to the administrative officer or the caretaker; no record is kept of them, or of the action taken to put them right. The school needs to ensure that its good

informal risk assessment practice is recorded more formally. A few minor health and safety concerns have been communicated to the headteacher and the governors.

40. Procedures for monitoring and improving attendance are satisfactory. A computerised registration system will be installed later this year. Registers are correctly completed and fulfil statutory requirements. Very clear guidance is given to parents in the prospectus, and parents feel that attendance, and particularly punctuality, now have a much higher profile and that absentees are more assiduously followed up. Staff telephone parents after two days if no explanation of a pupil's absence has been received. Late arrivals sign in and have to give a reason for their unpunctuality. The school works closely with its designated education welfare officer, who visits the school twice a term and more often if a particular issue requires it. The school monitors applications to take pupils on holiday during term time. Very few parents apply for more than the statutory ten days' absence but very many apply for that ten days, with the result that levels of authorised absence are above the national average.

41. Procedures for monitoring and promoting good behaviour, and monitoring and eliminating oppressive behaviour, are very good. The headteacher saw this as the first priority for attention when he arrived at the school at Easter 2001, and the central tool for behaviour management in the school is the behaviour policy which he drafted and then modified after consultation with staff and governors. The responsibilities of all these parties, as well as those of pupils and parents, are clearly identified in the document, which gives staff clear strategies for managing behaviour, and lists the rewards and sanctions to be used. As a result, behaviour management is consistent and clear, and this has had a major effect on standards of behaviour over the last six months. Each classroom has a 'behaviour folder' and another folder is maintained on behaviour at playtimes. These are regularly monitored by the headteacher. Pupils are constantly reminded of appropriate behaviour by posters around the school; for instance, posters at the head and foot of the main stairs remind pupils to walk on the left, not to run, and to hold the door open for others following them. Other posters remind them how to behave in assembly, when using computers, during playtimes in wet or dry weather, in the dining hall, when going home, when using the art, design and technology or music rooms, or the cloakrooms. Various behaviour tracking systems have been set up to support certain pupils and help them manage their behaviour. The headteacher has worked with the classroom assistants to clarify their role and given them additional strategies to manage behaviour. Parents commented that their children were now clear about the behaviour expected of them, and what penalties or rewards they could expect.

42. All the personnel involved in meeting the needs of pupils with special educational needs work extremely well together and this has a significant impact on the progress made by these pupils. Statutory annual reviews are carried out appropriately. Assessment in literacy and numeracy is good and pupils are tracked to ensure that teachers, parents and pupils are aware of their achievement.

43. When the headteacher took over at Easter 2001, racist incidents were occurring at a rate of about one a week, involving name calling, and the recital of racist songs and jokes. The headteacher and governors took this issue extremely seriously. An anti-discrimination working party was set up in the spring term with support from the local education authority, and every incident, no matter how small, was logged and the perpetrators dealt with very firmly. The school took advice from every relevant outside agency. All parents involved were kept fully informed of what was happening. The school has a strong ethos of inclusion and makes every effort to ensure that pupils are aware they are growing up in a multicultural society. These values have been made clear to pupils explicitly and implicitly,

through assemblies, circle time⁴ topics, and through displays around the school. As a result, there have been no racist incidents so far this term, although the working party continues to monitor the situation closely.

44. Procedures for assessing pupils' attainment and progress are very good. Detailed analysis of the attainment of Year 6 leavers over several years has shown that the levels they were reported to have achieved at the end of Year 2 before entry to Year 3 were not always appropriate. For this reason, the school assesses standards at this time by a variety of other means. Feeder infant schools are asked to send samples of pupils' work. The assessment co-ordinator is planning to work more closely with the main feeder infant school to develop common assessment procedures. Screening for special educational needs is carried out, and any comments received from infant schools are considered carefully. A great deal of analysis of the background of pupils is done, noting features such as parents doing shift work, or one parent families. All pupils are tested for reading and comprehension. However, the large number of pupils who leave and join the school from all year groups makes it difficult to track progress of any one group. The intake fluctuates quite widely in size and ability from year to year. Nevertheless, the school has systematic methods of monitoring academic progress. It carries out reading and spelling tests on all pupils at the beginning and end of each academic year, and administers statutory assessment type tests to Years 3, 4 and 5 in English and mathematics annually. Year 6 take Key Stage 2 National Curriculum assessment tests. These are compared with national and local authority results, and analysed against attendance rates and levels of special educational needs. The assessment co-ordinator has been developing a database to compare performance of sub-groups and individuals using additional data, such as free school meal entitlement, gender and birth dates. The school has so far logged in three years' worth of data.

45. The use of assessment information to guide curriculum planning is good. There is regular assessment of many aspects of literacy and numeracy using many different sorts of tests, and constant comparison is made with national and local authority standards. The work scheme used for teaching science involves tests every half term. A whole school science assessment was carried out two years ago; it will be completed again this year. No system of assessment is in place yet for ICT, or for any other subjects on the curriculum, apart from history, where it is currently under development.

46. Procedures for monitoring and supporting pupils' academic progress are good. The school has a well developed system of moderation for literacy and numeracy. The English and mathematics co-ordinators have taken work samples and monitored the targets of individual children. The analysis of Year 6 National Curriculum assessment tests has proved especially valuable in identifying areas of general weakness: for example spelling. Following the identification of areas for improvement, targets are set in literacy and numeracy for the whole school, for groups and for some individuals, as staff judge it necessary. Pupils are made aware of the next steps beyond their immediate targets. These are reviewed every half term by the co-ordinators. Planning for literacy, numeracy and science lessons includes differentiated work for pupils of different abilities. The school is working hard to ensure that daily and weekly assessment becomes an integral part of teaching and learning. Staff are encouraged to begin a lesson by outline assessment of pupils, using phrases such as, "Who knows how to do...?" and to conclude it by a similar exercise during the plenary. An informal system of daily assessment is used to decide which individuals and groups need extra support in most subjects. In literacy and numeracy, teachers keep formal records of daily or weekly assessments. Most of the teaching staff assess levels of pupil achievement against national standards and adjust the planning of subsequent lessons accordingly.

⁴ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

47. Monitoring of pupils' academic performance and personal development is good. Pupils are encouraged to reflect on their learning through termly individual target setting sessions. In preparation for these, they are asked to complete a checklist covering all areas of the curriculum with phrases like, "I need more help with...", and, "I have enjoyed..." The annual reports include a large space in which pupils write a self assessment, noting what they think they are good at, and what they need to improve. Reports have a well planned framework but teachers do not consistently give targets for improvement, even for literacy and numeracy. Comments on pupils' personal development vary in quality, reflecting the fact that there is no formal monitoring of personal development, apart from pupils with special educational needs and some pupils whose behaviour is causing concern. The National Curriculum levels at which pupils are currently working are given for literacy and numeracy, but this in itself does not convey much information to parents.

48. Educational and personal support and guidance for pupils are very good. Parents with low literacy levels were helped through a Basic Skills Agency project to develop strategies to support their children's literacy. Pupils for whom English is not their first language are given additional support by a visiting specialist teacher. Pupil achievement of any kind, academic, behavioural, or social, is acknowledged in a variety of ways, through the award of stickers and certificates, in assemblies, and in classroom displays. The school is developing a number of strategies to give pupils a very good level of personal support and guidance. The curriculum for personal, social and health education has been redesigned. All classes now have circle time sessions, when pupils are encouraged to share their feelings and explore important topics, and these sessions are linked to religious education lessons and school assemblies. The school is setting up a 'care committee', to include representatives of the social services, the police, the education welfare service, as well as the school nurse and doctor. A member of the learning support staff has been appointed as a 'play leader' and has undergone specific training for the role. She shows the children how to play new games, and how to use the small play equipment provided for their use. The School Council meets the headteacher and a parent governor weekly to convey suggestions and requests from pupils.

49. The provision for special educational needs is very good. The school has a well established tradition of good special educational needs support and guidance. The headteacher and the special needs co-ordinator have reviewed and reorganised special educational needs support through the school. Specialist help from outside the school is used where particular pupils have need of it. Targets are set for individuals and these are regularly monitored, firstly by the learning support assistants, who keep diaries on their pupil support sessions, and secondly by the special educational needs co-ordinator, who checks to see whether pupils are achieving the targets in their individual education plans. The provision for special educational needs is appropriate and well monitored.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents consider they have a good partnership with the school. Parents think their children enjoy school and that the school has high expectations of them. They believe the school is now very approachable, and that behaviour has improved dramatically under the leadership of the new headteacher. They praised the teaching and office staff for their friendliness. Parents know that any help they can offer will be welcomed by the school. They are very pleased with the new format for reports, and the guidance on homework. Several parents said their children felt playtime was much more enjoyable, with more to do and less aggressive behaviour. Parents would welcome the opportunity to learn more about modern teaching of numeracy. Many parents are particularly anxious for the school to improve both the number of computers available to pupils, and to give them more opportunity to improve their skills.

51. The school has established very effective links with parents. They are encouraged to approach the school with any queries, and it is made clear that any help they can offer in any way will be welcomed. The headteacher is in the playground at the start of the day; his presence there is much appreciated by parents. Class teachers are available at this time. Parents can make an appointment to see them, or to see the headteacher, at short notice. The school ensures that parents are given feedback to any queries they have raised, and in return, all correspondence with parents asks them to return a slip with space for comments. Parents of children with special educational needs are kept fully informed of their progress. Last term the school began a project in conjunction with the Basic Skills Agency and East Surrey College, to identify parents with low literacy skills and help them develop strategies to support their children's learning. This project made an excellent start and was well received by the parents concerned, but unfortunately it is currently in suspension owing to funding problems outside the school's control. A parents' council is to be established later this term, which will involve two parent representatives for each class, holding regular meetings.

52. Parents have a very good involvement with the work of the school, largely through the efforts of the Holland School Association. Its principle purpose is fundraising, although it does organise discos for pupils, quiz nights for families, and a barbeque for the Year 6 pupils in their last term. The association organises the school's major fundraising event, the 'Easter Eggstravaganza', which regularly raises about £1,500, and is an important event in the life of the local community. Members of the association build and decorate the school's entry in the Oxted carnival every year. During the inspection, a group of parents were busy painting various parts of the school, including the music room and the main corridor. Six parents help regularly in class, and others help to run after school clubs. Ninety parents attended the school's Harvest Festival during the inspection.

53. The quality of information for parents is good. The prospectus is written in a friendly readable style, and includes suggestions for activities for parents to help children with their literacy, numeracy and design and technology work. A display of information for parents is set up in the reception area, including not only information about the school, but material relating to families, children, learning and interesting places to visit. There are two parents' evenings a year, and regular newsletters keep parents well informed about school activities. Reviews of the progress of pupils with special needs are always shared with their parents. For the first time, the school sent out curriculum information at the beginning of this academic year: this and the very good guidance on homework, were much appreciated. Parents were pleased that the homework was regularly marked. Reports are well structured and clearly laid out, and parents liked the new format. They would like more information on numeracy to enable them to support their children's work at home.

54. Parents of pupils with special educational needs recognise the good provision their children receive and are very appreciative and supportive. They have a copy of their child's individual education plan so that they can be involved in their child's learning. A review and target setting day has been arranged for all pupils in Year 3 this term. The co-ordinator for special educational needs will be present for any pupils who have been identified as having such needs.

55. Parents make a good contribution to their children's learning at school and at home. Most homework is completed and returned on the correct day. Most parents make good use of the home-school reading link books, and make comments on their child's progress. Parents often provide artefacts or information to support pupils' work on particular topics, and their fundraising has allowed the school to buy computing equipment and books for the library.

HOW WELL IS THE SCHOOL LED AND MANAGED

56. The leadership and management of the school contribute most effectively to pupils' all round good achievements. This is a significant improvement from the previous report, when the headteacher was absent through long term sickness and the school had a temporary, if strong, headteacher in command. The school's new headteacher is excellent and leads with imagination and purpose. He has an excellent grasp of the school's needs and since his appointment in April 2001, has initiated worthwhile developments, particularly in the new management structure and strategic planning. The support given by the deputy headteacher, not long in post herself, and the other members of the senior management team, is excellent.

57. The clear, educational vision of the new headteacher has improved the stability of the school, quite dramatically. For four years following the previous inspection, the school suffered significantly from frequent changes of headship, governors and staffing. Three consecutive deputy headteachers had supported a previous headteacher on long term sick leave. A 'seconded' headteacher was temporarily in post for a year, up to the present headteacher's appointment. By the end of the autumn term 2001, only one teacher will have been teaching at the school for over three years. During the turbulence of staff changes over three to four years, ten teachers, in addition to the headteacher, have been appointed. Much of any significant improvement has been quite recent, since April 2001. The new and established staff co-operate well as a team, and are strongly committed to secure relationships and the good inclusion of all pupils.

58. There is a clear focus in the school's work on raising standards. Many of the key issues of the previous report have been rectified successfully, but not all. The new senior management team give high priority to the correction of all the previous issues in the school's improvement plan. The short timescale since the headteacher and his senior management team have been leading the school's educational development means that some issues are still being addressed. Issues that have been successfully rectified are:

- Science attainment in the National Curriculum assessments in June 2001 show an improvement from below average standards to close to the national average.
- A management team has been created.
- Co-ordinators' job profiles have been reconstructed and co-ordinators have completed improvement plans for their subjects.
- A staff handbook has been produced.
- Information for parents on the curriculum and homework has improved.
- The prospectus has been rewritten.
- Provision for pupils' personal, social, health and emotional development has improved, and is a priority.
- A new behaviour management policy has been implemented.
- The performance management policy is complete and all staff have been interviewed about their targets.
- A teaching and learning policy is well established.
- The analysis of assessment data for whole school prioritising has improved dramatically.
- The monitoring by the headteacher and senior management team of teaching and the curricular provision has been established.
- The school has worked well and closely with the local education authority and the resulting SCCIS (Schools Causing Concern Intervention and Support) Improvement Plan has been shared with all co-ordinators and governors.
- The school building has been improved and is more efficiently used.
- A governor has been appointed to market the school's image locally.
- The literacy and numeracy strategies have been implemented thoroughly.
- Staff have had training under the New Opportunities Fund scheme for ICT.

59. The school has yet to improve on the failing standards in ICT at the time of the previous inspection and in the planned upgrading of ICT hardware and software. This is the only outstanding key issue from the previous report. Given the changes which have taken place in the school, and the short timescale of implementing improvements since the new headteacher was appointed, the present management team is establishing an excellent lead to implement positive change. The school has already identified the shortcoming of rectifying the previous issue and placed as a priority some of the new key issues recognised by the inspection team.

60. Despite its new composition, the governing body is effective in its good strategic planning and in fulfilling its statutory duties. The Chair of Governors gives dedicated and loyal support, involving herself fully in the life of the school. Governors are well informed and show obvious commitment. There is good, shared intention for improvement and the capacity to succeed. The reflection of the school's aims and values in its work is very good indeed. Governors understand the strengths and weaknesses of the school well and have a clear view on how to shape the direction of the school.

61. The management of special educational needs by the co-ordinator is very good. Classroom support is very well integrated, for example, the learning support assistant who gives additional literacy support to a group of pupils, works with the same pupils in the classroom in other areas of the curriculum, science, history and geography. The special educational needs co-ordinator meets with the support assistants weekly to monitor provision. There are good resources which are used effectively and efficiently. There is very good liaison with external agencies: for example the education psychologist, language therapists, Language and Literacy Support Project, and the Basic Skills Agency, who support parents with low levels of skills in literacy and numeracy. The project with Moor House Residential School for pupils with language and communication problems is a very good example of inclusion. There are significant benefits in academic learning and personal education for pupils in both schools.

62. The delegation to staff of management responsibilities for the curriculum is very good and well managed by the headteacher. Changes in staffing are settling and the school is successful in monitoring the key changes in curriculum management. The focus in recent years given through the literacy and numeracy strategies, has proved beneficial for teaching and standards overall. At the time of the inspection, the school had an adequate number of qualified teachers, well matched to the subjects they were responsible for. There is a very good ratio of learning support assistants to the numbers of pupils. As a result, all pupils benefit from the extra support as well as the high numbers of pupils with special educational needs. Several subject leaders are new, but have made a positive impact upon the curriculum standards.

63. Due to the high quality of relationships, staff provide good role models for pupils. All staff are valued for their contribution to the good quality of provision. The procedures and arrangements for professional development and performance management are excellent.

64. The accommodation in the school, built 24 years ago, is very good, with a large hall, special educational needs rooms, good sized classrooms, a light and airy art room, a well equipped food technology room, and spacious grounds and sports facilities. The refurbishment of the music room is attractively completed and this is a very useful resource. Two former classrooms are now used for specialist purposes, one as a well stocked library, and one intended as an ICT suite. Resources are mainly satisfactory, apart from ICT. Resources for art and design are very good, and for physical education and design and technology they are good. Storage is good overall. There is good disabled access to the ground floor, apart from the hall. The school is kept very clean, with day to day maintenance work of a high standard. All staff work hard to ensure the support and safety

of pupils. The two playgrounds, grassed pitches and small adventure playground, contribute significantly to pupils' learning in physical education and personal, social and health education. Improvements have been made to the roof and windows; and to the drainage of the field. The site, as a whole, is peaceful and attractive, safe for pupils and conducive to learning.

65. The school's financial and daily administration are very efficient, due in a large part to the experienced and effective staff. New technology is used well to link the local education authority's computerised system with the school's office and is used very efficiently. There is very good use of learning support assistants to support teachers, and the school's resources are used thoroughly. There is a good financial policy showing clear financial delegation, and a register of pecuniary interests is maintained regularly by the governing body. The school's educational priorities are monitored carefully for their financial implications. Governors are fully informed about budget monitoring by the school and all are given good auditing support by the local education authority. The use of strategic grants is very good, for example, in the extra support for special educational needs and in updating the school's accommodation and resources. The parents and community have supported the school well financially, and with voluntary manpower, and this extra funding and support have been used in purchasing much needed resources for ICT, decorating the music room and corridors, and beginning the provision for an ICT suite.

66. The school uses the principles of 'best value' well. The overall effectiveness of the school is good. There has been good overall improvement since the previous inspection and good progress in pupils' learning from the time they begin at Holland Junior School. The school currently gives good value for money, although at the time of the previous inspection, value for money was stated as being very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority, should:

- **Ensure** that pupils' mathematical attainment is of the same standard as that of English and science by:
 - Giving pupils additional opportunities to record calculations and strategies when solving mathematical problems;
 - Increasing the amount of homework for mathematics;
 - Informing and ensuring greater involvement of parents about mathematics in school;
 - Extending the training of learning support assistants for supporting all pupils in mathematics.

(Paragraphs: 3, 17, 20, 23, 26, 50, 76, 78.)

- **Improve** pupils' attainment in, and the provision for, ICT by:

- Updating resources;
- Ensuring that all pupils have opportunities to acquire basic computer skills;
- Updating the school's curriculum plan for ICT;
- Ensuring that all machines can operate the same software.

(Paragraphs: 4, 17, 20, 23, 26, 59, 64, 112, 115, 116, 117, 118, 119.)

- **Increase** parents' awareness to support the school's procedures for improving all pupils' attendance at the school.

(Paragraphs: 15, 40)

As well as the above issues, the following minor issues should be addressed:

- Increasing the opportunities for pupils' own investigations for scientific enquiry and experimentation.

(Paragraphs: 17, 20, 86.)

- Improving the medium term planning for the study of geography.

(Paragraphs: 103, 105.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	12	17	2	0	0
Percentage	2	24	29	40	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	163
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	28	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	22
	Girls	23	15	24
	Total	36	30	46
Percentage of pupils at NC level 4 or above	School	67 (79)	56 (64)	85 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	22
	Girls	20	19	21
	Total	39 (17)	39 (17)	43 (21)
Percentage of pupils at NC level 4 or above	School	78 (51.5)	78n (51.5)	86 (63.6)
	National	N/A (70)	N/A (72)	N/A (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0

Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White (including 1 French)	159
Any other minority ethnic group (Turkish)	2

This table refers to pupils of compulsory school age only.

Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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: Y3 – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	20
Average class size	27

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	167.25

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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Total income	455,973
Total expenditure	475,949
Expenditure per pupil	2,920
Balance brought forward from previous year	26,077
Balance carried forward to next year	6,101

Recruitment of teachers

Number of teachers who left the school during the last two years	8.4
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	178
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	51	0	2	2
My child is making good progress in school.	35	50	7	2	7
Behaviour in the school is good.	23	57	9	4	6
My child gets the right amount of work to do at home.	26	51	9	4	11
The teaching is good.	41	46	4	0	9
I am kept well informed about how my child is getting on.	31	38	22	4	4
I would feel comfortable about approaching the school with questions or a problem.	65	29	4	2	0
The school expects my child to work hard and achieve his or her best.	62	32	4	0	2
The school works closely with parents.	34	36	23	2	4
The school is well led and managed.	38	47	6	0	9
The school is helping my child become mature and responsible.	33	50	9	0	9
The school provides an interesting range of activities outside lessons.	37	43	9	0	11

Due to rounding percentages do not total 100.

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

ENGLISH

68. By the time pupils are eleven, most are achieving standards close to the national average in English. This is confirmed by the results of the national tests in 2001. Many pupils enter the school at the beginning of Year 3 with skills in literacy well below the expected level so this represents very good achievement for many pupils. At the present time there is a significant proportion of pupils in Year 6 on the special educational needs register. However, the very good provision for pupils with special educational needs working in small groups with the special educational needs co-ordinator and the headteacher, has a positive impact on the learning opportunities for all pupils and they are improving quickly. The new teacher for the oldest pupils has established good relationships with them and pupils respond very well to his firm and fair style of management, and work hard. There is an atmosphere of mutual respect in the class. This teacher is building on the hard work and expertise of the literacy co-ordinator who taught the pupils last year.

69. Speaking and listening are well promoted and, by the time pupils leave the school, most listen carefully and speak confidently in a one to one situation to visitors, in small groups and in front of an audience. The youngest pupils start school with poor listening skills and this area is given a high priority in their first term. Teachers continually remind pupils to listen and to show they are listening by looking at the person who is talking. Teachers recognise that if pupils cannot express their ideas verbally they will not be able to do so in writing. Pupils are given frequent opportunities to speak in front of the class, to contribute their ideas and share their learning. For example, in one lesson, Year 3 pupils thought of powerful words to use when writing 'taste' poems, such as 'slimy apricots', and 'sweet and sour strawberries'. In the Harvest assembly, the youngest pupils performed a choral reading of a poem they had composed as a class. Older pupils spoke out loudly and clearly to explain how they had made different breads.

70. Pupils make good progress in reading and most attain the expected standard at the age of eleven, although a large proportion start this school with standards well below the average for seven year olds. Various opportunities are provided for pupils to read, although there is no consistent approach throughout the school, due partly to the large turnover in staff in recent years. The new co-ordinator is aware of this and plans to monitor the teaching and learning of reading and to share best practice. There are plans to create a quiet time each afternoon for group and individual reading to ensure that reading is well managed and pupils read books covering many genres. Reading tests, which are carried out annually, show most pupils are making at least satisfactory progress, while some pupils make good progress. Pupils with special educational needs are heard to read regularly by trained learning support assistants and these pupils make good progress.

71. Most pupils reach the expected standard in writing by the time they are eleven. This represents very good achievement because well over half the pupils start school with standards below those expected. Effective implementation of the literacy hour, interesting and challenging lessons which are well planned to meet the needs of all pupils, and good use of guided writing, are having a significant impact on the development of writing skills. There is very good support for pupils with special educational needs both in focused withdrawal sessions and support in the classroom by well informed teaching assistants. All pupils have writing targets which help them to focus on what they need to do to improve. Younger pupils sometimes work with a 'study buddy' and this helps less imaginative and less confident pupils to succeed. Older pupils are beginning to use the 'response partner' technique to improve their work. Pupils in Year 5 consider carefully the adjectives to use in report writing: for example 'She stood gazing at the ripples of the pond with silk white

swans floating on the surface'. Year 6 pupils learn to write non fiction text describing an orchid plant. They know that the opening paragraph must set the scene and that the following paragraphs must follow a logical sequence.

72. Spelling rules and patterns are taught and tested regularly. From their books it is clear that most pupils learn their spellings and get most words correct in tests. However, they do not yet use this knowledge in their written work. Pupils use dictionaries and thesauruses competently. However, handwriting is patchy throughout the school. Most Years 5 and 6 pupils are using a fluent joined script and this is mainly as a result of the priority that handwriting was given in Year 5. The standard is being maintained this year. For the first time, a significant number of pupils entered the school using joined script, so if this skill is practised and monitored, standards throughout the school should rise. Insufficient use is made of ICT to extend pupils' writing skills.

73. Teaching in literacy is predominantly good and is at least satisfactory. Frequently it is very good and occasionally excellent. The excellent teaching was seen with a small group of Year 6 pupils with special educational needs. Very good teaching occurs with the younger and older pupils. The strengths of this teaching are in the high expectations, good quality planning which ensures that work is matched to pupils' prior learning, motivating and challenging activities which capture and sustain pupils' interest, and very good questioning which ensures that all pupils are active learners. Pupils are well managed so that there is a purposeful atmosphere in classrooms which result in good learning. In the satisfactory teaching it was the pace of the lesson and lack of control which reduced the learning opportunities. The provision for pupils with special educational needs is very good and the progress these pupils make against their prior learning is good.

74. Pupils show positive attitudes to learning in literacy. Older pupils listen well; contribute ideas and work hard to achieve the learning objectives of the lesson. They are continually encouraged to check and correct their work to achieve the highest standard possible.

75. The management of literacy is good. There has been a high level of in-service training by the local education authority and the literacy co-ordinator, but unfortunately because of the large turnover in staffing, much expertise has been lost and further in-service training is needed to bring the skills of all teachers up to the level of the best. Rigorous monitoring is needed to ensure that the school's intentions are part of the practice of all teachers. Library skills are underdeveloped for most pupils and the library is not used sufficiently, either in school time or out of school, to help pupils become independent learners. The school invested heavily in books last term and there is further money set aside in the budget to restock the other library. The headteacher and literacy co-ordinator, who is the deputy headteacher, are rightly pacing the improvements.

MATHEMATICS

76. Pupils' attainment by the end of Year 6 is still below the national average for mathematics, but has improved from the National Curriculum assessment data in the summer term of 2001, when pupils attained well below the national average (Level 4). The reasons for the weakness in the national assessment results in 2001 for the school are as follows:

- Qualifications and Curriculum Authority tests as given at the beginning of Year 3, when pupils enter the school, show that attainment on entry is well below the expected level in mathematics and, therefore, pupils have much ground to cover to catch up.
- Throughout the school, pupils lack sufficient practice in recording calculations and strategies when solving mathematical problems.

- Much less homework is given in mathematics compared with English. During the current inspection, parents voiced views that they were less secure in helping pupils at home with mathematics and would welcome extra support and information from the school.
- Despite the good training given to learning support assistants at the school, there was less instruction for them in mathematics than other subjects.
- The Year 6 group who sat the National Curriculum assessment in 2001, had a higher proportion of pupils with special educational needs.
- Since the previous inspection, there have been significant changes of staffing and headships, which have had a negative effect on mathematics standards. This situation has stabilised since April 2001, when the new permanent headteacher was appointed.

77. The current picture of standards is that provision and pupils' achievement are improving significantly, and have improved from the 1996 pupil assessment, when attainment was well below the national average. Pupils' attainment in Year 5, in particular, is close to the expected level for mathematics. Standards in Year 6 show good improvement and are only slightly below the national average for the age range. Overall, progress in learning, and pupils' achievement from one year to the next, is predominantly good from a well below expected standard on entry in Year 3. During the inspection, steady progress upwards was shown across age groups, with a slight dip in Year 4.

78. Daily tasks in mental calculations and use of different strategies are used effectively in each class with beneficial results. There is good progress made in written computation. Pupils overall, set out their calculations neatly and logically in all four operations of addition, subtraction, multiplication and division, with a good degree of accuracy. Pupils are growing more confident at using correct mathematical terms when explaining their strategies and calculations. By Year 6, the coverage in mathematical topics is broad. For example, higher attaining pupils are well challenged and show secure knowledge of place value of large numbers, finding the power of n , using mixed, proper, improper and equivalent fractions, as well as square and triangle numbers. Most pupils show understanding of solving numerical problems, but lack security in recording their methods when calculating the problem. This is a weakness.

79. Throughout, the understanding of measurement is secure and samples of work show aspects of time, length, weight and area correctly covered. Experiences of capacity and volume are less obvious. Most samples show sufficient experience of data handling and compiling graphs from pupils' own research and there is correct labelling of axes, titles and accurate deductions made from given data. Strengths throughout the school are in a very secure knowledge of place value, and flexibility with numbers when calculating, estimating and rounding up. Pupils in Year 6 have a good recall of multiplication tables and the inverse rule. Other strengths are in presentation and logical layout.

80. Teaching observed during the inspection was predominantly good, and occasionally very good. It was at least satisfactory. Teachers' planning shows very good knowledge of the National Numeracy Strategy and weekly plans make very good allowance to include opportunities for all educational needs. This is particularly noticeable in plans for lessons for both the single age groups and the mixed two year age group classes. Currently, pupils with special educational needs have sufficient support in lessons. Higher attaining pupils are well challenged, apart from the use of computer technology in the subject, which was insufficiently applied in some classes during the inspection.

81. There is very good leadership in mathematics and the school has benefited from strong local education authority support in this subject. Current staff are secure in their expertise and how to teach the National Numeracy Strategy. The problem has been that, in the past, staffing over the recent three years has changed frequently. The co-ordinator has made an excellent analysis of the National Curriculum assessment data which shows that trends in improvement have moved upwards, in line with the national and local trends over

the last four years. The enthusiastic leader for mathematics has ensured that this is a popular subject in the school. A high proportion of pupils stated that mathematics was a subject they enjoyed as one of the best, and showed obvious confidence in the subject, which is an improvement from the previous inspection. Its popularity and good teaching has resulted in conscientious pupils with good behaviour during most lessons. Mathematics is an improving subject in the school, which shows every sign of potential success in any future assessment due to the present climate of stability and informed leadership in the school.

SCIENCE

82. At the end of Year 6, pupils' attainment in science is broadly in line with the national average, and this is confirmed by the National Curriculum assessments of 2001. This represents a marked improvement from the previous year, when pupils' attainment in science, as measured by the Year 2000 National Curriculum test results, was far below the national average. The improvement is significant, as confirmed in the 2001 assessment of the National Curriculum. Pupils, including those with special educational needs, presently make good progress throughout the school. They enjoy science and their attitudes to the subject are good.

83. Evidence gained during this inspection confirmed that overall standards have been maintained since the previous inspection, which reported that attainment in science, was broadly sound and sometimes good and that, by the end of Year 6, attainment was in line with the national average. The previous report continued by noting that the quality of teaching encouraged pupils to become scientific enquirers.

84. Overall, the quality of teaching in lessons observed during this inspection ranged from satisfactory to very good and was, on the whole, good with pupils making good progress. All pupils are fully included in all activities. Where teaching is good or better there are some common elements. Teachers' subject knowledge is good; planning is detailed and precise and linked to previous work; lesson objectives are plainly stated and made clear to pupils; the pace of lessons is brisk; tasks are matched to the different ability levels; questioning is open ended and involves nearly all the class; and pupils are actively encouraged to make suggestions and become involved in all aspects of the lesson. In addition teachers make good use of resources and link science to other subjects, such as ICT.

85. Very good teaching was observed in a Years 3 and 4 class, where pupils were studying teeth. Planning was detailed, resources were used to capture the imagination of the class and the teacher's questioning technique ensured that pupils shared their knowledge and understanding with others. Attitudes and behaviour were very good, learning was evident and lesson objectives were achieved.

86. An analysis of pupils' work showed that, although pupils make good progress and achieve well throughout the school, not enough emphasis is being placed on the importance of scientific enquiry and experimentation. Most work is based on the acquisition of information and understanding. In several observed lessons, many learning objectives were knowledge based and began with the words "To know that..." Overall, there is little recorded evidence from previous years to suggest that pupils have been given regular opportunities to, for instance, make predictions and justify them or evaluate evidence and consider whether tests or comparisons are fair. An exception to this was an electricity lesson in Year 6. Pupils were encouraged to investigate different types of circuits and predict and explain outcomes. All pupils, including those with special educational needs, enjoyed the session and became fully involved. Learning was evident during the lesson from the increasing quality of the pupils' reasoning when making predictions.

87. The subject is well led and managed by the co-ordinator. Other members of staff with science expertise ably back her up and this has helped to improve standards. In order to continue the improvement in this subject a new science policy statement has recently been drafted and a whole school scheme of work is presently being drawn up.

88. Assessment of pupils' work in science is on going and is well used to inform planning. Teachers make informal judgements about individual work during lessons and when marking. Short tests are given at the end of each unit of work, usually every half term, in order to judge attainment. Records are kept about the progress of every pupil and these are used for formative and summative purposes, including target setting. Pupils' progress and development are, therefore, tracked, and work can be matched to individual needs. Parents are informed of their child's progress in science in detailed end of year reports.

89. Resources for teaching science are, on the whole, satisfactory and cover all areas of the curriculum. There is a well organised central science store where clearly labelled practical equipment is easily accessible. Science monitors take some responsibility for collecting, returning and checking this equipment and the co-ordinator is in overall charge of maintaining adequate stock levels. Many items have been purchased recently. There is, for example, a good selection of new equipment for teaching all relevant aspects of electricity. Class sets of good quality core books are kept in the library and relevant science computer software is available in all classrooms.

90. There are good links to ICT, and this aids learning in science. In several observed lessons, pupils worked at science programs on computers in order to increase their subject knowledge. A Year 5 science session featured a link to the Internet and pupils were taught about the human digestive system by studying animated diagrams projected onto an interactive whiteboard from an educational website. A well taught Years 3 and 4 lesson enabled groups of pupils to access a program related to how different animals use their teeth. The pupils were intrigued by it and keen to learn more.

91. Further professional development in this subject is linked to the school's improvement planning. Several teachers have attended a recent science course in order to improve their knowledge of the subject and it is noticeable that overall standards of attainment in science have risen over the last year because of good teaching and effective planning.

ART AND DESIGN

92. Standards of pupils' attainment exceed the nationally expected levels by the end of Year 6 and the good picture about art standards at the time of the previous inspection has been maintained. During the inspection, only one lesson was observable. However, a wide range of pupils' work was made available and examined, including evidence of past and present art and design work on display. From the evidence, all pupils, including those with special educational needs and those in need of high challenge, make good progress in their learning throughout, and between each year group.

93. The work of all pupils shows good opportunities given to use a wide range of media. Pupils' fine line drawings are very good, detailed and precise. They are truly representational with good perspective and shading. Pupils have observed Victorian objects carefully and drawn them with skill. Samples are wide ranging, and art sketch books include adept drawings of natural wildlife, plants, trees, buildings and pupils. Pupils' art samples show strength in colour mixing. A display of Victorian everyday artefacts, arranged in composite, has been the source of very good paintings of still life, showing sophisticated

colour mixing in muted autumnal shades of creams, browns and olives, completed in a variety of media to include oil, pastels and thickly applied paint. Samples of pattern making and block printing show further strengths: for example from the pattern making on the outline of 'Greek pots' to block printing using string, and pupils' prints made from their own cut out reliefs on oiled canvas blocks. Pupils' paintings illustrate adeptness at clean brush application, good colour mixing and perspective in order to produce bold, bright pictures.

94. Pupils' work reflects good teaching in art and design. Displays and samples show that teaching has had a good impact on pupils' learning and attainment. Teachers have worked hard to display pupils' work in an attractive way, and to collate pupils' work samples in individual portfolios. These portfolios help pupils to have pride and ownership of their efforts in art and design and they help teachers to note progress in learning as pupils move up through the school. Teachers make good use of the work of famous artists, such as Pablo Picasso's 'Still Life with Fish', and Ralph Goings' 'Blue Tile with Ice Water'. This work on display accompanies the good efforts of pupils when they have created their own viewpoints of still life in the style of the artists. Pupils' experiences have been extended to include collage pictures in fabric and paper on the same theme. Landscapes in paint and oil pastels, and pictures showing reflections in water, show that pupils have reached a higher than usual standard in perspective and colour application.

95. Teachers have ensured that the subject of art links well with other subjects: for example children's literature, with the stimulus from characters of the world of 'Harry Potter' painted full size on the walls of the school's corridors by parents. Pupils have been encouraged to create patterns based on the Byzantine creations of other cultures. The impact of teaching on pupils' attitudes is positive.

96. Pupils have good, enthusiastic attitudes to the subject of art. They talk about their finished work with pride and are patient with visitors when they explain how they have created their artistic work. Pupils' independence in choosing materials and colour and in tidying away art and design tools is mature. Behaviour observed was good in art.

97. The management of the subject is very good. Very good instructions have been given to all staff who have been encouraged to use their own skills. Resourcing is very good, and the light, spacious art room with its purpose built bench tables, is used well for art and design lessons and highlighting displays. Areas for development are the need to improve large scale collaborative work and the making and displaying of ceramics and sculpture. However, art and design is valued throughout the school as an enlightening activity to communicate ideas and feelings in a visual form. It is successful in improving pupils' perceptions, and makes an effective contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

98. Pupils' attainment in design and technology is close to the nationally expected levels by the end of Year 6. This standard has been maintained since the previous inspection. Only one lesson was observable during the inspection. However, a wide range of pupils' work was made available, and some through photographic evidence.

99. By the time pupils are about to leave school in Year 6, they show satisfactory skills in developing, planning and communicating ideas. They have appropriate knowledge of the differences in materials and evidence shows good assembling, combining and joining of materials. Good examples are shown from evidence, of the making of musical instruments from resistant materials, such as wood and bamboo joined to the bases of the instrument by pegs through drilled holes. During a lunchtime club in lace making, pupils showed good skills and very good patience.

100. Younger pupils' clear designs, and the making of 'houses for wild and imaginative creatures', show the use of a variety of recycled materials and papier maché. Designs and objects of moving 'vehicles' created from wood and card with wooden and card wheels, show careful thought and effective skills. There is strong evidence of the evaluation of finished products, the drawings of finished products and lists of items used in their assembling. Older pupils reflect good insight when evaluating the electric moving vehicles, powered by battery. For example, one pupil had written: 'The problems that I encountered were that I didn't make the base big enough and I made too complicated plans. I overcame these difficulties by re-designing my car for the chassis and making it smaller to fit the base.'

101. Evidence from past work reflects secure teaching of design and technology. The quality of teaching of food technology observed during the inspection was very good and had a strong impact on pupils' very good achievement. Overall, planning for the subject on a rolling programme of activities is effective and ensures that skills learnt are progressively more challenging as pupils move through the school. The two year programmes ensure that pupils receive equal opportunities of experiences and tuition within mixed age classes and that all pupils are fully included. Teachers give pupils enough scope to experiment and develop their own creativity. For example, in a food technology lesson observed, pupils were asked to reflect on the designs of the bread they shaped from the dough and to think carefully and individually on how they could enrich the dough by adding their own variety of sugar, honey, raisins, chocolate drops or herbs and chopped peppers. There is very good use of learning support assistants and volunteers whose evident skills are passed on to pupils. Teachers and learning support assistants have a good impact on pupils' attitudes. Pupils' enjoyment of their tasks is evident and is a result of the interesting variety of tasks. Behaviour observed during design and technology was very good. Pupils consider each others' ideas with deep interest and seriousness. They talk confidently about their work, showing a lot of common sense and good awareness of standards of hygiene necessary when handling food.

102. The leadership of design and technology is effective and planning shows a secure knowledge of the National Curriculum guidelines for the subject. There is a clear portfolio of evidence of pupils' work and progression in learning. Monitoring of planning, teaching and progress is satisfactory. Resources are very good. The food technology room is very well equipped and used frequently for group work. Tools are of good condition and accessed easily. Overall, the provision for design and technology shows developing good strengths.

GEOGRAPHY

103. Standards in geography are close to those expected nationally and this is similar to the previous inspection. Only two lessons were seen so the judgement relies on analysis of past work, displays, looking at teachers' planning and talking with pupils. The long term planning, demonstrating how the knowledge and understanding and the development of geographical skills that are to be taught, needs further clarification to ensure the programmes of study are fully covered. There is a weakness in the medium term planning which is not sufficiently detailed to assist teachers in planning interesting and challenging lessons to ensure that pupils build on their knowledge and skills as they move through the school.

104. The youngest pupils know that they live in South East England, near London. They know some of the features of their local environment: for example village, town and city. They study Chembakolli and compare life in an Indian village with their own. Older pupils compare well the features of their locality with York, and the residential trip enhances this study. Pupils compare the village of Godstone with one in Mexico, but the development of

geographical skills is not secure. They learn about the sources of water, the dangers of drinking dirty water and the problems associated with lack of water.

105. Teaching is broadly satisfactory, although there are some weaknesses, notably in subject knowledge and lack of detailed planning to achieve the learning objectives of the lesson. There are sufficient resources available; such as books, atlases, photographs and videos, and these are used effectively. Pupils with special educational needs are well supported by learning support assistants with the result that they make the same progress as their peers.

106. Pupils show interest in geography lessons and participate sensibly in the 'What's in the News' component. They can find Afghanistan on a world map and identify some of the features of the country. They enjoyed watching a clip of a video about volcanoes and looking at reference books to find out information about particular volcanoes. However, the knowledge they gained was very fragmented.

107. Co-ordination of geography is unsatisfactory. There is an action plan, but progress towards it is slow.

HISTORY

108. Standards in the lessons seen during the inspection and pupils' recent work are close to those expected nationally in history. This judgement is the same as at the last inspection. However, the work in books for last year does not reflect the present standard. The school has experienced a very unsettled period of staffing and this has had a negative impact on standards. A new scheme of work, incorporating an investigative approach, is having a positive effect on the quality of teaching, resulting in better learning and higher standards. Pupils with special educational needs are included in the same activities as other children.

109. Pupils in Years 3 and 4 are learning about Ancient Egypt and, by looking at books and artefacts, are able to describe an object and suggest what it might have been used for. They are beginning to be aware of what they already know and what they would like to find out. They observe objects carefully and draw labelled diagrams of some of the artefacts. Pupils in Years 5 and 6 are learning about life for children, both rich and poor, in Victorian times. They watched a video which imparted information and captured their interest, motivating them to want to find out more. They are beginning to understand that there are a variety of sources of evidence which can be used to build up a picture of life during that era, but pupils do not have the necessary skills to undertake independent research.

110. Teaching is satisfactory overall and sometimes good. The lesson observed for younger pupils was very well structured. The teacher was very clear about what she wanted the pupils to learn and provided helpful prompt sheets to support that learning. The lesson moved at a brisk pace and included a variety of activities. At the end of the lesson the pupils could explain what they had learnt. The lesson for older pupils lacked structure, research skills were not developed and time was not used effectively or efficiently. Although pupils worked with interest and concentration, at the end of the lesson they still only had a general impression of what it was like to be a child in Victorian times – they had not added to their knowledge or skills sufficiently.

111. The newly appointed co-ordinator is aware that not all teachers are comfortable teaching history in a more investigative manner, and plans to monitor teaching and learning further and offer support as required.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

112. By the end of Year 6, standards of attainment in information and communication technology (ICT) are below national expectations. Although ICT is used well in several curriculum areas, pupils are not given sufficient opportunities to develop their skills and expertise because the subject is not taught in a structured way as a discrete subject. In observed ICT sessions the emphasis was on imparting knowledge to pupils and insufficient opportunities were afforded for hands-on experience at developing computer skills.

113. The previous inspection reported that attainment in information technology was significantly below national expectations throughout the school and that insufficient time was allocated to teaching this subject. It noted that equipment was often unreliable, in poor condition and that most of it needed replacing.

114. Standards of attainment in ICT are still below average overall. There has been some progress and improvement since the last inspection, but this has been insufficient to bring standards up to national expectations. Many older pupils are now underachieving and several do not feel confident in their own abilities.

115. The school has plans for an ICT suite, but it has yet to be resourced with computers. At the time of the inspection the suite had only one computer in it and this was linked to an interactive whiteboard. Whilst computers are to be found in all classes and are used well to link ICT to some other subjects, many pupils display a poor grasp of computer and keyboard related skills and so find difficulty using computers meaningfully. A lesson on science for Years 3 and 4, involved pupils using computers to find out more about teeth. They worked well in small groups at two machines and the minority of pupils who had developed a firm understanding of the keyboard skills necessary to use a computer to access information, were able to help the others to use the programs to good effect.

116. The standard of teaching of ICT in the limited number of observed lessons, ranged from satisfactory to unsatisfactory and was unsatisfactory overall. Pupils were given few, if any, opportunities to use computers. Lessons in the dedicated suite were too teacher directed and became more like lectures. Pupils usually sat in front of the interactive whiteboard and were shown what to do without being given the opportunities to do it themselves, as there were no other computers in the room. In one observed unsatisfactory lesson, no planning was offered, the lesson was poorly structured, objectives were vague and pupils were given nothing to do.

117. It became evident from the scrutiny of pupils' work from Year 6 that it did not contain any evidence of the development of skills and knowledge in ICT. Most written work was comprised of copying instructions from a board. Furthermore, during discussions with Year 6 pupils, it became clear that the pupils who displayed knowledge and expertise about computers and related computer and keyboard skills had learnt most of this at home on family machines. Pupils who had no access to home computers talked freely about the fact that, even though they were keen to use computers, they did not feel they had been given the opportunities to develop the necessary skills. Opportunities, or the lack of them, are the same for pupils of all abilities.

118. The leadership and management of ICT are unsatisfactory and do not give clear and meaningful direction to the subject. The present co-ordinator has only recently been appointed and, although her role has been clearly defined, she has yet to make an impact. The school's policy for this subject has not been updated for several years, although a new one is presently in the process of being drafted. There is no detail about ICT in the school's most recent long term planning documentation and this affects medium term planning. Teaching staff have all received recent training in the use of ICT, but further staff

development is still a priority and is an objective of the school's most recent development plan.

119. Resources for ICT are unsatisfactory. The interactive whiteboard in the dedicated suite is up to date and well used. The school has recently purchased six printers and four laptop computers, but a majority of the existing desktop computers are old and fast becoming obsolete. They are well used in classrooms to support some subject areas but the ICT suite, as stated previously, does not contain any computers for pupil use. In addition, there are incompatibility problems between the new laptop machines and the older desktop models, as some well used programs are not found programmed into both types of computers.

MUSIC

120. By the end of Year 6, standards of attainment in music are close to the nationally expected levels. This represents a lowering of standards since the previous inspection, which reported that attainment was good overall and that music made an important contribution to the life of the school.

121. The development of music has since been of variable quality. At present, leadership and management in the subject are satisfactory overall. The school employs a music consultant who co-ordinates music throughout the school in conjunction with the headteacher, but even though pupils enjoy their music making activities, the subject now has a relatively low, but rising, profile within the school. Few members of staff have musical expertise. A piano, for instance, is rarely used to accompany singing in assemblies because there is no one on the staff with the relevant expertise. Since pupils had not been given the opportunity to practise singing songs to a piano accompaniment for the school's observed Harvest Festival, the quality of their singing was variable, yet it was evident that the best efforts came from the confident singing of a Year 6 class, whose teacher showed musical expertise.

122. The previous inspection reported that the school had invested wisely in music resources. Even so, resources for teaching music are now unsatisfactory overall. Music is taught primarily in a dedicated music room and all classes have access to the range of well used resources stored there. The school has a good selection of untuned percussive instruments but, apart from xylophones and glockenspiels, there are very few melodic instruments available for pupils to use. The school's range of sound reproduction equipment, such as compact disc players, is limited. Some items, for instance the sound system in the school hall, tend to be unreliable.

123. All classes have one music lesson each week and pupils sing in assemblies. Overall the standard of teaching and learning in observed music lessons was satisfactory. These lessons were delivered by a musically talented part time teacher, who is new to the school. Lessons were carefully planned and involved all pupils, including those with special educational needs. Pupils from different years undertook a variety of activities. During a Year 6 lesson, pupils performed self composed music using rhythm patterns and worked at improving the expression of lyrics. They discussed their work and invited comment. The attitude of the pupils was good. A Year 3 class worked in groups when using percussive and pitched instruments to compose simple pieces of music based around animal noises. Most efforts were good, learning and teaching were both satisfactory.

124. All pupils are given opportunities to learn to play a variety of musical instruments such as flute, cello and violin through tuition from peripatetic music teachers who visit the school on a regular basis. The school choir performs at the local music festival and nearly all pupils were involved in the end of year concert. This is good enrichment for pupils of all abilities.

125. Links between music and other subject areas are not evident. Music is taught as a stand alone subject and, although the further improvement of music is listed as a key priority, the school has not yet implemented relevant long and medium term planning in this curriculum area, due mainly to changes in leadership and staffing over the past three years.

PHYSICAL EDUCATION

126. Standards in physical education are close to the expected levels nationally, which is the same as at the previous inspection. However, there is a new co-ordinator who is a physical education specialist and who has only been in post since April. He has clear ideas for moving the subject forward and has already put a scheme of work in place and spent nearly £2,000 on equipment to replace broken and unsafe stock. In conjunction with the deputy headteacher, a fitness trail has been built which enhances the already good accommodation for physical education – a large hall and field.

127. Year 3 pupils demonstrate improvement in hand-eye co-ordination as they practise hitting a tennis ball with a plastic racquet. Higher attaining pupils are determined to hit a moving ball and work very hard to achieve their goal. Year 4 pupils show understanding of the importance of exercise to keep healthy and, during an indoor session when they participated in several different activities including running, skipping and step-ups, they timed each other and try to improve on past performance. Year 6 pupils listen attentively to teachers' instructions and follow them carefully. During the lesson pupils caught and passed a rugby ball with increasing skill.

128. Teaching in physical education varies from unsatisfactory to good, but it is generally good. The weakness in some lessons is in the insufficient subject knowledge of teachers and the co-ordinator has planned to offer in-service training next term. Where teaching is good, lessons are planned carefully to teach and improve skills through a variety of challenging activities. Pupils of all abilities are managed well and actively participate throughout the lesson. All pupils are fully included in all activities.

129. Pupils enjoy physical education and are interested and enthusiastic. Some of the youngest pupils, mostly in Year 3, are noisy. By the time they are in Year 6 pupils respond very well to the teacher who has developed a very good relationship with the pupils in a few weeks. They appreciate his advice and encouragement and this has a good impact on learning.

130. All pupils have the opportunity to go swimming. The school has developed good links with a local special school which is ten minutes walk away. A qualified swimming instructor takes lessons. Records show that, by the time they leave the school, pupils can swim 25 metres. A wide range of extracurricular activities, led by teachers and parents, enhances the physical education curriculum and gives pupils the opportunity to play football, basketball, rugby and netball.

RELIGIOUS EDUCATION

131. At the end of Year 6, pupils' attainment in religious education is close to locally agreed levels. Pupils, including those with special educational needs, make satisfactory progress, especially in the understanding of religious concepts and ideas. Evidence gained during the inspection from the limited number of lessons and assemblies observed, and from the scrutiny of pupils' work and teachers' planning, confirms that the school is satisfactorily meeting the requirements of the locally agreed syllabus for this subject. Governors are informed on a regular basis of issues relating to religious education.

132. Standards have been maintained at a similar level to those found during the previous inspection which reported that attainment broadly met the 'nationally expected' level and that the quality of teaching was satisfactory overall.

133. The limited amount of teaching observed during this inspection was, overall, good and pupils' attitudes to the subject were positive. Teaching was good in one lesson, where pupils were given opportunities to compare harvest festivals in different parts of the world, because planning was well structured and learning objectives took into account previous work. The pace of the lesson was fairly brisk, tasks were well matched to the abilities of pupils and the teacher made good use of both closed and open ended questioning in order to keep all pupils enthusiastic and fully involved. Pupils displayed an eagerness to learn and all pupils, including those with special educational needs, were fully included and involved in all activities.

134. Overall, pupils display good knowledge of religious traditions of Christianity and other faiths. They are given opportunities to make use of local resources and to visit religious buildings. Year 6 pupils, for example, are currently comparing different types of churches and have recently visited the local parish church in order to compare it with York Minster, which they are due to visit later in the term.

135. All pupils are taught the difference between right and wrong and are encouraged to share experiences with each other. The school's behaviour policy emphasises good behaviour and pupils are encouraged to think for themselves and respect others. Assemblies are used to reinforce this and pupils are expected to behave accordingly.

136. The subject is well led and managed by the curriculum co-ordinator who has ensured that school planning is linked to the locally agreed syllabus. As a result, long term planning, which is linked to the school's two year cycle, is detailed and covers all aspects of the agreed syllabus. The school's policy for religious education is presently being reviewed, but it is still relevant and a new whole school scheme of work is presently being completed. This policy links religious education to other curriculum areas, including ICT. Weekly subject planning sheets have opportunities for self evaluation on them and teachers can discuss these with the co-ordinator.

137. Resources to support teaching and learning are adequate and well used. They comprise of a wide range of books, posters, videos and artefacts and are kept in an easily accessed central resource area. In addition, books about many aspects of religious education are to be found in the school library.