

INSPECTION REPORT

PARK MEAD JUNIOR SCHOOL

Cranleigh

LEA area: Surrey

Unique reference number: 125293

Headteacher: Mr J R Quee

Reporting inspector: Jane Theadom
21379

Dates of inspection: 17th – 21st September 2001

Inspection number: 193008

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:	Foundation
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Park Drive Cranleigh Surrey
Postcode:	GU6 7HB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Derek Johnson
Date of previous inspection:	27 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21379	Jane Theadom	Registered inspector	Science Religious education Physical education	The school's results and pupils' achievements How well is the school led and managed?
13849	Elizabeth Bowes	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
2740	Betty Barratt	Team inspector	History Geography Special educational needs Equal opportunities	Pupils' attitudes, values and personal development
15447	Christine Glenis	Team inspector	English Design and technology Music	How good are the curricular and other opportunities offered to pupils?
20951	Philip Littlejohn	Team inspector	Mathematics Information and communication technology (ICT) Art	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Park Mead Junior School educates boys and girls between the ages of 7 and 11. There are 282 pupils on roll and there are similar numbers of boys and girls within each class in the school. The school is larger than the average junior school. There are 45 pupils (16 per cent) on the school's register of special educational need, which is broadly in line with the national average. Approximately one per cent of the pupils are from ethnic minority backgrounds, which is lower than average. Fewer than one per cent of the pupils speak English as an additional language. Approximately six per cent of the pupils are known to be eligible for free school meals, which is lower than average. During the last school year, 12 pupils joined the school other than at the usual time of first admission and 18 left it sooner than the usual time of leaving or transfer. Attainment on entry to the school varies from year to year but is generally above average.

HOW GOOD THE SCHOOL IS

This is a good school with many very good and outstanding features. The headteacher provides very good leadership and, together with senior staff with other management responsibilities and the governors, is providing a clear direction for further improvement, including the areas identified by the inspection team. The quality of teaching is consistently good. These factors, together with a determined commitment to providing a broad, varied and challenging curriculum for all pupils, have contributed to the very good progress and the high standards that pupils achieve. The school gives very good value for money.

What the school does well

- The very good leadership and vision for the work and continuing development of the school provided by the headteacher ensure that there is a strong commitment to further improvement.
- Relationships between pupils and between pupils and teachers are excellent.
- The consistently good quality of teaching throughout the school helps the pupils to progress in their learning and achieve well.
- Pupils make very good progress and achieve standards that are above the national average for eleven-year-olds.
- The progress of all pupils in English, mathematics and science is systematically monitored and targets are set for improvement.
- The pupils are very keen to do well and work hard to succeed. They behave well and take part enthusiastically in a wide range of activities.
- The curriculum is well planned and offers all pupils a very broad range of interesting and stimulating learning opportunities that support their achievement academically and personally. There is a very strong emphasis placed on opportunities in art, ICT and physical education.
- The provision for pupils' moral and social development is very good.

What could be improved

- The standards achieved by pupils in their writing.
- The procedures for the assessment and monitoring of pupils' academic progress in the Foundation subjects of the National Curriculum.
- The co-ordination of subjects to improve consistency in monitoring, evaluation and development planning by subject leaders.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last full inspection was in January 1997. Since then it has made a considerable improvement. High standards of achievement have been maintained in English, mathematics and science. The quality of teaching and learning has improved, with more that is now very good or

better. The areas identified for improvement at the time of the last inspection have been addressed through development planning which has focused on the steps needed to make the difference. There are now closer links between assessment outcomes and curriculum planning in English and mathematics. The range of opportunities that pupils have to develop their multi-cultural awareness has been extended. Most subject co-ordinators have been trained in the monitoring of teaching, although monitoring is now carried out by the senior management team. Changes have been made to the role of the senior management team since the time of the last inspection. The governors are involved in and knowledgeable about the life and work of the school and they play a clear role in deciding on its direction. The key issues from the previous inspection have been effectively addressed and the school has a very good capacity to continue to improve in the future.

STANDARDS

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

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

Key

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

The information in the table shows that the school's results in national tests have been generally well above the national average for 11-year-olds, and the results have matched the average for standards in schools with a similar proportion of pupils eligible for free school meals. In 2001, the results of the National Curriculum tests improved in science but dropped slightly in English and mathematics. In English, this was due to the relatively lower standards achieved in writing than in reading.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very interested in their work and they are positive about school and about learning. They are very eager to take part in the range of activities that the school offers.
Behaviour, in and out of classrooms	Good. Pupils know that the school has high expectations of them and they behave well in lessons and around the school.
Personal development and relationships	Very good. Pupils are responsible, self aware and aware of others. They work well together in lessons, supporting each other in their learning. Relationships are excellent.
Attendance	Very good. Attendance is well above the national average.

Pupils are respectful and considerate of others. They are kind towards one another and they care for one another and for their school. The high expectations of behaviour and the excellent role models shown by the staff support the good behaviour and enthusiasm for school very effectively.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

During the inspection, 64 lessons were observed. Twenty three per cent of the teaching was very good, eight per cent was excellent and none was unsatisfactory. Eighty per cent of the teaching seen was good or better. The teaching was good in English, mathematics and science and it was also particularly strong in physical education, art, music, ICT and geography. Teaching is good because teachers have consistently high expectations of pupils and plan to fully meet the learning needs of all of the pupils in their classes, including work for pupils who either need additional challenge or further time for learning a new idea or skill. This awareness of all pupils ensures that they remain interested and keen to learn. However, there are differences in the teaching of writing, which means that pupils are not making the progress they should in the craft of writing. The quality of marking varies, with some that shows pupils how to improve their work while some is less helpful. The excellent relationships that teachers have with pupils help to create a positive and thriving environment for learning. As a result, the pupils are keen and interested to learn and apply effort to their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides an extensive and rich curriculum with a very wide range of learning experiences that are available for all pupils. A particular strength is the emphasis that is placed on providing very good opportunities for learning in a broad range of areas including the arts, ICT and physical education. The high numbers attending the many lunchtime and after-school activities reflect the high quality of this aspect of the school's provision. The school also makes good provision for the pupils' personal, social and health education.
Provision for pupils with special educational needs	Very good. The learning requirements of pupils with special educational needs are well known, their progress is closely monitored and planned work is well matched to their learning. Pupils are very well supported in their learning.
Provision for pupils with English as an additional language	Good. The school ensures that pupils with English as an additional language are effectively supported and that their needs are identified and planned for.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. The excellent provision for pupils' moral development is reflected in their good behaviour and awareness of others. The very good provision for pupils' social development shows in their social skills and positive attitudes to other members of the school community. The good provision for pupils' spiritual development is reflected in aspects of the school's curriculum and also in assemblies and acts of collective worship. The good provision for pupils' cultural development helps them to develop awareness of the diversity of cultures within their own community and the wider world.
How well the school cares for its pupils	Very well. The school has excellent procedures for promoting and monitoring good behaviour. There are satisfactory procedures for assessing pupils' attainment and progress and good procedures for monitoring their academic progress. There are very good procedures for monitoring their personal development.
How well the school works in partnership with parents	Very well. The school works very effectively with parents to support their children's progress. There is good communication between the school and parents. Parents appreciate the open and approachable manner of the headteacher and his staff. There is some variation between classes in the setting and marking of homework. The quality

	of written reports is excellent.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school. He receives good support from his deputy and other staff with management responsibilities. There is a clear commitment to providing an education of high quality and richness of opportunity for all pupils.
How well the governors fulfil their responsibilities	The governors make a good contribution to the management of the school. They have a good knowledge of the school and are clear about the direction of further improvement. They work closely with the headteacher on the strategic future development of the school.
The school's evaluation of its performance	Very good. The headteacher and senior staff analyse assessment data in detail and use the information to identify aspects of the curriculum or teaching where improvements or changes may be needed. There are well-developed procedures for monitoring and evaluating the quality of teaching and learning. The headteacher has a detailed knowledge of the strengths and weaknesses in the pupils' performance and this is leading to the identification of focused areas for improvement, as with the current focus on standards and quality of writing.
The strategic use of resources	Good. The school uses its resources well and makes extensive use of teaching areas for the teaching of specialist subjects. Expenditure is carefully linked to school improvement priorities, and the principles of obtaining value for money are always applied when deciding on how to spend funds.

The school is well staffed, with a significant number of teachers being specialists in their field. The range of learning resources to support the pupils is very good. The accommodation is good overall, although the field does not meet current DfES requirements for year-round access to the outdoor provision. The development of the outdoor environment is a priority for this year's school improvement programme.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils are well challenged. • High standards are expected. • The headteacher knows the pupils well and deals well with situations as they arise. • Transition from the infants' school and induction from other schools are well managed. 	<ul style="list-style-type: none"> • Consistency in the quality and quantity of homework. • Consistency in the use of the home/school link book.

The findings of the inspection agree with the positive views expressed by parents. Homework is set consistently throughout the school to support and extend learning in lessons. The programme is designed to ensure that the older pupils are set tasks that are more challenging and take more time. The findings of the inspection agree with the view that there are some inconsistencies in the quantity and quality of homework set and that the use of the home/school link book varies between classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the end-of-Key Stage 2 national tests in 2000, the pupils' results were well above the national average in English and mathematics and close to the national average in science. This represents very good achievement. When compared with those in similar schools, the results were above average in English and in mathematics and below average in science. Based on the performance figures for the last five years, the trend of improvement has been consistently above the national trend in English and mathematics, where pupils' results have been consistently above the national results. In science, results have improved overall, although there has been some fluctuation from year to year. School data showing the pupils' progress between Year 2 and Year 6 shows that they have made very good progress in mathematics and science and good progress in English. This data also indicates that the pupils with special educational needs make good progress in relation to their prior attainment. In 2000, the school comfortably exceeded its targets for the proportion of pupils who were expected to achieve Level 4 and above in the national tests. The targets were higher for 2001, with 88 per cent of the pupils expected to achieve Level 4 and above in English and 90 percent to achieve Level 4 and above in mathematics. These targets were not met because they were set at a challenging level for the year group. In 2001, the proportion of pupils attaining Level 5 in English (the higher level) was lower than in the previous year (28 per cent compared with 49 per cent in 2000). There was a similar picture in mathematics, where 37 per cent of pupils attained Level 5 in 2000 compared with 26 per cent in 2001. The proportion of pupils attaining Level 3 in mathematics (lower than the national average) was higher in 2001 than in 2000. The 2001 cohort included 20 per cent who were on the school's register of special educational needs. The target-setting procedures are rigorous and informed by detailed information about the pupils' prior attainment and progress.
2. The inspection team's findings are, that in Year 6, standards are well above average in mathematics and science. Within English, standards are above average in reading, speaking and listening, and average in writing. This is because the skills and processes involved in writing are not consistently promoted across the curriculum. It is also because the pupils do not always have sufficient time to complete or edit a piece of writing to an expected standard.
3. Standards are above expectations in information and communication technology, design and technology, history, geography, art and physical education. In religious education standards meet the requirements of the locally agreed syllabus. These high standards overall are due to a number of reasons. Teachers have high levels of expertise and good subject knowledge in these areas. It is also the practice for teachers to teach different classes the subjects that they specialise in. This leads to high expectations of what pupils can achieve in lessons. It also helps to set the standard for teaching and learning within the subject. In art lessons, for example, the specialist teacher works alongside her colleagues so that she can demonstrate aspects of teaching. The school has also made a strong commitment to the development of facilities for individual subjects. For example, there is a dedicated ICT suite where all pupils can practise and improve their skills. Since the previous inspection in 1997, standards have improved overall. There are no significant variations in standards between girls and boys.

Pupils' attitudes, values and personal development

4. At the time of the previous inspection, pupils' attitudes and behaviour were judged to be good and this good standard has been maintained. The pupils, including those with special educational needs, are very interested in their work and in all aspects of school life. They are proud of being part of the school and they enjoy learning very much. This enjoyment is apparent in many lessons and in different subjects as well as in the enthusiastic way that pupils join in the range of extra-curricular activities taking place. In lessons, pupils listen attentively and settle to work with good levels of concentration. They work well on their own or as part of a group or a pair. This is because the teachers make sure that they have the opportunity to work

in different ways on a regular basis. In a Year 5 dance lesson, the pupils worked well with a partner to make up their own dances and then were successfully able to join up with another pair to share ideas and create a new dance using the best ideas. When pupils are playing or having their lunch, they socialise very well and get on well together.

5. The pupils behave well in class as well as in the playground and around the school. They know that the staff expect them to behave with consideration for others and they respect this. They know the difference between right and wrong and abide by the school rules. They are kind to one another and friendly towards visitors. In the dining hall, pupils always had a cheerful and confident welcome for the inspectors and were happy to talk about school and their experiences there. In two lessons where behaviour was less than good, a small number of pupils were inattentive and as a result did not apply themselves to their work with the concentration and effort expected. This was swiftly reviewed, leading to an improvement in behaviour the next day. The absence of graffiti and damage to resources is a further reflection of the care and pride that pupils have in their school.
6. The pupils form excellent relationships with each other and with adults, and they show care and support for others. In lessons, pupils are encouraged to play a full part, and their ideas and views are considered. This showed in a science lesson where the pupils were asked to suggest places for ice cubes to be placed to test different rates of melting. The practice of personal targets that is being developed in Year 5 is supporting pupils in their learning. Pupils in Years 5 and 6 take part in residential visits and all pupils are able to take part in extra-curricular activities. All of these opportunities enrich pupils' personal development. Older pupils act as buddies to younger pupils who are new to the school and this helps all those involved to see the value of being caring and considerate. The buddies enjoy their role and are proud to be involved. The pupils are given the opportunity to serve on the school council during their time at Park Mead and this is a task that they accept readily and wholeheartedly.
7. Pupils' attendance is very good and above the national average. They are punctual in arriving at school ready for the start of the day. Registration is efficient and as a result pupils settle to lessons promptly and without a fuss.

HOW WELL ARE PUPILS TAUGHT?

8. The quality of teaching is good overall. All teaching observed was satisfactory or better. Just over two thirds was good or better, and nearly a third was very good or excellent. This represents a considerable improvement since the school was previously inspected, in particular the absence of any unsatisfactory teaching and the increase in both the good and very good or excellent lessons observed. Nearly all parents who replied to the questionnaire agreed that teaching was good. Parents who attended the meeting prior to the inspection, and those who were unable to attend and wrote, were full of praise for how teachers motivate their children.
9. Literacy and numeracy initiatives are well taught, carefully following the framework and principles for these lessons. Tasks are well matched to pupils' differing abilities, and classroom assistants are used well to support individuals or groups. In most cases all parts of lessons are well taught, but in some too little time is left for the summing up. This leads to missed opportunities for review, consolidation and extension of the task.
10. Teaching is based on good lesson planning which gives a firm structure to lessons. Teachers are clear about what they are teaching and regularly inform their pupils of the lesson objective. Pupils are therefore able to understand what they are expected to achieve. These lesson objectives are often revisited in the summing-up sessions, exploring with pupils what they have learnt. In the stronger lessons, the teachers ensure that the pace is sufficiently challenging for all pupils. Teachers demonstrate good subject knowledge that has a beneficial effect on learning. This is so in nearly all subjects.
11. The very positive relationships between teachers and pupils are a significant factor in the successful lessons and help to ensure good pace. Behaviour is good. Pupils are polite, courteous and well mannered, both to adults and to each other. They listen with attention to their teachers and other adults who help them, responding with enthusiasm to their questions

and instructions. This was noticeable in a dance lesson where the teacher demonstrated the moves with enthusiasm and enjoyment, leading to good levels of participation from the pupils.

12. The teaching is good for pupils with special educational needs and satisfactory for those pupils with English as an additional language. Teachers and classroom assistants plan work that is well matched to targets in individual education plans. They work closely together to ensure that these pupils have the support and guidance that they need.
13. Assessment of work in numeracy and literacy is very thorough, with extensive data on the progress of individual pupils and the setting of challenging targets. Assessment in other subjects is insufficiently well developed and does not yet provide a clear guide for future planning. There are inconsistencies in the marking of pupils' work. The teachers give effective and positive verbal feedback, although they do not always record comments in the pupils' books.
14. Homework is very effective and an integral part of much learning. Activities set are appropriate and often closely linked to the curriculum in lessons. The setting of homework is not yet consistent throughout the school.

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

15. The quality and range of the curriculum provided by the school are very good and promote the aims of the school very well. It includes all the subjects of the National Curriculum and also religious education. The curriculum meets all of the statutory requirements and offers all pupils a very broad range of opportunities for academic, personal and social development. There are policies and schemes of work in place for all subjects, although, at the time of the inspection, some were due for revision. The amount of time allocated to each subject area is appropriate, with additional time being planned for further teaching of literacy skills. A significant feature of the class timetables is the good balance of lessons planned over the course of a week.
16. The school has a comprehensive long-term curriculum map that outlines which aspects of each subject will be covered in each term by each year group. There are medium-term plans for each subject and most of these are detailed and give helpful guidance to teachers. Lesson plans focus on the main objectives for learning in each subject. These are well written and clearly focused on learning outcomes. The Strategies for Literacy and Numeracy have been successfully implemented and are having a positive impact overall on planning and teaching in these subjects. Health and sex education and the use and misuse of medicines and drugs are taught as part of personal and social education and also through the science curriculum.
17. The curriculum provided for pupils with special educational needs is very good. There are well-planned arrangements to support pupils' development of literacy and numeracy skills in class or as part of a smaller group. The teaching assistants who support the pupils are attentive and enthusiastic about their work. Individual education plans are well written with manageable targets set.
18. The school has an excellent recently-written policy for inclusion which embraces all aspects of its provision and all members of the school community. This, together with a strong set of aims, reflects a clear commitment to equality of education for all pupils. This commitment is reflected in all aspects of school life. For example, the school analyses its results to compare the performance of boys and girls in English and mathematics. The excellent range of extra-curricular clubs includes mixed clubs alongside clubs specifically for girls and boys separately. This was in response to a perceived need for activities to raise self-esteem amongst girls.
19. The range of clubs provides a wealth of opportunities for pupils to participate in sporting, musical and creative activities both during lunchtime and after school. The various sporting activities also include opportunities to take part in competitive events with other local schools, where Park Mead is very successful. Furthermore, the school holds an annual swimming gala which has swiftly become an important and popular event. The curriculum is enhanced by a

- very good range of visits to places of interest both locally and further afield, including residential trips for pupils in Years 5 and 6.
20. There are good links with the local community that make a positive contribution to pupils' experience and learning. Visitors attend assemblies and classes to talk about aspects of their life and work. The school choir entertains the senior citizens of the village, and the pupils also take part in environmental projects organised within the village. A main event for the school is the annual Cranleigh Carnival. There are good links with outside agencies for pupils with special educational needs.
 21. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Their spiritual development is good. It is developed through religious education and also through assemblies and acts of collective worship. The focus of assemblies is mainly Christian and pupils reflect calmly on the themes presented to them.
 22. The excellent provision for pupils' moral development is based on the high expectations that staff have of them. All staff are very good role models for the pupils and they are consistent in the ways that they respect pupils and other adults. The school has a positive approach to managing behaviour, to which the pupils respond well. They are made aware of what is acceptable and have a well-developed awareness of the difference between right and wrong. The rules of the school are based on a clear premise of mutual respect and awareness of others. Through their sporting activities, pupils are developing a positive and healthy sense of competition, an awareness of rules in different contexts and a sense of pride in their achievements.
 23. There is very good provision for pupils' social development. The school creates a strong sense of identity as a place where everyone is valued and respected. Pupils are elected as members of the School Council and are proud to have the opportunity to take a wider responsibility within their community. The recent plan to provide the Year 6 pupils with a common room that they will help to manage themselves is a further indication of the school's strong commitment to promoting the social and emotional development of pupils.
 24. There is good provision for pupils' cultural development. The school recognised that it needed to address the previous key issue of ensuring that pupils' awareness of cultural diversity is raised. The school's curriculum includes a range of examples that reflect different cultures. The quality of the creative arts, including music, dance and art, is very high and learning in these subjects enriches pupils' knowledge and enhances their skills in these areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The school cares for individual pupils very well. Teachers and other staff show great commitment to this philosophy. The large range of extra-curricular clubs enables all pupils to feel that they can succeed at something. Teachers know the pupils well and show care and consideration for them. As a result, the pupils, regardless of ethnic group or disability, feel valued and respected.
26. The procedures for ensuring pupils' welfare are very good. Teachers and support staff, including the office staff and the caretaker, make an outstanding contribution to the quality of pastoral care offered by the school. Parents report that they are very pleased with the concern shown for their children's welfare. This is an area that has continued to be strong since the last inspection.
27. There are very good arrangements for ensuring the general health and safety of pupils. Most of the staff have received training in first aid, and arrangements for the administration of medication and first aid are in place. The school is fortunate in having two trained nurses on the staff. Child-protection arrangements are viewed as a priority and all staff are vigilant and aware of the procedures to follow should a child disclose information. A senior member of staff is the designated child-protection liaison officer and there are well-established links with all the appropriate outside agencies. There are very good procedures for monitoring and improving attendance. Attendance registers are marked neatly and comply with statutory requirements.

Effective monitoring of attendance ensures that any cases of unexplained absence are quickly noted. The school's procedures to promote punctuality are also very effective.

28. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are excellent. There are clear and detailed guidelines. The ethos of good behaviour is reinforced in lessons and assemblies, and by the example of adults working in the school. Teachers are consistent in their approach, and excellent tracking exists for checking behaviour. As a result, pupils develop a very responsible attitude to their behaviour.
29. The school's monitoring of pupils' personal development is very good. Personal, social, health and citizenship education is effectively taught through assemblies, circle time and the Young Citizenship Day. The class teachers keep records of personal development and these form the basis of excellent annual reports. The school is good at acknowledging pupils' achievements. The buddy system and the school council are both very effective measures that have a positive impact on the growth of pupils' self-esteem.
30. The procedures for assessing pupils' attainment and progress and the use made of this assessment information to guide curricular planning are satisfactory. Since the last inspection the school has addressed this issue to a considerable extent. However, there are still inconsistencies in the assessment of the foundation subjects. In most cases, particularly English and mathematics, teachers systematically assess attainment and progress on a regular basis and set appropriate targets. The headteacher carefully correlates this data and uses it to identify and help pupils who are not performing at the expected level.
31. Where teaching is very good or excellent, assessment practice in lessons is precise and used well to identify the pupils who are experiencing difficulties and those who require greater challenge. Lesson plans are written to cater for pupils of different abilities. Lesson summaries are used well to check whether the learning objectives have been achieved. Feedback is constructive and helps pupils to improve.
32. Very good procedures exist for assessing pupils with special educational needs, and work is carefully planned to meet their needs. The progress of pupils with special educational needs is regularly reviewed in relation to their targets for learning.
33. Overall, the procedures for monitoring and supporting pupils' academic progress and personal development are very good and make a significant contribution to their high levels of attainment. The steps taken to ensure that this is an educationally inclusive school are very good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. Parents' views of the school are very good. The headteacher and other staff are approachable and parents appreciate this openness and feel that it greatly contributes to the strong community atmosphere in the school. Strong links with parents were a feature of the last inspection and this is still the case.
35. The school has very effective links with parents. The consensus view of the parents who attended the pre-inspection meeting or returned completed questionnaires was that the educational standards achieved by the school are very good. One parent commented that Park Mead is 'a fabulous junior school with dedicated and committed staff'. Parents felt that their children were well cared for and that staff supported children and made them feel important and valued. Parents were very complimentary about the large range of extra-curricular activities that is offered to their children. Parents were united in the view that pupils behave well and are interested in their lessons. Communication in the form of newsletters and reports is also perceived to be very good. Parents whose children have special educational needs are very complimentary about the quality of support given to their children. The inspectors completely agree with the very positive views expressed.
36. The quality of information provided by the school on pupils' progress is excellent. End-of-year reports give parents a clear indication of their children's progress. Well observed comments on

behaviour, attitudes to work and school life provide parents with a comprehensive evaluation of personal development. Details about specific subjects are concise and relevant. Clear indications on attainment enable parents to measure the information given against national data. The reports provide a comprehensive analysis of a child's strengths as well as identifying individual targets. There are also informal opportunities for parents to find out how their child is doing. Formal parents' evenings are very useful, parents are given sufficient time to discuss progress, and children's books are available for perusal. Newsletters are friendly and give clear details about forthcoming events. The governors' annual report and the prospectus both provide comprehensive information. Liaison with the on-site infant school is very good, as is liaison with the local secondary school.

37. Parents are keen to help their children learn both at home and at school. They were fully involved in establishing the home/school partnership. There is a detailed policy on daily homework requirements. Parents support reading very effectively in all year groups. The school has canvassed views on homework and many parents are satisfied with the homework given.
38. The impact of parents' involvement in the work of the school is good. The school is fortunate in having several parents who come into school to help on a regular basis and assist in the school library. Many parents demonstrate their commitment to the school by their support of the Parent-Teacher Friends Association, which raises considerable amounts of money for the school. This is spent on resources to support learning and improve facilities. Parents also help with after-school sport. The Cranleigh Carnival is an important village event and school participation is greatly helped by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The school's leadership and management are good. The headteacher provides very good leadership and direction for the life and work of the school. He is ably supported by his deputy, by other staff with management responsibilities and by the governors. The quality and effectiveness of the school's leadership and management are directly responsible for the continued and sustained improvements made since the time of the last inspection. The headteacher's strong, determined and sensitive leadership is effective in engendering team spirit and a clear commitment by all staff to the school improvement agenda.
40. The school's last full inspection was in January 1997. Since then it has made a considerable improvement. High standards of achievement have been maintained in English, mathematics and science. The quality of teaching and learning has improved, with more that is now very good or better. The areas identified for improvement at the time of the last inspection have been addressed through development planning which has focused on the steps needed to make the difference. There are now closer links between assessment outcomes and curriculum planning in English and mathematics. The range of opportunities that pupils have to develop their multi-cultural awareness has been extended. Most subject coordinators have been trained in the monitoring of teaching, although this role is now managed by the senior management team. Changes have been made to the role of the senior management team since the time of the last inspection. The governors are involved in and knowledgeable about the life and work of the school and they play a clear role in deciding on its direction. The key issues from the previous inspection have been effectively addressed and the school has a very good capacity to continue to improve in the future.
41. At the time of the previous inspection the role of subject leaders was insufficiently focused on the development and monitoring of their subjects. Since that time there has been greater involvement of subject coordinators in the monitoring of teaching, although this is now the responsibility of the headteacher and senior managers. All subject leaders review their subjects on an annual basis and write a report that informs the next stage of school development planning. These reports are informative and detailed, and outline the areas of further development required in order to raise or maintain standards and to improve aspects of provision such as resources. The development role of coordinators is strong, but their involvement in assessing pupils' progress and in monitoring standards and quality in their

subject is under-developed. The school recognises that this is an aspect of its work requiring further development.

42. The governors make a good contribution to the management of the school. They are very supportive of the efforts of the headteacher and staff, and are very well informed about the future direction that the school is taking. Through the forum of meetings, the governors are involved in the monitoring of standards achieved by the pupils and the quality of education provided by the school. The governors monitor the progress of the school development plan through their meetings as well as through visits to the school. They ask searching questions and seek explanations for decisions that are made. Overall, the governors fulfil their role well and have a clear picture of what their school does well and where improvements still need to be made. They also fulfil their statutory responsibilities very well.
43. There is a strong commitment to monitoring and evaluating the performance of individual pupils and to the school's performance overall, compared with all schools nationally as well as with similar schools. There are rigorous procedures in place for analysing the results of both national and other standardised tests that enable the school to identify aspects that require further improvement. For example, a close analysis of the answers that pupils gave in the most recent tests at the end of Year 2 led to adjustments in the planned curriculum for Year 3 to address the skills and knowledge that were weak. Tracking of individual pupils has also led to early intervention where necessary to ensure that support is provided at an early stage.
44. The raising of achievement for all pupils and the provision of a rich and broad range of learning opportunities form the basis for all school improvement activities. The school development plan focuses on the standards achieved and the progress that pupils are making and uses this information to set the direction for further activity. This very focused approach has enabled the headteacher to define a manageable number of key curriculum areas for development, which include writing and ICT. A further strength in the structure of the development plan is in the detailed review of progress from the previous year, which sets the course for further direction. Overall, the school development plan is a very useful tool for informing the development of the school.
45. The school is very efficiently run and gives very good value for money. The planned expenditure is closely managed and monitored by the headteacher, the school's bursar in partnership with the governors. The very good financial planning has enabled the school to plan its expenditure wisely and in a way that supports the school improvement agenda. Spending decisions are taken with the aim of obtaining the best value for money. At the time of the inspection, the school had just received the news of the sale of a plot of land, which will have a positive impact on future plans for school improvement. The headteacher, in consultation with senior staff and governors, has carefully planned the management of this fund to secure the best possible return on investment whilst ensuring that the improvement programme will have a positive impact on the quality of education for the pupils in the school.
46. The match of teachers to the needs of the curriculum is good. The teachers are well motivated and work together as an enthusiastic team. There is a high level of expertise in a number of subjects, including ICT, physical education, art and music. The support staff in the school work well with the teaching staff and are dedicated in their work. All of these factors have a very positive impact on the quality of teaching and learning. The programme for professional development is focused on identified needs both for the school and for individual members of staff. The inspectors' very positive evaluation of teaching included a recommendation that three teachers should apply for Advanced Skills Status.
47. The coordination of special educational needs is efficiently and effectively managed. Pupils' individual education plans are well written with clear targets for improvement. Their learning is sensitively managed in consultation with class teachers and support assistants. The liaison with outside agencies supports this aspect of the school's work very well. The school fully meets the requirements for the Code of Practice for special educational needs, and the coordinator is aware of the implications for change when the new Code becomes current. Funds allocated to special educational needs are well used and the school also contributes to good effect from its own resources.

48. Subject coordinators are well suited to their roles and they are able to use their expertise to good and positive effect. Specialist teaching for music and art has a positive impact on standards.
49. The school's accommodation is good. The building is spacious, with specialist teaching areas available for music, art and ICT in addition to an attractive and well-stocked library. The building is well maintained, and is made bright and attractive by the well-planned displays of children's work. Part of the proceeds from the sale of the land will be used to fund a refurbishment programme to further improve the quality of the learning environment.
50. The school's playground is divided into areas to support the management of pupils outdoors. The playing field is currently out of commission because it is below DfES standards in that it becomes waterlogged during the winter months and periods of heavy rainfall. The planned redevelopment project will include improved drainage leading to year-round access. As part of the first stage of this programme, the school plans to develop a facility around the perimeter of the field for activities of adventure and imagination. In this way, the pupils will be able to have outdoor access and be physically active during the time that the field is out of action. This is a further example of the focus on the needs of individual pupils coupled with a strategic awareness of how those needs can be met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise standards achieved by pupils in their writing by providing more opportunities for them to write at length and to develop their understanding of the writing process. The school should also promote the teaching of writing skills across the subjects of the curriculum (paragraphs 1, 57, 72, 90, 95, 124);
- (2) Further develop the procedures for assessing pupils' attainment and monitoring their progress so that these take place with greater consistency in the foundation subjects (paragraphs 30, 41, 85, 91);
- (3) Ensure that development planning for all subjects is consistent with the best practice (paragraphs 41, 48, 60, 69, 74, 78, 85, 92, 103, 109, 117, 122, 126).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	15	32	12	0	0	0
Percentage	8	23	50	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	282
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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
	2000	40	19	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	39	37
	Girls	16	14	16
	Total	53	53	53
Percentage of pupils at NC level 4 or above	School	90	90	90
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	39	38
	Girls	15	14	15
	Total	52	53	53
Percentage of pupils at NC level 4 or above	School	88	90	90
	National	71 (67)	71 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	278
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	21.0
Average class size	24.5

Education support staff: Y3 – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	106

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	683770
Total expenditure	681547
Expenditure per pupil	2479
Balance brought forward from previous year	37647
Balance carried forward to next year	39870

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	170

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	0	0
My child is making good progress in school.	52	41	3	1	1
Behaviour in the school is good.	48	48	1	0	1
My child gets the right amount of work to do at home.	26	61	8	2	1
The teaching is good.	51	45	1	0	2
I am kept well informed about how my child is getting on.	38	49	6	1	4
I would feel comfortable about approaching the school with questions or a problem.	58	36	3	1	0
The school expects my child to work hard and achieve his or her best.	59	36	2	0	1
The school works closely with parents.	36	53	8	1	1
The school is well led and managed.	64	33	0	0	1
The school is helping my child become mature and responsible.	48	46	2	0	2
The school provides an interesting range of activities outside lessons.	54	39	3	1	1

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

ENGLISH

51. By the age of 11, the percentage of pupils reaching Level 4 or above in the 2000 tests was well above the national average and in line with the average for similar schools. The performance of boys and girls exceeded the national average. Indications from this year's tests are that pupils' performance has fallen very slightly, which may be explained by differences in the prior attainment levels of the cohorts of pupils for each year group.
52. Inspection evidence shows that pupils' attainment in listening and speaking is well above national averages. Reading attainment is above the national average and some pupils are very good readers. The school has broadly maintained the standards of reading and writing found at the time of the previous inspection and improved pupils' attainment in speaking and listening.
53. The progress of pupils with special educational needs is good in relation to the targets on their individual education plans. The support provided for pupils is very good because it relates well to the work taking place in the Literacy Hour. Pupils do not always bring back to the class the work they do whilst in small groups, even when it is very well matched to the lesson content. As a result, they are not always able to take a full part in the lesson summary.
54. Pupils' listening skills are well above the national average in English and other subjects. They generally listen very attentively to staff and peers, for example, when the teacher reads extracts from books or to guidance which enables them to understand what they are being taught. In a very small number of lessons the inattention of some pupils during the introduction meant that they found it difficult to interpret the task. Pupils' speaking skills are well above the national average in English and other subjects. They join in discussions and answer questions successfully in whole-class sessions and with peers in groups, for example, when finding information relating to texts or suggesting ideas prompted by teachers' questions. Year 3 pupils showed confidence in asking questions about a new system of spelling tests, and Year 5 pupils gave a lot of positive feedback in response to peers' writing.
55. Attainment in reading is above the national average in English as well as in other subjects. Pupils throughout the school are confident readers. Well-planned teaching strategies enable them to learn a range of reading skills in order to read different kinds of text. For example, in a Year 3 class the teacher encouraged pupils to read with her from the overhead projector screen and this helped them to recognise how punctuation affects reading and meaning. Year 6 pupils read accurately, fluently and expressively. They recall events well and can talk about favourite authors and books. Most are reading challenging texts, a few of which they bring from home or the public library. Home-school reading records are used widely to provide a record of the extent and frequency of pupils' reading at home. The comments are mainly written by parents, with some pupils' contributions. Further guidance for reading at home is provided by the school through consultation evenings and written guidance.
56. There is a very well-resourced library. A part-time well-qualified librarian, ably helped by volunteers, supports pupils and staff and deals with the library administration very well. The range of books is very good and continually being updated; this is a strength of the school's provision for learning. All pupils have regular timetabled access for class studies. Whenever volunteer adult helpers are in the library, pupils can change their books and spend time browsing. At other times they are able to use the library for independent research. Most pupils can locate library books and show developing knowledge of the use of non-fiction books.
57. By the age of 11, pupils can produce very good writing and write in a range of ways and for different audiences. This range includes letters, explanations, reports and accounts. Pupils are introduced to the different types of writing early on in the school and have opportunities to refine their writing as they mature. In some lessons, the introduction to the writing task takes too long, leaving little time to complete work of sufficient length and depth. There is good evidence of the use of word processing in the work scrutiny. Pupils in a Year 5 class were able

to draft, redraft and refine work to improve their writing with support from the teacher. They did this well and were able to talk about their drafting articulately. The school has rightly identified writing as an area for development and has taken steps to improve provision, including helpful guidance and support from an external consultant.

58. Standards of spelling across the curriculum are above the national average. By the age of eleven, most pupils' spelling is generally accurate. Too often, the good approach to teaching and testing spelling is not reinforced when staff correct spellings for pupils, even of words they should know. This reduces the incentive for pupils to put their tested knowledge into practice. There is good practice in the organising and testing of spelling, for example, where pupils' own errors are included in the words to be learnt, and in the coordinator's class testing which was carried out quickly and effectively through the use of peers as spelling partners. Pupils' handwriting is in line with the national average across the curriculum, although some have very attractive, fluent, legible styles. The standards of presentation vary between classes. Where the expectations of high standards are set and sustained and pupils are reminded of how to set out their work and how to present their writing, the quality of the work in the books improves considerably. However, this is insufficiently consistent across all classes.
59. Teaching is good overall and there is some very good teaching. For example, in imaginatively planned lessons, the teacher's use of role play encourages empathy with characters in stories. Teachers focus very closely on the text when encouraging Year 5 pupils to find what can be gained from the writing or to identify settings in Year 3. There is very good use of resources such as listening posts and thesauruses. On occasions, the points that pupils need to remember when writing are not always reinforced clearly. There was no unsatisfactory teaching; the school has improved this aspect of teaching and generally maintained the good standards found at the time of the last inspection. The good quality of teaching is matched and supported by the very good attitudes and positive behaviour of pupils.
60. The coordinator is well-qualified and knowledgeable in the role. The time allocation is generous and allows for 'Additional English' and 'Extended Writing' sessions to take place. Each year group carefully plans lessons at the start of the new school year to reinforce basic skills, although not all pupils need this reinforcement.

MATHEMATICS

61. Since the previous inspection standards in mathematics have risen consistently and pupils now attain standards well above the national average and above those of similar schools.
62. The quality of teaching observed ranged from satisfactory to excellent and was good overall. Teachers have secure subject knowledge and have established a good understanding of the National Numeracy Strategy, which is used effectively to produce effective learning. In the best lessons, teachers clearly explain the purpose of tasks, indicate that they have high expectations of what can be achieved and question to probe and extend pupils' understanding. Teachers consistently help pupils develop the appropriate vocabulary and encourage them to explain their understanding and strategies.
63. The quality of learning in lessons observed ranged from satisfactory to excellent. Where the quality of learning is good, very good or excellent, it is due to the high quality of class organisation and class management, the teachers' high expectations and the maintenance of a brisk pace throughout the lesson. The effective use of learning-support assistants makes a positive contribution to the quality of learning for those pupils with special educational needs and they made good progress.
64. Pupils confidently tackle problems using the four operations of number appropriately to solve them. They are keen to answer their teachers' questions and enjoy explaining the various strategies they have used. The majority of pupils perform mental calculations accurately and quickly. Pupils can estimate and measure accurately in standard metric measures. The most able pupils in Year 3 understand that subtraction is the inverse of addition, and multiplication the inverse of division, and are able to solve problems using that concept. Pupils in Year 6 are able to use a variety of methods to solve multiplication problems involving two or more digits,

showing an understanding of place value. More able pupils in Year 6 demonstrate the understanding of acute and obtuse angles and are able to calculate the value of corresponding angles. Computer technology is effectively used to reinforce learning by randomly generating angles for pupils to test their skills of estimation. By the end of Year 6 most pupils reach good standards in mathematics, with many achieving high levels in their assessment tests. Overall achievement in mathematics is very good.

65. The management and control of pupils are very good. Teachers consistently set clear expectations of pupil behaviour and attitudes, and pupils respond well to these expectations. Pupils' attitudes are very good; they are enthusiastic and show interest in mathematics lessons. Some children spoken to in Year 6 said that mathematics was their favourite subject. Relationships between pupils and staff, and between pupils themselves, are very good.
66. Assessment in mathematics is satisfactory. During the course of the lessons teachers observe pupils and question them to assess their understanding, knowledge and skills. Praise and acknowledgement of pupils' effort, positive attitudes and understanding are used to motivate and inspire pupils. Statutory and non-statutory tests are used consistently to establish the attainment and progress of pupils.
67. Teachers' planning is good; it identifies clear learning objectives and activities are well described with opportunities for assessment. Weekly and daily planning promotes learning that builds on what has gone before. The quality of planning for the whole range of pupil ability is good. The grouping of pupils by ability throughout the school helps teachers to match teaching to pupil needs. Lessons have a clear focus and teachers make clear reference to the learning objectives. Homework, where it is regularly set, is effectively used to reinforce recent teaching by asking pupils to practise or revise skills and understanding or as an extension activity. Consistency in the setting of homework is an area for development.
68. Appropriate use is made of teaching resources, including the use of learning-support assistants. The quality of teachers' marking varies; some consistently write comments which help pupils' learning by describing what has been successful and giving guidance on what could be improved. Others simply mark work and make brief statements such as 'well done' or 'a good try'. The use of information and communication technology in mathematics is good and well related to the learning objective of the lesson.
69. The co-ordination of the subject is good. The co-ordinator has a good understanding of the strengths and areas of development for the subject and has recently produced a review document for the development of mathematics. The school is very well equipped with learning resources in mathematics. The scheme used to support the Numeracy Strategy is popular with staff and pupils. The co-ordinator understands the need for further monitoring of teaching and learning in mathematics as part of the shared commitment that all staff have towards improvement.

SCIENCE

70. Standards in science are well above average for 11-year-olds. This is similar to the judgement on standards reported in the school's previous Ofsted inspection, when pupils were achieving higher levels than those typical for their ages across all the areas of science. The findings of the inspection differ from the results of the 2000 national tests for Year 6 pupils, which showed that standards were close to the national average. The difference between the judgement of the inspection and the results of the tests in 2000 should be treated with some caution because of the differences in the proportion of pupils with lower prior attainment. The results for both 2000 and 2001 show that the proportion of pupils attaining the higher level (Level 5) is above the national average. Given their previous attainment at seven, the pupils' rate of progress is very good.
71. Over the past five years, the standards in science show some variation from year to year, with the school's performance overall continuing to rise at a similar rate to the national rate over time. This inspection finds no significant differences between the performance of boys and girls, both of whom achieve above average standards.

72. In the school's previous inspection, teaching was judged to be mainly good throughout the school. This time the findings are similar; four out of six lessons were judged to be good, with one very good lesson observed. Teachers are confident in their knowledge of the subject and plan extremely thoroughly for their lessons. This results in good learning. There is a strong emphasis given to the teaching of experimental and investigative science. Teachers' planning shows a good balance between investigations and gaining knowledge. In most lessons, the organisation of resources and the management of pupils are very good and the planned activities are pitched at just the right level. The strengths in teaching and its impact on learning were well illustrated in a Year 4 lesson based on an investigation into the properties of solids and liquids. The high expectations of the teacher were very clear and led to focused thinking and discussions amongst groups of pupils about which of their materials were solid and which were liquid. Similarly high expectations were observed in a Year 3 lesson in which pupils were being encouraged to discover that different materials have different properties. Skilled questioning and well organised and resourced groups led to pupils asking questions and thinking more deeply. As a result of this very focused and reflective time, the pupils showed that they were aware that the properties of materials vary and, with the teacher's encouragement, they started to quantify their responses, 'not really see through', 'not totally smooth', showing that they were starting to think as scientists. Pupils with SEN are well supported through differentiated work and through opportunities to ask and answer questions at an appropriate level. The teaching of reading skills is well promoted in science and this is having a beneficial effect on standards. This was observed in a Year 5 lesson where the pupils carried out independent research into habitats as part of their preparation for a visit to observe sea life in rockpools. There are few weaknesses in the teaching of science. Some were in part due to the timing of the inspection as the start of the new school year. Opportunities to revise key skills and understanding were not fully explored, with the result that the pupils were uncertain about how to carry out a test fairly. The other main area for development is in the quality and quantity of pupils' written work. In too many lessons pupils were expected to record very little and opportunities were missed to develop writing skills.
73. A particularly effective aspect of science teaching is the opportunity for pupils to work together to discuss and develop their ideas. Teachers' questions encourage pupils to think and work independently. There is good evidence of progression both in knowledge and in the development of investigative skills. The management of pupils is very good and, as a result, they settle to their work and make good progress.
74. Science is well supported by a policy and useful scheme of work that provide good coverage of all aspects of the subject. The assessment procedures for the subject are not yet developed fully across the school, although this is an area that the coordinator is currently focused on. The subject is well led by an enthusiastic and knowledgeable co-ordinator who has had experience of monitoring the quality of teaching and pupils' learning throughout the school. Learning resources are good overall. The school has extensive grounds with features to support environmental science. In addition, opportunities are taken to extend pupils' knowledge and understanding of the natural world through visits to places further afield. Progress since the last inspection is good overall.

ART AND DESIGN

75. Standards in art and design are very good. This is a considerable improvement since the previous inspection. Observation of teaching was confined to the oldest two age groups in the school, whose standards are well above national expectations.
76. The quality of teaching observed was very good. The part-time art specialist has excellent subject knowledge and uses an enthusiastic approach to motivate both pupils and other staff. Questioning is open-ended and skilful, and encourages participation and motivation. Cross-curricular links are much in evidence, particularly in the introductory and plenary sessions, effectively reinforcing learning. The standard of resources is extremely high and pupils are able to work in a room reserved for artwork. Resources are used effectively to enable pupils to succeed in the task set. There are high expectations of behaviour, and pupils show a high

degree of concentration and interest in their own and other pupils' work. Work is well matched to pupils' ability levels so that those pupils with special educational needs make good progress.

77. The quality of learning is very good. Pupils are well motivated and enthusiastic, and have high levels of concentration. They are able to select and use a range of appropriate materials and processes to interpret set tasks and create a wide range of effects. Pupils work in a very wide range of media and scale including fabrics, clay, paint, pencil, crayon and inks. During the inspection they were seen using a variety of media including inks, crayon, paint and pencil drawing. In one lesson pupils chose sections of fruit and vegetables for observational drawing, while in another pupils were seen to draw shells, choosing pencils and other media carefully to achieve the desired effect. Pupils observe closely and demonstrate a good sense of proportion and composition. The consistent use of sketchbooks throughout the school, in which pupils could develop their ideas, is an area for development. A regular art club gives pupils further opportunities to develop their interest in the subject.
78. The subject is very well co-ordinated, planned and monitored. Pupils' work is sensitively displayed around the school. It is stimulating and shows the use of a range of materials and techniques. Displays are of a high standard and reflect the values of the school. Displays also reflect links with other areas of the curriculum and the study of other cultures. Visits to galleries such as The Tate have helped in the pupils' appreciation of art. The oldest pupils display knowledge of the work of some of the world's great artists and are able to identify works by artists such as Monet. They are able to give a critical appreciation of an artist's work, giving reasons for their likes and dislikes. The co-ordinator plans to put together a portfolio of assessed pupils' work against which standards can be monitored.
79. Art makes an extensive contribution to the life and work of the school in activities associated with school events and productions.

DESIGN AND TECHNOLOGY

80. Only a few lessons were observed and inspection evidence is also drawn from a scrutiny of pupils' work, displays and discussions with staff and pupils. Inspection findings indicate that, by the age of eleven, pupils' attainment is above that expected nationally, although attainment in lessons observed matched national expectation. The school has maintained the standards found at the time of the previous inspection.
81. A scrutiny of work and the subject coordinator's evaluation show that Year 3 pupils have planned, developed and made mazes and moon buggies. Pupils in Year 4 have carried out an interesting Sandwich Project which included marketing issues and a visit to Pizza Express; this is well documented in pupils' books. Pupils in Year 5 make and adapt flying machines and markets; this work includes a visit to a market and good use of technical vocabulary. Pupils in Year 6 take part in an extended project looking at veteran machines, which includes the use of the Internet and good design resources.
82. In the lessons observed, Year 5 pupils were developing skills such as sawing, glueing and measuring. Year 4 pupils were copying a plan for a frame for roundabouts; they measured and drew lines accurately and observed last year's models closely. Year 6 pupils were identifying, with teacher support, features of veteran cars. Good links were made with science work on forces; pupils drafted drawings for their own models based on information from handouts, some of which were downloaded from the Internet. They do not yet use scale in their drawings but use imagination to adapt given models.
83. The link between design and making is not always clear. Pupils' designs are sometimes like observational drawings and staff may need to consider their terminology relating to which skills they are asking pupils to learn, for example, staff talk of 'designing' features when pupils are following instructions for making a given model. However, although these making skills are very important for pupils to learn, they are not design skills.
84. The quality of teaching in the lessons observed was satisfactory or better. The school has maintained standards of teaching since the previous inspection. A strength of the provision is

the very well-resourced DT room, which offers pupils a very good range of materials, tools and resources to enable them to explore, have 'hands-on' experience and develop the necessary skills. Where teaching was good, staff pay attention to the safe use of equipment, use information and communication technology well and engage in dialogue with pupils to support their learning. In two lessons the introduction to the practical activities took up a significant chunk of the lesson and time was much reduced for practical work. In one lesson, time was reduced by pupils changing for a later PE lesson. This limits pupils' access and opportunity to learn DT skills. In other lessons, teachers used resources that were too small for whole-class introduction and evaluation.

85. There is no monitoring of teaching and learning in the subject, although the subject evaluation included pupils' views and samples of work. The coordinator is looking forward to her forthcoming in-service training in order to improve her knowledge and understanding of her role. She is keen to re-develop the subject with good support and interest from the headteacher.

GEOGRAPHY

86. By the age of 11, pupils achieve standards in geography which are above those expected for their age. From the time of their entry to the school, pupils, including those with special educational needs, make good progress in developing good geographical knowledge, understanding and skills. For example, they develop a good knowledge of places, and an understanding of the physical features of regions studied, and of the influence of weather conditions on wild life and human habitation. This was shown very well, for instance, in a Year 6 lesson on life in the Arctic, in which pupils showed a very good grasp of the impact of the climate on the lives of the Inuit people and made perceptive comparisons with life in their own country. Higher-attaining pupils especially demonstrated a mature grasp of economic issues as they related to daily life and posed perceptive geographical questions. Written work is accurate and well presented. Pupils develop good note-taking skills. Map work is mostly accurate and clearly labelled. Pupils have a good understanding of keys and symbols and, as shown in a Year 5 lesson, are confident in the use of maps, for example, to find and trace routes.
87. Pupils' learning is strongly promoted by their very positive attitudes. They enjoy geography and are very keen to learn and to do well. They respond well to teachers' high expectations and challenge. Behaviour is very good and pupils work very productively together, helping each other to do well.
88. Pupils' good achievement and very positive attitudes reflect the high standards of teaching. Teaching is good. It was only possible to see two lessons during the inspection because of timetable arrangements. In one lesson teaching was very good and in the other it was excellent. The standards shown in pupils' work in geography throughout the school and in the medium- and short-term lesson planning, provides a clear picture of good teaching overall.
89. The teachers expect pupils to achieve well. They give well-judged praise and positive feedback. Teachers plan lessons in a detailed way to ensure clear purpose, good pace and learning which is stimulating, enjoyable and supported by well-chosen resources. For instance, in the Year 6 lesson on the Arctic, pupils' interest and enthusiasm for learning geography were inspired by the teacher's lively and soundly-based presentation, the skilful sharing of good subject knowledge and the use of well-chosen video clips. In both this and the Year 5 lesson observed, learning was fun yet challenging. In both lessons there was a constant challenge that pupils should work accurately as geographers and a strong emphasis on the development of geographical skills. Teachers make sure that tasks are well matched to pupils' learning requirements, and that all pupils achieve well through the systematic checking of progress and also through support for individual pupils and small groups.
90. Pupils' literacy skills are used well and supported by good guidance; for example, for note taking, and the strong emphasis on the use of geographical vocabulary. Good use is made of numeracy skills, for instance, for analysis and recording data, and of ICT for research and presentation. Very effective use is made of the Internet to support field work.

91. Pupils' progress is monitored through assessing progress against national curriculum attainment levels. Day-to-day marking, however, is insufficiently thorough and detailed in providing constructive feedback to help pupils to improve standards in geography.
92. The good achievement in geography reflects the very good leadership, management and co-ordination of the subject. This has resulted in an improvement since the last inspection. The subject co-ordinator provides enthusiastic and a very clear direction for the work in geography, and good support for teachers.

HISTORY

93. By the age of 11, pupils achieve standards in history which are expected for their age. Pupils, including those with special educational needs, make good progress from the time they enter the school. There is no significant difference between the achievement of boys and girls.
94. Pupils acquire good, and in the case of higher-attaining pupils, very good historical knowledge and understanding which they use effectively in their learning. For instance, higher-attaining pupils in a Year 6 lesson about Henry VIII applied their knowledge and understanding very well when looking at evidence about the period. Similarly in a Year 5 lesson, pupils used their historical knowledge and understanding very well in discussing and describing features of Ancient Greece, and in identifying areas for investigation. Most pupils have a good ability to analyse and interpret historical evidence. The majority understand the concepts of bias and the difference between primary and secondary sources. Pupils are very observant and draw on wide general knowledge in their study of historical events. They are confident in identifying and selecting appropriate information and have a good grasp of time scales and chronology, and their written work shows well-developed empathy.
95. Pupils' oral work, however, is often better than their written work. Written descriptions and explanations are usually clear and, in the case of higher-attaining pupils, detailed. Overall, writing is insufficiently well structured and clearly focused. Furthermore, too often standards are lowered by careless spelling, grammar and use of capital letters.
96. Pupils' learning is strongly promoted by their very positive attitudes. They are very keen to learn, concentrate well and work productively individually and together. Their behaviour is very good. Excellent classroom relationships create a very good learning atmosphere.
97. Pupils' good achievement and very positive attitudes reflect the high standards of teaching.
98. Teaching is good and often very good. In the four lessons seen during the inspection it was good in two, in one it was very good and in one it was excellent. The scrutiny of other evidence confirms a pattern of good teaching throughout the school.
99. Lessons are well planned to ensure that pupils make progress. There is an appropriate focus on the development of historical knowledge, understanding and skills. Pupils' interest is aroused at the beginning of most lessons by clear introductions and discussion of the topic to be studied. They are often encouraged and challenged to work at a demanding level by well structured and probing questioning. The development of enquiry and investigational skills is supported very well by well-planned use of artefacts. For instance, in Year 3 lessons pupils were encouraged to work accurately as historians in the scrutiny and analysis of artefacts from the 1930's to identify differences between daily life then and now.
100. In most lessons, learning is made exciting and challenging through a good range of teaching methods which focus on ensuring that individual pupils are helped in their learning. Clear explanations, together with individual and group tuition, ensure that all pupils learn well. Pupils with special educational needs are well supported, with effective use of IEPs to guide lesson planning. Higher-attaining pupils are appropriately challenged in most lessons.
101. There are a few instances however, when the level of challenge is not sufficient and more able pupils are restricted in their learning. This sometimes arises because of limitations in the teacher's subject knowledge, which prevents, for example, the development of points and

questions raised by pupils, and restricts challenging and searching questioning. Progress in the development of extended writing is restricted by inconsistencies in the guidance provided for pupils. For instance, there is no common approach in the provision of writing frames or guidance for the presentation of information in a range of appropriate ways.

102. Pupils' progress in individual lessons is checked closely, but procedures for assessing pupils' progress over time are less secure. Furthermore, day-to-day marking is often superficial and fails to provide constructive guidance for improvement.
103. The history co-ordinator effectively supports her colleagues with medium-term planning and by providing resources. However, the procedures for monitoring planning and reviewing the quality of provision are insufficiently rigorous and systematic. Weaknesses in these procedures are resulting in a lack of consistency in the quality of pupils' learning experiences.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards in information and communication technology are good and there has been a significant improvement in standards since the previous inspection. This is largely due to the creation of a computer suite, which allows improved access to hardware and software, and more direct teaching of the subject.
105. Pupils make good progress throughout the school. The youngest can open a "Word" document, enter text, control the cursor using keys or the mouse, and use the spell-checker tool. The subject is used with increasing effectiveness to support work in other subjects, such as the work seen in Years 4 and 5, where pupils used the skills of "Cut" and "Paste" to develop their research in a history topic. Year 5 pupils also used the Internet to access information on Greek gods and goddesses. Year 6 pupils were given a better understanding of the potential of multimedia by investigating the uses to which "PowerPoint" could be put as a means of presentation. Pupils worked in pairs and shared the inputting and manipulation fairly. They listened to one another's views and opinions. The teacher's very good subject knowledge and understanding were used well to explain the procedures and to produce a stimulating demonstration. The pupils knew what to do and could get on with the task quickly and effectively as a result. They concentrated and collaborated well. The teacher was able to move around the class, responding to difficulties and checking pupils' progress and understanding. At the end of the lesson pupils made their own "PowerPoint" presentations, which gave them great satisfaction and the incentive to explore further the potential of the system. The task was challenging and pupils responded positively, making good progress and achieving a good standard.
106. The quality of teaching is never less than satisfactory, mostly good and in one instance very good. Good teaching is found in all year groups. More able pupils are sufficiently challenged, while those with special educational needs often benefit from the targeted support of classroom assistants.
107. Use of the Internet as an information source is being developed, for example, to gather information for project work. Older pupils talk confidently about their use of information and communication technology in school and at home. All pupils spoken to possessed their own computers and were confident in the use of the Internet and e-mail.
108. A club for information and communication technology is held on a weekly basis. Pupils can attend to improve their skills, access information or create their own designs, and also share ideas with other pupils.
109. Co-ordination of the subject is very good. The co-ordinator has a high level of subject knowledge and expertise. Clear objectives have been set for future developments, including the use of laptop computers and the use of an interactive whiteboard to improve whole-class presentations. Staff training has been beneficial in raising teachers' knowledge of the subject and confidence in teaching it. The monitoring of teaching and learning and the establishment of a pupil skills checklist are areas which have yet to be developed further.

MUSIC

110. Only two lessons and the choir club were observed. Singing took place in only two of the observed assemblies. Therefore a judgement on attainment cannot be made. Standards in the lessons observed were at least in line with national expectation. No judgement can be made on improvement since the previous inspection, although attainment in the little amount of singing heard was in line with national expectations, which is an improvement. The time allocated for the subject is low in comparison to national guidance and this acts against the specialist teacher's attempts to improve standards further.
111. In lessons, pupils' attainment was at least satisfactory and some Year 6 work was above national expectations. Pupils explore a wide variety of pitched and unpitched instruments, use the instruments to compose, and perform their compositions as an informal ensemble. They are developing appraisal skills and were able to talk in simple terms about the contrast between parts of a 'Rondo'. Year 5 pupils were experimenting with instruments in relation to different characters in 'Cinderella', They discussed the sounds they were making and appraised and practised their combination of sounds as a group.
112. Pupils sing in assemblies and, through listening to music, gain some knowledge of composers or performers. This enables the pupils to broaden their awareness of different aspects of music.
113. A strength of the school's provision is the very well-resourced specialist room. Pupils have good access within lessons to a vast range of instruments which enhances their learning effectively.
114. A judgement about improvement in the quality of teaching found at the time of the previous inspection cannot be made, but the quality of teaching was good in lessons observed. The specialist teacher shows very good subject knowledge which leads to challenging and focused activities and she supports pupils well while they are working with instruments. She also has a very good singing voice and technical knowledge of singing to match. One teacher made effective links between literacy and music well, using characters to encourage the pupils with their compositions. She gave good support to pupils through discussion about their work.
115. A very well-attended choir club was observed. This is a wonderful opportunity for enjoying and improving singing. The teaching of singing is limited to this session as very little singing is taught at other times, apart from hymn practice.
116. Pupils generally behave well, but some show a lack of discipline when handling instruments, even when staff remind them frequently about not handling them at certain times in lessons. They clear instruments away quickly. The length of lessons hinders development as most sessions finish before all pupils have the opportunity to perform or appraise and this is disruptive to learning and teaching. This finding supports the specialist teacher's evaluation of subject issues.
117. There is a specialist music teacher who is knowledgeable and experienced in her role. There is monitoring of the scheme of work by the headteacher.
118. There is a very wide range of visiting tutors for individual tuition for instruments including the flute, clarinet, piano and trombone, which enhances the curriculum for some pupils.

PHYSICAL EDUCATION

119. Standards in PE are above average for 11-year-olds, and pupils make very good progress as they move through the school. Teaching is also good, with some excellent teaching observed during the inspection. Teaching and learning were good in a well-organised Year 4 gymnastics lesson, where pupils were learning to travel in different directions and at different speeds. The lesson had very clear objectives that were communicated to the pupils. There were effective strategies for managing behaviour and pupils responded well to signals from the teacher. The attention given to health and safety messages was very appropriate and contributed to the

pupils' awareness of themselves and others as they practised different movements. The teacher used her time well to move around the groups and give guidance to individuals. This also enabled her to identify good practice for demonstrating skills to others in the class. The opportunities for personal and social development were well developed because the pupils were able to observe one another and then comment on their performances in a constructive and positive light. The observation of pupils in a Year 6 gymnastics lesson showed the very good rate of progress made as pupils move through the school. The lesson had a number of strengths in the quality of teaching and in the learning that took place. The high expectations of the teacher, that pupils would learn a new skill and play a full part in the lesson, were set at the beginning and sustained throughout. The teacher challenged the pupils' thinking in order for them to begin to understand what 'balance' actually means. Through careful explanation and demonstration using pupils to model balances, the teacher conveyed the principles very clearly. As a result, all the pupils joined in and enjoyed the lesson, trying out ways of making a stable half headstand, remembering the principles that they had been taught. The lesson was a good example of showing pupils that learning is a process and not an event. The content was linked to previous work and they were also told how their learning would progress. The pupils showed great awareness of themselves and others and were able to cooperate extremely well when putting equipment away and organising themselves for work.

120. In a dance lesson observed in Year 5, the range of learning opportunities was wide and varied. The teacher set the tone and pace of the lesson very well with an energetic warm up to popular music followed by a revision of the content from the previous lesson. The skilled coaching combined with great enthusiasm enabled all the pupils, including those with special educational needs, to take part. The lesson was sequenced extremely well, so that the pupils were able to choreograph their movements initially in pairs, later moving into small groups. The level of success was high because they had had opportunities to practise and try out their ideas. The high levels of cooperation observed showed how able the pupils were to pool ideas, discard some and focus on ones that they had collectively chosen. As a result of steady progressive steps, the performances became more polished and coordinated. The pupils have regular opportunities for swimming and almost all can swim at least 25 metres safely before they leave the school. The recently-introduced swimming gala has had a very positive effect on the provision for swimming.
121. The pupils are extremely well motivated and keen to work hard in PE lessons and in the clubs after school. The level of effort and concentration is high and as a result most of the pupils are physically fit and confident in their work.
122. The management of the subject is very good. The coordinator is very well qualified in the subject and has excellent subject knowledge. He is enthusiastic about his subject and committed to the principle of a broad education where PE has a high profile within the school day. There is a policy and a detailed and comprehensive scheme of work that ensure that all aspects of the subject are systematically covered. There is an excellent range of extra-curricular activities for sport. There are clubs for netball, girls and boys football, rugby, dance and cross-country running. The school takes part in competitive team games with the emphasis on participation, being proud to represent the school and trying one's best. The school field is unavailable for use because the surface becomes too waterlogged in the winter months and following periods of heavy rainfall. There are immediate plans to improve the situation, that have been boosted by the proceeds from the sale of a piece of land on the school site. The school has planned the improvement project very carefully and, with the present pupils in mind, to ensure that they are able to have access to outdoor physical education provision. There are plans to build a 'trim trail' around the perimeter of the field with adventure equipment in place to offer challenge and opportunities for physical fitness.

RELIGIOUS EDUCATION

123. At the age of 11, pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus. This is similar to the findings of the 1997 inspection report. The school has a very caring and supportive ethos which encourages pupils to respect the ideas and opinions of others and to value their experiences. This means that the lesson content in religious education is sensitively considered by both the teachers and the pupils.

Pupils make satisfactory progress as they move through the school. Pupils with special educational needs are usually well supported in lessons as the classroom assistants work closely with them to ensure that the pace of their learning is sustained. Where pupils are asked to write down their ideas and there is no additional support, the pupils with SEN sometimes have difficulties staying involved in the lesson.

124. The quality of teaching and of learning is good overall. Pupils are involved in the lesson and are invited to play an active part in discussions. The pupils in Year 3, for example, were able to bring in special objects and presents from when they were christened. Through skilful questioning, the teachers encouraged the pupils to think more deeply about the reasons for having special presents and the symbolism involved. Thinking skills are also well promoted in lessons to do with learning about other faiths. For example, in a Year 6 lesson on the theme of the Five Pillars of Islam, the teacher's good subject knowledge and considered research encouraged the pupils to reflect on the symbolism and how this related to other people's lives. The pupils' work shows that they are gaining knowledge of other faiths, including Hinduism and Judaism. They also learn about religions through work in other subjects. For example, the Year 4 pupils learn about Druidism when studying the Celts in history. The lesson objectives are precise and clear, enabling the pupils to focus on a main theme or idea before moving on to another area of study. There are good opportunities for developing speaking, listening and reading skills. The introductions to lessons include opportunities for discussion and questioning, either as a whole class or in small groups. The lesson about Celtic religion offered pupils an excellent opportunity to carry out their own research, with a very good range of reading materials provided for the pupils to refer to. The opportunities for writing are less well promoted and the recording of ideas is not as strong as the development of them through research, observation and discussion. There are missed opportunities for developing a range of writing through a structured approach, with some of the examples being simple retellings.
125. Assessment procedures in the subject are not yet developed and so they have a limited impact currently on standards and progress.
126. The subject is sensitively led by the co-ordinator, who is very interested in and committed to its development. The scheme of work takes full account of the requirements of the Locally Agreed Syllabus, although it lacks the detail required to support less-experienced teachers. The subject is well resourced. There are good links with the local church and clergy.
127. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development because they consider how they should recognise that people in their lives are special and that Jesus is special in the lives of Christians. The inclusion of studies of other world religions and faiths helps pupils to consider values and traditions other than their own.