

INSPECTION REPORT

THE LANGSHOTT INFANT SCHOOL

Horley

LEA area: Surrey

Unique reference number: 125104

Headteacher: Mrs V Hogg

Reporting inspector: Jennifer Nicholson
23036

Dates of inspection: 12 – 14 November 2001

Inspection number: 193108

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant School

School category: Community

Age range of pupils: 4 – 7 years

Gender of pupils: Mixed

School address: Smallfield Road
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Appropriate authority: The governing body

Name of chair of governors: Mr P Horder

Date of previous inspection: March 1997

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			History	
			Religious education	
			English as an additional language	
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22113	Aileen King	Team inspector	Science	Curriculum
			Design and technology	
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			Foundation Stage	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Langshott Infant School is a small school set in attractive grounds and adjacent to a large secondary school. On site is a private pre-school nursery, which most pupils attend before starting at Langshott. Horley is an area of high employment, close to Gatwick Airport. Pupils come from a variety of social and economic backgrounds, mainly from the immediate neighbourhood, an established area of predominantly owner-occupied housing. The school roll has decreased since the last inspection when several significant weaknesses were identified, although last year twice as many pupils joined during the school year than left. One hundred and twenty-seven pupils attend the school, including 36 children under six years old in the Foundation Stage, in the two reception classes. Children are admitted to the school in the September prior to their fifth birthday and attend for mornings only until they are five. Currently 23 children are part time. Overall there are more boys than girls, especially in Year 1. The percentage of full-time pupils eligible for free school meals is currently 12 per cent, below the national average. Four per cent of pupils come from minority ethnic groups and four per cent come from other European countries. Four pupils speak English as an additional language, a higher proportion than in most schools; two are at the early stages of learning English. At present, eleven per cent of all pupils, below the national average, are identified as having special educational needs, mainly for learning and/or emotional and behavioural problems. Most of these pupils are at the initial stages of assessment. One pupil has a Statement of Special Educational Need, broadly average; one more is awaited. The attainment of most children when they enter the school is as expected for their age. The school has recently received an award for excellence from the DfEs for improvements in national test results.

HOW GOOD THE SCHOOL IS

This effective school achieves satisfactory standards overall. Standards in writing and design and technology are good. Sound teaching enables pupils to learn effectively and make steady progress. Pupils are happy to come to school and have positive attitudes towards their work. Behaviour is consistently good. The school is well led. The headteacher has a very clear view of what needs to be done and is addressing priorities in a purposeful and systematic way. Governors are actively supportive and fully involved with the work of the school. The well-being and achievement of each pupil are paramount, and the contributions of all members of the school community are valued. Curriculum provision is satisfactory. The school provides sound value for money.

What the school does well

- Standards are good in writing, and design and technology.
- The school places a strong and effective emphasis on personal and social education. Behaviour is good. Pupils are friendly and polite, and get on very well with each other and with staff.
- The headteacher gives a strong lead to staff and is very committed to improvement.
- The school makes very good provision for extra-curricular activities.
- The school works well in partnership with parents and carers.
- The school has very good links with partner schools and with the community.
- Attendance is very good.

What could be improved

- Standards in religious education are below expectations.
- Policies and guidelines are not complete for all subjects, nor in line with Curriculum 2000.
- Assessment procedures for science and the foundation subjects are not established.
- Arrangements to monitor the work in many subjects are not established.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1997, particularly in the last year with the appointment of the new headteacher, despite recruitment difficulties and unsettled staffing. Previous strengths have been maintained well. Standards are improved in writing and history in particular, and also in reading, mathematics, design and technology, and information and communication technology. The quality of teaching for the youngest children is much improved. The school has developed literacy and numeracy well, but because of staffing changes has not yet fully addressed curriculum development and assessment arrangements in other subjects.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	Year-2001	Year-2000	Year-1999	Year-2001
Reading	B	B	C	B
Writing	A	B	C	A
Mathematics	E	A	C	E

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

Standards for seven-year-olds in 2001, in comparison with national averages and with those for similar schools, were good in reading and very good in writing. In mathematics, almost all pupils gained the expected Level 2. However, because many only just attained the threshold of the level and few achieved highly, the overall standard in the subject is well below national and similar schools' averages. In science, also, almost all pupils gained the expected level but few achieved highly. Results reflect success in the school's priority, to raise standards in literacy, in writing in particular. They represent good achievement, as this year group had a higher than usual percentage of pupils with special educational needs, just over one third. Girls outperform boys at higher levels, as they do nationally. Results for reading and writing show an upward trend since the last inspection. Results for mathematics, whilst showing improvement overall, are variable, possibly because of the priority given to literacy, and also difficulties in recruiting a specialist to lead the subject. Targets for testing in 2002 are ambitious and reflect the school's strong commitment to improvement.

Inspection evidence confirms that standards overall are in line with national expectations. Standards are good in writing and in design and technology, but are unsatisfactory in religious education. By the end of the Foundation Stage most children are likely to achieve the early learning goals in all areas of learning and to exceed them in personal, social and emotional development. Taking the average starting points on entry to the school, pupils make sound

gains in their learning overall. On occasion, however, pupils with the potential to achieve at higher levels are not being challenged well enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school and work purposefully and with interest.
Behaviour, in and out of classrooms	Good; pupils behave well consistently, in class and around the school. They are polite and friendly, and very willing to help.
Personal development and relationships	Very good; pupils are caring and considerate, and get on very well with each other and with staff.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Satisfactory	Satisfactory

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

Teaching and learning are satisfactory overall. During the inspection, teaching was at least good in 56 per cent of lessons, mainly in Years 1 and 2 and in English and mathematics. Twelve per cent of lessons seen were very good, occurring mostly in Year 2. In these lessons teaching was particularly motivating and imaginative, and pupils were keen and enthusiastic to learn. Good teaching and learning in English and mathematics reflect their high priority and the positive impact of systematic training, national strategies, and the provision of a high number of trained learning assistants, to support literacy in particular. One of the main strengths of the teaching is the interactive and stimulating learning environment in which pupils are expected to do well. Teachers manage pupils in a consistently positive way and lessons often move at a brisk and lively pace. Lessons are well organised and well structured; pupils are clear about what they need to do and get on purposefully. Teachers provide suitable work for pupils of different abilities although, on occasion, higher-attaining pupils are not challenged well enough. In the one lesson where teaching was less than satisfactory, subject expertise was insecure and expectations for learning too low. Pupils' learning is hindered when subjects are not supported well enough by curriculum guidelines, as for example in religious education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; broad and balanced with National Curriculum requirements in place, although those for religious education are not fully met. Subject guidelines are not complete to support the foundation subjects in particular. The curriculum is enhanced by visits and visitors, very good community and other links and very good extra-curricular activities.
Provision for pupils with special educational needs	Good; focused, intensive and frequent support, including that from knowledgeable learning support assistants, enables these pupils to make good progress.
Provision for pupils with English as an additional language	Good; the school makes good use of external expertise to support staff in working with these pupils in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; the school places a strong emphasis on personal and social education. The clear moral code is known and understood by pupils who contribute fully in devising rules. Good cultural experiences enrich pupils' understanding but opportunities to promote spiritual development are limited.
How well the school cares for its pupils	Good overall; the school provides very well for pupils' welfare, including very good arrangements for child protection. Assessment procedures are satisfactory overall; they are good in literacy and mathematics but are not yet fully established in other subjects.

The school works well in partnership with parents who are very supportive of their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher has a clear view of what needs to be done and is tackling priorities in a purposeful and systematic way. She gives a strong lead to staff and is effective in building a newly established team, committed to improvement. The lack of permanent staff however, constrains efforts to develop subjects.
How well the governors fulfil their responsibilities	Good; governors are actively involved and very supportive. They are well informed and effectively organised to enable them to influence the work of the school.
The school's evaluation of its performance	Satisfactory; good in the use made of performance and other data to guide future planning. Teaching and learning are monitored systematically in literacy and numeracy but not in other subjects.
The strategic use of resources	Satisfactory; the school makes effective use of its resources for the benefit of pupils. It is careful to apply the principles of best value.

The school provides a high level of teachers and support staff to meet the demands of the curriculum, and to provide extra support this year in the class containing different age groups. Due to long term absence and recruitment difficulties, and also to support year groups that exceed 30 pupils, two other teachers are temporary, but they are known well to the school and staffing is settled for the present. Accommodation is good. The outside play areas provide a wide variety of adventurous and exploratory opportunities for pupils. Resources for learning are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like coming to school. • There is a welcoming and happy atmosphere. Everybody is special and his or her contributions are valued. • Behaviour is good. The school encourages children to be considerate and caring. • The school is well led and managed. • The headteacher and staff are approachable about concerns and worries and respond promptly. • The teaching is good and children are keen to learn. • Staff are committed and give willingly of their time. 	<ul style="list-style-type: none"> • There is not enough information about how children are getting on between parents' evenings, and especially when targets are achieved. • Views about homework are mixed; concerns expressed: reading systems keep changing, causing disruption; and children in Y1 could do more for homework than just reading. • Concerns centre also on the high turnover of teachers.

Inspectors agree with parents' positive comments. Teaching is judged satisfactory overall. Procedures for parents to talk about their children's progress are good, with daily informal opportunities, and also by arrangement at other times. Formal consultations are arranged appropriately in the autumn and spring terms, but not, however, in the summer term following distribution of reports apart from those leaving Year 2. Although there is no homework policy, inspectors consider homework to be satisfactory with an appropriate variety of tasks given in all classes. Changes in reading systems reflect staffing changes; both are now more settled. The school works hard to integrate, quickly, new and temporary teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In national testing for seven-year-olds, in 2001, standards in reading were above national and similar schools' averages, and an average number of pupils achieved good results. In writing, standards were well above national and similar schools' averages. All pupils gained the expected Level 2, and a proportion, in line with national averages achieved the higher Level 3. The good results in literacy reflect the school's focused work in this area. In mathematics however, although almost all pupils achieved the expected level, many only just gained it and few achieved highly. Consequently the overall standard for mathematics fell well below national and similar schools' averages. In science also, almost all pupils achieved the expected level but few achieved highly. All targets for attainment at the expected level were exceeded, reflecting good achievement overall, especially in writing. This year group had a lower starting point than usual, on entry to the school with a high proportion of pupils, just over one third, with identified special educational needs. In addition, about one fifth of pupils joined the class from other schools, some from overseas with no previous formal schooling, at different stages during Years 1 and 2. Standards overall show an upward trend since the last inspection, especially in reading and writing. As the school is aware, girls do better than boys, reflecting the national picture.
2. In general, the attainment of most children on entry to the school is as expected. Children in the reception classes are making sound progress overall towards the early learning goals set nationally for the end of the reception year. They are likely to reach the goals in all areas of learning and to exceed them in personal, social and emotional development. Standards have improved well since the last inspection when low standards were identified in aspects of most areas of learning.
3. Inspection evidence indicates that by the age of seven, standards in writing and design and technology are above national expectations. Standards in all other subjects are in line with expectations, apart from religious education where standards are below what is to be expected. Since the last inspection standards have improved, in writing and history in particular. Standards are also improved in reading, mathematics, design and technology, information and communication technology. Standards have declined in religious education.
4. Standards in English for seven-year-olds are in line with expectations overall. Speaking and listening skills are satisfactory. Pupils ask questions with confidence and listen well to teachers and to each other. Standards in reading are satisfactory, although higher-attaining pupils do not always have positive enough attitudes towards books. In general, pupils use knowledge of letters and sounds to good effect when tackling unknown words and are able to correct errors. Writing is above expectations. Most pupils have a good understanding of punctuation and often construct complex sentences. Handwriting is satisfactory and shows improvement as a result of newly introduced formal instruction.
5. Standards in mathematics for seven-year-olds are in line with expectations. Most pupils are confident with number facts to ten and devise their own addition and subtraction sums, some complex, to 20 and beyond. They enjoy using 'big' numbers and are gaining a secure understanding of the value of each digit in a two-digit number.

6. Standards in science for seven-year-olds are securely in line with expectations. Pupils are developing good investigative skills. They are beginning to predict and make simple hypotheses, and to understand what constitutes a fair test.
7. In relation to prior attainment, pupils are making sound progress overall, from average attainment on entry to the school to average standards overall when they leave. They make good progress in writing and in design and technology. Progress is slower than expected in religious education due to a lack of curriculum support and development because of unsettled staffing. Higher-attaining pupils make satisfactory progress although on occasion they are not challenged sufficiently well, and their learning is not always moved on fast enough, for example in mathematics, reading and information and communication technology. Pupils with special educational needs are enabled to make good progress through frequent, well-focused support, provided individually and in small groups. Intensive small group teaching enables Year 1 pupils, who work in a combined reception and Year 1 class, to make good progress. Pupils with English as an additional language make good progress through good opportunities to practise their developing skills.
8. The school has set challenging targets for testing in 2002 to maintain the high proportions of pupils achieving expected levels. Targets are beginning to be set for higher-attaining pupils. Target setting is comprehensive and usefully involves parents at consultation evenings twice a year. Individual targets are displayed in classes so that pupils and parents can see when they are reached. Pupils also set themselves personal challenges for areas in which they would like to improve for example, 'getting better at colouring', 'remembering to leave spaces between words', or 'learning to buckle my shoe'.

Pupils' attitudes, values and personal development

9. The attitudes, values and personal development of children in the Foundation Stage in the two reception classes, are good. They gain confidence and self-respect and learn to be kind and considerate to others. Good behaviour is promoted effectively and the children are learning to share, take turns and to negotiate. The children come into school happily and most are secure in their new environment. Those who have difficulty leaving their parents or carers are comforted by the staff and encouraged to participate in the activities offered. The children are developing personal independence and generally treat toys and equipment appropriately.
10. Pupils in Years 1 and 2 show positive attitudes towards school and are eager to come each morning. They respond well in the classroom, and this is demonstrated by their good levels of concentration and their ability to pay attention. This good response is particularly apparent where the teaching is good or better. Pupils clearly like being in school and as a consequence make good progress.
11. Overall, pupils' behaviour is good both in the classroom and elsewhere around the school. No evidence of bullying or other oppressive behaviour was observed during the inspection, nor was any reported to the team. The one fixed period exclusion during the previous year was handled sensitively and effectively. Relationships, both amongst pupils and also between them and adults in the school, are very good. For example, pupils understand the concept of taking turns and they can work well co-operatively. Pupils are keen to keep the premises and grounds free from litter, and work well in small teams organised by the caretaker. The standards of behaviour and the quality of relationships observed during the previous inspection have been maintained well. As a

result, this is a happy school with a friendly atmosphere that is conducive to good learning.

12. The personal development of pupils is very good. Each day individual pupils perform allotted tasks which contribute effectively to the smooth running of the classroom. This programme is fully understood by pupils and highly valued by them. The recently formed school council is proving to be very effective in enabling representative pupils to become involved in wider school issues. During lessons, pupils are expected to go and find the information and resources they need for their work rather than expecting them to be set out by the teacher, and most pupils respond positively to this. Consequently, pupils are developing as responsible young people with good independent learning skills. The school has a fully inclusive approach to all pupils, including those with special educational needs, and those with English as an additional language. All pupils are seen as an important and integral part of the whole school community.
13. The level of attendance is very good, well above the national average for primary schools. It has been consistently so over recent years and is equally good in all year groups, making a substantial contribution to pupils' progress. Although the published figure for unauthorised absence is high, this resulted exclusively from the exceptionally poor attendance of a very few pupils, significantly affecting their learning. Pupils generally arrive punctually for school and instances of lateness are rare. The prompt start to the school day is of general benefit to the pupils' education.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall, enabling pupils to learn effectively across the breadth of their work. Teaching is good in English, mathematics and design and technology. In all other subjects, teaching is satisfactory, apart from religious education where it is unsatisfactory overall through the lack of up-to-date subject guidelines. During the inspection, teaching was at least good in 56 per cent of lessons, mainly in Years 1 and 2. Twelve per cent of lessons seen were very good, all in English or mathematics, and occurring mostly in Year 2. The very good teaching was especially lively and motivating, and had high expectations for pupils' achievements. Imaginative strategies engaged pupils' interest and attention very well as, for example, a quiz in mathematics, dramatic story telling, or energetic marching on the spot to reinforce counting in tens. In the one lesson, where teaching was less than satisfactory, learning was hindered by low expectations and insecure subject expertise. Although children in the reception classes, including the mixed age reception and Year 1 class, are being taught by temporary teachers, two are known well to the school, and all are settled for the present. They are making an effective contribution to teaching.
15. The quality of teaching in the Foundation Stage is satisfactory overall. Staff have good teaching skills and show good expertise in developing the children's skills in language. They contribute well to children's personal, social and emotional development. Generally staff have a secure understanding of the national requirements for this stage of education, the early learning goals, and the stepping-stones children achieve as they learn. Planning is satisfactory and staff work collaboratively to devise an appropriate curriculum for the children. There is good teamwork and staff are committed to the children in their care. Activities are offered for all children, and those children with special educational needs and those learning English as an additional language are well supported. Management of the children is good and expectations of positive behaviour are high. Expectations for what children can achieve in other areas are satisfactory although, on occasion, those with the potential for higher achievement could be further extended. Sessions are organised appropriately. At present a reasonable balance is

struck between activities directed by adults and those initiated by children, appropriate for this first term of the year. Although parents were strongly supportive of the smooth and secure induction and settling procedures, some expressed concern about the transition from reception to Year 1 where there is less emphasis on play. Teachers and learning support staff regularly evaluate the provision; for example plans are in hand to adapt the way certain activities are organised. Assessment procedures are in place and are being effectively implemented. Teachers make appropriate use of informative observation notes on children's responses to activities in order to guide future planning and to identify children's next learning steps. Staff are developing this strategy and, from observation of what the children know and can do, have begun to adapt the way they group them. The partnership with parents and carers is very good. The regular walk to Horley is well attended by parents, who are actively involved in their children's learning. Resources for the Foundation Stage are sufficient overall and generally used effectively. The plans to refurbish the outdoor area mean that resourcing will be improved.

16. The quality of teaching for pupils with special educational needs is good. Teachers are fully involved in writing individual education plans which clearly outline the way the curriculum is to be modified to meet identified needs.
17. The main strengths in the teaching lie in the way teachers provide a stimulating learning environment, rich in information, prompts and reminders. Interactive displays, including examples of good work, or stimulating artefacts and books, pose questions to engage attention and interest. Teachers use a good variety of strategies to foster learning, for example practical work, investigative approaches to encourage pupils to find answers for themselves, or grouping pupils in different ways. Teachers are positive about achievement – they expect pupils to succeed. Questioning is skilful, and used well to lead thinking on effectively, or to encourage pupils to make connections between different areas of learning. Well-structured lessons, generally good organisation and clear instructions make sure that pupils are fully aware of what they need to do. Consequently they settle quickly to their tasks and generally work purposefully and at a reasonable rate. Lessons are often brisk and lively.
18. Good, detailed planning provides good support for English and mathematics. Literacy and numeracy lessons are well focused and the level of challenge for pupils of different abilities is often high. The planning of other subjects is satisfactory with generally appropriate expectations for learning. All staff have high expectations in respect of behaviour, and manage pupils in a consistently respectful way. As a result, pupils are confident, friendly and polite, and behave sensibly. They occasionally become restless or lose concentration when tasks are not stimulating enough or weaknesses in organisation mean that they have to wait too long for the teacher's support. Learning support assistants are deployed well. They are fully informed, involved with planning, and contribute effectively to pupils' learning through small group and individual work. They make very good contributions to raising standards in literacy, particularly in writing. They make useful observations on pupils' responses to tasks to support the assessment process and move the learning on. All staff have a good understanding of the practical ways in which children learn and make sure that suitable resources are readily accessible.
19. Teachers' subject knowledge is satisfactory. It is good in English and mathematics, subjects that are well supported by training and national initiatives. Expertise is good also in other subjects such as music and religious education, but is not always used well enough to support colleagues. Homework is satisfactory with regular reading tasks and also assignments from time to time to support learning in other subjects such as

mathematics, geography and history. Although parents are given an overview about expected homework at the beginning of each term, there is as yet no formal policy.

20. The quality of teaching has improved well since the last inspection when it was identified as a significant weakness, especially for the youngest children and also in mathematics. Expectations of pupils' learning, though not consistently high have improved, especially in literacy. Pupils are practising literacy skills more widely across the curriculum. Teachers now make pupils aware of what they are going to be learning at the beginning of each lesson. Support staff are fully involved in the teaching process and are deployed to good effect. Teachers evaluate pupils' responses to tasks to guide future lesson planning, particularly in literacy and numeracy. Pupils' work in books is tidily presented.

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

21. At the last inspection the curriculum lacked detailed learning objectives for the Foundation Stage. In Key Stage 1 there were inconsistencies in subject allocations, and statutory requirements were not being met for history. The school now offers a broad and balanced curriculum, which is relevant to the ages of the pupils, and meets statutory requirements satisfactorily. However, the requirements of the locally agreed syllabus for religious education are not fully met. The curriculum for the children in the Foundation Stage is satisfactory, with a varied range of activities in the reception classes, which are appropriate for young children. All children in the reception classes are included in the activities provided, and there are good learning opportunities for those children identified as having special educational needs and those who are learning English as an additional language. The school makes considerable efforts to ensure that the Year 1 pupils in the mixed age reception and Year 1 class receive an appropriate range of learning opportunities and equal access to the National Curriculum. Equality of opportunity is well promoted within the school.
22. The quality and range of learning opportunities are satisfactory overall with a good emphasis on practical direct experience. The national strategies for learning in literacy and numeracy are implemented well in practice. However, as the school is aware, many policies and subject guidelines are out-of-date and do not reflect Curriculum 2000, hindering further development. They are due for review, especially for the foundation subjects. Planning procedures are appropriate. A topic-based approach is used. Topics cover a range of learning experiences; for instance 'Pirates' in Year 2 and in Year 1 pupils study 'Ourselves'. Topics are well chosen to provide good cross-curricular links. For example, linking work in science on sound, to making and using different types of percussion instruments in design and technology and music. Aspects of health education are suitably incorporated in physical education lessons, as for example when considering how our bodies react after exercise. A very good variety of extra-curricular activities enhances the provision. The range is wide and includes football, music, information and communication technology, French, cookery and art. Football clubs offer very good support for pupils' physical education. The allocation of teaching time is appropriate overall for both Key Stage 1 and the Foundation Stage, but there are some instances of overlong lesson times. The two classes in Year 2 do not always have the same amount of time allocated to literacy and numeracy.
23. The provision for special educational needs is good. These pupils receive good support through a modified curriculum, effectively targeted on well-constructed individual education plans. Good planning and resourcing ensure the full implementation of all statements of special educational need. A strength of curriculum provision for pupils

with special needs is the good planning and provision. Good links between teachers and support staff ensure continuous progress in learning.

24. At the last inspection the provision for the pupil's spiritual, moral, social and cultural development was judged to be good overall, and this has been maintained. The provision for spiritual development is satisfactory. Regular assemblies are held, but they barely conform to the requirements for a daily act of collective worship. They are often used to promote social, moral and personal education, with good encouragement to show respect for others' feelings and views, but they are not used effectively enough to develop awareness of Christianity and other major faiths, and there are occasions when pupils are inappropriately withdrawn for extra reading practice for example. A variety of festivals is celebrated in the school, but the religious context is not reinforced. There are some opportunities for the pupils to observe and consider the wonders of nature, but these opportunities are generally not exploited fully to provide time for reflection and to develop pupils' awareness of their own spirituality.
25. Pupil's moral development is well supported and a good emphasis is placed on caring and on behaving well towards each other. Relationships in the school are very good, both between pupils and between staff and pupils. Staff present positive role-models to encourage pupils to be considerate and to observe the rules and procedures in the school. Opportunities are used well by staff to reinforce the difference between right and wrong and how to behave appropriately towards each other. The recently established school council is effectively developing pupils' self-esteem and reinforcing positive behaviour in the school. For example, there are clear guidelines for when pupils can take turns and share the range of climbing equipment outdoors, which is an effective means of ensuring there are no disputes or arguments.
26. Pupils' social development is very good. Pupils are encouraged successfully to be positive, kind and considerate. The quality of interaction between staff and pupils is very good. All pupils, including those identified as having special educational needs and those learning English as an additional language, are expected to be active participants in activities. Personal and social skills are well promoted in the school from the earliest years. Notices around the school are used very well to boost confidence and self-esteem. Achievement awards are displayed and pupils earn special praise for their efforts, as well as being made aware of the achievements of others.
27. Cultural development is well promoted, and, as a result of good cross-curricular links, is reinforced effectively. For example, when acknowledging the Hindu festival of Diwali, pupils in Years 1 and 2 designed their own Mendhi hand patterns in art. In mathematics they used understanding of symmetry to devise Rangoli patterns. Pupils are encouraged effectively to develop their awareness of different cultures and backgrounds, and the traditions and customs associated with them. Displays around the school are attractive and support this aspect of the curriculum effectively.
28. Very good links with the local community result in substantial benefits for pupils' education. Regular class visits to the local shopping centre are welcomed by the shopkeepers, as was clearly evident on the Foundation Stage walk. The high level of involvement in local initiatives, such as 'Horley in Bloom', gives pupils a deeper appreciation of the community of which they are a part. Pupils have the opportunity to contribute to both the local and wider community through the school's participation in charitable appeals such as Action Aid and the Romania Shoe-box Appeal. The school has established a good link with Gatwick Airport, a major employer in the area, where many parents work. In a recent very effective project, groups of pupils visited the airport, and airport staff came to the school several times, all greatly enriching pupils'

experience. The company has also provided a teaching pack for use in the classroom. Other businesses have made financial donations for the purchase of equipment, for example in the playground. The school lets out its premises for use by local organisations in the evenings and at weekends. As well as enhancing community awareness of the school, the income from these lettings makes a valuable contribution to the school's finances.

29. The school works well with other educational institutions in the town. In particular, very good liaison established with the main receiving junior school, including curriculum links, ensures the smooth transfer of pupils to the next stage of their education. There are similarly very good links with the private nursery on the site which most pupils attend for their pre-school experience. The nursery leader is also a learning support assistant and a governor of the school. The school benefits from being adjacent to the town's secondary school, and students come into Langshott for work experience. They provide extra useful assistance to class teachers, and contribute significantly to the personal development of the infant pupils. In response to boys doing less well than girls in national testing, a group of secondary school boys are involved in a project to boost the self-esteem of their younger peers and contribute to raising standards. Now the girls are feeling left out and are requesting similar attention! More generally, there is good informal collaboration between all the schools in Horley which includes the sharing of equipment and learning resources. Thus overall the school sees itself very much as an integral part of the educational provision within the town.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school takes all reasonable steps to provide, and governors to actively maintain, a safe and secure environment for pupils. There are emergency exits from all teaching areas, fire drills take place regularly and fire-fighting equipment is strategically placed and regularly checked. An adequate number of staff have full first aid qualifications and all staff have undergone some basic training. Very good arrangements are in place for dealing with pupils who are unwell. Pupils are well supervised on the playground at break and lunch times, which is an improvement since the last inspection. There were no major health and safety issues causing concern to the inspection team, although two minor issues were reported to the headteacher.
31. Very good procedures are in place for assuring child protection. The headteacher as 'named person' is fully trained and well experienced. One of the senior teachers is also fully trained and all staff have been briefed on the signs to look out for and the steps to take.
32. The school is very good at monitoring attendance and promoting its improvement. Registration takes place at the start of both morning and afternoon sessions in line with the requirements of legislation. Registers are clearly and accurately marked and hence give a true record of pupils' attendance. Letters of explanation are required from parents if a child is absent and the school secretary is very efficient in chasing these letters up if necessary. Any pupil arriving late must report to the school office where the fact is recorded. This practice is an effective stimulus to good punctuality. The school is taking appropriate steps in collaboration with professionals from social services to deal with those very few pupils who have exceptionally high levels of unauthorised absence. All staff use positive and effective behaviour management techniques, in class and on other occasions such as assemblies.
33. The school takes effective steps to build pupils' self-confidence and independence. There is a daily rota of tasks in each class and, through their representatives on the

school council, pupils are encouraged to feel they are a part of the running of the school. This provision is commented on favourably by parents. The school works hard, and with success, to provide male role-models for its pupils. For example the caretaker, in addition to his normal duties, runs an after-school club and participates from time-to-time in assemblies. Also, secondary school boys visit for their project and work experience, and several men, including fathers and a governor, are directly involved in school activities such as listening to reading.

34. Good systems are in place to assess and track pupils' progress in English and mathematics. Teachers use the information effectively when planning work, particularly in writing, to raise achievement and to identify and tackle problems at an early stage. Pupils' literacy and numeracy needs and their personal development are well addressed with all pupils having individual targets that are effectively shared with parents, to support continuity in learning between home and school. In subjects where the teaching is satisfactory rather than good, pupils' work is not assessed with the same rigour, contributing sometimes to lack of challenge. The school is aware of the need to develop assessment procedures in science and the foundation subjects. Systems for identifying and planning for the needs of gifted and talented pupils are at a very early developmental stage.
35. Effective arrangements, in line with the requirements of the Code of Practice for special educational needs, are in place to identify and assess the needs of pupils who require extra support. Outside agencies are suitably involved where appropriate. Procedures for monitoring and assessing the effectiveness of individual education plans are sound.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents are supportive of the school and are happy with the way in which it is educating their children. In particular they like the friendly atmosphere and the emphasis that the school places on encouraging pupils to become confident independent learners. They are also pleased with the standards achieved across the curriculum.
37. The school keeps parents well informed about their children's progress. Good quality annual reports at the end of the academic year outline individual achievements, list areas for improvement, and set targets for the following year. Two formal meetings are offered for parents to discuss their child's work and to be involved in setting targets, but no formal opportunity is provided for them to discuss reports soon after their distribution, apart from the leavers in Year 2. Good opportunities are in place for informal contact between parents and teachers. For example, the school day is organised to allow two ten-minute sessions at the beginning and end of the day to enable this contact to take place. Many parents appreciate this but it does disadvantage those who, because of other commitments, are unable to drop off and pick up their own children. Appointments at other times can be made. Parents are kept up-to-date on the general life of the school through regular newsletters. Both the school prospectus and the governors' annual report to parents are of generally high quality though the former omits mention of the school's special educational needs policy.
38. Proper arrangements are in place for parents of pupils with special educational needs to be involved in review procedures. Teachers' daily availability to talk through problems with parents has a good impact on these pupils' learning.
39. An effective home/school agreement is in place and is signed by both the headteacher and the parent. Parents help their children with their work at home and are given advice from the school as to how best to do this although there is no formal policy. Parental

involvement in the life and work of the school is extensive and is indeed one of the strengths of the partnership. This takes many forms, including helping in the classroom, acting as guides on school trips, and weekend work on the premises and grounds. Parents strongly support school events such as concerts, open evenings and sports days, although attendance at curriculum workshops is low. The very active parent teacher association, known as the 'Friends of Langshott School', organises a range of events throughout the year to raise a considerable sum of money for use by the school. Overall, the partnership between the school and parents is judged to be good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership and management of the school are satisfactory. The headteacher has a very clear view of what needs to be done and has made a good start in tackling priorities since taking up her post a year ago, in a temporary capacity initially. She is very committed to improvement and gives a strong lead to staff who are working well together as a newly established team. Subject leadership is adequate, constrained by the lack of a stable staff, recruitment difficulties and ill health. Over half of subjects have temporary or new co-ordinators, and as a result subject development and improvement are restricted, as in religious education where standards fall below expectations. Leadership of literacy and numeracy is good, however, reflecting the main focus of the school's recent work. The co-ordination of the early years is sound. The headteacher is supported in a practical way by a senior management team but lacks the leadership support of a deputy headteacher. Despite the lack of a full contingent of permanent teachers, the team is complete, settled at present, and fully committed to improvement and to leading the school forward.
41. Governors fulfil their statutory duties well. Good systems are in place for them to understand the working of the school and to enable them to provide effective support in shaping its future direction. They are well informed and familiar with school life through regular visits and discussions, and have made a useful start to monitoring the implementation of the curriculum. They have a clear understanding of the strengths of the school and where it need to move on, being fully involved in setting targets for improvement. The school's aims are fulfilled well. They permeate the life of the school. To the headteacher's credit, performance management is established and is contributing effectively to school development, for example through the monitoring of teaching. Plans are in hand for support staff to be included in this process next year.
42. Governors effectively oversee special educational needs provision. The co-ordinator works closely with a team of support staff and liaises well with outside agencies to provide effective support for the pupils. Funds for special needs are well managed and prudently allocated.
43. Monitoring is satisfactory overall. The headteacher has made a good start in establishing constructive monitoring procedures, mainly for English and mathematics. She provides good quality and effective written feedback with clear targets for improvement. Arrangements include the involvement of the co-ordinators for these subjects and also local authority staff. A systematic programme for monitoring the work in other subjects is not yet in place, hindering their development.
44. Planning for school development is good, with appropriate staff, governor and also parental involvement. Issues to be addressed are relevant, with suitable working action plans, and continue beyond the coming year. The high turnover of teachers constrains

planning for consistent school improvement but the headteacher works hard and with success to integrate new and temporary staff in an open and consultative way.

45. Targets for improvement in national testing are challenging. The results of national testing are analysed in a comprehensive way, to inform the target setting process and influence planning and teaching. The school works hard, for example through the provision of extra support, to ensure that as many pupils as possible achieve at least the threshold of the expected levels. In this the school is clearly successful. Pupils with the potential to achieve at higher levels are less rigorously identified. They are supported within classes with different tasks that are sometimes but not always challenging. All pupils have individual targets for improvement in literacy and mathematics set by teachers in consultation with parents. Pupils, including the youngest, also set themselves personal challenges, such as 'trying new things', or 'sitting quietly on the carpet'.
46. The school has sufficient numbers of suitably qualified teachers to meet the demands of the curriculum in Years 1 and 2. Staffing provision in the Foundation Stage is good, with an extra part-time teacher, to support the mixed age class and also to support the teacher who has recently joined the school from overseas. However, the school, in common with many other schools nationally, has experienced considerable recruitment difficulties, as well as long-term absence due to ill health, and a high teacher turnover. Almost all staff joined the school within the last two years. Currently all teachers in the reception classes, although settled for the present, are temporary, although two are familiar with school procedures. Temporary staffing also represents the school's response to the government's initiative to support year groups in excess of 30 pupils. The headteacher has taken good care to provide effective staffing that promises to be stable for the immediate future.
47. The school has a high number of classroom support staff who make important contributions to raising standards in literacy. They work closely with pupils with special educational needs. They are fully aware of the needs of these pupils and work effectively and sensitively with individuals or small groups on a range of planned activities. They are fully involved in training and development. The school makes good arrangements for lunchtime staff to be involved in class life. Some classroom support staff carry a dual role and work at lunchtime also. Other midday staff are included effectively in class life through joining in the last part of morning lessons. As a result, behaviour management and relationships at lunchtime continue positively and smoothly, as during the rest of the day.
48. All support staff, including administration staff and the caretaker, are very committed to the pupils and are a significant strength of the school. They form a valuable stable element within the staff team, as all enjoy a long association with the school. They give willingly of their time, for example running after-school clubs such as cookery or music, or stepping in temporarily at lunchtime. The caretaker is often to be seen working with pupils in an informal way such as collecting litter to maintain the 'Litter Free' award.
49. The accommodation available to the school is good overall, and is used well for the delivery of the curriculum, although some classrooms are cramped. The building is in a good state of repair and decoration, and is kept very tidy. For this, particular credit must go to the caretaker. A member of the governing body meets regularly with the caretaker to discuss premises issues. The good displays of pupils' work and material related to current projects contribute to a stimulating environment, conducive to good learning. The school is set in delightful grounds that offer adventurous and exploratory opportunities to pupils, although, as the school is aware, the outside area for children in

the Foundation Stage is in need of further development. Resources are satisfactory overall and used effectively as a result of the good emphasis on practical understanding. The newly refurbished and relocated library is developing well. Despite detailed cataloguing procedures, the school ensures that pupils' good access to books is maintained.

50. Overall, the school makes good use of its financial resources. Expenditure is linked to priorities in the school improvement plan and there are good budget setting procedures in which the governing body is fully involved. Firm financial control is exercised by the headteacher and the administrative officer, with regular reports to the governing body through its finance committee. The principles of 'best value' are applied appropriately. The school is very effective in accessing additional funds and these are used for the intended purposes. Indeed, about one quarter of the school's income arises from these sources, and as a result the income per pupil is very high. This income is fully committed, mainly to support higher than average staffing costs, but there is at present a small projected overspend in the current financial year. Despite strict financial control, the school is entirely aware of the possible need to consider making savings next year. Taking into account the overall satisfactory standards achieved, pupils' average attainment on entry and the very high unit cost, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to build on the existing good features of the school and raise standards further, the headteacher, staff and governors should:

(1) Raise standards in religious education:

- by providing clearer and more detailed subject guidelines;
- by monitoring their implementation.
(Paragraphs 104 - 107)

And as already identified in the school's planning for development:

(2) Further develop curriculum provision:

- by updating subject policies and guidelines, to bring them into line with Curriculum 2000;
- by establishing systematic assessment and recording procedures for science and the foundation subjects;
- by developing the monitoring programme to include all subjects in a structured way.
(Paragraphs 22, 34, 43)

In addition to the issues above, the following points should be considered for inclusion in the school's action plan:

- review provision for the daily act of collective worship to include raising pupils' awareness of major religions especially Christianity.
(Paragraph 24)

Also as already identified in planning for development:

- extend consistently the level of challenge for higher-attaining pupils across the school.
(Paragraphs 7, 34, 45, 59, 61)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	15	14	1	0	0
Percentage	0	12	44	41	3	0	0

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

Information about the school's pupils

Pupils on the school's roll		YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		116
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs		YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		14

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	0.8

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	15	15	15
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	93 (89)	100 (96)	96 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	15	15	15
	Total	27	28	27
Percentage of pupils at NC level 2 or above	School	96 (94)	100 (96)	96 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	1
White	98
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	23.52
Average class size	25.4

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	141

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8

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.

Exclusions in the last school year

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

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

Financial information

Financial year	2000 / 2001
	£
Total income	338115
Total expenditure	321702
Expenditure per pupil	2979
Balance brought forward from previous year	-5259
Balance carried forward to next year	11154

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	127
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	0	1	0
My child is making good progress in school.	58	34	3	3	2
Behaviour in the school is good.	56	43	0	0	2
My child gets the right amount of work to do at home.	44	32	8	2	14
The teaching is good.	73	24	2	2	0
I am kept well informed about how my child is getting on.	44	44	6	3	2
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	2	0
The school expects my child to work hard and achieve his or her best.	61	32	5	0	2
The school works closely with parents.	59	37	3	2	0
The school is well led and managed.	71	25	0	0	3
The school is helping my child become mature and responsible.	59	38	0	0	3
The school provides an interesting range of activities outside lessons.	72	19	6	0	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. Children's attainment on entering school is average and they make sound progress towards the early learning goals in the Foundation Stage. The previous inspection was highly critical of the provision for young children, with several aspects judged as unsatisfactory or poor. There has been good improvement since then and the school now makes appropriate provision for young children.

Personal, social and emotional development

53. The school's contribution to children's personal, social and emotional development is good, and as a result, children are making good gains towards the early learning goals. Staff provide a good range of activities and generally support the children well in their learning. The children are gaining in confidence and self-respect and learning to be kind and considerate to others. Good behaviour, is promoted effectively by staff, who remind children to share, take turns and to negotiate. Learning support assistants work well with the children pointing out the advantages of taking turns in the 'supermarket' and also using such opportunities to emphasise number work. Staff adhere to the rules and procedures in the reception classes and remind children of safety issues, for instance not to run and to have 'walking feet'. Children come into school happily and most are secure in their new environment. Those who have difficulty leaving their parents or carers are comforted by the staff and encouraged to participate in the activities offered. Staff present good role-models to children and effectively encourage politeness, for example reminding them to say 'please' and 'thank you'. Children's contributions are valued, which is effective in promoting their self-esteem, and feelings are respected and discussed as they play. Children are developing personal independence, for example by collecting their own scissors and putting them back safely. Staff give appropriate reminders about looking after implements, for instance putting pen tops back after use, and as a result children are generally careful with the equipment. However, the organisation of some activities such as role-play makes it difficult sometimes for them to be tidy in their play, and they need reminders to participate in tidying up. Children have good opportunities to develop their ideas about a variety of cultures and traditions. For example, during the inspection there was good work on Diwali and the related activities and customs. Provision is also good for children to observe and care for living things. Children with special educational needs are well supported and encouraged to conform, comply with requests and behave appropriately.

Communication, language and literacy

54. The children's skills in communication, language and literacy are developing at an appropriate pace. Staff are skilled in developing children's language, enabling them to make good progress. Children are learning to listen and pay attention, listening attentively for example to stories such as 'Can't You Sleep Little Bear?' Children with special educational needs or those learning English as an additional language are well supported. Staff encourage all children to share their ideas and offer suggestions. Staff are active participants in role-play situations. Learning support assistants frequently question the children about what they are doing, offer them opportunities to make suggestions, for example saying, 'I can't remember. Can you help me?' The children are increasingly able to express themselves and to make their feelings and needs known. The provision for imaginative role-play has been improved since the last inspection and staff are enthusiastic about this type of work. They are developing ways

to limit the number of children participating since often too many choose this activity, constraining the quality of the play. The children enjoy books and know how to handle them correctly, for example holding books the correct way up and turning pages properly. They enjoy stories and are becoming aware that print has meaning. However, the present organisation of the two book areas does not encourage the children to use the larger area frequently. Re-siting this area would be beneficial in encouraging the children to participate more. Children have good opportunities to learn about words and the letters and sounds within them. For example, the 'letter walk' to the shopping centre in Horley was used well to reinforce ideas about print in the environment. On their return, several children were motivated to write and point out letters in signs and posters. The children are learning to write their own names accurately and use appropriate upper and lower case letters. They are encouraged to use writing implements to make marks and symbols and their efforts are displayed proudly in the classes.

Mathematical development

55. The children's mathematical development is satisfactory. They enjoy talking about numbers and making comparisons, and they take delight in sharing their mathematical knowledge. Many children can count accurately to ten and several make good attempts to count to twenty and beyond. They are developing skills in using mathematical language correctly, for instance describing lengths of ribbon as longer or shorter and being specific about height and length. Through their play they are beginning to develop ideas about volume and capacity, dividing playdough into different pieces and solving simple problems such as how to indicate how many children are allowed in the 'supermarket'. The children decided that they needed a sign, which read '4' to indicate the number of children playing at any one time. Through the topic on shopping the children are developing secure ideas about numerals and that sometimes they represent amounts of money. Children can recognise numerals, for instance when counting using the 'number mat'. Teaching in this area of learning is satisfactory. Staff are beginning to build on their assessments of children's learning and progress, in order to extend their thinking and develop mathematical ideas. Opportunities are used appropriately to pose problems relating to numerals and to reinforce mathematical language. Children are also given appropriate opportunities to sing number songs and say rhymes, which is effective in promoting their mathematical understanding. Some opportunities are provided for the children to make patterns, but these are not yet reinforced sufficiently.

Knowledge and understanding of the world

56. Children's understanding of the world is in line with expectations, and the teaching in this area is satisfactory. Children are learning to explore their environment and look for similarities and differences in natural materials and manufactured objects. The area around the school is well resourced to provide many good opportunities for children to explore the natural world. The outdoor area adjacent to the reception classes is still to be developed and its full potential has not yet been realised. This development will enhance further the children's experiences in this area of learning. Appropriate opportunities are provided for the children to explore media, materials and a variety of tools and equipment. They are able to select these resources and use different implements in designing and making models. The children are developing secure ideas about their environment and a sense of place. They can find their way about the reception rooms and the outside area with ease. They are beginning to familiarise themselves with the layout of the school, and the regular walks into Horley town centre help them develop an awareness of the features and characteristics of the locality.

They are encouraged to share their experiences and to develop their ideas about time and past events in their lives, for example when they were very small. The good range of activities provided effectively develops children's ideas and understanding of a variety of cultures and backgrounds. Children's information and communication technology skills are developing well. Many children use the mouse competently to move images on the computer screen, and are beginning to manage simple programs as when creating artistic designs. Parents and carers are very helpful in supporting this type of work.

Physical development

57. Provision for children's physical development is sound. Children are confident when moving around the two reception classes with appropriate co-ordination and control. They can avoid obstacles, such as furniture and other children, and are aware of space. For example, they can each find a place to sit down altogether on the carpet for story time. Regular music and dance sessions are provided for the children, taken by learning support staff. Children are developing their skills of climbing, balancing and jumping on the range of outdoor equipment provided in the main playground. They have good access to the wide range of equipment offered. Wheeled toys encourage development of co-ordination skills, for instance pushing, pulling and propelling themselves along. Children have suitable opportunities to consider healthy eating and how to look after themselves. Staff support them appropriately in their physical endeavours, especially in developing manipulative skills and control. The variety of implements and media provide good opportunities for children to practise and develop hand and finger control in their play. For example, at the workbench the children use hammers and small pin tacks to create their own three-dimensional models of fireworks. They mould and manipulate malleable materials such as dough and use paintbrushes and pencils, the computer keyboard and the mouse, with increasing control and dexterity.

Creative development

58. Children's creativity is developing satisfactorily. It has improved significantly since the last inspection, when too much work was directed by staff, restricting children's creativity. The children are learning to explore sound and to develop musical ideas, for instance when making their own shakers and musical instruments. They have regular opportunities to move imaginatively to music, such as to Hindu music to acknowledge Diwali. Opportunities for imaginative play have improved since the last inspection. The children enjoy listening to stories and respond enthusiastically. They enjoy singing sessions. They are becoming familiar with a variety of songs and rhymes, singing for example, 'If you're happy and you know it'. There is a wide range of materials, media and equipment for the children to select in their creative work. Their efforts are valued and they are encouraged to develop their own ideas. For example, the children use paint to create their own pictures and to record their observations. Staff have positive attitudes to the children's creative work and encourage them to work independently.

ENGLISH

59. Overall standards in English are at the levels expected for seven-year-olds. Standards have improved since the last inspection when they were barely satisfactory. Standards have improved particularly in writing, which now exceeds national expectations, representing good progress from satisfactory standards on entry to Year 1, and reflecting national test results in 2001. Although standards in reading are satisfactory, they are lower than in writing because higher-attaining pupils do not always achieve as well as they could, as already established by the school. In national testing also, results in writing, are better than those for reading, reflecting the main focus of the school's work. Pupils with special educational needs are making good progress towards their identified targets. Those with English as an additional language are making good progress in acquiring English. They are as confident in conversation as their peers.
60. Standards in speaking and listening are satisfactory. Pupils make suitable gains in speaking and listening skills as they move through the school. They listen well to their teachers and to each other. Teachers make good use of question and answer sessions, matching the level of challenge well to the prior attainment of pupils. For example, in mental mathematics questions are addressed directly to pupils with special educational needs, set at a level that they comprehend and which they can answer correctly. In the best lessons teachers demand more than one-word answers or short phrases. Seven-year-olds work collaboratively to prepare challenging questions for a pirate visitor. They ask questions confidently and most listen well to answers, with higher-attainers then seeking further clarification on certain points. In this lesson pupils' learning was very good as a result of very good planning designed to extend speaking and listening skills. Pupils with special educational needs and those learning English as an additional language are fully included, because of well-focused questions by the teaching assistants, who have high expectations of the pupils' ability to respond.
61. Reading standards are in line with what is expected of seven-year-olds. Pupils make sound progress in the early stages of learning to read. They learn to use the links between letters and sounds effectively in the literacy hour and can often correct their own errors when reading aloud. Learning benefits from regular reading at home and from the work of a range of skilled volunteers and support staff in school. Pupils with special educational needs make good progress, as a result of well-focused support. They have a range of good strategies for tackling unfamiliar texts. The reading skills of pupils of average ability, or just below, are successfully developed as a result of well-constructed support programmes, run most effectively by trained support staff. The phonic knowledge of these pupils and their learning of commonly used words are systematically developed in these extra sessions. However, the reading skills of pupils identified as above average, are not as high as they should be. Some do not have a positive attitude to the use of books, whether for recreation or fact-finding. Their understanding of vocabulary is sometimes limited, which causes them problems in understanding texts. This shortcoming is already identified by the school in its planning for improvement.
62. Standards in writing exceed national expectations. Writing in lessons this term shows good attention to detail and improvements in sentence construction and composition. This is largely as a result of the high expectations of teachers, clearly communicated to pupils through effective marking. Pupils are confident writers, able to communicate ideas effectively in most curriculum areas. After a visit to the Golden Hinde, one pupil writes, 'I thought the Golden Hinde would have been as big as HMS Belfast but it was

tiny'. The high priority given to recording thoughts, actions and learning in written form enhances pupils' positive attitudes to writing. Most seven-year-olds have a good understanding of simple punctuation, know that others must be able to read what they have written and enjoy sharing their work. Independent writing tasks during the literacy hour are generally well matched to pupils' needs, although extension activities for higher-attainers are not always made clear in lesson plans. Systems to support progress in writing throughout the school are clear and well known to pupils. Spellings are systematically learned and confidence is enhanced with 'have a go' spelling support. Handwriting is improving as a result of recently introduced formal teaching sessions. Pupils with special educational needs are well supported and make good progress.

63. The quality of teaching is good. All lessons seen were good or better. Teachers plan work on the basis of the National Literacy Strategy, modifying it effectively in some lessons to meet specific teaching aims. Co-operative planning ensures a consistent approach with well-designed tasks for pupils, carefully matched to their learning needs. For example, phonic tasks in Year 1 range from using magnetic letters for making simple three-letter words, to constructing word ladders with complex letter changes. A key feature of this successful teaching is that assessments are used well to support effective planning. Teachers manage their classes very well, provide very clear explanations of points of difficulty and ask skilful questions that probe and develop pupils' thinking. Direct teaching at the start of the literacy hour is well constructed and tasks build on what has been taught. Teachers make it very clear to pupils exactly what they have to do when working independently, how long they have to complete the task but rarely specify the amount of written work expected. Work is always marked regularly. The standard of marking is high, giving clear guidance to pupils about what they must do to improve. All pupils are given clear targets to work towards. This effective provision stimulates interest and promotes learning.
64. The management of English is good. Teaching is regularly monitored with areas for further development and improvement identified. The progress of each pupil is tracked through regular tests. The school takes action to build on strengths and to address weaknesses. For example attention has recently been focused on writing throughout the school, and now standards are above average. The school has successfully analysed performance data from national testing, and as a result is now targeting boys' reading, an area of weakness. A good range of additional learning opportunities is provided, which includes involving parents in supporting writing in early morning work. A new lunchtime club to extend the literacy skills of higher-achievers is just in place. Computers are sometimes used effectively in English, but this is to be further developed through whole staff training. Pupils have access to a good range of reading and other books, including those in the well-stocked library.

MATHEMATICS

65. Standards in mathematics for seven-year-olds are in line with national expectations. This reflects the position in national testing in 2001 when almost all pupils achieved the expected level, although the overall standard fell well below national averages because few pupils achieved the higher Level 3. Pupils with special educational needs are enabled to make sound progress in their learning through small group support and the provision of suitable tasks. Those with English as an additional language make sound progress, for example through well-targeted questions designed to advance their thinking.
66. Standards in numeracy are satisfactory. Most pupils in Year 2 know simple number facts to ten, and some beyond. They devise sums to make 20, using practical

equipment as support. Some higher-attaining pupils devise complex sums. Many pupils have an understanding of the value of a digit in a two-digit number. They enjoy using 'big' numbers. Some higher-attainers are beginning to add two digit numbers together. Pupils are beginning to measure in centimetres and make block graphs and bar charts. Pupils use their developing skills to support learning in other subjects such as geography when devising charts to record information from a survey, or in physical education when dividing into teams. They use careful measuring skills in design and technology, as when they make musical instruments, or when they plot routes with a programmable toy in information and communication technology.

67. The quality of teaching and learning in mathematics is good overall. Sometimes, in Year 2, it is very good, when lessons are particularly imaginative or lively, and expectations high. Good quality teaching in small steps promotes well the learning of Year 1 pupils in the mixed-age class. Teachers' good subject knowledge and careful planning supports lessons effectively. Good procedures are in place to help them to evaluate pupils' responses to tasks, and to guide their planning of future lessons. Lessons are almost always well organised and follow a clearly defined structure. Teachers provide suitable tasks, sometimes challenging and investigative, for groups of pupils with different abilities. Pupils fully understand what they have to do and work purposefully. They enjoy mathematics and co-operate well with each other. Teachers use a good variety of strategies to stimulate learning, such as dramatic story telling as a context to solve number problems or challenges, or a quiz to prompt quick recall of number facts. They place a good emphasis on using apparatus and practical learning, as with tens and units rods or energetic marching on the spot to reinforce counting in tens. They do not, however, give a high enough profile to encouraging pupils to explain their working and how they arrive at answers.
68. Teaching has improved well since the last inspection, when it was judged unsatisfactory because expectations of what pupils could achieve were too low and lesson organisation was weak. Shortcomings in organisation still occur on occasion, however, when there are too many tasks requiring adult support. Pupils then become restless, as they have to wait too long for the teacher's attention. Also, occasionally, higher-attaining pupils find their tasks too easy. They lose concentration and do not work productively enough. On the whole, oral tasks at the beginning of lessons are consistently more challenging than those that pupils tackle when working individually.
69. Management of the subject is good, despite it being looked after temporarily by the headteacher, because of difficulties in recruiting a mathematics specialist. She makes good use of external support, for training for example, to supplement her own expertise. On account of her senior role, she has a good overview and understanding of the needs of the subject. Monitoring arrangements are good, with all teachers observed teaching mathematics each term.
70. Mathematics has improved well since the last inspection. Standards are now securely in line with expectations, whereas previously they were barely so. Teaching weaknesses have been addressed. The introduction of the National Numeracy Strategy, training, and the headteacher's monitoring arrangements have proved positive factors in moving the subject on.

SCIENCE

71. Standards in science in the school are in line with those expected nationally for pupils of seven years of age, reflecting results of national assessments in 2001 when almost all

pupils achieved the expected level. Standards have been maintained satisfactorily since the last inspection when they were also in line with national expectations.

72. Pupils are making sound progress overall in their scientific work. Pupils in Year 2 learn to predict and hypothesise effectively and can give quite clear explanations of what constitutes a fair test. They develop good skills in investigative work. Good links are made with other subjects, when, for example, in studying sound, pupils learn that some musical instruments are plucked or tapped to cause vibration. They reinforce this learning in design and technology when making a musical instrument, finding out why a bridge is needed to support strings on a guitar, for example. Pupils are developing their understanding of materials and change, learning, for instance, that ice melts at different rates in different conditions or when the blocks are of different sizes. They understand that touching can accelerate the process of melting, and that sucking can make the ice cubes disappear. Pupils in Year 1 develop their understanding of the senses, learning for example, about the middle and inner ear and how sound is transmitted. Pupils in both year groups are able to illustrate and label their findings and observations accurately. They show good language development giving, for example, a good range of descriptive words to explain how ice looks and feels.
73. Teaching is satisfactory and sometimes good. Teachers plan lessons well, with a broad range of strategies, methods and organisation. In the better lessons, the pupils are well motivated and have good opportunities to consider and explore materials. In satisfactory lessons, pupils' enthusiasm sometimes 'overflows' and some consolidation of learning is lost. However, the management of pupils is good and teachers have secure subject knowledge, which they impart successfully to the pupils. Teachers' comments when marking pupils' written work are generally productive and informative and help the pupils to improve. Presentation of written work is usually of a satisfactory standard, and teachers set reasonable targets for pupils to complete their tasks properly. When learning support assistants work with pupils, they support them in an appropriate manner, and help them to make predictions about outcomes. Pupils with special educational needs and those learning English as an additional language are well supported in their learning.
74. Pupils behave well in science lessons and show good attitudes and responses. They listen well and are well motivated. They try hard to explain their answers and theories, and generally use scientific vocabulary accurately.
75. The management of science is barely satisfactory, as a result of staffing difficulties. The subject is currently managed by the headteacher in a temporary capacity. However, all the necessary requirements for the subject are in place and investigative work is being given good emphasis in practice. Planning is monitored and there are plans to develop a science portfolio of the pupils' work. Little classroom monitoring takes place at present but there are plans to develop this in the near future. Assessment procedures are in place, but lack the necessary rigour for a core subject in the curriculum. The outdoor area of the school is particularly well used to develop scientific ideas and for looking at nature and living things, for example pond life.

ART AND DESIGN

76. Standards are in line with national expectations at the age of seven and have been maintained at this level since the last inspection. Pupils are confident in their approach to experimentation, investigation and design. Displays show a bold use of a range of media, for example chalk, pencil and paint in observational portraits of friends, some of which are enhanced with foil eyes. Pupils enjoy art and are eager to talk about their

work and their designs. For example, when designing a flag of terror as part of the Pirates topic, they showed clear understanding of the symbolic use of flags and communicated their ideas and feelings about terror effectively. They discuss ideas with support staff sensibly, listening carefully and take good account of ideas for improving their work. Pupils show good colour-mixing skills, as when they portrayed carefully a pirate's porthole view. Observational drawings show an increasing awareness of perspective. Portfolios of pupils' artwork show sound progress in skills and increased maturity. Pupils with special educational make satisfactory progress taking into account their prior ability and individual targets for learning.

77. Pupils make good use of art skills to support learning in other subjects, for example design and technology. Well-structured drawings support planning for a variety of three-dimensional objects, such as boats and instruments, which are finished to a good standard, using a range of art skills. In mathematics, pupils with special educational needs are excited by their Even Steven/Odd Bodd collage caterpillars.
78. The quality of teaching is satisfactory. In the area of investigating and making it is good because teachers plan effective links with design and technology. Teachers have a secure understanding of the subject and provide many opportunities for pupils to explore a good range of media and techniques, including work with textiles. They use other subjects to consolidate skills taught in art as in geography to illustrate imaginary islands, and in history, drawings to show pupils' physical development over time in an 'All about Me' book. Computer graphics and work on symmetry in mathematics assist in the understanding of pattern. However, teachers do not yet develop skills, knowledge and understanding in a systematic way, according to the revised National Curriculum programmes of study. Work done in art club is of a high standard and successfully enhances learning for those who choose to attend.
79. There are some weaknesses in the management of the subject. Staffing instability has meant a succession of subject managers, as a result of which the teaching of art has not yet been brought into line with Curriculum 2000. Schemes of work and related assessment systems are not yet in place. The school is aware of the need to improve the monitoring of planning and provision in art.

DESIGN AND TECHNOLOGY

80. Standards in design and technology are securely above national expectations, which represents good progress since the last inspection when standards were mainly similar to national expectations and sometimes above. Lessons observed and samples of work in displays and photographs indicate that pupils are making good progress in their design and technology techniques and skills.
81. Pupils in Year 1 learn to handle a variety of materials and tools with increasing skill. For example, when making musical instruments they cut card, adhesive tape and plastic to build and develop their models. Pupils in Year 2 make model boats in connection with the current topic on 'Pirates'. Pupils develop their design ideas well, making an initial plan and then evaluating and improving it as they work.
82. Pupils enjoy design and technology lessons and work together co-operatively and well. They share equipment and exchange ideas amicably. They are enthusiastic about model making and strive to improve their work from their first designs to the finished product.

83. Teaching and learning in design and technology are good. It was only possible to observe lessons in Year 1 during the inspection, but displays show a good range of modelling skills that pupils are acquiring across the school. Subject knowledge is secure. Teachers have a good understanding of the requirements and make effective use of cross-curricular links. For instance, they connect teaching about sound in music and science to work in design and technology. As the year progresses, plans are in hand for pupils to experience a wide range of aspects of design and technology, for example, mechanisms and simple levers in Year 1, and food technology and moving models using wheels and axles in Year 2.
84. Design and technology is effectively managed and good guidance is provided for staff about how to develop and improve their teaching. Planning and displays of work are monitored, but there is no classroom monitoring at present. Resources are adequate, but are in need of auditing to determine where there are shortages. Assessment procedures and policy documents are in place, but paperwork is not up-to-date and lacks rigour. There is no scheme of work for design and technology.

GEOGRAPHY

85. No lessons in geography were seen during the inspection. Judgements are based on looking at planning and other documents, looking at pupils' work and talking to pupils. Indications are that standards in geography are in line with expectations, as at the time of the last inspection. Pupils in Year 2 compare features of the local area with those of a contrasting, albeit fictitious, locality – the Scottish island of Struay. Pupils in Year 1 make good use of developing enquiry skills, as in the survey among family and friends to find out suggestions for the empty shops in Horley. They use bar and tally charts to good effect to interpret the information gathered, and conclude that a bakery, a bookshop, or a chocolate shop would be the main preferences. Pupils draw appropriate maps, some with simple keys, to represent an island, for example, or routes from home to school. Older pupils use information and communication technology effectively to draw imaginary maps. They talk about mapping the school grounds from a 'bird's eye viewpoint'.
86. Teaching in geography is satisfactory. Pupils clearly make suitable gains in their learning from a balanced curriculum that places due emphasis on providing practical experiences outside the classroom. The locality and attractive school grounds are used suitably, and visits to contrasting areas develop pupils' knowledge of other places, for example Box Hill or the seaside. Proximity to Gatwick Airport further increases pupils' awareness of faraway places. Good links are made with other subjects to provide suitable contexts for learning, as with devising pirate treasure maps. Teachers make good use of homework on occasion to reinforce learning, as with the empty shops survey, for example.
87. The temporary, part time, co-ordinator has an adequate understanding of the needs of the subject but development is constrained by lack of time. Plans are in hand for subject guidelines to be updated. As noted at the previous inspection, and as the school is aware, the subject lacks systematic assessment procedures to inform future curricular planning and reporting to parents. Planning and displays are monitored but not teaching and learning in class.

HISTORY

88. Standards in history are in line with national expectations, a good improvement from the time of the last inspection when they were below expectations because the required

curriculum was not sufficiently in place. Pupils in Year 2 have a secure knowledge and understanding of aspects of the past such as the working conditions of sailors in Tudor times. They compare differing roles and facilities for sailors and officers. Younger pupils in Year 1 gain an understanding of the passage of time through a personal history study, 'now and then', looking at things they could do at different stages of their lives.

89. Teaching and learning in history are satisfactory overall. Examples of good teaching in Year 2 during the inspection stimulated pupils well to make good gains in their learning about aspects of Tudor life. A visit to the Golden Hinde clearly contributed well to the quality of their learning. Pupils' rich experience of the past, with real artefacts, as well as sailors in role, enabled them to gain a good understanding of how people from previous times lived. The current topic about pirates in Year 2 lends itself effectively to furthering pupils' learning about the past. Visitors are used to enliven the recent past, through talking to grandparents, for example. Teachers make appropriate links with other subjects such as art and music. They provide suitable opportunities for pupils to practise developing literacy skills, as in accounts of the Golden Hinde visit. Overall, however, as at the time of the last inspection, there is a lack of recorded evidence.
90. The temporary co-ordinator, the headteacher, has a reasonable understanding of the needs of the subject and of its future development because of personal expertise, and through her overview of the school. However, development of the subject is constrained through the demands of her heavy workload. Plans are in hand for updating subject guidelines. Monitoring arrangements and assessment procedures are not yet established.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. By the age of seven, standards in information and communication technology are in line with expectations for this age group. This represents an improvement since the last inspection, when some elements of pupils' learning were below average. Displays show that pupils have good skills in presenting completed work in an interesting way. An area for development, of which the school is already aware, is to increase the use of information and communication technology across the curriculum.
92. Pupils in Year 2 make satisfactory progress in learning how to programme a movable toy. Ongoing assessment reveals the need to establish pupils' right/left knowledge. Good teacher planning addresses this most imaginatively, using the outside area effectively to enable children to 'program' each other on a large chalk grid. As a result of this good provision, children of all levels of ability achieve well as they take turns to programme 'Pixie'. Work files and displays show that pupils are able to organise information, enter data from a shopping survey or favourite drinks count, to produce graphs. Pupils have access to laptops, which has enhanced learning opportunities considerably. They use different scripts, font sizes, styles and colours when word-processing. Year 1 pupils co-operate in teaching and learning pairs, combining graphics and text effectively to illustrate their 'big and little' theme. Good teacher planning matches the level of challenge well to learning needs. Pupils with special educational needs and those with English as an additional language are fully included and supported in all class activities.
93. The quality of teaching is satisfactory. Teachers have good class management skills. Plans always include tasks at different levels of challenge, which means that all pupils make sound learning progress. At present there are no assessment systems to ensure that teachers match work securely to individual needs so that current progress is sound rather than good overall. Some more able pupils finish tasks quickly and mark time.

Teachers have sound subject knowledge. Good whole school planning methods means that teachers are aware of the need to identify opportunities to use information and communication technology in other areas of the curriculum more fully.

94. Co-ordination is very good and the subject manager has led the subject effectively to give confidence to teachers and raise standards. She has expertise, gives good support through monitoring and arranges for much in-service training for all members of staff. Resources, both in computers and software, are good. The school is well placed to develop its work further as a result of her clear vision and well-structured management plan.

MUSIC

95. Pupils, including those with special educational needs, attain appropriate standards in music by the age of seven. Standards in singing are good. Pupils show confidence and enjoyment in their ability to sing. The school provides good support for pupils identified in need of extra assistance, especially behavioural, to cope with music lessons. Standards have been maintained at this satisfactory level since the last inspection.
96. At seven, pupils listen carefully to music and clap, tap and play instruments in time to the beat. The teacher is quick to note and praise interesting variations in clapping strategies. When given the opportunity to use a good range of percussion instruments, children do so with a lively yet sensible approach. Learning is enhanced by the teacher, using a good range of strategies, to promote careful handling and correct playing of a wide range of percussion instruments. One pupil stated correctly that Indian bells cannot vibrate if you hold them too tightly. Pupils sing with a pleasing tone in assemblies. Music is also well used on entry and exit from assemblies. Pupils, however, have little knowledge of what is played. Opportunities are missed to develop their critical awareness, constraining learning. Good cross-curricular links are made with science and mathematics in Year 1, as pupils evaluate the pitch of recorded music, linking that to their ability to hear as they move slowly away from the music source, in measured metres. The school provides a good range of extra-curricular activities, well supported by contributions across the range of school staff. These include an after-school music club and a recorder group.
97. The quality of teaching is satisfactory when teachers have expertise and sound subject knowledge. Because the subject has not yet updated its guidance in line with Curriculum 2000, guidance and support for teachers without expertise are limited, which limits pupils' learning. Low teacher expectations and lack of expertise led to one unsatisfactory lesson. Class management is always good and pupils have a positive attitude to music making.
98. The role of the co-ordinator in moving the subject forward is underdeveloped. Policy and schemes of work require review. Planning and provision are not securely linked to an assessment of what pupils know and can do. Resources are good, well organised and accessible to pupils, and have a positive impact on pupils' learning.

PHYSICAL EDUCATION

99. Standards in physical education are in line with national expectations, as they were at the time of the last inspection. Lessons observed indicate that pupils are making satisfactory progress in their physical development.

100. In Year 1, the planned programme for activities helps pupils learn to dance in response to stimuli, participate in gymnastics, and use apparatus safely. They show an increasing awareness of space and begin to consider the effects of exercise on their bodies.
101. In Year 2, pupils develop their skills in games. They learn, for example, to catch, throw and toss a ball. They move confidently and with good co-ordination and control. Games sessions are usually held outside, weather permitting. Restrictions on the use of the hall mean that in times of inclement weather these sessions are curtailed. Pupils also have planned opportunities to participate in gymnastics and dance, responding to different music and creating sequences.
102. The quality of teaching is satisfactory overall. Teachers have a secure knowledge of the subject. They adhere to health and safety procedures and pay due regard to safety. Pupils are required to wear correct footwear and earrings have to be removed. Lessons are planned effectively and the staff use appropriate methods. Pupils work individually, in pairs and in small groups as preparation for team games. Management of pupils is good, with high expectations of behaviour. Teachers make it very clear to pupils that they must listen in physical education lessons and pay attention to instructions. Pupils behave well during these lessons; they participate enthusiastically and are keen to be involved. Positive attitudes to exercise and healthy living are promoted.
103. The subject is effectively managed. Plans are monitored, but not the teaching. The range and variety of equipment and resources are good and used well to develop the pupils' skills and techniques. Assessment has yet to be developed and, although there are policy documents, a scheme of work for physical education is still to be updated.

RELIGIOUS EDUCATION

104. Standards in religious education are below expectations. Although pupils have an adequate knowledge of aspects of Hinduism, as in Diwali, they lack knowledge and understanding of Bible stories and the Christian faith. Standards have fallen since the last inspection when they were similar to expectations or a little below.
105. Teaching and learning about Diwali are satisfactory. Pupils make suitable gains in their learning about Rama and Sita and other aspects of the festival such as Rangoli patterns, usefully reinforcing mathematical learning about symmetry. They extend their knowledge through a Hindu visitor's demonstration of Mendhi hand patterns. They demonstrate their learning at assembly, showing good levels of interest. Pupils of minority ethnic groups are included well in this way. Pupils' learning in this aspect of religious education clearly promotes good cultural understanding.
106. However, from looking at planning and other documents, and talking to pupils, indications are that, overall, teaching and learning in religious education are less than satisfactory. As at the time of the last inspection, very little written work is in evidence. Planning shows that much of the content of religious education lessons is closely allied to personal and social education. Whilst this clearly promotes respect and sensitivity towards the feelings and experiences of others, not enough account is taken of the subject framework for religious education. In addition, opportunities are missed for knowledge of Bible stories to be reinforced in daily acts of collective worship. As a result, there are gaps in pupils' knowledge and understanding of major religions such as Christianity. The requirements of the locally agreed syllabus for religious education are not fully met.

107. Development of religious education is much constrained by the lack of settled leadership. The current co-ordinator for the subject has personal expertise but is temporary and part-time. To her credit she carries a heavy curriculum workload in addition to this subject. She has made a useful start in auditing and reorganising resources. However, through lack of time, the subject is not monitored adequately and standards have fallen. Subject guidance is in need of review and strengthening, as the school is aware. Maintenance plans identify these important areas but the unsettled nature of the leadership of the subject makes them difficult to fulfil.