

INSPECTION REPORT

Send Church of England First School

Send, near Woking

LEA area: Surrey

Unique reference number: 125285

Headteacher: Mrs Sue Springall

Reporting inspector: Mrs Lesley Robins
5848

Dates of inspection: 30 April to 3 May 2001

Inspection number: 193486

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 category: Foundation

Age range of pupils: 4 to 7

Gender of pupils: Mixed

School address: Send Barns Lane
Woking
Surrey

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Appropriate authority: The Governing Body

Name of chair of governors: Mr David Tribe

Date of previous inspection: 30/01/97

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|-----------------|----------------------|--|---|
| Lesley Robins | Registered inspector | Foundation Stage English Science Religious Education Art and Design Special Educational Needs | The school's results and achievements. How well are pupils taught? How well is the school led and managed? Equality of Opportunity |
| David Holroyd | Lay inspector | | Attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Brian Wilkinson | Team inspector | Design and Technology Information and Communication Technology | How good are the curricular opportunities and other offered to pupils? |
| Peter Wilson | Team inspector | Mathematics Geography History Music Physical Education | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Send is an infant school with a nursery class, which was established after the last inspection. It has 172 children in the infant classes and 26 children attending the nursery part-time. The children are predominantly from white UK heritage backgrounds. There are no children learning English as an additional language. Whilst the children come from a range of backgrounds, very few are eligible for free school meals. The school has identified about a quarter of the children as having special educational needs, which is slightly more than is found typically and more than when the school was last inspected. These children's needs are mostly related to difficulties in speech or literacy skills. The attainment of the children when they join the reception class is about average. The baseline tests for these children show a few with high scores and a few with low scores.

HOW GOOD THE SCHOOL IS

This is a good, forward-looking school, with many strong features in its work. Overall, the pupils achieve well, standards of behaviour are good, the teaching is good and the school is well led and managed. It provides good value for money.

What the school does well

- The nursery and reception children achieve good standards in their personal, social and emotional development, in communication, language and literacy and in aspects of their knowledge and understanding of the world.
- The infants achieve good standards in reading, writing, science, religious education (RE), and art and design.
- The teaching is good overall.
- The children have very good relationships with each other and with the adults in the school.
- The school provides very well for the children's moral and social development.
- There are very good procedures for assessing the children's progress.
- The school works very well in partnership with the parents.
- The governors, head teacher and senior staff provide good purposeful leadership.
- The very caring ethos of the school, the team spirit and the valuing of individuals, both adults and children, are very clear.

What could be improved

- Sometimes, the pace in the introductory parts of lessons slows and so the children do not complete as much work or achieve as well as they might.
- Some children miss important parts of lessons, such as music and physical education (PE), because they are taken out for reading practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. The school has made sound progress with the three key issues arising from that inspection. The children's skills in design and technology are better and there is improved planning for the development of children's skills in other subjects. There is still room to improve the children's progress in skills further. There has been some good work to help the able children do well, but this focus needs to be maintained. The children's learning in RE is better and the provision for children's multi-cultural awareness is now satisfactory.

There are a number of other ways in which the school has made good improvement since its last inspection. Teaching overall is now good, whereas before it was satisfactory. Standards and progress in some aspects of subjects, such as the children's writing across the curriculum, are better now. Attendance has improved. There have been improvements to the accommodation, and the nursery is having a good impact on the achievements of the youngest children. Resources for Information and Communication Technology (ICT) are better.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | All schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| Reading | B | B | A | C |
| Writing | A | C | B | C |
| Mathematics | C | C | D | E |

Key

well above average A

above average B

Average C

below average D

well below average E

This table shows that in 2000, the children achieved good standards in reading and writing but that they did less well in mathematics. In the Year 2 group in 2000, there were many more girls than boys, and the girls were less confident in their mathematics and so fewer of them reached the higher levels in the tests. This would go a long way towards explaining this underachievement. Indications from this inspection are that standards in mathematics are better this year. In the teacher assessments in science in 2000, the children did well. Over time, the school's results have shown good improvement in reading and writing and the mathematics results have shown steady improvement overall, despite the dip in 2000. The school has set appropriately challenging targets for the numbers of children to reach the expected standards in English, mathematics and science in the 2001 national tests and assessments. However, the school doesn't put in its improvement plans targets for the numbers of children to reach the higher level 3. In the lessons seen, the youngest children achieve well in their personal and social and emotional development, in communication, language and literacy and in aspects of knowledge and understanding of the world. The infants achieve good standards in reading, writing, science, RE, and art and design, and in these areas, the able children reach the standards of which they are capable. The able children could sometimes do better in mathematics. In all other subjects, the children reach the standards expected for their age and their achievements are satisfactory. The pupils with special educational needs, and the children of lower or average ability are enabled to achieve well.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good. The children enjoy school and respond well in lessons. They generally work hard in their lessons. |
| Behaviour, in and out of classrooms | Good. The children are sensible and well-behaved. They show good understanding of school and classroom routines and rules. They show good respect for school property. |
| Personal development and relationships | Very good. The children get on very well with each other and with the adults in the school. They are very rarely unkind to each other. By the time they are seven, the children are mature and responsible for their age. |
| Attendance | Good. However, despite the school's best efforts, a few children too often arrive late for school, and miss out on a crisp, purposeful start to their day. |

The children's attitudes, behaviour and personal development are good. They are well supported by their parents to behave well and they respond well to the interesting activities their teachers provide for them, as well as to the expectations for how they should behave.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 6 years | aged 6-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | N/A |

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.

Overall, the teaching is good, and has improved since the school was last inspected. In the lessons seen, teaching was satisfactory in 38% of lessons; it was good in 56% and very good in 6%. Particular strengths in the teaching include thorough planning which takes careful account of the needs of different children, very good management of the children, very good ongoing assessment of how well the children are doing and very good arrangements for homework. The teachers have secure understanding of the subjects of the curriculum. Understanding of the Foundation Stage curriculum in the nursery and reception classes is strong. Teaching of basic skills in reading, writing and numeracy is good. Sometimes, overlong introductions or too much time spent on organisation of tasks slows the pace of working in lessons, so children do not achieve quite as well as they might, or lose their concentration. Just very occasionally, the teachers do not make as good use of the classroom assistants as they might. There is some very good use of computers to help children's learning, but this is not yet consistent for all subjects. The school is aware of this; teachers are currently having appropriate training and ICT is a priority on the governors' long term plan for the school.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good, with particular strengths in the curriculum for the nursery and reception children. The children throughout the school benefit from well-planned and enriching activities, including educational visits and visitors. Sometimes, children miss parts of lessons, such as music or PE, because they are taken out for reading practice. |
| Provision for pupils with special educational needs | Good. The children's needs are identified early and their progress towards their targets carefully monitored. The classroom assistants often give sensitive and effective support to these children. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. It is strong in the ways in which the school promotes the children's moral and social development. The School Council is an excellent feature. Provision for spiritual development is good; there are good opportunities for sensitive response in assemblies, RE, science and music. Provision for cultural development satisfactory and has improved since the last inspection, with better opportunities for children to learn about other cultures. |
| How well the school cares for its pupils | Good. The school cares well for its pupils. All adults in the school show a real concern for the children. There are very good procedures for monitoring the children's academic and personal progress. Assessment procedures are thorough and regular; the introduction of target setting for all children, from the nursery onwards, is a very good development. |

The school works very well in partnership with parents; their views are regularly sought and their contributions both to the life of the school in general and to the children's learning are welcomed. The school provides a good level of care for the children within its very supportive ethos.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The head teacher and senior staff provide very good purposeful leadership, well supported by the governors. There is a clear shared commitment to helping the children achieve well. There is a strong sense of teamwork in the school. |
| How well the governors fulfil their responsibilities | The governors have a good understanding of their role and their committee structure helps them successfully to fulfil their responsibilities. Individual "link governors" keep themselves well informed about aspects of school life. |
| The school's evaluation of its performance | Good. The school has a good range of formal and informal ways in which it looks at how well it is doing, including looking at test results, monitoring the children's progress, checking the quality of teaching and learning, and staff and parental surveys. |
| The strategic use of resources | Good. The teachers and classroom assistants are well deployed to support the children's learning. The classroom assistants are making a valuable contribution to the children's learning. Funding for special educational needs is used appropriately to help these children make good progress. All of the teachers fulfil a management role in the school, so each is making a good contribution. |

The school's accommodation is good and has been improved since the last inspection, with the developments to the outdoor play areas. Resources for learning are adequate and in ICT and RE have been improved. The school has sufficient, well qualified teachers and is well provided with classroom assistants. Overall leadership is strong. The governors understand the principles of best value and have begun applying them through their systems for evaluating their work and the school's achievements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> The school has high expectations of the children. The school is well led and managed. The school helps their children to become mature and responsible. Their children like school. The behaviour is good. The teaching is good. They feel comfortable approaching the school with questions or problems. Their children make good progress. The school works closely with parents. They feel well informed about their children's progress. The school gives the right amount of homework. | <ul style="list-style-type: none"> At the pre-inspection meeting, the parents expressed concerns about the parking in the morning and possible safety risks. |

The inspection team agree with the parents' views. They have investigated the parking problem. They find that the school has done all it can to encourage the parents to park responsibly and has made helpful suggestions about a "drop-off" system.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national test and teacher assessments, the pupils achieved good standards in reading, writing and science. The school's results in reading and writing compared very well with national averages and were overall in line with the results achieved in similar schools. However, fewer pupils reached level 3 than did in similar schools and this is mainly explained by the fact that the school has fewer able pupils than is found in like schools.
2. In science, the school's results in 2000 were very good in comparison with national averages and also compared well with the results for similar schools, with a sound proportion of pupils reaching level 3. Given that the school does have fewer able pupils than might be expected, this reflects good achievement.
3. In mathematics, the pupils did less well in the national tests in 2000. Here, the school's results fell below national averages and were well below those achieved by similar schools. The school points to gender differences as being a key factor in this underachievement as well as the low proportion of able pupils. In the Year 2 group last year there were twice as many girls than boys. The teachers judge that the girls were much less confident in mathematics than they were in reading and writing, and so fewer achieved the higher level in mathematics. Analysis of the 2000 test results does show that the girls' results fell below the national average for girls by a greater margin than did the boys'. This does go a long way towards explaining the underachievement in the 2000 mathematics tests.
4. The difference between the achievements of the boys and girls has been less marked in previous years. Over time, the results for the boys and girls have been very similar in reading and writing and close in mathematics.
5. After a drop in 1997, the school's results in reading have been steadily improving year on year. In writing, the school's results have shown significant improvement since 1996. In mathematics, the results dropped in 1997, but improved well after that, showing good improvement between 1997 and 1999, with a drop last year, which has been discussed in the first paragraph of this section. Taking into account variations in the ability of different groups of pupils each year and the increase in the number of pupils identified as having special educational needs, overall improvement in the school's test results has been good.
6. The school sets challenging targets for the proportions of pupils to reach the expected levels in English, mathematics and science, expecting nearly every pupil to reach level 2 in the tests and assessments. Since 1998, the school has been exceeding its level 2 targets and this shows that the great majority of pupils, including those with SEN, are achieving well. In the 2000 tests, a high proportion of pupils reached level 2A in reading, writing and mathematics, just missing the higher level 3, showing that the school enabled the children of high average ability to achieve well. Although the school is mindful of its able pupils, there are no written targets for the numbers of pupils the school is aiming for to achieve the higher level 3. This would be useful and would introduce a greater degree of challenge into the school's target setting approach.

7. This inspection has found the pupils' achievements to be good in a number of subjects and satisfactory in the others. The pupils with special educational needs make good progress and achieve well. The great majority of pupils who are of average ability achieve well. The able pupils are doing well in reading, writing, and science particularly and are achieving satisfactorily in mathematics, but a few more able pupils could achieve a little more highly.
8. In the **Foundation Stage**, the nursery and reception children achieve well in their social and emotional development, in communication, language and literacy, in aspects of mathematics and in their knowledge and understanding of the world. Their achievements in their creative and physical development are satisfactory.
9. The children in the Foundation Stage classes show a keen interest and delight in learning. They persevere at tasks and generally concentrate well in whole class sessions. Attentiveness wavers occasionally when these last too long or do not involve the children sufficiently. The children enjoy very good relationships with each other and work together harmoniously. The children have a good understanding of stories and books. They are making good gains in their knowledge of the alphabet and letter sounds to help them with their reading and writing and the children of average or higher ability are doing well here. The reception children would benefit from more opportunities to write independently in their play activities. The children have a good grasp of the basic numeracy skills of counting and some are quite competent at adding two numbers together. They have some good early scientific skills, are good at building using kits or paper and card, and use computers for simple tasks competently. In their outdoor play the children manage wheeled toys competently, and are improving their throwing and catching skills. They are becoming adept at handling equipment such as hole punches, scissors and musical instruments. They create imaginary scenarios, in their puppet play for example, and paint, draw and sing with enthusiasm. Some of the reception children's art work is limited by being too teacher directed.
10. In **English**, the infants achieve good standards. They make satisfactory gains in vocabulary across the range of subjects and some older pupils can give articulate explanations. As with the Foundation Stage children, the infants make good progress in their phonic knowledge, which they use very competently in their reading and writing, with spelling being of a good standard. By the age of seven, the great majority of pupils are capable readers for their age and have secure understanding of non-fiction texts. The pupils write successfully in different subjects of the curriculum, in history for example, and this is an improvement since the last inspection. Sometimes, their punctuation needs to be a little more accurate. The pupils do not have sufficient opportunity to use word processing to support and extend their writing skills. They make good progress in their handwriting, so that by Year 2 approximately two thirds of pupils consistently use joined up writing.
11. In **mathematics**, the infants achieve sound standards. By the age of seven, the majority handle addition and subtraction to 20 confidently in their heads and can manage addition and subtraction to 100. The higher attaining pupils are adding 3 numbers to 20 and writing numbers up to 1000. The pupils use mathematical vocabulary accurately and know the names of shapes and standard units of measurement. The pupils with SEN and of average ability do well in mathematics and the able pupils achieve satisfactorily but could probably do a little better.
12. In **science**, the infants achieve good standards. By the age of seven, they have good knowledge and understanding across the science curriculum. They make good gains in

learning about materials and their properties, and the effects of physical processes, such as heating and cooling on materials. They have learned a fair amount about life processes and living things. In their investigative work, the pupils record their findings in a range of ways including writing, pictures, diagrams and simple tables and this is an improvement since the last inspection. Their observational work is of good quality and they understand the basic elements of an investigation

13. In **ICT**, the infants achieve satisfactory standards. By the age of seven, they can handle word processing skills and can save and print their work, with a little help. They can use programs to make pictures and are increasingly using enquiry programs on the CD-ROM to research information for topics. They are beginning to use the e-mail facility. Pupils of all abilities learn well. The quality of pupils' learning in ICT has improved since the last inspection. The introduction of the use of national guidance to support the development of their skills, an area that was weak in the last inspection, has improved the progress that pupils make.
14. Standards in **RE** are good and the pupils achieve well. This is an improvement from the last inspection. The pupils have better knowledge of other faiths now, as the school is successfully implementing the Surrey Agreed Syllabus, which requires pupils to study Judaism and Islam in addition to Christianity. For their age, the pupils show some mature understanding of difficult concepts such as religious symbols and special events such as Pentecost.
15. By the end of the key stage, standards in **art and design** are good and in **design and technology** satisfactory. Overall, the pupils achieve well in these subjects, although there is limited three-dimensional work in art and the pupils' observational drawings could be of better quality. Both subjects show improvement from the 1997 inspection. Some of the work done by the Year 2 pupils, such as their sock puppets and their computer-generated pictures, shows variety and individual ingenuity. In design and technology, the progress the pupils make in improving their skills is better than was found in the last inspection, so that standards are no longer unsatisfactory by the end of the key stage, which was the case in 1997.
16. In **geography** and **history**, standards are in line with national expectations by the end of the key stage, and the pupils' achievements are satisfactory. Standards have been maintained since the last inspection. The pupils know about maps, and can describe human and physical features of places and are developing their awareness of other locations both near and far. In history, the pupils are gaining a good sense of the past and know about some key events and figures, such as The Great Fire of London and Samuel Pepys. They can describe differences between old and new, past and present. Whilst the pupils make satisfactory progress overall, there is still room to improve the development of specifically geographical or historical skills in the context of their topic work.
17. In **music**, standards are broadly in line with national expectations by the end of the key stage and the pupils' achievements are satisfactory. They have good listening skills and sing nicely in assemblies. They know about some composers and can identify musical instruments. The pupils can suggest sound effects for a story but would benefit from more opportunities to use instruments and to be actively involved in music making.
18. In **PE**, standards are broadly in line with national expectations by the end of the key stage and the pupils' achievements are satisfactory. They are successfully developing their skills across the range of the PE curriculum, making progress in dance, gymnastics, and games skills.

Pupils' attitudes, values and personal development

19. The 1997 inspection of the school found positive attitudes, good concentration and perseverance, but with some inattentiveness from a few pupils. With a few minor exceptions, there is now better attentiveness in lessons, which is an improvement from the lapses seen at the previous inspection. Attitudes, behaviour and personal development are all of good quality. There have been no exclusions in recent years. A particular strength is the very good relationships the children have with each other and with the adults in the school. In their completed questionnaires and at the pre-inspection meeting, parents judged that their children like school, that the behaviour is good and that the school helps their children to become mature and responsible.
20. Children have good attitudes to school and to their learning. Children are happy to be in school, often playing an enthusiastic part in their lessons. For example, in a Year 2 music lesson the children were keen to demonstrate their understanding of the meaning of a musical piece. Similarly in a Year 1 ICT lesson, children were both attentive and keen to share and extend their computer understanding. Very occasionally children will lapse in concentration and are fidgety or disruptive to their neighbours. Such incidents are swiftly recognised and suitable strategies employed to ensure minimal disruption to the lesson and pupils' learning.
21. Children's behaviour is good around the school and in lessons. The children know the classroom routines and follow them well. They show good respect for property. The interactive displays around the school are used well by the children; they leave the materials tidy and unharmed. In science lessons, the children handle equipment such as magnifying glasses appropriately. They always clear away sensibly at the ends of lessons and line up to go out quickly and quietly. The children come into assemblies quietly, are attentive during them and leave quietly and efficiently at the end. At lunchtimes, the children are relaxed with each other, and are very sensible about clearing away their plates. During the inspection, there was no evidence of bullying or other unkind behaviour. During a wet lunchtime, the children's behaviour was also good, helped by the good levels of supervision and range of activities provided for them.
22. Relationships between children, and between children and adults are very good. These close and supportive relationships reinforce children's good understanding of the impact of their action on others. Importance is placed on opportunities for reflection about relationships and valuing each other. The children very much enjoy the times when they come together in a circle to discuss a range of issues. At other times, the class will identify a "Star Child" who has done very well in some way during the week. Arrangements such as these show that the school enables good respect for individual feelings. Children are often very supportive to one another. In a reception class, one child very kindly helped another when working at the computer. In lessons, the children often listen politely to each other's contributions. In English and mathematics lessons, the children share their thoughts and ideas well. Children are keen to carry out tasks and, when given the opportunity, they behave sensibly and take their responsibility seriously. All the children, including those in the nursery, act as classroom monitors, taking registers to the office and tidying up in the classroom. Older girls and boys very sensibly put out chairs, songbooks and set up the compact disc player for assemblies. They are very responsible when they fulfil their duties on "Friendship Patrol", when they look out for moments to help the younger children. The members of the School Council show increasing confidence and, for their age are mature and responsible. At their meetings, they discuss with the head teacher issues such as healthy eating and lunchtime behaviour.

23. Attendance levels have improved since the last inspection and are now good. However, a number of children were seen to arrive late to school in the mornings. A scrutiny of the late book and registers revealed this as a problem involving 1 child in 12. Although small scale it is significant. The school makes numerous efforts to enable the particular children to benefit from all aspects of their education. Their lateness means they may not benefit from the very good use made of registration times and they miss out on a crisp and purposeful start to the school day.

HOW WELL ARE PUPILS TAUGHT?

24. The overall quality of teaching in the school is good. In the last inspection 90% of the teaching was satisfactory and 40% was good or better. During this inspection, 100% was at least satisfactory and 63% was good or better. This shows an improvement from the last inspection.
25. Teaching has a number of significant strengths that are evident in all the classes. These are: good subject knowledge and understanding; good teaching of basic skills; thorough planning; very good management of the pupils; very good ongoing assessment in lessons and very good provision for homework. These strengths lead to overall good learning by the pupils.
26. In the nursery and reception classes, the teachers have very good knowledge and understanding both of the requirements of the Foundation Stage curriculum and of how best to help these young children learn. They base their planning well on the national guidance and, in the reception classes, make appropriate use of the National Literacy and Numeracy Strategies (NLS and NNS), to give their pupils a good grounding in literacy and numeracy skills. Topic work is very effectively planned in a coherent way to provide interesting activities for the children so that they are engaged well in their learning, developing their concentration and independence. In the nursery for example, all the work was successfully related to the "Bears" theme. The children were hearing stories about bears, counting bears, painting pictures of their own bears, and acting out the story of The Three Bears. In the reception classes, the construction and science work, in particular, was successfully developed from the story of The Three Little Pigs. In the nursery, there was a very imaginative piece of "homework". The children were taking turns to take Paddington Bear home with them and then to give an account of his doings the next day.
27. The teachers have good expectations of the children and this encourages them to do well. The teachers manage the children very well, with a firm but friendly approach, underpinned by the very good relationships they have with them. Assessment is thorough and often based on observations of how well the children cope with activities, and the classroom assistants give good support here. The contribution of the classroom assistants is a significant factor in the children's overall progress. The teamwork between the nursery teacher and her assistant is very effective. Just very occasionally, in the reception classes, teachers do not sufficiently involve the classroom assistants in supporting the children's learning in the whole class sessions. Whole class sessions in the reception classes are occasionally overlong or the children are insufficiently actively involved and then they lose their concentration.
28. Very similar strengths are evident in the Key Stage 1 classes. Overall, the teachers have secure knowledge of the subjects they have to teach and in particular, they have a confident grasp of the requirements of the NLS so that they can plan well for their pupils' learning. They are dealing well with the requirements of the NNS, which is more recent

than the NLS. They put successful emphasis on basic reading, writing and counting skills, so that the pupils make good progress in these areas. The systematic phonics teaching, for example, is clearly helping the pupils' reading, writing and spelling.

29. Lessons are very well prepared and the teachers make sure that the pupils are clear about what they are going to learn, successfully returning to those objectives at the ends of lessons, so that pupils have good awareness of their own learning. The teachers think carefully about the different ability groups in their classes and generally give them work that is just hard enough. The classroom assistants give good support to the teachers, working well with groups of pupils and contributing to assessments of the pupils' responses and progress. Their support for pupils with special educational needs is notably effective.
30. As in the Foundation Stage, the teachers in each year group plan their work together, thus effectively sharing their expertise and making sure that the pupils in their year group have similar learning experiences. They check in with each other to see how well the pupils did, thereby monitoring the standards their pupils are achieving. Fortnightly plans are regularly evaluated to help the teachers know what to teach next. The result of this careful planning is that the pupils make predominantly good progress in lessons. The home-school reading programme successfully supports the pupils' progress. The "PAT", (Phonological Awareness Training), homework programme is used well for the pupils with special educational needs.
31. The teachers' positive encouragement and very good management of their classes helps the pupils to give good effort to their work and to try hard. Sometimes, the pace slows in lessons and so the pupils do not complete as much work or achieve as highly as they might. This was most evident in mathematics, English, science and geography. The pace in mathematics lessons was an issue raised in the last inspection. The teachers are developing the use of ICT to support learning in lessons, and some very good work was seen, but as yet this is not consistent in all subjects through the school. The school is aware of this. Teachers are currently receiving relevant training with the NOF (New Opportunities Fund) training. The development of ICT is a priority on the governors' strategic plan for the school.

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

32. The curriculum for the children in the nursery and reception classes is good. It is well based on the national guidance for the Foundation Stage, with planning effectively linked to the six areas for learning defined for these young children. The reception class teachers are making appropriate use of the national frameworks for literacy and numeracy and adapting them to meet the needs of their children.
33. The curriculum for the children in Key Stage 1 meets legal requirements. Its quality and range are satisfactory with equal access for all pupils. The school provides the full range of subjects including health education, sex education and drugs education. Based on clear aims set within a Christian environment, there is a full range of curricular policies that are regularly reviewed and up-dated. For example the policies show that much care has been taken to ensure a high quality curriculum that appropriately addresses eight key learning skills and a broad range of personal qualities. Governors on the curriculum committee have a clear view of the recent developments in subjects in the school.
34. The English programme of work follows the national guidance and strategies for teaching literacy are good. The mathematics educational programme is aligned appropriately with

the national numeracy guidance and is satisfactory. Other subjects follow well the national guidance for schemes of work. This has helped to improve the weaknesses in the pupils' progress in skills noted in the practical subjects and information and communication technology in the last inspection. There is room for continued improvement here. The school adopts a broad topic based approach which links well with the teaching of the core subjects of literacy, numeracy and science, and with the other subjects. Although history and geography are included within the topic approach and are covered satisfactorily over time, there is sometimes not enough focus on the specific skills in geography and history.

35. Despite the good school policy on equality of opportunity, there are occasions when pupils miss some essential teaching because they are withdrawn from physical education and music lessons for reading practice. This interrupts learning in these lessons both for the children withdrawn and for the class as a whole. The pupils benefit from many good opportunities to practise their reading in lessons and not taking pupils out of lessons such as music and PE would not impact adversely on reading progress.
36. The provision for pupils with special educational needs is good. The school policy has appropriate aims and objectives with clear, succinct arrangements for assessment and monitoring. There are good systems for identifying learning needs and reviewing the pupils' progress, and arrangements for parental consultation and use of outside agencies are good. Overall, the provision for more able pupils is satisfactory, based on an appropriate policy statement, which describes a checklist of the characteristics and learning approaches for gifted and talented pupils. The school has been working conscientiously to raise the achievements of the more able pupils and understands the need to sustain this focus.
37. The provision for extra-curricular activities is good. Clubs include French, dance, football, netball and gymnastics. There is a good homework policy that aims to consolidate and enhance learning through the home-school partnership, enabling pupils to practice their skills and research current topics.
38. In its links with the community, the school provides an enriched curriculum, undertaking a range of learning activities around the school site and the village and further afield. There are regular and carefully chosen visits to local places of interest such as an adventure playground for children in the nursery, a local farm for the reception classes, Bekonscot Model Village for Year 1, Chiltern Open Air Museum and Tonbridge Castle for Year 2, as well as the Parish Church and a local residential home for the elderly. Local clergy and the community are regularly invited to the school for special events such as the Christmas production. In recent months, other learning opportunities have been provided by local people and visits from a traffic road show, an education theatre group and an interactive science workshop, and Book Week, all of which have made a positive impact on pupils experience and are well documented. The very careful attention by school staff to recording key learning events with the digital camera, and displaying and celebrating pupils' work around the school, helps to reinforce the fact that a rich programme of learning opportunities is provided for pupils throughout the school.
39. Links with partner organisations are good. The junior school is adjacent and a good programme of induction is agreed between the schools. The schools also ensure there is a shared understanding of what is taught and what children, know and understand. There are useful links with local playgroups to ensure a positive and helpful flow of information. The school is working with a primary school for staff training in ICT.

40. The provision for the pupils' personal, social and health education is good with regular timetabled sessions where the pupils can sit in a circle to discuss relevant issues. There is an appropriate sex education policy, set within a moral framework and taught within the curricular themes.
41. Opportunities for reflection in religious education and collective worship have been improved. Moral and social education are now very good and the School Council is a strength. The provision for cultural development remains satisfactory, but there has been improvement in multi-cultural provision since last time.
42. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The school aims to develop high standards of values with an appropriate emphasis on self-discipline, relationships, reflection, spiritual values and an awareness of the needs of others. The school provides very well for the pupils' moral and social development. Appropriate supervision and a positive approach give children good opportunities to discuss their behaviour and its consequences. A particularly noteworthy feature is the School Council made up of three pupils from each year group who meet regularly to discuss how the school is running and to take responsibility in decision-making and in learning about democracy. Arrangements for pupils such as 'friendship patrol' in the playground and 'buddies' in the numeracy classes encourage older children to take responsibility for the welfare of younger ones or for high attainers to support those in their class needing a little encouragement in their learning. The pupils are also allocated jobs including returning registers, clearing items away in the classroom and the dining hall, all personal collections, and being monitors for school assemblies.
43. The provision for pupils' spiritual development is good, reinforced with opportunities for reflection within lessons and in assemblies. There are now regular moments for reflection in assemblies, such as moments to think about "What kind of person am I?" and the works of Jesus. Religious education lessons provide good opportunities for spiritual response as evidenced by some sensitive prayers and interpretations of the Christmas story. Seeing chicks hatch, watching plants grow and meeting a very new baby in the context of their science work brings to the pupils the wonders of the natural world. The pupils have opportunities to listen to music and make sensitive response about the feelings the music promotes.
44. The provision for cultural development shows improvement since the last inspection and is satisfactory. Cultural development is supported through the studies within world contexts in subjects such as geography and religious education, art, and music. The pupils hear music from different cultures in assemblies, such as Indian sitar music. They have studied the work of aboriginal artists as well as European artists such as Monet, Van Gogh and Matisse. Visiting authors, theatre groups and musicians all help to enhance the pupils' cultural awareness. Indian dancers in full costume visited the school earlier this year, and visits from an African story-teller and drummer are planned for the summer term. The pupils' awareness of other faiths has been improved with the implementation of the Surrey Agreed Syllabus for religious education, so that the pupils learn about Judaism and Islam as well as Christianity.
45. In the previous inspection, the quality of education provided was good and this is still the case. Since then, there has been an improvement in the progress that pupils make in their skills in subjects such as art, information and communication technology, design and technology and physical education, but there is room for continued improvement. The RE curriculum has been improved with the successful implementation of the Surrey Agreed Syllabus. There has been an improvement in the number of extra-curricular activities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The 1997 report found good understanding of children's needs, good supervision and health and safety awareness and good but variable recording and assessment practices. The school continues to provide a good level of care for its children and has significantly improved its assessment and record keeping procedures.
47. There are good links with outside support agencies involved in the protection of children. Satisfactory Child Protection procedures are in place. Child Protection issues are included in the induction programme for teachers new to the school, although there has been no recent and specific training for staff.
48. The school has a very caring ethos. This is demonstrated in many ways. This includes the tone of much of the routine correspondence to parents. At the pre-inspection meeting for parents, all felt the school had a good concern for children's health and safety. First aid procedures are good and they are carried out effectively. This includes reporting accidents promptly to parents; a point recognised at the pre-inspection meeting. Very good relationships between staff and children allow children to approach staff readily with any personal concerns and delights. "Special Day" sessions provide excellent opportunities for children to express and talk about their feelings toward one another.
49. The head teacher and designated staff regularly carry out a detailed risk assessment of the school site and any concerns are addressed. The governing body, through its Asset Committee undertakes frequent reviews of security and buildings to ensure maintenance and safety standards are being maintained.
50. Procedures for monitoring children's attendance and punctuality are good. Class registers are completed efficiently. There is a regular review of absence undertaken by the school, to help identify children at risk or where absence may be indicating other concerns. There are good follow up procedures for absence. These mean that all absences are understood and authorised by the school. This is an improvement upon the 1997 inspection. Reminders about punctuality are sent both universally and individually and do bring about short-term improvements in lateness.
51. The school provides a good standard of care for children who have special educational needs. Teachers and other adults give these children positive encouragement to promote their self-esteem, so that they play a full part in all aspects of school life.
52. The school has established very good systems for monitoring and promoting good behaviour, which include sanctions. The school has a very good behaviour policy. It is based upon high expectations and fostering children's self-esteem. Class and school behaviour rules are reviewed regularly following comments from any source, including the School Council. The class teachers know their children well and provide good pastoral support. This is helped by some effective links that have been established with parents and carers, who bring their children into the classrooms at the start of the school day.
53. Procedures for monitoring and supporting children's personal development are good. They draw heavily upon the detailed knowledge of children, which is a feature of the very good pupil teacher relationships in the school. Ongoing records include references to the pupils' personal development. Where necessary, behaviour plans are drawn up for individual children and teachers use monitoring sheets to monitor the responses of children whose behaviour is causing concern.

54. At the pre-inspection meeting the parents present had expressed concern about the parking outside the school and the lack of a crossing patrol. The team inspected these arrangements. Within 150 paces of the school there is a substantial parking area. This has been drawn to the attention of parents both directly and via the prospectus. The team considers that the advice about drop off is good. The most effective way of dealing with concerns about crossing the busy road would be to follow the advice supported by the local police, council and school and fully utilise the adjacent, safe, same side parking available and seen to be under used.
55. Assessment procedures in the school are very good. There is a clear policy for assessment and record keeping which is implemented thoroughly across the school. Assessments relating to the work the children have completed during the term are kept in most curriculum areas. For example in RE pupils have to identify the symbols of Easter and characters from the Bible; in science they have to identify parts of the body and the life cycle of the butterfly; and in history they have to identify the features of new and old kitchens and toys. There are also regular assessments of pupil progress in reading, writing and mathematics, using a formal reading progress test, National Curriculum assessment standards in writing and 'check up' tests from the published mathematics teaching scheme. A new record of achievement covering key areas in all subjects of the curriculum has been developed and is being implemented this year. Assessment information is used to organise pupils into ability groups across classes in numeracy and the reading support programme.
56. Teachers regularly monitor their pupils' progress through the evaluation of their teaching plans, each lesson in literacy and numeracy, and at least fortnightly for the rest of the curriculum. A fortnightly evaluation, which includes setting class targets for improvement is then completed. The head teacher monitors these, providing useful comments and feedback to the staff. The school has a marking policy and work is marked regularly with appropriate assessment comments most of the time. In English, though, the quality of marking is not yet fully consistent for all pupils.
57. Individual target setting for pupils is being used effectively throughout the school. Teachers set predictive targets for their pupils' achievements by the end of Key Stage 1 by using their scores arising from assessments when they join the reception class. Pupils are also set termly targets in literacy and numeracy. Some pupils are set targets for improving their behaviour. Pupils are aware of their targets, for example in a Year 1 literacy lesson they could readily describe their writing targets as, "...to leave a space between words..", "...to make my writing smaller.." and "...to make my writing neater..". Parents are kept informed of their children's termly targets and their progress at open evenings.
58. Assessment and record keeping for pupils with special educational needs is also very good and provides useful information on which targets for improvement are based. Regular reviews carefully check the children's progress against their targets, which are helpfully expressed in very specific terms, such as the number of high frequency words a pupil will recognise.
59. In the Foundation Stage, annual reports to parents provide useful information on children's progress in the areas of development of the Early Learning Goals. In Key Stage 1, annual reports have detailed comments in the core subjects of English, mathematics, science, ICT and RE. However, the general comments provided for topic work in the Year 1 do not make adequate reference to the remaining subjects. The school intends rectifying this in this year's reports. All reports contain an evaluative comment from the class teacher and the head teacher, with a space allowing parents to

comment if they wish. There is, however, no opportunity to indicate targets for improvement for the coming year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The 1997 report found a high level of parental support, good communications between staff and parents, a very active parents' association and the partnership with parents making a useful contribution to pupils learning and personal development. This remains the case and in many ways has improved to become very good and a strength of the school.
61. Evidence from the parents' questionnaire and from their meeting before the inspection shows that they have positive views of the school and its work. They are keen to know about their children's progress and the school's educational priorities. Parents feel that their children are happy in school. They feel that the school wishes to encourage parents and believe it is an approachable school. The great majority of parents consider the school gives good support and encouragement to children's academic and personal development.
62. The links between the school and parents impact positively upon children's learning. There are many who give the school unstinting and high quality support. Parent representatives contribute fully to the work of the governing body and its committees. Parents are able to support teachers by helping in classes and other areas of the school while others assist by accompanying staff on educational trips. Areas in which parents support the pupils' learning include reading, art, design and technology and cookery.
63. Parents are also encouraged to play an active part in the life of the school, as members of the strong and active school association. The association raises a significant amount of money for the school. The current major project is the provision of an outdoors quiet area. Previous efforts have included supplying reading materials. The links through the association and with parents working in school are good.
64. The support provided at home is also evident through the reading records and the easy and open communication with parents seen during the inspection. The overall contribution of parents to children's learning at school and at home is thus very good and enriches learning and personal development.
65. The information, which the school provides to parents, is good. The school prospectus is well presented and sets out the required information in a clear and ordered format. Information concerning the curriculum is provided on request, at curriculum meetings held for parents and during consultation evenings. It is also displayed in the reception area. Workshops to explore how parents can help are held at the start of each school year. There are mid-year workshops when parents come together with a teacher to discuss matters of mutual concern and interest. Leaflets covering topics such as "Getting Ready for School" and "Helping your Children to Read" provide a helpful range of guidance and information to parents and carers. There is a detailed welcome brochure that has a great deal of information, including a home-school agreement.
66. The reports on children's progress describe the work undertaken and the progress made by the child involved. The reports do not indicate areas for improvement or targets for the child. They contain an opportunity for individual parental comment. Parents seen felt they were well informed about progress with 94% of those responding to the questionnaire considering they were fully informed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The school is well led and managed. The 1997 inspection found purposeful leadership, a positive ethos, some good monitoring and good strategic planning. This inspection has found the same strengths, with some aspects improved.
68. The governors fulfil their responsibilities effectively. The head teacher continues to provide very good, purposeful leadership. She knows the staff well, has clear expectations of them and values their hard work and commitment. Senior and middle managers in the school understand what is expected of them and are conscientious. Communication systems in the school are good and there is a strong sense of teamwork. The school is successfully maintaining its Investors in People status. The school's aims and values, such as making children confident and promoting their self-esteem are very evident in the day to day life of the school. Performance management is being successfully woven into the school's systems for evaluating and supporting teaching and learning. The governors and staff want the pupils to do well and have the willingness and systems to be successful and maintain improvement. The parents, both in their completed questionnaires and at the pre-inspection meeting, expressed their confidence in the leadership and management of the school.
69. The governors have a clear understanding of their responsibilities, with a shared sense of purpose and have a good committee structure to help them. The chairman of governors ensures that meetings are well prepared with papers circulated in advance and are run in a business like fashion. The recently established standards committee is a useful initiative that ensures that a small group of governors look closely at the school's national test results and considers the school's plans for improvement. The Finance and General Purposes Committee comprises the chairman of each committee. In this way financial decisions can be linked to priorities for development for each committee, and thence to the school development plan. Governors with particular responsibility for or interest in a specific aspect of the school and link governors keep themselves well informed through termly visits. The school regularly seeks the views of parents through an annual questionnaire, the results of which are summarised for them in writing each time. The governors and staff note what the parents say and seek to deal with any issues raised.
70. The head teacher is well supported by the senior management team, which comprises the senior teacher and another Year 2 teacher. The team meets mostly half-termly, mainly to monitor progress with the school development plan, but also to deal with other issues where they arise. Other staff join the senior management team where appropriate, to consider the results of staff or parental surveys, for example. The head teacher has a regular programme for visiting classrooms with a different focus each term: the learning of the more able children, the lower ability children and, in the summer term, a look at how well teaching and learning meets OfSTED expectations. She gives helpful feedback to individual teachers and summarises her findings for staff and governors. The head teacher, as was the case in the last inspection, also effectively fulfils her role as the school's special educational needs co-ordinator.
71. The senior teacher very conscientiously fulfils a number of key responsibilities such as leadership of English, overview of curriculum and assessment, appraisal of the classroom assistants, deputising for the head teacher and managing routine administration. In their roles as subject co-ordinators, the teachers understand what is expected of them and work to a common approach for checking the quality of teaching and learning in their subjects. There is a regular programme for looking at planning and samples of pupils' work. There is a very helpful system in place whereby teachers change classes and talk to another class of pupils about their learning in the subject for

which they have responsibility. This is an efficient and effective way of finding out about teaching and learning. Each year, the staff agree which key areas will be monitored. For example, currently, subject co-ordinators are looking at aspects such as reading and phonics in reception and Year 1, investigative skills in science, group teaching and practical mathematics in Year 2. This is a very sensible approach, linked to the school's current priorities and ensures that monitoring is well focused. With the introduction of a nursery since the last inspection, the role of the Early Years co-ordinator has developed. The current co-ordinator has very good expertise and is supporting her colleagues in the Foundation Stage well. The co-ordinators for English, mathematics and science undertake some useful direct lesson observation. Co-ordinators for subjects such as music and physical education have not yet had the opportunity to see lessons in their subjects and this would be beneficial. Overall, the very systematic programme now in place for monitoring, evaluating and supporting teaching and the curriculum is stronger than was the case in the last inspection.

72. The school development plan is spread over three years and this shows a good forward-looking approach. There is a strategic overview of each year and then detailed plans to show specific actions to be taken. Priorities, success criteria, and target dates are all clear and the plan is supported by an annual schedule for staff training and development. There are specific improvement plans for English and mathematics, which show action being taken in each year group. Targets for the pupils' achievements in reading, writing and mathematics tests in 2002 are expressed in the percentages of pupils the school is hoping will reach the expected level 2. These are appropriately challenging at 94%, 98% and 96% respectively. This target setting would be improved if the school also showed in its strategic planning the proportions of pupils it is aiming to get to level 3 in the tests. The head teacher provides helpful written progress reports on the school development plan during the year and an overall end of year evaluation.
73. Financial planning and monitoring is efficient. The accommodation is good and has been improved and learning resources are adequately provided. Funding for special educational needs is used appropriately for teaching assistants, some resources and to recognise the head teacher's role as special educational needs co-ordinator. The pupils with special educational needs make good progress.
74. The governors understand the principles of best value. These principles expect the school to: look at how well it is doing compared to other, similar schools; challenge itself to find different or better ways of working; consult on key decisions; and to look carefully at tenders for works required. The governors are beginning to apply these principles through their own evaluative systems and by asking questions about the impact of new resources on the pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve standards further, the school should:
 - (1) improve the pace of some lessons by:
 - helping teachers to manage the introductory parts of their lessons in a brisker manner; and (paragraphs 9, 27, 82, 112, 123, 133)
 - focusing on pace in the introductions to lessons in the school's programme for checking the quality of teaching.
 - (2) Ensure that children do not miss any parts of their lessons in music and PE, and check the basis and appropriateness of withdrawing pupils from lessons generally, to ensure that pupils enjoy equal access and opportunity in the curriculum. (paragraphs 35, 164, 167)

76. There are other, relatively minor issues that the governors may wish to include in their action plan:
- (1) Put in the school's improvement plan targets for the numbers of pupils the school is aiming for to reach level 3 in the National Curriculum tests and assessments in English, mathematics and science. (paragraphs 6, 72)
 - (2) Ensure, as the governors intend, that the individual pupils' annual reports at the end of Year 1 report clearly on each subject. (paragraph 59)
 - (3) Improve the individual pupils' annual reports by including improvement targets for the next year. (paragraph 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 48 |
| Number of discussions with staff, governors, other adults and pupils | 19 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 6% | 56% | 38% | 0 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 13 | 172 |
| Number of full-time pupils known to be eligible for free school meals | | 13 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | | 50 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 2 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

| | % |
|---------------------------|------|
| School data | 95.8 |
| National comparative data | 94.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 16 | 32 | 48 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 16 | 14 |
| | Girls | 31 | 29 | 31 |
| | Total | 46 | 45 | 45 |
| Percentage of pupils at NC level 2 or above | School | 96 (89) | 94 (95) | 94 (97) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 14 | 16 |
| | Girls | 29 | 31 | 32 |
| | Total | 44 | 45 | 48 |
| Percentage of pupils at NC level 2 or above | School | 92 (90) | 94 (98) | 100 (94) |
| | National | 84 (92) | 88 (86) | 88 (87) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 104 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 7.0 |
| Number of pupils per qualified teacher | 24 |
| Average class size | 28 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 102 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 13 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

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

| | £ |
|--|--------|
| Total income | 344632 |
| Total expenditure | 349600 |
| Expenditure per pupil | 1942 |
| Balance brought forward from previous year | 4969 |
| Balance carried forward to next year | 1 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 185 |
| Number of questionnaires returned | 89 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 68 | 30 | 2 | 0 | 0 |
| My child is making good progress in school. | 55 | 41 | 5 | 0 | 0 |
| Behaviour in the school is good. | 65 | 33 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 49 | 44 | 6 | 0 | 1 |
| The teaching is good. | 73 | 25 | 1 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 63 | 31 | 4 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 81 | 16 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 74 | 26 | 0 | 0 | 0 |
| The school works closely with parents. | 63 | 33 | 3 | 0 | 0 |
| The school is well led and managed. | 88 | 12 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 70 | 30 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 35 | 49 | 9 | 1 | 6 |

Other issues raised by parents

At the pre-inspection meeting, parents raised their concerns about parking outside the school in the mornings and the possible safety risk to their children. The inspectors followed this up. They found that the school has, on many occasions urged parents not to park on the yellow zigzag lines and has made sensible suggestions about a one-way approach "drop-off" system and the use of a nearby service road. The team judges that the school has done all it can and that it is for parents to remember to park responsibly.

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

77. The Foundation Stage at the school comprises the part-time nursery class and two reception classes. The nursery class was established since the last inspection and is having a good impact on the quality of teaching and learning for the youngest children in the school. Children join the nursery either in September or January, depending whether their fourth birthday falls in the first or second half of the year. All the children transfer to reception class in September, so some children have two, and some three, terms' nursery experience.
78. Overall, the quality of teaching in the Foundation Stage is good and this reflects an improvement since the school's last inspection when it was judged to be satisfactory overall. Teaching is particularly good in the areas of personal, social and emotional development, communication, language and literacy and aspects of knowledge and understanding of the world. It is satisfactory in mathematics, and in creative and physical development. The Foundation Stage practitioners all show secure knowledge of the requirements for this stage and understand how these young children learn. The Early Years co-ordinator has very good knowledge and understanding and so is able to offer good leadership and support to her colleagues. The teamwork between the adults working in the classes is good. The nursery nurse makes a powerful contribution to the children's learning. The classroom assistants in the reception classes generally contribute very well to the children's learning, working with groups of children and assessing progress. Just very occasionally, they are not as fully involved as they might be in the whole class sessions.
79. Sessions and lessons are well planned, with clear objectives related to the Early Learning Goals or the "stepping stones" described in national guidance. The reception class teachers are using the National Literacy and Numeracy (NLS and NNS) frameworks appropriately to support their children's learning in these areas. Planning effectively takes account of the needs of children of different abilities, so that sometimes the tasks they are given are a little harder or the assistants are assigned to particular groups to support them. The activities the practitioners provide are interesting and practical, with areas of learning well linked under the overall theme, so that learning is coherent for the children. The adults enjoy very good relationships with their children and manage their behaviour well. Children with special educational needs or those who are more reticent are handled gently and sympathetically and enabled to succeed well.
80. Assessment is a particular strength in the Foundation Stage teaching. In the nursery, the assessment and record keeping systems are of outstanding quality. "My First Report" shows how well an individual child has settled in, what s/he likes to do, what s/he is going to do next, with a parental comment and targets. The Records of Achievement comprise regular observational assessments recorded in detail for all six areas of learning, often with photographs to support, and children are given ongoing targets for improvement. Although not as detailed, assessment and record keeping in the reception classes is also of good quality, with regular, informative assessments made in all areas of learning and individual targets set for English and mathematics.

Personal, social and emotional development

81. The great majority of the children are likely to meet the expected standards in this area of learning very successfully by the end of the Foundation Stage and their achievement is good.
82. The children show a keen interest in the activities provided for them and often show a delight in learning. In a literacy session in a reception class, one little girl was delighted to realise that two words had the same "ish" ending; "the second bit is the same!" In whole class sessions in reception, many hands go up to answer questions. The children are successfully encouraged to make their choices of activity and go confidently when they do so. In whole class discussions, the children are learning successfully to wait their turn to make their contributions and to listen to others, with gentle but firm reminders from the adults. For the most part, the reception children are attentive and responsive in whole class sessions. Their attentiveness wavers somewhat when the whole class sessions are a little too long or when they are insufficiently actively involved. In a music lesson for example, the children became restless because they were too passive having to wait too long to sing or play an instrument. Developing concentration is evident in the Foundation Stage. For example, one boy sustained his activity of shovelling the dry porridge in a large tray for a long time for such a young child. A reception girl worked well in the sand tray making a pen for toy pigs. Other children persevered with the task of making a pen for toy pigs from paper and card even though the task was difficult for some of them.
83. Relationships are very good overall. The nursery children do sometimes have squabbles, but this is understandable in children so young and the intervention of adults helps them resolve these situations. The reception children can work together harmoniously. This was very evident in the successful collaborative working in their building activities, when children built houses from construction kits. They are quite able to take turns on the computer and help the person who is using it. In all three Foundation Stage classes, the children respond well to opportunities to behave responsibly. They regularly take the class registers to the office and tidy up equipment. The nursery children have opportunities to be "Busy Bee" helpers and the reception children to be "Special Helpers." Experiences such as a recent visit of Indian dancers are extending the children's awareness of other cultures. In the nursery, this experience was being successfully enriched by a display of a dancer's costume, with instruments to play and music to listen to.

Communication, language and literacy

84. The great majority of children are likely to meet the expected standards in this area of learning successfully by the end of the Foundation Stage and their achievement is good.
85. The children clearly enjoy stories, responding well to what they hear. They join in with the singing and reciting of songs and rhymes with relish. In the nursery the good quality story telling with excellent use of story props really captured the children's attention and helped them to concentrate. As they listened to the story of a bear's adventures, one boy called out at just the right moment, "and he's off!" In a reception class lesson the teacher's lively reciting of a poem with a whispered ending made the children listen carefully. The children engage readily in discussion and are helped by being given time

for their responses. In one lesson, a reception class teacher extended the children's answers by asking questions such as "How do you know?" and "Tell me about the cakes". This gave the children good practice in their communication skills. The children competently re-tell the narratives of familiar stories. In the nursery class the children were acting out the story of The Three Bears in the role-play area that had become the bears' house. The nursery and reception children also re-tell stories using glove puppets.

86. The good provision of picture and storybooks is successfully supporting the children's interest in reading. In the nursery class, for example, there was a lovely collection of stories which all involved bears. The nursery children handle books confidently; some can talk about their favourite stories and a few can recognise familiar words. The most able reception children read relatively simple texts accurately and with elements of expression beginning to develop. They remember new words they have learned such as "fragile". The children of average ability have good recall of the simple stories they read, can find the interesting parts, remember some words and use their developing phonic knowledge to help them with unfamiliar words. The children of lower ability are keen and confident and can use phonics to tackle simple words. The least able children show a good interest in books, enjoying looking through them, commenting and asking questions. The reception children are making good progress in developing their knowledge of sounds and words in the successful literacy sessions that focus on rhyming words. In these sessions, the children are helped to hear and see similar patterns in words such as "fish", "dish", "sun" and "bun." The most able children are able to write these words unaided.
87. The nursery children's writing skills are enhanced by activities such as making labels for the three beds in the bears' house and for the sounds display. Some children know the beginning letter of their own names and other names with the same beginning. They readily make marks on paper showing their understanding of what writing is for. Some of their writing shows recognisable letters. In their writing, the most able reception children spell simple words accurately and make good attempts at harder words; "bROSICK kud", for "because it's cuddly" for example. They can structure simple sentences in their writing. Nearly all of the oldest reception children can write their names accurately. The reception children make clear progress in their writing, moving from copying underneath their teachers' writing, to emergent writing when they begin to write themselves, to being able to write one or two sentences fairly accurately. They write mostly in their writing books or on worksheets devised by their teachers, and sometimes write their own labels or captions. The children's writing would be extended more if they were more frequently encouraged to write independently for purposes arising from their play activities.

Mathematical development

88. The majority of children are on target to meet the expected standard in this area of learning. Overall achievement is satisfactory and in some aspects some children achieve well.
89. The children make a good start to their mathematical learning in the early years, such as in learning to identify and represent numbers and to re-order and find jumbled numbers to ten on a washing line and adding to five. The nursery children are improving their ability to count accurately to 10 in whole class sessions and in their play. On one occasion, a boy rode his bicycle around the number snake painted on the playground surface, counting to 10 as he did so. The children count the bears on a wall display. They can sort small toy teddies into sets, based on their colours and use them

for counting practice. Singing songs such as “When Goldilocks went to the house of the bears” helpfully reinforces the children’s counting. The children have applied their developing counting skills in a simple traffic tally. Cutting out pictures from magazines and sticking them into sets of the same number was a useful exercise. In the reception classes, the teachers challenge the children to use numbers beyond 10 and this extends the learning of the able children. Some children are quite competent at adding two numbers together in different combinations up to 10 and others are learning to add three numbers together. In the reception classes, the children are secure in recognising numerals to 10 and some are beginning to be able to count forwards and backwards to 10 in twos.

Knowledge and understanding of the world

90. The majority of children are on target to meet the expected standard in this area of learning. Overall achievement is satisfactory and in some aspects the children achieve well.
91. The children benefit from good opportunities to help them develop awareness of the features of different materials. There was some excellent provision in the nursery; the children were playing in a large tray with dry porridge flakes one day and the next were using wet sand. Writing their names in shaving foam spread on a table is great fun. When making pictures of their bears, the nursery children thought about which materials to use to make the furry texture their bears needed. The children enjoy regular opportunities for cooking. For example, they have made harvest soup, describing the foods they used and the taste of the finished product; “It’s lovely. It’s warm in my tummy.”
92. In the reception classes, the children were doing successful work linked to their topic of “The Three Little Pigs”. Their good understanding of the nature and texture of bricks, straw and sticks was successfully promoted by the introduction of real materials for them to handle. In the class discussion the children showed that they could name other materials such as stones, feathers, plastic and cloth. In one successful piece of early scientific work, the children had undertaken a class investigation to find out if the wolf in the Three Little Pigs story was right. They observed the effects of a hairdryer blowing on the three materials and then recorded their observation on worksheets adjusted for the children’s differing abilities. The resulting work showed the children’s sound emerging observation skills and their ability to write. For example, one child wrote, “The straw was the lets,” (lightest). Another wrote “stroowuz the....beecos it is ITt.”
93. The children in the nursery have a rich and early experience of role play using large play equipment to make a ‘building site’. With help, they make pizzas, mothers’ day cards and shopping bags from card and paper. In the reception class, construction kits are used extensively to model farms, buildings, vehicles and space rockets. Pop-up cards provide good opportunities to look at simple mechanisms and structures. The reception children use construction kits and small building bricks well to make structures such as a house for the three little pigs. One boy very proudly said to the inspector, “Try blowing our house down. You won’t be able to because it is made of heavy bricks.” The able or older reception children are becoming adept at finding ways to join card and paper, using tape or split pins, in order to make pens for their toy pigs. For some children though, the exercise became a little frustrating and they would have benefited from more direct teaching about how to use these materials.
94. A few nursery children demonstrated their knowledge of babies when they said, in the context of their role play, “babies stay in bed, they do...yes, they sleep for an hour.”

Some early chronological awareness is being developed in the nursery through the “Teddy Bear Museum” display, showing old and new teddies.

95. The children in the early years are introduced to working with the computer and are familiar with the keyboard and mouse. In the reception class, they can select an icon, choose a colour for their paint brush and print their graphics work. The children use the computer competently for activities such as making teddy pictures. The reception children know about the computer mouse, printer, keyboard and monitor. In useful demonstration lessons, the children made gains in seeing how to select an icon, colour and print. They try hard at clicking on and dragging icons around the screen, for example in an exercise using weather map symbols.

Physical development

96. The majority of children are likely to achieve the expected standard in this area of learning and their achievement is satisfactory.
97. In the nursery, the children ride wheeled toys competently, benefiting from the opportunity to practise in the large outdoor play area. The nursery children are becoming adept at handling tools and equipment. For example, when playing with a small train set, the children competently hooked and unhooked the little carriages. On another occasion, a boy demonstrated to the inspector how to use a hole punch. The children are becoming more accurate in their throwing and catching skills. In the nursery and reception classes, the children have sound opportunities to practise these skills during the outdoor sessions that are a regular feature of their educational programme. Adults such as parents and classroom assistants work well with the children helping them to throw and catch on these occasions. In their more formal physical education (PE) lessons, some reception children show good control and co-ordination in their balancing on beams and climbing on wall bars. They understand the importance of safe landings when jumping off equipment and can do this quite well.

Creative development

98. The majority of children are likely to meet the expected standards in this area of learning and their achievement is satisfactory.
99. In the nursery, the children are gaining good knowledge of colours. When painting their bears, they tried hard to mix colours to make accurate portrayals. The children have made some pleasing attempts to paint and draw daffodils and have made simple patterns, printing with square and triangular shapes. The nursery children have painted lovely self-portraits. The children have used the “Paint Magic” computer program effectively to make pictures. The reception children use sticky paper competently to make pictures of houses and paint lively pictures of animals. They have used chalk to make winter pictures. Some of the work in the reception classes is rather too adult-directed with the children filling in templates with tissue paper. Exercises such as these limit the children’s opportunities to explore and experiment with colour and techniques and thus, their achievements.
100. The nursery children listen to taped Indian music linked to a display about the recent visit of Indian dancers. In a nursery session, the children sweetly sang “Twinkle, twinkle little star” as a lullaby to enhance the story they were listening to. The reception children are learning about loud, soft, fast and slow sounds. They play simple percussion instruments such as a tambour, competently, and have been taught how to handle the instrument correctly.

ENGLISH

101. In the 2000 national tests in reading and writing, the proportions of pupils reaching the expected level 2 were much better than those found in like schools. However, fewer pupils reached the higher level 3 than was the case in similar schools. Analysis of the baseline tests shows that the school has fewer able pupils in each year group than might be expected and this does explain to some extent the apparent underachievement at the higher levels. In the tests, a high proportion of pupils reached level 2A, which is close to level 3, so the pupils of good average ability achieved well. Taking these factors into account, overall the pupils achieved well in the 2000 tests. Nevertheless the school is very concerned to ensure that the more able pupils continue to reach the standards of which they are capable and is also working to raise the achievement of those pupils who are of high average ability.
102. Looking at the school's results over time, the results in the reading tests have shown clear improvement since a drop in 1997. The school's average points score in reading has moved from approximately 15.9 in 1997 to 17.1 in 2000. The school's writing results have improved dramatically from an average points score in 1996 of approximately 12.4 to 15.1 in 2000. Analysis of the results over time also shows boys and girls to be achieving equally well.
103. The 1997 inspection found attainment and progress in English to be good and this remains the case. Standards in English are good and the pupils achieve well. In some aspects, teaching and learning in English have improved since the last inspection. The pupils' writing skills in other curriculum areas are better and assessment procedures have been strengthened with the introduction of target setting.
104. By the age of seven, the pupils reach sound standards in their speaking and listening and their achievement is satisfactory. The pupils can give quite detailed explanations. In a Year 1 lesson, an able boy was articulate in his description of a photograph of a bean growing. In a Year 2 lesson, a girl gave a very competent definition of what a "show" is. In the same lesson, the teacher extended the pupils' vocabulary when the class met the word "marquee." The teachers successfully reinforce and extend the pupils' vocabulary. In one lesson, there was careful discussion of the differences between photographs and diagrams. In another, the pupils thought of good descriptive words such as "boastful". The pupils develop their vocabulary and skills of description in other subjects, such as science. Listening is generally attentive and the pupils respond well to their teachers' questions.
105. Standards in reading are good, and all pupils achieve well. They show a delight and interest in stories and books. This is promoted particularly well in Year 2 where the teachers infect their pupils with their enthusiasm. Stories and extracts from big book texts are read with expression and anticipation for what will happen next is built up. Pupils make clear progress in fluency and understanding in their reading. The Year 1 pupils show secure understanding of non-fiction books, saying for example, that they "give us information, tell us facts, tell us the truth." The more able pupils tackle hard words such as "nymph" well, using their phonic knowledge. The pupils of average or lower ability show competent knowledge of the alphabet and of phonics. Year 2 pupils know about traditional tales. The great majority of the Year 2 pupils read competently and accurately, working hard to tackle unknown words. They have a secure grasp of contents and index and know the difference. They express preferences in their reading and can give accounts of the stories they have read. The able pupils read stories they

have composed themselves with expression, attention to punctuation and with a real sense of achievement.

106. Standards in writing are good, and all pupils achieve well. By the age of 7, the great majority of pupils can successfully plan and write stories. In Year 2, the most able pupils write well constructed pieces with joined up writing and generally accurate punctuation, although this an area where pupils do need to be encouraged to be consistently accurate. The pupils successfully write for different purposes and in different curriculum areas and this is an improvement from the last inspection. For example, Year 2 pupils have written: a letter to Michael Rosen; "My new owner," from the perspective of a horse; simple book reviews; diaries writing in the historical context of The Great Fire of London; imaginative stories; and descriptive pieces such as "The Night". The RE subject report, (paragraphs 171 to 177) notes some quality writing in that subject. The pupils make good progress through Year 1, with the least able pupils moving from copy writing to writing simple sentences independently. The average ability pupils move from emergent writing to writing sentences with connectives and the more able begin to write more extended pieces with developing accuracy in their use of full stops and capital letters. Both these groups are trying to use joined up writing, and this is good for their age. In their lessons, the pupils nearly always apply themselves well to their writing and work productively.
107. Overall, teaching and learning in English are good. Teachers have clear lesson plans and by telling the children what they are going to learn in each lesson, help them to be aware of their own progress. The teachers also help the pupils to be aware of their learning over time by reminding them of what was covered in previous lessons and what is going to be tackled next. Clear explanations help the pupils' learning. In one lesson, for example, the teacher explained carefully what an instruction was.
108. The assessment records maintained by the teachers and the effective home-school reading programme are contributing well to the children's progress in reading. The termly "Writing Challenge" is a very useful way of regularly checking on the pupils' progress in their writing against National Curriculum levels. The introduction of termly targets for individual pupils in English is another strength in the assessment procedures which teachers use. In one lesson, the teacher reminded the pupils of their targets and it was clear that the pupils knew what they were. The marking of pupils' written work is always positive and encouraging and often the pupils are given a clear indication of how their work needs to improve; this aspect to the marking is not fully consistent across the classes, though.
109. Cross-curricular linking in English is successfully helping the pupils' literacy skills in other subjects and enhancing their learning in English lessons. During the inspection there was good work going on linking the children's work in science to their work in their literacy lessons, where the book text was "My Bean Diary" and directly linked to the pupils' science work on life and living processes, as they wrote their bean diaries and learned about diagrams.
110. The teachers are making good use of the PiPs, (Progression in Phonics) programme to teach spelling. The pupils make good gains in learning about patterns in words and generally apply their phonic knowledge well in their reading and writing. The "Full Circle" game, when pupils change vowels or consonants in single words to get back to the word they started with is fun, and successfully reinforces spelling skills. There was successful work in another class when pupils combined letter cards to spell words with "er" in them. The teachers identify spelling confusions, such as "where" and "were" and use these as teaching points with the pupils.

111. Sometimes computers are used well to help the pupils' learning in English. In one lesson, the computer program, "My World Science" was very successfully used with a group of SEN pupils as they sequenced the planting and growing of a bean. In another lesson, pairs of pupils worked well together at the computers making lists of words ending in "er" and "ur". However, pupils do not have enough opportunities to use computers to support their writing skills, for drafting their work for example.
112. Just occasionally, the pace slows in lessons, with the result that the pupils lose their concentration. This mostly occurs when the introductory part of the lesson is too long or when explanations are overlong. The teachers understandably want to make sure that the pupils' understanding is secure but sometimes this level of reinforcement is unnecessary.
113. Group work is well planned and sometimes the pupils are in finely graded ability groups, (low average, average, and above average as well as able and SEN, for example.) This helps the teachers to set work that is carefully matched to each group's current achievement, and to make judicious use of other adults to support certain groups. Teachers find opportunities to extend the learning of the more able pupils through the tasks they are set and sometimes through targeting questions at more able pupils. For example, in one lesson, the most able pupils wrote labels and captions independently on the whiteboard. In two Year 1 lessons, the able readers managed their reading of a non-fiction text well on their own, rising to their teachers' expectations.
114. The organisation of the weekly reading lessons and writers' workshops lessons in Year 2 is good and is clearly helping pupils of different ability to make good progress. Pupils are well organised in ability groups, given texts that just stretch them a little and good sets of comprehension questions. The teacher and the classroom assistant successfully moved from group to group, giving different kinds of support and focusing on different aspects of reading with each group, and writing brief assessments notes on the pupils' reading. In the writers' workshops the two Year 2 classes are put into two ability sets. This enables the teachers to focus more clearly on the needs of the pupils, without having to deal with such a wide range of ability. The pupils are urged to punctuate carefully, to think hard, and find exciting words. In the upper set particularly, the teacher ensures that she encourages and pushes the pupils to do their best, and to work at a good pace.
115. Pupils with special educational needs (SEN) are enabled to achieve well in English lessons through a number of strategies. In some lessons, the teacher focuses explicitly on the SEN groups in the introductions or end of lesson reviews. In one very successful lesson, the teacher targeted her questions at the SEN pupils and at the end of the lesson, a group of SEN pupils were enabled to share what they had been doing at the computer with the classroom assistant. A clear sense of achievement was evident from this group. At other times, classroom assistants are deployed very effectively to support the least able or pupils with SEN.
116. The school has effectively implemented the National Literacy Strategy (NLS) and the teachers show secure understanding of the requirements of the literacy hour. The adaptation, in Year 2, of two literacy hours to focus on reading and writing are good strategies. The English co-ordinator has worked well with the local authority's literacy consultant to support the staff in the NLS and to raise achievement for the pupils. She is committed to continued improvement in standards for the pupils, and has had useful opportunities to check the quality of the teachers' planning and teaching in literacy.

MATHEMATICS

117. In 2000, the proportion of pupils reaching level 2 and above in the national tests was close to the national average, but was well below in the higher level 3 and in the points score. The comparison shows similar features when the mathematics results are compared with those of similar schools. Standards have remained close to the national average since the last inspection, fluctuating slightly each year depending on the ability of each year group, as reflected in the school's baseline assessment scores. There was good improvement in the test results in mathematics between 1997 and 1999. The scores show that the proportion of high achievers in mathematics is slightly lower than would normally be expected. The teachers' own assessments for seven year olds are consistent with the test results. However, that a higher proportion of pupils achieving level 3 and above was not expected suggests there is scope for improvement. Although the achievement of boys and girls has not been noticeably different in the past, in 2000 the girls did less well than usual. In the 2000 Year 2 group, there were twice as many girls as boys, and the school points out that the girls were not as good at mathematics as they were in reading and writing and so fewer of them achieved higher levels in the mathematics test. This would go a long way towards explaining the pupils' underachievement in the 2000 national tests.
118. By the age of seven, the standards in mathematics are average and the achievement of the pupils satisfactory overall. Indications are that the standards seen in this inspection are better than last year and there is no significant difference in the achievements of boys and girls. The pupils with special educational needs make good progress and achieve well.
119. While standards overall in mathematics are similar to those reported in the last inspection, the introduction of the National Numeracy Strategy is clearly impacting on the achievement of pupils currently in the school. Other improvements include better matching of teaching and learning activities to individual pupils' stages of learning and special educational needs, the setting of homework based on interesting tasks, and the use of a wider range of learning resources, including computers. The school's own performance targets for mathematics for the average achieving seven year olds have been appropriate and challenging for the last five years, although the school does not identify its target for the number of pupils to reach the higher level 3.
120. Pupils in Year 1 are subtracting and adding to 10, doing simple money sums and investigating shapes and symmetry, measures and recording data. Younger pupils are beginning to appreciate the patterns found in number. Pupils by the age of seven can identify odd and even numbers, most can use mental recall addition and subtraction facts to 20, can add three numbers and find pairs to make 10, can put numbers in order to 100 and can add and subtract competently to 100. Higher attaining pupils can competently add three numbers to 20 and write three digit numbers up to 1000, and this is level 3 work. Some are beginning to tackle aspects such as decimal notation or multiplication and division. Pupils are using simple diagrams and mathematical symbols, are using mathematical vocabulary appropriately and can choose appropriate operations. They know and use the correct mathematical names for two-dimensional shapes and standard units of measure.
121. The achievement of pupils is helped in no small measure by their good attitudes to learning, their responsible behaviour and their good personal development and relationships with each other and their teachers and other adults in the school. The progress made by pupils with special educational needs is good, as when counting and ordering to 10. Year 1 pupils though having difficulty seeing the patterns in the 100

number square, benefited significantly from support from the well-directed and attentive classroom assistants. The 'buddy' in-class pairing arrangement in Year 1 effectively supports lower achievers with higher achieving pupils. Overall, the achievements of the higher attaining pupils, while satisfactory, could be a little higher. All pupils have individual termly targets which are specific and within each pupil's own level of understanding, and this does help progress.

122. Overall, the quality of teaching is good in mathematics. Teachers have good knowledge and understanding of the teaching of numeracy, which is well linked to other subjects where appropriate. Teachers plan their lessons effectively, based on the national scheme of work and using a published scheme. The scheme and other worksheets are used extensively. The teachers are familiar with the National Numeracy Strategy, which they apply effectively. The three-part lesson is soundly established: the oral and mental sessions at the start of lessons are taught effectively, and the main teaching activities enable pupils to receive specific teaching and to practise their skills. Clear questioning at the end of lessons is used well to assess what pupils have understood and learned.
123. Questioning is usually highly effective and skilfully aimed at the wide range of achievers. Homework is set for older pupils and this extends the daily mathematics teaching in school. The strengths of the teaching are the very skilful management of pupils and the good assessment procedures. Successful management of the pupils maintains their interest and good attitudes to learning. The good quality day-to-day assessment is shown by the many good opportunities to review the pupils' learning and to evaluate their response and progress in lessons. Work is regularly marked, and teachers' written comments are helpful and encouraging. Teachers have satisfactory expectations for their pupils' work and behaviour, although just occasionally, older pupils with the capacity to achieve more highly would benefit from a faster and more demanding pace of teaching. This was mostly evident in overlong introductions or too much time being spent on the organisation of the work.
124. Lessons have a good structure and plenary sessions are lively, maintaining motivation and providing the teacher with insights into pupils' understanding of what has been learned. The pupils in the two classes in Year 1 and Year 2 are set into a higher and lower numeracy group for some of their mathematics lessons each week and this provides an effective focus on the learning needs of pupils. There are good systems to ensure that the knowledge, understanding and skills are consistently taught in each set. Regular timetabled time is set aside each week for pupils to develop further the practical application of their numeracy skills.
125. The co-ordinator for mathematics provides her colleagues with good leadership and she receives good support from the school's numeracy governor who keeps herself well informed about progress and issues in mathematics. There is regular monitoring of teachers' planning by the head teacher, and the teachers in the parallel year groups plan their work together, linking in with the numeracy strategy and with the year topic themes which link with many of the other the subjects of the curriculum. Pupils' work is marked regularly and contains positive and constructive comments. Mathematics benefits from being a priority identified in the school development plan. Teaching resources, including number fans and mini-whiteboards, are good and classrooms and circulation spaces have good mathematics areas for stimulating interest and displaying the pupils' work. Computers are sometimes used appropriately to reinforce numeracy skills in some lessons, including those in Year 2 but there is scope for further development of this as a resource within mathematics. This is planned for in the school's ICT action plan.

126. Since the last inspection standards have been maintained and the National Numeracy Strategy has been effectively introduced. Pupils now stay on task better and a suitable range of activities for pupils of different ability is provided, including the use of computers. A lack of pace is still discernible in some lessons and the school recognises the need to maintain its focus on enabling as many pupils as possible to achieve highly.

SCIENCE

127. In the 2000 teacher assessments in science, the pupils achieved well in comparison with pupils in similar schools. All of the pupils reached the expected level 2 and the proportion of pupils achieving the higher level 3 was in line with that in like schools. Given that the school has comparatively fewer able pupils, this reflects good achievement. The teacher assessments show that the pupils did well in all aspects of science.
128. The last inspection found attainment and progress in science to be good, and this inspection has found a similar picture, so the school has maintained its standards here. The pupils' skills in recording their science work, which were found to be less well developed in the last inspection, are improving.
129. By the age of seven, the pupils have good knowledge and understanding across the science curriculum. The pupils can differentiate between materials such as clay, plastic, glass and metal. They know about changes to materials brought about by heating, cooling and burning. They understand something of friction in the context of their work on rolling their wheeled toys on different surfaces. They have learned about electrical circuits in basic terms and about electrical appliances in the home. They have developed their understanding of conductors, finding out that the difference between metal and plastic. The children have learned a fair amount about life processes and living things, have studied the growth of plants, the life cycle of the frog and have seen chicks hatch as well as having met a very young baby. They have a good grasp of the basic requirements for growth.
130. In scientific enquiry, the pupils can come to simple conclusions, as to why one surface works better than another, for example. The pupils are recording their work in a variety of ways, much of it neatly. The range and quality of their recording shows improvement from that found in the last inspection. The pupils can make simple diagrams of an electrical circuit. They put their observations, for example about what happens when a material is burned, in simple tables, using some good descriptive vocabulary. They have drawn thermometers showing the graduated reading carefully. The pupils' observational work, when looking at raw and cooked foods for example, is of good quality. In one class, the pupils had made block graphs to show the popularity of drinks and had been able to draw simple conclusions from these graphs. They have learned about the basic sequence of a scientific investigation and write up their experiments using structured worksheets provided by their teachers.
131. Some Year 2 pupils have made a lovely class book, "New Life", where they have drawn their own versions of the life cycle of a chick and the growth of plants. Their work on human babies shows very good knowledge of the needs of babies. There is some good block graph work, using ICT, to record likes and preferences in foods and sports, showing good investigation and analysis.

132. Teaching and learning in science is good overall. The teachers plan their lessons effectively making sensible use of national guidance. Teachers use questioning well to develop and check the pupils' understanding. In a Year 1 lesson, for example, the teacher asked good questions such as, "Why is the plant going up straight like this?" and, "What does change mean?" Resources are well provided and organised so the pupils can learn through practical activities. For example, in lessons on magnetism in Year 1, the pupils had a range of items to test and sort, after they had made their predictions about which materials they thought would be attracted or repelled by the magnet. The pupils respond well to their teachers' encouragement to look and observe closely, when using magnifying glasses in Year 2 or when looking closely at materials and their behaviour. In a Year 1 lesson, the teacher urged the pupils, when drawing their growing beans to "Try your best to make it look like your plant." The pupils are successfully encouraged to use precise language such as "sphere shape, bumpy, smooth", focusing on shape, colour and texture, and "root", "stalk" and "shoot." Talking through the planning sheet for an investigation supports the pupils' understanding of the process. Pupils of different ability are mainly helped to achieve appropriately through the teachers having different expectations of what they might achieve within the same task. The class teacher or assistant sometimes gives the pupils with special educational needs particular support and sometimes the worksheets they are given are simpler.
133. Just occasionally, the pace in lessons slows a little so the pupils don't achieve as much work as they might have done and don't make as much progress as they might. This mainly occurs when the introduction and whole class discussion goes on for too long. However, the pupils show good interest in their science lessons. They are keen to answer questions and apply themselves well to their practical tasks, which are interesting to them. The teachers make regular assessments of their pupils' progress in science, by noting their responses and by giving them simple assessment sheets at the end of a science topic.
134. The co-ordinator for the subject has a clear understanding of what is contributing to the overall good standards and quality in the subject. She has worked with the staff to improve aspects of the pupils' scientific skills and their recording of their work. Each year, the staff look at samples of pupils' work and moderate their judgements about the standards represented in the work. This helpfully gives the staff an overview of standards and helps them in their teacher assessments at the end of the key stage.

ART AND DESIGN

135. By the end of Key Stage 1, standards in art and design are good and the pupils achieve well. This reflects an improvement from the 1997 inspection. In the one lesson seen in the subject, the teaching was very good.
136. By the age of seven, the pupils very successfully use ICT to produce computer generated designs and pictures. They paint seaside scenes and make pencil sketches observing real objects to develop their ideas. The pupils return to reference books to improve their work. They can give clear accounts of the techniques they use. In the lesson seen, the teacher gave very good encouragement to the pupils to improve their work and managed a wide range of art and design activities very well, so that all pupils made very good progress. Good management of time ensured that the pupils worked at a good pace, cleared up efficiently and were able to share in a celebratory end of lesson review.

137. Work through the key stage shows a reasonable coverage of a range of techniques and use of tools. There are painting in the style of Matisse and calendars in the style of Mondrian. The pupils have made some attractive fire collages, using paper linked to their history work on The Great Fire of London. They have also used felt, sticky paper, chalk, crayons and pastels to make pictures. There is some good quality work based on Aboriginal patterns; the paintings the pupils have produced are quite vibrant and show good pattern making. The Year 2 pupils' sock puppets show variety and individual ingenuity. The pupils make observational drawings, for example using pastels to draw fruits, but the quality of their observational work is not as good as some of their other work in art and design. The pupils have used clay but would benefit from more opportunities to use malleable materials to make three-dimensional pieces.
138. The subject is supported by a clear scheme of work using the national guidance, with the intended progression in pupils' skills appropriately linked to the National Curriculum programmes of study. This addresses the weakness identified in the last inspection. There are no specific assessment procedures in art and design although the teachers are advised to make use of the learning outcomes defined in national guidance.

DESIGN AND TECHNOLOGY (DT)

139. Based on the scrutiny of pupils' work in all classes and of activities seen in lessons in Year 1, standards by the age of seven are average in design and technology and the pupils' achievements are good. Boys and girls regularly undertake design and make activities within their cross-curricular topics and science which cover an appropriately broad range of materials and skills, including food, textiles, structures, mechanisms, drawing, teamwork, and analyses and evaluations. The pupils mostly use construction kits and paper, with just a little work using wood and need more opportunities to use a wider range of tools and materials. Where they have experienced a greater degree of challenge working in card and reclaimed materials, pupils have demonstrated more appropriate constructional skills.
140. All pupils, whatever their prior attainment, achieve well in design and technology. Supported where necessary, the pupils have planned and recorded their design intentions in simple graphical and annotated form, and is particularly effective where this has been done as a follow up to earlier exploration of a design problem using a construction kit. The pupils learn to good effect new processes and skills through structured and well-focused opportunities to look at ways of joining materials and types of hinges before trying them out on their models.
141. The early introduction to DT in the Foundation Stage provides a sound base for learning later on. In Key Stage 1, pupils have selected materials with which to make model playgrounds, following a visit to a play park and a model village, and have discussed and evaluated their work together. In the first of a series of lessons on food and sandwiches, pupils identified and evaluated various sandwich fillings, noted their characteristics of taste and appearance and contributed to a pictogram to chart their findings.
142. Work seen of pupils in Year 2 shows that they can successfully produce large models of Celtic houses using paper and straw based on ideas gained through a visit to Chiltern Open Air Museum. They have also produced models of 17th century fire engines with revolving wheels and axles, thus contributing to their history topic on The Great Fire of London.

143. As well as models arising out of work and studies in a wide range of curriculum subjects, Year 2 pupils have also undertaken teamwork projects to a set time limit, as in making a sledge out of newspaper, followed by a group evaluation. They have also made finger and sock puppets using felt and textiles, producing bright and individual designs, with written accounts reflecting detailed and mature evaluation.
144. The pupils have good attitudes to learning and their good behaviour and personal development contributes well to the pace of learning, interest and concentration during lessons.
145. Teaching is satisfactory and provides appropriate attention to risk assessment and the pupils' health and safety. Lesson preparation is good, and learning benefits from the practical support provided by classroom assistants and parent helpers. Activities are well chosen and carefully differentiated by task and by level of support. Teaching contributes well to cross-curricular skills including literacy and health education, although there is potential for greater use of information and communication technology to record and communicate ideas and information, and also to control working models.
146. Leadership of design and technology is good and curriculum planning closely follows the national guidelines. The concern about skill progression raised in the previous inspection has been addressed adequately, with effective skills consolidation through the tasks set in each year. Resources are adequate, and the working area, utensils and cooking facilities for work with food are good, located accessibly in one of the school's circulation areas.

GEOGRAPHY

147. Standards in geography are in line with national expectations by the end of Key Stage 1 and the pupils' achievements are satisfactory. In the lessons observed, teaching was satisfactory. Strengths in the teaching include well-planned lessons, with clear learning objectives based on the scheme of work. The pupils make satisfactory progress through opportunities to research and feed back to the class. There are opportunities for different outcomes to activities according to the pupils' levels of attainment and classroom assistants are deployed effectively. Children are given satisfactory opportunities to develop their understanding through the use of ICT, for example, a group in a Year 2 class used an appropriate programme to design an island environment during the lesson. Teaching is weaker where the introduction to the lesson is too long and the pace slower because the children have less time to complete their activities. Occasionally, there are missed opportunities to reinforce geographical skills. For example, in one lesson when pupils discussed aspects of the local area, there was insufficient focus on the specifically geographical features of the locality.
148. In Year 1, children map their route to school, putting in significant local landmarks. They use maps and aerial photographs to explore their local area, putting pins or stickers with their initials on to identify their houses. The classrooms have a wide range of books, models, graphs and photographs to reinforce pupils understanding of place and where we live. One pupil brought in maps and photographs downloaded from the Internet and another a selection of photographs of local buildings, which have been displayed. This effectively supports the children's development of geographical skills and understanding.
149. In Year 2, pupils can identify and classify physical and human features. They can describe a place and its features and show a developing awareness of other locations. This is reinforced through the study of a Scottish island in the Hebrides and comparing

different human and physical features. Displays in the classrooms include books and atlases as well as a large picture of the island with the main features labelled. The children draw their own islands and label key features, being prompted to think about features and amenities. They also learn about the polar ice caps and contrast the environments. They look at animals, how the Inuit live and identify key features like volcanoes and the frozen sea. They also study Ikengaza in Africa, contrasting travel and making tea.

150. In geography, the school has made satisfactory progress since the last inspection. Standards of attainment and progress have been maintained and there are adequate resources to support the subject. There is an up to date policy and a new scheme of work. The co-ordinator has made sound progress in developing the teaching blocks in the scheme of work and improving the use of geographical language. Monitoring and evaluation of pupil progress is undertaken informally but this provides some helpful knowledge of standards in the school.

History

151. Standards in history are broadly in line with national expectations by the end of Key Stage 1 and the pupils' achievements are satisfactory. Although no lessons were observed during the inspection, evaluation of displays and pupils' work indicates that lessons have been broadly based on the scheme of work. The pupils have undertaken a variety of topics, which underpin satisfactory development in their knowledge and understanding in history.
152. In Year 1, pupils develop an understanding of the past through studying the life of Florence Nightingale. They sequence the main events of her life and identify the differences between hospitals then and now. They also study new toys and old toys. They can identify which are the old toys from a picture of old and new toys. They have looked at toys that have been brought in. They can describe what it is that tells them a toy is old, for example one pupil identifies a teddy as old "because its fur is worn and it looks like it has been cuddled a lot." This work is usefully supported with a display showing pictures of items from the past and the present day. It shows appropriate vocabulary such as "past", "present", "now", "then", "long ago", "old" and "new". The children also have opportunities to look at features from the past such as, a castle, old houses, a watermill, a steam powered harvester and steam engines on the railway in their visit to Bekonscot Model Village.
153. In Year 2, pupils extend their knowledge through studying historical aspects of their topic work. They learn about The Great Fire of London and Samuel Pepys. High attaining pupils describe in detail how the fire started, how it spread, how long it lasted and how people escaped by boat on the River Thames. Lower attaining pupils find missing letters to make words in a diary entry. The children compare houses of today with houses in 17th Century. They can describe the differences between them such as thatch rather than tiled roofs, a bowl for washing clothes rather than a washing machine and some note there are fewer toys for the children in the past compared with the present day. The pupils have opportunities for more investigative work in history when they go on educational visits. However, in the samples of work seen, there was a lack of breadth in the work undertaken, with not enough regular opportunities for questioning, using sources of information or direct observation. There is also insufficient focus on specific history skills in some of the work because it is covered as part of a wider topic.
154. Since the last inspection, standards of attainment and progress in history have been maintained. There is an up to date policy and a new scheme of work outlining the skills

to be taught across the year groups. Monitoring and evaluation of pupils' progress is satisfactorily undertaken through the scrutiny of pupils' work and there are adequate resources to support the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

155. Standards in information and communication technology (ICT) are in line with the national expectation for pupils of this age and pupils' achievement is sound. Pupils are beginning to make regular and appropriate use of ICT to develop their knowledge, understanding and skills in using the computer to enhance their learning and presentation in literacy and numeracy, and in elements of art, history and geography, within cross-curricular topic work.
156. Development in skills builds on the sound introduction to computers in the Foundation Stage. By the time they are in Year 1, the pupils make satisfactory use of opportunities to use the word processor to draft and present, and use the mouse to click and drag, and can find their way fairly easily around screen menus to input commands into graphics, paint, modelling and simulation programs. They put labels on a 'parts of the body' diagram produced for their work in science.
157. In Year 2, pupils know how to enter text with spaces, type capital letters, change the font size and erase mistakes. This work supports their literacy development. By the time they are seven, pupils, with a little support, can save and print their work, as in the case of two very good pieces of artwork using a 'paint' program in an art lesson based on a 'seaside' theme. They know how to use a program to plan a route using the points of the compass, which also develops skills they need for using a number square in mathematics. The recently received new computers have e-mail facilities and the pupils are learning to use this feature.
158. Other uses of ICT in Year 2 include the growing use of the digital camera to record events and the 'Roamer' programmable device. When researching information for topics, pupils make increasingly effective use of enquiry programs on the CD-ROM. They can organise information and are beginning to use charts and diagrams to report data.
159. Pupils enjoy using the computer and approach tasks sensibly and with confidence. Working in mixed pairs on the two computers in each classroom, the pupils maintain good concentration. In the time set aside for weekly half hour ICT lessons, pupils pay good attention and contribute to demonstrations willingly as new techniques are introduced by the class teacher or are reviewed. Pupils with special educational needs make satisfactory use of ICT and learn well, supported by their assigned learning assistant. High achieving pupils make good progress, many having the additional experience of using computers at home. They are enthusiastic and keen to share what they know with their teacher and their classmates.
160. Overall teaching is satisfactory with some clear strengths, leading to satisfactory learning. The quality of lesson planning and schemes of work are good, as are the teaching methods used and the use of time, support staff and learning resources. The teachers have good expectations for what pupils can do. The parents of new children entering the school are asked to complete a questionnaire about their children's former experience with computers so that teaching and learning can be closely matched to their needs. The pupils use the classroom computers in mixed pairs of boys and girls and they receive effective oversight and support from teachers and classroom assistants. The teachers monitor and track the progress the pupils make in their skills

and make appropriate records in the pupils' achievement profiles. The management of pupils is very good, again aided by the effectiveness of the learning support assistants. New skills are ably demonstrated to pupils in the class lessons. Pupils are enabled to share in these demonstrations to their peers.

161. The use of ICT across the curriculum is developing and meets statutory requirements. The computers have a satisfactory range of software that meets the requirements of the National Curriculum. The school appropriately intends to develop further the potential use of ICT within science and mathematics in representing data, and in sensing and control in science, geography and design and technology. The need for a networked suite has also been identified, and the school is currently seeking funding for this. The subject is well led by the co-ordinator for ICT. There is an appropriate ICT policy that addresses the issues, which arise when pupils in school use the Internet. The school has received national funding to upgrade the computers and for teachers to receive training through the New Opportunities Fund from a primary school. ICT is a key area for development on the governors' school development plan.
162. The quality of ICT in the school has improved since the last inspection. The acquisition by pupils of skills, knowledge and understanding was an area for development last time. This has improved with the introduction of the national guidance for an ICT scheme of work, new ICT hardware and software, and further teacher in-service training. Skills acquisition is now satisfactory and pupils' effort, pace of working and concentration are good.

MUSIC

163. Standards in music are broadly in line with national expectations by the end of Key Stage 1 and the pupils' achievements are satisfactory. In the lessons seen, teaching and learning were satisfactory. Teachers have good subject knowledge and plan appropriate lessons from the scheme of work with clearly identified learning objectives. There are good links with other subjects such as using the story from a literacy lesson called "Show Day" to provide a framework for the children to explore making and sequencing sounds. Other work links music inspired by a feature on an island in the Hebrides, with the geography theme, which studies a Scottish island. The pupils have had opportunities to use instruments and to be actively involved in making music, but this could be more consistent and regular as the pupils move through the school.
164. Pupils concentrate well and show good listening skills. In Year 2, pupils made sensible suggestions when asked to associate a sound with something in the story, for example clapping cups as hooves or a hammer, castanets as unpacking boxes or dropping things and a wobble-board as the tail of a fish or the roof of a tent. They also listened to one pupil narrate the story and added their sounds at the appropriate time. Other children sat very quietly as an audience, to allow their peers to record the story. In another lesson, Year 2 pupils listened attentively to "Fingal's Cave". They knew the composer was Mendelsohn and could identify instruments playing in the piece such as drums, trumpet and violin. They were able to talk confidently about the composition and express their feelings about the mood it created. In one lesson, the movement of pupils in and out for reading practice disrupted learning for both the pupils being withdrawn and those remaining in the lesson.
165. Pupils listen to a wide variety of music in lessons and during assembly. The school makes good uses of visiting musicians. These have included local clergy who play the guitar, a flautist and Indian dancers. There is also a pianist who visits every Monday and for the school's main festivals. Children were involved in playing a percussion

accompaniment to the songs in the Christmas play and Year 2 pupils have opportunities to develop their musical abilities through recorder club.

166. The school has made satisfactory progress since the last inspection. Standards in teaching and learning have been maintained and there are more opportunities for children to develop cultural awareness through a wider range of musical styles. There is a current policy and new scheme of work, which is providing a useful framework for curriculum planning. There are satisfactory assessments in music, recording children's attainment and responses. There is a satisfactory range of resources to support children's learning through the scheme of work.

PHYSICAL EDUCATION (PE)

167. Standards in PE are broadly in line with national expectations by the end of Key Stage 1 and the pupils' achievements are satisfactory. In the lessons seen, teaching and learning were satisfactory throughout. The teachers have sound subject knowledge and plan lessons from the scheme of work. They have clearly identified learning objectives and build on previous work. Lessons begin with appropriate warm up activities and provide satisfactory opportunities to develop skills in gymnastics, games and dance. Children are encouraged with praise and are provided with useful evaluative feedback. Lower attaining pupils were well supported in one lesson by a learning support assistant. However, opportunities for progress are not always maximised. On occasions, opportunities to teach and reinforce gymnastics skills are missed. In one lesson, pupils successfully practised skills but failed to complete a sequence of two linked movements, which was a key objective of the lesson. Some pupils were also inappropriately withdrawn for reading, detracting from their learning in this subject.
168. Children enjoy PE lessons. They concentrate well and show good listening skills when given instructions by the teacher. For example in a dance lesson, pupils stopped instantly when the teacher struck a triangle. They followed the task of copying the movements of their partner well. In Year 1, they show sensitivity and control in dance when responding to different musical rhythms and moods. They share and develop ideas well. They also work safely on apparatus in gymnastics. In Year 2, they engage in strategy team games with enthusiasm and discuss tactics effectively. In all lessons, children are able to improve their performance and confidently demonstrate their work to the rest of the class.
169. Displays in the school show a good range of PE activities, with pupils involved in skills practice, team games, dance and gymnastics. Resources are satisfactory with a range of gymnastics equipment such as tables, benches and wall bars. There is a variety of small equipment available such as beanbags, large balls, small balls and hoops. Good use is made of the hall, the playground and the field.
170. The school has made satisfactory progress since the last inspection. There is a policy in place and the co-ordinator has implemented a scheme of work, which is providing a useful framework for curriculum planning. The co-ordinator has not yet monitored teaching and learning formally. There is a new detailed record of achievement in the subject but it is not yet in use. Staff will complete this at the end of the academic year.

RELIGIOUS EDUCATION (RE)

171. By the end of the key stage, standards in RE are good, meeting well the expectations of the locally agreed syllabus, and the pupils' achievement is good. This reflects an improvement from the 1997 inspection, when pupils' attainment and progress were judged to be satisfactory. The pupils' knowledge of other faiths is better developed than it was then. The school has successfully developed its RE curriculum following the adoption of the Surrey Agreed Syllabus. Resources have been improved.
172. The pupils have good basic knowledge of elements of Christianity and Judaism. Their written work shows good knowledge of special times, as required by the local syllabus. There is some good extended writing about the Easter story in "The Jerusalem News" which shows a good grasp of the key events and some successful re-telling of the Christmas story in the pupils' own words. Some of this work had a lively and sensitive style to it. Some of the phrases the pupils had used included: "again something opened the door; Mary and Joseph looked at baby Jesus, they had so much to think about; they went back to the stony mountains."
173. Their knowledge of special books and places is sound. They have some basic understanding of what the Bible is about. They know about the Torah scrolls and have learned about the importance of Shabbat, writing about it in some detail. The pupils made scrolls and tried to do Hebrew writing. For their age, they make good gains in their understanding of quite difficult concepts such as the events of Pentecost.
174. The pupils are developing good understanding of moral issues in the context of their learning from religions. For example, their work on the Ten Commandments shows understanding of the need for rules. They have done interesting work on "how to treat each other." They have developed their understanding of what some of Jesus' parables taught, such as seeing that the parable of the wise and foolish builders was about establishing the foundations of good relationships. RE lessons successfully support the pupils' spiritual development. Lovely "thank you" prayers show an appreciation of the wonders of the natural world.
175. Overall, the teaching of RE is good, with some challenging ideas being tackled and effective use being made of resources to support the pupils' learning. In a lesson where the pupils were learning about baptism, there was a delightful collection of artefacts, some of which the pupils had brought from home. Discussion of these usefully focused on the children's own experiences as they looked at babies' christening robes, and engaged their interest. The teacher reinforced the pupils' understanding of symbols through discussion of what the christening candle stood for. The video, "Places of Worship" was very appropriate to the lesson content. Another video was used in a Year 2 lesson to help the pupils' understanding of Pentecost. In this lesson, the pupils were initially unsure of their contributions, because the content was quite difficult but with encouragement from the teacher gradually became more responsive. Better use could have been made of ICT however; some pupils could have used the word processing facility to record their ideas. At the end of the lesson, the teacher successfully built up the pupils' anticipation of what happened next which they were going to hear about in their next lesson.
176. The plans for RE show that the pupils will be studying Islam in the second half of term, looking at the teachings, special books, stories, people and places associated with that faith. The Year 2 teachers intend using a CD Rom for a visit to a virtual mosque and cathedral. The pupils will also be learning about the spread of Christianity and will visit the local church.

177. A key development in RE this year has been the introduction of simple assessment tasks, which the co-ordinator has devised and these are helping the teachers see the progress their pupils are making.