

INSPECTION REPORT

HILLCROFT PRIMARY SCHOOL

Caterham

LEA area: Surrey

Unique reference number: 125123

Headteacher: Mrs B A Pentecost

Reporting inspector: Mrs J Greenfield
7070

Dates of inspection: 1st – 4th July 2002

Inspection number: 193512

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 and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Chaldon Road Caterham Surrey
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr H Randall
Date of previous inspection:	13 th - 14 th December 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7070	Mrs J Greenfield	Registered inspector	Music Physical education English as an additional language	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
14756	Mr J Lovell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31075	Mrs D Harris	Team inspector	English Geography History	How good are the curricular and other opportunities offered to pupils?
22790	Mrs J Pinney	Team inspector	Mathematics Art Religious education Equal opportunities Special educational needs	
15011	Mrs M Wallace	Team inspector	Science Information and communication technology Design and technology Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 321 pupils on roll, Hillcroft Primary School is larger than most primary schools and caters for boys and girls aged 3 - 11 years. Children join the nursery in the term following their third birthday. Currently, 64 children attend the nursery on a part-time basis. The school is situated on the edge of Caterham and serves a mixed catchment area, some of which is more socially and economically disadvantaged than average. Pupils' attainment on entry, based on the Surrey baseline screening, is considerably lower than the Surrey average and overall is below average. The proportion of pupils known to be eligible for free school meals, at 14.2 per cent, is broadly in line with the national average. The proportion of pupils with special educational needs, at 26.3 per cent, is broadly in line with the national average and, of these, one per cent (three pupils) has a statement of special educational need, which is below the national average. Slightly fewer than five per cent of pupils speak English as an additional language, but only one pupil is at the early stage of learning English. The proportion of pupils entering or leaving the school other than at the usual time is higher than average. The school received a School Achievement Award in 1999/00 and in 2000/01, and gained the Basic Skills Agency Quality Mark in February 2001 and Investor in People status in July 2001.

HOW GOOD THE SCHOOL IS

Hillcroft Primary School provides a satisfactory education for its pupils. Standards are improving, although not consistently across all subjects, and are above average in English by the end of Key Stage 2. Children are given a good start to their education in the nursery, but not all pupils are achieving as well as they might as some of the teaching, which is satisfactory overall, does not challenge them enough. Pupils' attitudes to school and work are good and they behave well. The headteacher leads and manages the school effectively and receives good support from the governing body. The school provides satisfactory value for money.

What the school does well

- Standards in English by the end of Key Stage 2 are above average.
- The consistently good teaching in the nursery and in Year 6 ensures that pupils in these classes make good progress in their learning.
- Pupils have positive attitudes to their work and their behaviour is good.
- The provision for pupils with special educational needs is good.
- The good provision for pupils' moral and social development positively enhances their personal development.
- The effective leadership of the headteacher, with the strong support of the governing body, provides clear direction for the continued improvement of the school.

What could be improved

- Overall standards in mathematics, design and technology, information and communication technology (ICT), music and physical education are not high enough.
- Some teaching does not challenge pupils sufficiently, especially the higher attainers.
- Assessment information is not always used effectively to inform teachers' planning and the next stage of learning.
- Co-ordinators do not have enough opportunity to influence fully the raising of standards in their subjects across the school.
- Ensure that children in the reception year build more effectively on the good progress they make in the nursery.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in December 1999, which was carried out by Her Majesty's Inspectors of Schools under Section 3 of the School Inspections Act 1996. Standards have continued to rise, particularly in English, although less consistently in reading, mathematics and science at Key Stage 1 and in mathematics and science at Key Stage 2. Satisfactory progress has been made in using the information gathered from monitoring to remedy weaknesses identified in the teaching, although the school has further work to do in this area. Management structures in the school have been clarified satisfactorily, as has the headteacher's management partnership with the deputy headteacher. Satisfactory improvement has been made in the co-ordination and management of the school's assessment and marking policy, although the policy is not applied consistently by all staff. Further action on these issues awaits the arrival of a new deputy at the beginning of the next academic year. The school has shown that it has the capacity to improve and, under the leadership of the current headteacher, is on course to make further improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	C	A	A	well above average A above average B average C below average D well below average E
mathematics	E	C	D	D	
science	D	C	C	D	

Pupils start school in the nursery with knowledge, skills and understanding that are below average, but they reach the expected goals for learning in their personal, social and emotional development, knowledge and understanding of the world, and physical and creative development by the end of the Foundation Stage, mainly through the good progress they make in the nursery. In communication, language and literacy and mathematical development, they make satisfactory progress, but many will not achieve the Early Learning Goals in these areas by the time they transfer to Year 1.

In the national tests for seven-year-olds in 2001, the results were in line with the national average in writing but well below average in reading, mathematics and science. When compared with those in similar schools, the results were below average in writing and well below average in reading, mathematics and science. Since the last inspection, the results have improved at a faster rate than the national trend. The unconfirmed results for 2002 suggest that standards have improved in reading and writing but have remained at a similar level in mathematics and science. Inspection evidence shows that there has been some improvement since the results in 2001 and that standards are average in English but below average in mathematics and science. In the remaining subjects, standards are broadly in line with expectations in all subjects other than ICT, music and physical education, where they are below expectations. Most pupils are making satisfactory progress and achieving as expected.

In the national tests for 11-year-olds in 2001, the results were well above the national average in English, average in science and below average in mathematics. When compared with those in similar schools, the results were well above average in English but below average in mathematics and science. When account is taken of their earlier attainment at the end of Key Stage 1, pupils achieve very well in English and as expected in mathematics and science. Overall, the school's performance has improved over the past five years at a faster rate than the national trend. The unconfirmed results for 2002 suggest that standards are lower in English and science than in 2001 but are better in mathematics. The school exceeded its targets in 2001 and is close to meeting them in 2002. In the remaining subjects,

standards are above expectations in history, and in line with expectations in all other subjects except design and technology, ICT and physical education, where they are below expectations. There is insufficient evidence to make clear judgements about standards in music by the age of 11. Pupils make particularly good progress in Year 6 owing to the consistently good teaching they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and to learning. They are interested in their work and sustain their concentration well, even when some of the work is not very demanding.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school. They are polite and courteous to one another and to adults.
Personal development and relationships	Relationships are positive. Pupils are confident in showing and discussing their work. They have insufficient opportunities for research and independent learning, taking responsibility and developing initiative, thus restricting their personal development.
Attendance	Attendance is below the national average and is unsatisfactory overall. No unauthorised absence has been recorded.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

Overall, the teaching is satisfactory. It has improved since the last inspection, with a reduction in the proportion of unsatisfactory teaching and an increase in the amount of good teaching. The proportion of unsatisfactory teaching remains too high, however, and is a result of weaknesses in managing pupils' behaviour and providing them with appropriately challenging work. Teaching is consistently good in the nursery, where the teacher has a good understanding of children's needs, and in Year 6, where teachers have high expectations of their classes: as a result, pupils learn well. On occasions, some good and very good teaching occurs in other classes and there is some excellent teaching of art in Year 4. In the most effective lessons, teachers use their good subject knowledge to plan challenging work for their pupils and have high expectations of their response. In these lessons, the rate and pace of learning are brisk and pupils make good progress. Some of the teaching does not always meet the needs of all pupils, and fails to focus on and challenge the higher attainers. Teachers' planning, especially in the foundation subjects, is not always detailed enough to ensure that the learning intentions of lessons are clearly identified, and assessment information is not used sufficiently to inform the planning and the next stage of learning. The teaching of English and mathematics is satisfactory at Key Stage 1 and good at Key Stage 2. The teaching of literacy is satisfactory across the school, but there are weaknesses in the teaching of numeracy and ICT. Pupils with special educational needs are well supported by learning support assistants and make satisfactory progress. The small number of pupils with English as an additional language receive appropriate help to enable them to make satisfactory progress. The rate and pace of learning are mostly satisfactory. Pupils are motivated by the demands made upon them, work hard and concentrate well in order to improve their skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children in the nursery are given a good range of learning opportunities. The curriculum in Key Stage 1 and Key Stage 2 is broad but not wholly balanced as insufficient time is given to religious education and ICT.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They are fully integrated in to the work and life of the school. Support out of lessons is effective in helping pupils make progress.
Provision for pupils with English as an additional language	The majority of pupils with English as an additional language have a satisfactory grasp of oral English. Pupils who are at an early stage of fluency in English are given satisfactory support and make steady progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development. The school's culture and positive ethos enable pupils to feel valued as individuals and as members of a caring community.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare, health and safety, including child protection, are satisfactory. The school's pastoral care of pupils is good, as are the systems for monitoring and preventing misbehaviour. The monitoring of pupils' academic progress is mostly satisfactory, but the use of assessment to inform planning and learning is inconsistent.

Unauthorised absence is not recorded accurately enough. The provision for pupils' personal, social and health education is good. The range of extra-curricular activities is satisfactory. The school works hard to forge positive links with its parents: its partnership with them is satisfactory. The school has effective links with its partner schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads and manages the school well and provides clear direction to its work. Other senior staff are still developing their roles and are making a satisfactory contribution. The impact of subject leaders in co-ordinating and influencing the work in their areas of responsibility is variable but broadly satisfactory.
How well the governors fulfil their responsibilities	Governors have a clear understanding of the school's strengths and weaknesses and fulfil their statutory responsibilities well.
The school's evaluation of its performance	The school uses data well to help it set overall targets and to monitor the progress of individual pupils. Senior staff monitor teaching to good effect, but subject leaders do not have enough opportunity to monitor the teaching of their subjects.
The strategic use of resources	The school uses its resources well. Financial expenditure is closely linked to the school's priorities and is carefully monitored.

The school is adequately staffed, although difficulties in recruiting permanent staff mean that there are a number of temporary and supply staff covering vacancies. Accommodation is generally satisfactory but variable in quality and lacks some specialist areas, which affects pupils' progress. The library is not

used sufficiently to support independent learning and research, and the range of books is limited. Other resources are generally adequate to teach the planned curriculum. The school takes care to ensure that it obtains best value for its use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Children are expected to work hard and do their best. • Pupils are helped to become mature and responsible. • The teaching is good. 	<ul style="list-style-type: none"> • The provision of a wider range of activities outside lessons. • The amount of homework that their children are given. • The information provided by the school on their children's progress and a closer working relationship established with parents.

Inspectors agree with most of what pleases parents. They find, however, that pupils make good progress in some classes, especially in the nursery and in Year 6, but that their progress overall is satisfactory. Some of the teaching, which is satisfactory overall, does not challenge pupils sufficiently, particularly the higher-attaining pupils, and so they do not achieve as well as they might. The range of activities outside lessons is satisfactory and inspectors note that the school has plans to extend the range of musical activities next term. The amount of homework given is appropriate and plays an important part in raising standards, especially at Key Stage 2. The school tries hard to establish positive links with parents, and inspectors judge that the quality of information provided by the school about their children's progress is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school in the nursery, their knowledge, skills and understanding in the areas of learning for the Foundation Stage are below the standard expected for their age. They make good progress in the nursery as a result of the good teaching and the careful planning of activities, and achieve well in all six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. Their progress is slower in the reception year as the work is not wholly matched to their needs; some of the activities are too directed by staff and there is insufficient adult intervention to help them develop their language and numeracy skills adequately. The activities provided for children in the reception year, both in the reception class and in the mixed-age class of reception and Year 1, are not as well structured as they are in the nursery. By the end of the Foundation Stage, the majority of pupils are achieving well in four out of the six areas of learning and are in line to achieve the Early Learning Goals (the standards expected of children at the end of the Foundation Stage) in personal, social and emotional development, knowledge and understanding of their world, and physical and creative development. Standards in speaking, listening, reading, writing and mathematics are below those expected of children by the end of the Foundation Stage, but pupils achieve as expected when account is taken of their attainment on entry to the school. In these two areas of learning, standards are not high enough as the good progress made in the nursery is not sustained throughout the Foundation Stage.
2. In the national tests in 2001, the results for seven-year-olds were close to the national average in writing but were well below the national averages in reading and mathematics. Very few pupils gained the higher Level 3 and a lower proportion than average gained Levels 2b and 2a. In all three areas, girls did less well than the boys, contrary to the national picture. Standards in science, based on the teachers' own assessments, were also well below average. When compared with those in similar schools (based on the proportion of pupils eligible for free school meals), the results were below average in writing and well below average in reading, mathematics and science. The school's performance in the tests in 2001 was considerably lower than its performance in 2000, but the trend over the past five years has been one of improvement above the national trend. Although there are no national figures for comparison as yet, the unconfirmed results for 2002 indicate that standards have improved in reading and writing, particularly in the proportion of pupils gaining Level 2b or better, but have remained at a similar level in mathematics.
3. Inspection findings indicate that, by the age of seven, pupils' attainment across all aspects of English is broadly in line with national expectations, better than the results in 2001 would indicate and broadly similar to the unconfirmed results for 2002. In mathematics, pupils' attainment is below the standard expected, but slightly higher than the test results of the last two years. The National Numeracy Strategy is beginning to have an impact on raising standards, but pupils' work is often too directed by the teachers and they have insufficient opportunities to develop their investigation skills and undertake more independent work. This affects their performance in the national tests. The assessments undertaken by teachers of pupils' attainment in science at the age of seven in 2001 indicate that standards were well below both the national average and those of similar schools. Standards of work seen in science during the inspection were slightly better than this but remain below average. In the remaining subjects, standards are broadly in line with expectations in art and design, design and technology, geography, history and religious education, but are below the standard expected in information and communication technology (ICT), music and physical education.
4. In the national tests for 11-year-olds in 2001, the results in English were well above average in relation to the national figures and were well above average when compared to the figures for similar schools. A much higher proportion of pupils than average gained the higher Level 5. In mathematics, the results were below both the national average and the average for similar schools.

The results in science were in line with the national average but below the average for similar schools, although the results at Level 4 or above were in line with the average for similar schools. Based on their earlier attainment in the Key Stage 1 tests, the school is adding considerable value during the course of the key stage, but more particularly in Year 6, where the quality of teaching is good and teachers' expectations are high, so that pupils' achievements were very high in English, and above average in mathematics and science. The school exceeded its targets for 2001. The unconfirmed results for 2002 indicate that standards overall are lower in English and science than in 2001, but are slightly better in mathematics. These results are in line with the school's predictions for this year group.

5. From the work seen during the inspection, pupils' attainment by the age of 11 is above the standard expected nationally in English, in line with expectations in science, but below average in mathematics. In the remaining subjects, their attainment is above the standard expected in history; in line with expectations in art and design, geography and religious education; and below expectations in design and technology, ICT and physical education. It is not possible to make a clear judgement about standards in music by the end of Key Stage 2, but the small amount of evidence available suggests that they are below average.
6. Most pupils speak and listen well, and their skills are particularly well developed in Year 2 and in Year 6. Standards of reading are very variable but are satisfactory overall. Standards in writing, especially by the end of Key Stage 2, are above average. Pupils' creative writing is well developed and the writing of poetry is of a high standard. The quality of handwriting and the presentation of work are very variable and teachers' expectations in these areas are not always sufficiently high or consistently applied. Pupils' numeracy skills are not used well or developed sufficiently in other areas of the curriculum. Pupils' skills in using ICT are below average as they do not have sufficient regular access to computers to enable them to consolidate their skills or apply them to support their learning in other subjects.
7. Most pupils are making satisfactory progress and achieving as expected when account is taken of their attainment on entry to the school. In Year 2 and in Year 6, they make faster progress and achieve well as teachers expect more of them and provide demanding work that challenges and interests them. Pupils respond well to these demands. There is little noticeable difference between the work produced by boys and girls in their day-to-day work or in their response in lessons. The higher-attaining pupils are not always stretched sufficiently, either by the provision of more challenging tasks and extension materials or by the challenge of homework. The school is at an early stage of identifying and meeting the needs of pupils recognised as gifted and talented. There are not enough opportunities for all pupils to develop the capacity to learn independently or to extend their research skills. At times, too much adult intervention and direction reduce the pupils' capacity to learn from their own mistakes or to work things out for themselves.
8. Pupils with special educational needs make satisfactory progress throughout the school, due to the effective support they receive in lessons, individually and within small groups. For the most part, targets in their individual education plans are sharply focused and progress is accurately measured. The small number of pupils who are learning English as an additional language receive appropriate support and make satisfactory progress throughout. Teachers and support staff ensure that these pupils are fully included in classroom activities and make the same progress as other pupils.
9. The evidence from the inspection shows that the school is continuing to improve its standards, albeit rather too slowly in some foundation subjects. The school makes effective use of data on pupils to set its targets. The school's targets were exceeded in 2001 and the school is close to achieving them in 2002. The commitment of staff and the governing body to raising standards further and the positive attitudes of the pupils provide a good platform upon which to accelerate the rate of improvement.

Pupils' attitudes, values and personal development

10. Pupils' good attitudes and behaviour, together with the good relationships which display sensitivity towards others and a sense of personal responsibility that develops as they move through the school, make a positive contribution to their learning. These attitudes are a strength of the school.
11. Almost all parents who responded to the pre-inspection questionnaire commented that their children like school and this is confirmed by the pupils themselves. Pupils generally have good attitudes to learning, and appreciate and enjoy extra-curricular activities and visits. Pupils' responses to teaching and to their work are good in the majority of lessons and sometimes better than this. When the pace of lessons is brisk and the work challenging, pupils sustain their concentration well, undertaking work with interest and enthusiasm. When teaching fails to engage them sufficiently in learning, a minority of pupils can be disruptive and affect the learning of others. When teachers are able to inspire pupils, they talk about their learning with excitement and detailed recall. For example, when talking about what they had learned in history, pupils in Year 3 spoke animatedly about Boudicca and the Celts. Similarly, they apply their knowledge and understanding to try to identify when electricity was first available widely, using their knowledge that the Coronation was televised and that, therefore, electricity had to be available more than 50 years ago.
12. In the Foundation Stage, children enjoy coming to school and settle well into the routines in the nursery and in reception. They make good progress in their personal, social and emotional development so that they achieve the expected goals for learning by the end of the reception year. They co-operate well with one another, playing and sharing equipment, and have a clear sense of right and wrong. They behave sensibly and are polite to adults and to each other. They are willing to take the initiative but have more opportunities to do so in the nursery than in reception.
13. Pupils usually listen carefully to teachers and to one another. They display sensitivity and consideration for other people's feelings, values and beliefs; for example, when Year 6 pupils discussed their reactions to secondary school and in some cases expressed individual concerns. Pupils work well with others, sharing resources and co-operating well from an early age. Although their concentration and independence in Key Stage 1 are sometimes unsatisfactory, they show increasing independence in their work and the way in which they can organise themselves in small groups as they move through the school. Throughout the school, pupils take responsibility for tasks within the classroom and five pupils in Year 6, selected by staff, serve on the school council and undertake specific duties. A further three pupils in Year 6 are selected to serve as prefects.
14. Pupils' behaviour is generally good in the classroom, in the dining hall at lunchtime and at play. Pupils have a very good awareness of the standards of behaviour that are expected and a good understanding of the impact of their actions and words on the feelings and learning of others. They move around the school in an orderly and quiet manner, holding doors open for each other and for adults. They are courteous and polite. Pupils are trustworthy and, from the youngest age, look after equipment, resources and property carefully, displaying consideration and fairness in their sharing. Pupils take care of their environment and there are no signs of graffiti or litter within the school. Pupils know that bullying and oppressive behaviour can take several forms and that they should act responsibly towards each other, seeking support from staff if they have any concerns or need support for themselves or a friend. Pupils are confident that staff will respond to their concerns about bullying or any other matter, and that any incidents are dealt with effectively. No pupils were excluded during the school year prior to the inspection. Overall, the good standards of behaviour, combined with the good relationships, help to create an atmosphere in which pupils feel secure and can learn.
15. Pupils with special educational needs share the positive attitudes and reflect the good behaviour evident amongst all pupils. Through their specialist support, they are able to engage in all subjects and to work with other pupils when necessary. Effective strategies for group work ensure that they enjoy learning and are well motivated to make progress.
16. The good quality of relationships between pupils and between pupils and adults within the school is a strength. Pupils value and care for each other as individuals. These qualities help collaborative working, such as in a Year 6 class when pupils used natural resources to make 'inks' to draw a map on a piece of fabric, and in activities such as circle time, when pupils feel confident

about sharing their feelings. Most pupils play well together, take turns and share the equipment well. At dinner time, they respect those pupils who want to sit quietly by themselves or in a small group. Lunchtimes are well organised and pupils understand the routines established by the school. Pupils are proud of their school and identify with it, wanting visitors to gain a good impression.

17. Overall attendance for 2000/01 at 93.5 per cent was below the national average and no unauthorised absence was recorded. The figure for unauthorised absence is incorrect because of weaknesses in the school's procedures for verifying and classifying some absences. Although there are some variations in attendance figures between classes, attendance is broadly similar throughout the school, with the best attendance levels recorded in Years 3 and 6. Nearly all pupils arrive at school punctually for the start of sessions, although a small minority arrive late, but usually before the registers are closed. Registers are called efficiently and pupils quickly settle to work. Lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory overall. Although there has been an improvement in the proportion of satisfactory or better teaching since the last inspection, the teaching in some areas is not good enough to ensure that all pupils are challenged sufficiently or to raise standards. Ninety per cent of the teaching is satisfactory or better: ten per cent is unsatisfactory or poor. Teaching is good or better in around two out of five lessons, with the majority of the better teaching occurring in the nursery and in the Year 6 classes. As a result, pupils in these classes make faster progress than those elsewhere in the school. The teaching is very good in about one in eight lessons and in one art lesson in Year 4 it was excellent. The teaching is better at Key Stage 2 than at Key Stage 1, even though there is a higher proportion of unsatisfactory and poor teaching at Key Stage 2, which is due in the main to temporary supply and less experienced staff who are covering vacant posts this term.
19. The teaching of children in the Foundation Stage is generally satisfactory but ranges from good to unsatisfactory. In the nursery, the teaching is consistently good across all areas of learning, enabling children to make good progress. Some of the teaching of pupils in the reception year, although satisfactory overall, does not take sufficient account of their needs, directs them too closely in some activities and provides too little adult intervention to develop their language and numeracy skills in others. Consequently, the good progress they make in the nursery is not sustained in the reception year, where their progress overall is satisfactory.
20. At Key Stage 1, the teaching of English, including pupils' literacy skills, is satisfactory overall and ranges from very good to unsatisfactory. Some of the teaching of English in Year 2 is very good. In a lesson on writing poems, pupils' learning was extended well through the effective development of their skills of critical analysis, the teacher's good use of questioning and the challenge of the work, which met the needs of all pupils well. In the unsatisfactory lesson, the teaching failed to ensure that pupils understood the task, which proved to be too difficult for most of the class. Consequently, their progress in the lesson was unsatisfactory. The teaching of mathematics is satisfactory throughout. In both subjects, the teaching follows closely the principles laid down by the National Literacy and Numeracy Strategies. Other than in ICT, where it is unsatisfactory, the teaching in the remaining subjects is satisfactory overall.
21. Teachers' knowledge of their subjects at Key Stage 1 is mostly satisfactory and enables them to provide pupils with a range of tasks to help them learn and to use a variety of teaching approaches. They are less confident in teaching and using ICT to support learning across the curriculum. The teaching of the basic skills is mostly satisfactory, but not enough is done to develop and apply pupils' mathematical skills in other subjects. There are weaknesses in teachers' planning, particularly in mathematics and science, and also in most of the foundation subjects. The weekly/daily planning relates to the medium-term plans but is not detailed enough to ensure that the activities and work planned meet the needs of all pupils in the class and challenge them sufficiently, or that the development of their knowledge and skills over time is systematic. This is particularly so for the higher-attaining pupils. Consequently, pupils do not make as much progress as they should.

22. Teachers are supportive and encouraging in their interactions with pupils, but the use of day-to-day assessment, including marking and the recording of pupils' progress, to inform the next stage of learning is inconsistent across Key Stage 1 and is for the most part unsatisfactory. Teachers generally make satisfactory use of resources and support staff to assist pupils' learning, but the pace of some lessons is too slow. In addition, some activities are too directed by the teachers, and support staff intervene too readily when supporting group work, with the result that pupils do not learn to work on their own and to learn from their mistakes. Homework, such as reading and spellings, is used satisfactorily to support and extend learning.
23. At Key Stage 2, the teaching of English, mathematics and science is good overall. There are several examples of very good teaching in all three subjects and, in these lessons, pupils make considerable progress. The teaching in history is also good. In art and design, design and technology, geography, physical education and religious education, the teaching is satisfactory. The teaching of ICT is unsatisfactory overall and pupils get insufficient opportunities to consolidate and apply their skills during the course of the week. Some of the teaching in English is unsatisfactory and there is also some poor teaching in mathematics, music and physical education. The weaknesses in the teaching are mainly due to difficulties in managing pupils' behaviour effectively and, in music, the relative inexperience of the teacher.
24. Most teachers at Key Stage 2 have adequate subject knowledge to enable them to plan appropriate activities for their classes, and a few teachers have particular skills in the teaching of literacy and numeracy. The teaching of the basic skills of literacy and numeracy is satisfactory overall, but pupils do not have enough opportunity to use and apply their mathematical knowledge and understanding across the curriculum. Teachers are less confident in the development and use of ICT, either in teaching skills or in using ICT to support pupils' learning in other subjects.
25. The planning of work is satisfactory overall and is more effective in the core subjects than in the foundation subjects. In many of the foundation subjects, the planning is unsatisfactory, being too brief and not identifying the learning intentions of lessons clearly enough or ensuring that the work consistently meets the needs of pupils of differing levels of attainment in the class. Medium-term and weekly/daily planning is hampered in some subjects, as the Qualifications and Curriculum Authority schemes of work, which are used for the basis of planning, have not been adapted sufficiently to meet the needs of pupils at the school. This makes it more difficult for teachers to ensure that pupils' skills, knowledge and understanding are developed in a systematic and rigorous way over the four years of the key stage and to ensure that their progress is more consistent than it currently is. There are also weaknesses in the use of assessment to inform planning, teaching and learning in order to ensure that the work provided meets the needs of all pupils and challenges them sufficiently.
26. Most teachers manage their pupils well in lessons and have high expectations of their response and behaviour. Occasionally, pupils are not managed as well and, as a result, their concentration and attention wane and they fail to make the expected progress. Where classes are shared between teachers, this makes continuity of approach and the establishment of consistent expectations more difficult. However, pupils respond well when expectations are clearly established. Homework is used well to support and extend learning at Key Stage 2.
27. The teaching of pupils with special educational needs is satisfactory. Staff know their pupils well and suitable systems are in place to identify those with special educational needs. For the most part, lesson planning takes account of their needs, and individual education plans are used effectively when planning work. In most lessons, teachers make appropriate links with literacy, which supports pupils' understanding, although there are some missed opportunities for links with numeracy. Teachers frequently spend extra time explaining difficult terms and unfamiliar vocabulary, which successfully enhances understanding. Teaching in withdrawal groups is good. In class lessons, support staff are mostly used well to support pupils in their learning, but on occasion they intervene too frequently, denying pupils the opportunity to work independently when it would be beneficial for them to do so.

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

28. The school provides a satisfactory curriculum that is broad and appropriate for all pupils. It includes all subjects of the National Curriculum and religious education, and meets statutory requirements. However, there are some weaknesses in the balance of time, particularly for that accorded to ICT and religious education, and in the organisation of physical education at Key Stage 1, especially in the summer term.
29. The curriculum for the Foundation Stage, covering the six areas of learning, is good and is planned well in the nursery in accordance with the Early Learning Goals. The planning that covers the reception year is weaker and the continuation of the good progress made in the nursery is not sustained. The planning for the overall balance of the curriculum from Year 1 to Year 6 is satisfactory. The school has a curriculum map that covers a two-year cycle. Plans are in hand to review and evaluate it before the beginning of the next academic year. At present, the curriculum map identifies the appropriate attainment targets and units of work from the QCA schemes of work, but the time allocation is not mapped. This results in some weaknesses in the planning and inconsistency in time management, particularly in ICT and religious education.
30. The school has adopted the National Strategies for Literacy and Numeracy. There is consistency in the planning and teaching of the strategies across the school, and staff have made some appropriate adaptations to meet the needs of the pupils. In numeracy, there is grouping of some areas to ensure more effective consolidation of the learning, particularly in Key Stage 1. In literacy, there is an emphasis on speaking and listening as the school recognises the links between speaking and pupils' writing. The results in writing by the end of Key Stage 2 provide positive evidence of the effectiveness of the time given to this aspect of English. There is also evidence of links across subjects that particularly benefit English. For example, in a religious education lesson, pupils used whiteboards to take notes whilst the teacher was reading a text about Islam before discussing it.
31. Although policies and schemes of work are in place for every subject, there are differences in how teaching plans are presented and evaluated. In English and mathematics, the plans follow a similar format, but for other areas there is more detail on the medium-term plans than on the weekly/daily plans. However, the learning objectives and expected outcomes are not always clearly defined in the foundation subjects. The plans are evaluated by the headteacher. Co-ordinators review medium-term plans, but the link between the planning and the teaching is not always made because the monitoring is not clearly defined. Homework provision at Key Stage 2 plays an important part in raising pupils' attainment. The school's policy provides appropriate guidelines on the amount to be set for each year group. Homework is regularly set and linked with the work being undertaken in class, particularly at Key Stage 2. In one class, a set time is used effectively to provide pupils with opportunities to explore and clarify what is required and the strategies they would use to produce the work over the coming week.
32. The school fully supports inclusion and works hard to ensure the full integration of all pupils. It places a high priority on equal access to the curriculum. The provision for pupils who have special educational needs is good, but the planning to address their learning needs is not always met within the whole-class teaching, particularly in the foundation subjects. However, these pupils are provided with individual education plans with appropriate targets. The school also provides a full range of programmes to support pupils who may need some specific extra support. These include 'booster' classes, the Early Literacy Strategy, Springboard, and Additional Learning Support programmes. Although the school is enthusiastic about the progress the pupils make as a result of these programmes, there is no formal evaluation as yet of the improvements that have occurred. The school ensures that pupils for whom English is an additional language have access to the curriculum and are given appropriate support. The planning for higher-attaining pupils is inconsistent in addressing their particular learning needs. Extension work is often limited to the expectation that these pupils will do more of the same rather than planning for challenges to extend their thinking and learning. Pupils from a nearby special school are also integrated into lessons for some time each week.

33. The headteacher has overall management of the curriculum with the support of the key stage co-ordinators. The headteacher meets with the governors' curriculum committee at least four times a year. They monitor the curriculum effectively by reviewing identified areas of weakness and inviting co-ordinators to explain their work, reviewing samples of pupils' work and making regular visits into school. They have a clear understanding of current strengths and weaknesses in the curriculum.
34. The provision for extra-curricular activities is satisfactory. The school provides a range of activities, some of which are linked to the time of year. Sport is particularly well catered for. French for pupils in Year 4 is a new addition to the list of activities that stimulate interest.
35. The provision for pupils' personal, social and health education is good. Circle time is used both in a planned cycle and as required to meet the needs of the pupils with events in school or outside that impinge on their lives. The co-ordinators have undertaken training in managing circle time and in turn have provided training for all staff. In a circle time session, pupils in Year 6 felt confident enough to share their feelings and experiences about transfer to secondary schools. They listened carefully and sensitively to one another, respecting each other's feelings. In response to a video, pupils in Key Stage 1 also felt confident enough to share their understanding of what it means to work together. Teachers provided an opportunity for pupils to reflect on their own experiences following this sharing. Health education is developed within the normal school day as opportunities arise and within the science curriculum. Sex education is carried out using a video that is also made available to parents. Drug awareness and other aspects of health and safety are supported through visitors to the school, including the police and the Health Bus.
36. The provision for pupils with special educational needs is good. This is an improvement since the last inspection. The school has updated its policy for special educational needs to meet the revised Code of Practice requirements. All teachers are fully aware of the new requirements. Pupils identified as having special educational needs have an individual education plan, which specifies their priority learning targets for each term. Targets are mostly sharply focused, and include personal and social as well as academic targets, and also specific details of action to be followed for the next steps in learning. The co-ordinator for special educational needs meets with staff and pupils regularly to review and amend targets in the light of formal and informal assessments. Catch-up programmes, like the Early Literacy Strategy for younger pupils and the Springboard programme for mathematics for older pupils, are beginning to have a beneficial impact on raising levels of attainment.
37. Links with the community are satisfactory and have provided opportunities for pupils to participate in local events such as the Caterham Carnival, which was based on the theme of the Queen's Jubilee and appropriately complemented much of the work which pupils had been doing in school. Pupils have also benefited from their involvement with local centres for the elderly, where they have met people and entertained them, as well as their work with the local church, which has provided a rich source of material to support many areas of learning. In addition, a satisfactory range of visits and visitors supports pupils' learning in subjects such as science, geography, history and religious education.
38. Relationships with partner institutions are good. Teachers have established effective communication and valuable links with secondary schools, which provide good opportunities for sharing ideas and have enabled the development of good arrangements to assist with the smooth transition of pupils from Year 6 to their secondary schools. These 'taster' days enable pupils to familiarise themselves with their new school, meet other pupils who will be transferring at the same time and talk about some of their concerns, such as the sheer size of secondary schools in relation to Hillcroft. The good relationships also bring the benefit of facilities such as a swimming pool and other sports facilities, which have enabled participation in football and netball tournaments and swimming galas.
39. The school makes good provision overall for pupils' personal development. The provision for pupils' spiritual development is satisfactory. The school has established an atmosphere in which all pupils are valued. Stories, discussions and the daily act of worship affirm the importance of respect for others' beliefs and values. Most classrooms include clear messages on valuing personal relationships and, in many cases, pupils have included this aspect as one of their

personal targets for improvement. Curriculum planning identifies opportunities for pupils' spiritual development. Consequently, subjects such as history, art, religious education, and personal, social and health education, and activities like circle time successfully promote their spiritual awareness and provide opportunities for pupils to discuss matters that concern them, as when they produce pictures reflecting their response to Dvorak's New World symphony. Conversations with pupils and a scrutiny of their past work show that thought has been given to the uniqueness and preciousness of life and the earth and their place in it.

40. The school places a high priority on pupils' moral development and promotes it well. Pupils are given a strong moral lead through the school's code of behaviour, which is consistently applied, through the effective role models provided by adults working in the school and through the values promoted in assemblies and lessons. Pupils are encouraged to engage in individual discussion with adults to talk through perceived problems and in this way are taught in a positive way the difference between right and wrong. This enables them to become increasingly aware of the need to make appropriate choices in life and to treat all other people with respect. The effects of this are clearly apparent in the way pupils respond to one another and to the adults with whom they work. Personal, social and health education helps pupils to explore moral dilemmas, and circle time is an important opportunity for pupils to discuss issues which concern them. In the majority of lessons, teachers promote pupils' self esteem well through equal partnerships in the learning process and through achievement. Consequently, pupils feel valued as individuals and are confident that their ideas will be heard and appreciated.
41. The school develops pupils' social skills and a sense of responsibility well. In many lessons, pupils are given the opportunity to work co-operatively and most do harmoniously and productively. In addition, many pupils take part in extra-curricular activities which involve working and playing with other pupils. Residential visits and activity days provide important opportunities for pupils to learn to live together, to take responsibility for themselves and to become independent. The pupils themselves recognise the value of such activities, with one writing, 'I learned to work as a group really well', following a day spent orienteering.
42. The school council helps to promote an understanding of collective responsibility. However, as pupils are only from Year 6 and are selected rather than elected, it fails to provide them with the opportunity to engage fully in the democratic process. In the majority of lessons, pupils are encouraged to listen carefully to others and to be aware of others. The school has effectively established a 'buddy' system, which involves older pupils befriending and assisting younger pupils: older pupils frequently help younger pupils with their reading. There is a strong emphasis on the inclusion of all pupils, including those who have special educational needs.
43. The school makes satisfactory provision for pupils' cultural development, including the raising of multi-cultural awareness. Religious education, history, art, music and geography assist pupils in the development of an understanding of their own culture and introduce them to other cultural traditions and religious practices. There are some visits to local places of interest, and visitors to the school effectively promote an awareness of their local heritage. Individual pupils from minority ethnic heritages are valued and encouraged to feel able to make informal contributions to those lessons where their traditions and beliefs are the focus. This was evident in Year 6, for example, where a pupil talked about the traditional role of Muslim women within the family. This broadens pupils' understanding and promotes tolerance and harmony. However, throughout the school as a whole there are insufficient planned opportunities for pupils to develop an understanding of the beliefs and values of the diversity of cultures in Britain today and throughout the rest of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Teachers know pupils well and have satisfactory procedures for monitoring and promoting their personal development, but opportunities for pupils to show initiative are limited. From the time that children start school they are encouraged to develop their social skills and to take responsibility for their own belongings and equipment within the classroom. As they progress through the school they are expected to take greater responsibility for organising elements of their own work, such as in a Year 2 class who were joining materials in the construction of a three-dimensional house and had to make their own choices about the selection of materials and construction

methods. The formal monitoring of pupils' personal development, however, is inconsistent and lacks a clear structure.

45. Pupils speak positively of the support they receive. They are confident that they can take concerns, including those about breakdowns in friendship, to any member of staff and that they will be listened to, and the issues will be addressed sympathetically and resolved effectively, involving parents fully when necessary. The school's procedures for addressing bullying and oppressive behaviour are good and, where particular concerns are identified, parents are involved in resolving problems.
46. Procedures for promoting and monitoring good behaviour are effective. Particular strengths are the pupils' own knowledge and understanding of the sanctions and rewards that are applied and their acceptance of the fairness with which they are used. Pupils value the praise and recognition of staff and take great pride in being awarded a raffle ticket for the weekly draw. This was demonstrated very clearly when inspectors talked to pupils. The effectiveness of the strategies employed for managing and monitoring behaviour and the support for pupils' personal development ensure good overall standards of behaviour in and around the school and during lessons, and good personal relationships, which together help to promote an environment that has a positive effect on pupils' learning.
47. The school has an appropriate health and safety policy and the day-to-day management of health and safety matters is satisfactory. Pupils are taught safe practices in lessons. Evacuation practices and checks on equipment and maintenance are carried out regularly, and regular inspections are made of the premises to identify any concerns. Faulty equipment is taken out of use until it is repaired. The school has a limited portfolio of risk assessments and recognises that, generally, these have not been reviewed for several years and need to be extended and updated to reflect any changes in circumstances.
48. Child protection procedures are satisfactory and comply with requirements. The school is vigilant in exercising its responsibilities and does not hesitate to involve outside agencies, with whom there are good liaison arrangements, if there are any concerns. The school uses the local area child protection committee's guidelines. The headteacher is responsible for child protection and has undertaken appropriate training. In addition, a second member of staff is fully trained and an additional member of staff is to undertake training during the autumn term. All teaching and support staff are familiar with the procedures to be followed in the case of any concerns and these procedures are reinforced through staff meetings and during induction for new staff.
49. The arrangements for providing first aid are satisfactory and all staff hold a current emergency first aid certificate. First aid supplies are satisfactory and readily accessible, although the storage of some items is unsatisfactory. Records for serious accidents are good. However, the recording of minor accidents is inconsistent. Where records are maintained, insufficient detail is recorded and there is no formal monitoring to ensure that potential risks are identified.
50. The school's procedures for monitoring and recording pupils' absences and punctuality are unsatisfactory and the headteacher is currently seeking further guidance to enable the school to review its current practice. Parents are encouraged to take holidays outside termtime and, in the case of holidays in excess of 10 days, the chair of the governing body considers each individual case upon its merits and only authorises days in excess of 10 in exceptional circumstances. Although parents are advised, in writing, of his deliberations, those instances where absences have not been authorised are still recorded, inappropriately, as authorised absences. A significant majority of parents ensure that the school is notified promptly about any absences, but the school does not usually contact parents on the first day of absence in those cases where no explanation has been provided. In those cases where concerns about attendance are identified, the school seeks to resolve them in partnership with parents and outside agencies. Good support is available from the education welfare officer, who is readily accessible. Outside agencies and education specialists also provide good support and advice for pupils.
51. The school's procedures for assessing pupils' academic attainment and progress are satisfactory overall. However, there remain some inconsistencies, both in the procedures and the practice,

including the use of assessment across the school. There has been satisfactory progress since the last inspection, when the effective co-ordination and management of the assessment and marking policy was a key issue. Despite the recent departure of the deputy who was the co-ordinator, the systems are now established and all members of staff have a responsibility to ensure that records of pupils' progress are kept up to date and used to plan the next stage of learning. The monitoring of these procedures is under-developed.

52. The procedures for monitoring pupils' progress are satisfactory in the core subjects but are less well developed in the foundation subjects. The school has a considerable amount of data that it uses to track pupils' progress in the core subjects and to set overall targets for improvement. The information from the statutory tests and assessments is supplemented by the tests at the end of Year 1 and the optional tests at the end of each year in Key Stage 2. This enables the school to predict the expected levels at the end of the key stages for each pupil and for senior staff to ask questions when expectations are not met. The key stage co-ordinators undertake an analysis of the national test results at the end of Key Stages 1 and 2. This analysis has also led to the school being able to focus on areas of weakness, such as the lack of understanding of data handling for mathematics. However, the analysis does not provide teachers with enough information about the specific weaknesses of either individuals or groups of pupils. Each teacher has an assessment file, containing the information on individual pupils, which is used on a regular basis. Also each individual pupil has a portfolio that includes examples of pieces of work and certificates gained to build into a record of achievement by the end of Year 6.
53. The use of assessment information to inform planning on a daily or weekly basis is inconsistent and overall it is unsatisfactory. Where it is effectively used, pupils benefit from a clear focus in subsequent lessons that address issues that arose in previous lessons. The school has begun to identify the higher-attaining pupils but there is little evidence of this information being used in the planning. Tasks are not consistently modified to meet the needs of specific groups of pupils. The result is that these pupils do not make as much progress as they should.
54. There is a newly-revised marking policy, but there are inconsistencies in its application throughout the school. Marking, although supportive in the main, does not always give pupils enough guidance on what they need to do to improve their work. Some good and very good examples of developmental marking occur in English in the upper years of Key Stage 2. These provide pupils with clear pointers on what they should do to improve. The marking in mathematics is less satisfactory as it is inconsistent and does not always help pupils to move forward in their learning: pupils are not encouraged enough to correct their work.
55. Record keeping has developed well since the last inspection and care is being taken to compile a comprehensive range of information to measure a child's progress. However, the tracking of pupils' progress from records is still under-developed in the classroom and therefore target setting sometimes lacks rigour, with those that are set often not specific enough. In some classes, individual targets are set and pupils are aware of them, but in other year groups the targets are for the class as a whole and very general. This makes measuring pupils' achievements more difficult. This is particularly so in Key Stage 1, where a target such as putting a capital letter after a full stop was not appropriate for all pupils in the class.
56. In other subjects, the end of blocks or units of work and topics are beginning to be assessed, but this is not consistently applied. However, pupils' own assessment of their work and progress is being introduced successfully at the upper end of the school, which is helping them to gain a clearer understanding of their own strengths and weaknesses. Assessment opportunities are not always identified in teachers' planning.
57. There are clear and consistently applied criteria for assessing pupils with special educational needs and their placement on the special needs register. Pupils are regularly tested and their progress is tracked. Assessments are mostly used effectively to establish targets for improvements, but there are occasions when weaknesses that have been identified are not acted upon.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The effectiveness of the school's partnership with parents is satisfactory. The school seeks to maintain good relationships with parents and tries hard to involve them in supporting their children's learning and in the work and life of the school, to the benefit of the pupils. This partnership is reinforced by a home / school agreement which has been signed by all parents and children. The majority of parents provide good support for their children's learning, encouraging them to develop good study habits by, for example, reading regularly at home. The school recognises, however, that a significant minority of parents do not take an active role in supporting their children's learning and this is borne out by the reading records.
59. Parents are generally satisfied with the school and the education that it provides. A minority of parents completed a questionnaire before the inspection and almost all who responded felt that their children like school and that the school has high expectations. They were also very positive about the way in which the school helps pupils to become mature and responsible, the progress which pupils make and the quality of teaching. However, a minority of parents expressed some concern about the arrangements for homework, the information that they receive about their child's progress, the closeness with which the school works with parents and the range of activities outside lessons. Inspectors' judgements support most of the positive views expressed by parents. Inspectors find that homework is set and marked regularly and extends work undertaken in the classroom satisfactorily at Key Stage 1 and well at Key Stage 2. The information provided for parents about pupils' progress is satisfactory, although annual reports are not always clear about what pupils need to do to improve and how parents can support them in making further progress. Inspectors judge that the range of extra-curricular activities and visits to enrich pupils' experience is satisfactory.
60. Information provided for parents, particularly about pupils' progress, is satisfactory overall. Parents receive annual progress reports, which show that teachers know pupils well. Each report includes details of the child's knowledge and understanding, based on the National Curriculum level descriptions, but does not consistently provide a clear picture of the progress which the pupil has made and often fails to identify clear targets for improvement. Reports often include good guidance on how pupils' attitudes could be improved or built upon to benefit their learning. Parents are invited to attend three consultation evenings each year. These meetings are attended by almost 90 per cent of all parents. Staff, including the headteacher, are readily accessible to parents. In particular, staff teaching children up to the age of seven take them into the playground after school and are able to meet informally with parents at that time. Letters provide satisfactory information about the life and work of the school and include key dates and information about visits and activities. Although an outline of topics to be covered each term is provided, this information is of very variable quality and often does little to help parents understand what they can do to reinforce and support their children's learning at home.
61. Parents are consulted before pupils are placed on the special needs register and the procedures are explained to them. They are kept fully informed of their child's progress and receive copies of individual education plans. The school is aware of the need to improve its liaison with parents by ensuring that they are consistently given the opportunity to attend review meetings by being given prior notification.
62. The school organises meetings to help parents understand how they can support their children and courses have been run through the 'Parenting Circles' scheme. These sessions are appreciated by those parents who attend, but attendance at some of them is disappointingly low.
63. The role which some parents play in the life and work of the school is valued by staff and pupils and makes a positive contribution to pupils' learning. A small number of parents provide effective assistance in classrooms and another small group of parents has worked hard to produce attractive story sacks which are used to promote reading and the sharing of stories. The Friends of Hillcroft raise money through events such as bingo sessions, fashion shows and discos as well as providing practical assistance in developing the school grounds. The funds which they raise are used to provide resources, such as a CD-player and books, and to provide activities which enrich pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The quality of leadership and management in the school is satisfactory overall. The headteacher has a clear commitment to raising standards further and with the support of the governing body has played a key role in improving aspects of the school's work since the last inspection. The work has been hindered this term by the lack of deputy headteacher, although the acting deputy and the two senior teachers, who constitute the current senior management team, have provided good support. However, these teachers have significant other responsibilities, including class teaching and other subject and phase leadership responsibilities, which limit the day-to-day contribution they can make. A new deputy headteacher will take up post at the beginning of the term following the inspection. In addition, difficulties in recruiting well-qualified and experienced teachers and the need to fill vacancies with temporary or supply staff this term have reduced the opportunity to consolidate some of the developments introduced since the last inspection. The key issues identified in the last inspection report relating to management have been satisfactorily addressed. The school is managed efficiently on a day-to-day basis.
65. The governing body undertakes its role in the governance of the school well and the chair of governors, in particular, plays an influential role in its strategic management. Governors are very supportive of the school and are keen to ensure that it does well and to raise its profile in the community. They have a very good understanding of the strengths and weaknesses of the school and, through their working practices, are effective in holding the school to account for the quality of education it provides. The governing body's quality committee provides an important and very effective forum for monitoring the performance of the school and undertaking the role of 'critical friend'. Nominated governors are attached to key areas of provision such as literacy, numeracy and special educational needs, and monitor progress in these areas. The governing body fulfils its statutory responsibilities well.
66. The school's aims and values are comprehensive and widely shared with staff, parents, governors and pupils. There is a clear commitment to ensuring equality of opportunity for all pupils and inclusion has a high profile in the school. The ethos of the school positively reflects this commitment in its day-to-day work.
67. The management of special educational needs provision within the school is good. The co-ordinator is knowledgeable and procedures are well organised and efficiently applied. All teachers have been made fully aware of the new Code of Practice, and support staff are well trained and effectively briefed. There is close liaison between all staff to ensure that the programme of work is delivered well. There is accurate identification of pupils' needs, and monitoring of progress is regularly carried out. Professional contacts with outside agencies are constructive and helpful. The additional funding for pupils with special educational needs is well targeted.
68. Most subject and phase co-ordinators are providing broadly satisfactory leadership in their areas of responsibility. Mainly because of time constraints and, in one case, considerable other responsibilities, their ability to co-ordinate and directly influence the work throughout the school in order to ensure continuity from year to year, consistency in the teaching approaches and the systematic development of pupils' skills, knowledge and understanding is not yet undertaken rigorously enough. There is currently no co-ordinator for ICT. All co-ordinators are given half a day each term to undertake subject development and many use the time for reviewing resources. Some co-ordinators monitor planning and sample pupils' work, but this is not undertaken consistently in all cases. In some instances, especially in English and mathematics, the co-ordinators lead in-service sessions for staff. Subject leaders have a clear view of the priorities for developing their subjects, have written improvement plans and have mapped the curriculum for each key stage. Most foundation subjects follow the QCA schemes of work, but other than in art and design, co-ordinators have not adapted these schemes to meet the needs of pupils of the school. This is a weakness and affects pupils' progress across the key stages as medium-term and weekly/daily planning does not include sufficient detail on the learning intentions of the work being undertaken and does not take enough account of the range of attainment in the class.
69. The school's procedures for monitoring and evaluating the quality of its work are satisfactory. Senior staff undertake a rigorous analysis of performance in national tests at the end of Key Stage

1 and Key Stage 2, in the Surrey baseline assessments and in the optional tests carried out at the end of each year, enabling them to set realistic targets for individual pupils and for the whole school. This information, including other assessment information, is not used effectively enough to inform the planning or the next stage of teaching and learning or to monitor the progress of individual pupils on a regular basis. Few subject co-ordinators have the opportunity to monitor teaching and learning in lessons in their curriculum areas. This is a weakness and means that co-ordinators are unable to identify and share the most effective practice or to address weaknesses in the teaching. Classroom observation is largely carried out by the headteacher and senior staff, mainly as part of the performance management arrangements. These observations, which occur three times a year, are not frequent enough to identify areas of weakness so that remedial action can be taken. The school has usefully identified a series of key questions as a focus for the lesson observations over the coming year.

70. The school is clear about its priorities, and the school development plan is a comprehensive document, covering all the elements normally found in such plans. The success criteria are generally appropriate but are not sharp enough to enable the school to measure its progress in improving standards and its provision. The priorities in the plan are appropriate to the school's current stage of development, but make insufficient reference to developing the use of assessment information to inform teaching, learning and planning, and to extending the role of subject co-ordinators in developing their areas of responsibility.
71. The number, qualifications and experience of teachers match the demands of the curriculum satisfactorily. There is particular expertise in the teaching of literacy. The school is without a deputy headteacher until the beginning of next term and some classes are being covered by temporary or supply staff, which affects the continuity of pupils' learning. The school has a much higher number of support staff than usually found in other schools, both to support pupils with special educational needs and to assist teachers in classrooms. Their work is effective. Administrative and other staff provide a good level of support for teachers and pupils, and undertake their duties promptly and pleasantly, contributing efficiently to the smooth running of the school.
72. There are appropriate arrangements for professional development, which are guided by the priorities identified in the school development plan. The induction of teachers new to the school is effective and these teachers are appropriately supported by a mentoring arrangement with a more experienced teacher. Performance management has been implemented successfully and is seen as a positive development by staff.
73. The accommodation overall is satisfactory for teaching the curriculum, although there are no designated areas for specialist activities such as music, design and technology, and ICT. Work is under way to enhance the provision by remodelling the existing accommodation to improve disabled access and the movement of pupils around the school, provide better toilet facilities for the youngest children and create greater security, as well as developing a computer suite and additional storage areas. The work will also address issues such as leaks in parts of the roof which currently affect safety and learning.
74. The library area is well sited to provide a good focus for independent learning. The school hall provides satisfactory accommodation for physical education and there is a separate hall for dining. Displays within the school are well used to brighten the environment and celebrate pupils' activities and successes, and are linked to areas of the curriculum. A significant amount of work has been put into developing a plan, in consultation with pupils and parents, to use the grounds more extensively as a resource to support areas of learning such as science and to provide a more stimulating area to promote social development, with opportunities for quiet reflection. With parental support, elements of the plan have already been completed and it is clear from the photographic records that it has already had a positive impact. External, hard play areas are unsuitable for physical education and have a negative impact on standards. The surface of one area is loose and dangerous for running and jumping activities and the surface of the other features a number of significant depressions around drain-hole covers.

75. The school's resources for pupils' learning are satisfactory overall. In English, there are sufficient books for group reading and a range of big books for shared reading, particularly in Key Stage 1. Each classroom has a range of both fiction and non-fiction books that pupils borrow and take home on a regular basis. These adequately support the pupils' learning. At present, the library only has information texts and these are used for topics but not generally for borrowing. Its use is under-developed, but a new library is planned as part of the building improvements. The resources are limited for mathematics, particularly for aspects such as the mental mathematics sessions. Science resources are adequate and the school has an above-average ratio of computers for use in ICT and across the curriculum. However, the lack of a computer suite makes the teaching of skills more difficult. Religious education, personal, social and health education and the foundation subjects are adequately resourced, but co-ordinators are not always ensuring that unused and out-dated equipment is removed. The number and range of artefacts are still being extended in both history and geography and these are supplemented by the local museum. The storage of some equipment does not ensure that pupils develop independence in selecting and managing equipment. Funding is provided for each curriculum subject, and the co-ordinators make effective use of this funding to purchase appropriate resources to support pupils' learning.
76. The management of the school's finances is very good. The school development plan drives the financial planning within the school. Expenditure is carefully monitored, and financial controls and procedures are well established. The last audit report commended the school's systems. The school uses its resources to good effect to support pupils' learning. Care is taken to ensure that the school obtains best value in its use of resources. Funds allocated to support pupils with special educational needs are used appropriately, as are other specific grants. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. The school should:
- (1) raise overall standards in mathematics, design and technology, ICT, music and physical education to match those in other subjects, by:
 - developing more detailed schemes of work to support planning;
 - providing pupils with more challenging tasks and activities and having higher expectations of what they are capable of achieving;
 - reviewing the content of some lessons to ensure a faster pace and more effective learning;
 - improving the use of numeracy and ICT to support learning across the curriculum; and
 - extending teachers' knowledge, skills and understanding in these subjects.

(Paras: 3; 5; 6; 20; 23; 24; 68; 87; 89; 107; 112; 126; 129; 143; 144; 147; 149; 153; 155; 157; 160)
 - (2) improve the quality of the teaching overall to reduce the proportion of unsatisfactory teaching and raise the proportion of good or better teaching, by:
 - ensuring that the qualities of good teaching and learning are understood by all;
 - sharpening the planning of lessons, particularly in the foundation subjects, to ensure that the work is sufficiently challenging for all pupils, especially the higher-attaining pupils;
 - providing pupils with more opportunities to undertake research and become more independent learners;
 - increasing the opportunities for co-ordinators to monitor and evaluate the teaching in their subject; and
 - extending the monitoring of teaching undertaken by senior staff.

(Paras: 7; 18; 21; 22; 23; 25; 27; 31; 32; 68; 69; 91; 94; 110; 120; 134; 160)

(3) use assessment information more effectively on a day-to-day basis to inform the planning of teaching and learning, by:

- identifying more explicitly the skills, knowledge and understanding to be taught in lessons;
- improving the consistency and the quality of marking to give clearer guidance to pupils on what they need to do to improve their work; and
- assessing pupils' work and recording their progress more systematically.

(Paras: 22; 25; 51; 52; 53; 54; 56; 69; 80; 112; 113; 130; 142; 153; 160)

(4) extend the role of subject co-ordinators in raising standards, by:

- increasing their role in developing the schemes of work, and supporting and monitoring planning more effectively;
- increasing their role in monitoring standards and pupils' progress through regular classroom observation, scrutiny of pupils' work and discussions with pupils;
- sharing more effectively the good practice currently in the school; and
- developing robust assessment systems to record pupils' progress and to set appropriately challenging targets.

(Paras: 31; 51; 55; 68; 69; 120; 125; 130; 136; 142; 154; 159; 165)

(5) ensure that children in the reception year build more effectively on the good progress they make in the nursery, by:

- matching the work more closely to their needs so that all children are appropriately challenged;
- providing them with more opportunities to show initiative and to work independently;
- providing more adult intervention to extend their language and mathematical development; and
- enabling children to join in the plenary sessions so that they can share their experiences with the rest of the class.

(Paras: 1; 12; 19; 78; 87; 88)

In addition to the key issues above, the following recommendation should be considered for inclusion in the action plan:

- improve the procedures for monitoring and recording absence. *(Paras: 17; 50)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	8	21	32	4	3	0
Percentage	1	12	30	46	6	4	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	257
Number of full-time pupils known to be eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	15	13
	Girls	7	11	9
	Total	19	26	22
Percentage of pupils at NC Level 2 or above	School	68 (85)	93 (100)	79 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	14	14
	Girls	11	9	9
	Total	26	23	23
Percentage of pupils at NC Level 2 or above	School	93 (94)	82 (91)	82 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	12	16
	Girls	19	16	19
	Total	33	28	35
Percentage of pupils at NC Level 4 or above	School	89 (80)	76 (73)	95 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	12	14
	Girls	15	15	19
	Total	26	27	33
Percentage of pupils at NC Level 4 or above	School	70 (69)	73 (67)	89 (64)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	5
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	206
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	327

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32
Total number of education support staff	1.8
Total aggregate hours worked per week	
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001/02
	£
Total income	682,056
Total expenditure	669,792
Expenditure per pupil	2,358
Balance brought forward from previous year	49,972
Balance carried forward to next year	62,236

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	289
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	0	0
My child is making good progress in school.	53	40	7	0	0
Behaviour in the school is good.	32	53	4	1	9
My child gets the right amount of work to do at home.	26	42	26	5	2
The teaching is good.	50	43	7	0	0
I am kept well informed about how my child is getting on.	40	37	13	9	0
I would feel comfortable about approaching the school with questions or a problem.	56	34	7	0	3
The school expects my child to work hard and achieve his or her best.	49	48	0	0	3
The school works closely with parents.	26	49	16	6	3
The school is well led and managed.	35	49	7	6	3
The school is helping my child become mature and responsible.	38	53	4	1	3
The school provides an interesting range of activities outside lessons.	26	35	25	4	9

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

78. All children make good progress in the nursery as a result of the good teaching, and when they transfer to the reception year most children are achieving the expected standards for their ages in all areas of learning. In the reception year, children do not build on the good progress of their nursery year in all areas of learning as the work is not matched closely enough to their individual needs and the teaching is not as effective. Children in reception are not always given the opportunity to take the initiative, as adults tend to direct the activities too much. Consequently, higher-attaining and some lower-attaining children are not always adequately challenged and do not achieve as well as they might. By the end of the reception year, all higher-attaining and most average-attaining children are on course to attain the expected goals of learning in four out of the six areas of learning, with a few higher attainers working within the National Curriculum levels. In communication, language and literacy and in their mathematical development, a smaller proportion than average are on course to attain the expected goals for learning and in these two areas their attainment is below what is expected of children by the end of the Foundation Stage. The effectiveness of the support ensures that the very small number of children with English as an additional language make good progress in all areas of learning.
79. Children are admitted to the school's nursery in the term following their third birthday. Attainment on entry is below average. Currently, 37 children attend part-time in the morning session and 27 attend the afternoon session. In the reception year, the 37 children all attend full-time and are placed either in the reception class or in the mixed-age class of reception and Year 1 children. Most children have attended local playgroups before they come to school and the majority remain at the school at the end of the Foundation Stage. Children and parents are well prepared before they start school, enabling them to make a smooth transition into full-time education. There is a preparatory new parents' evening and a staggered admission.
80. Baseline assessment information is carefully collated and contributes to the regular assessment procedures carried out during the year. Assessment in the nursery is well established and is used effectively to inform planning. Assessment in the reception year is less well developed. The nursery provides a stimulating environment for younger children and resources are good, with access to hard play and grass areas and appropriate climbing apparatus. The reception and mixed-age classes provide a satisfactory environment for pupils to learn in. Children in the reception year use the outdoor play resources in the nursery and the infant hall for free-choice play.
81. Since the last inspection, standards and the quality of teaching have been maintained. The school has worked hard to improve resources and the outdoor provision in the nursery to benefit pupils' learning.

Personal, social and emotional development

82. Children's personal, social and emotional development is good in all classes and reflects the good teaching in this area of learning. Children achieve very well in the nursery, and by the end of the reception year, all are on course to achieve the expected learning goals. Staff create a secure environment, where expected behaviour is clearly identified and reinforced. Children enjoy coming to school and happily leave their parents and carers. They settle into school routine well as the nursery teacher is well organised and effectively supported by the two nursery nurses. Children co-operate well with one another and have a clear understanding of right and wrong. Children play alongside each other and share equipment. Their ability to work independently is less well developed in the reception year and without close adult supervision they slow down in their activities. In the nursery, there are good opportunities for children to develop a sense of responsibility, as the procedures are well established. They take responsibility for their own completed work, putting it in the appropriate place. In the reception class children behave sensibly. For example, when they are given their morning drink, they are polite and all remember

to say 'thank you'. Opportunities for children to develop initiative are less well developed in the reception classes as adults direct the activities too much and do not always plan for children to initiate their own ideas. Children in the nursery develop independence through selecting their own activities during the structured play sessions. They show developing levels of concentration: for example, when four boys co-operated well, organising sea creatures and boats in the mini-world sea scene.

83. Teaching in this area of learning is good in all classes and contributes effectively to the standards children achieve, as consistent messages are clearly given and reinforced in a friendly but firm way. Strengths of the teaching in the nursery are the sensitive use of questioning and opportunities to talk to others, which contribute to children's growing levels of confidence.

Communication, language and literacy

84. Children in the nursery make good progress in this area of learning. In the reception year, they do not make such good progress in language development and, by the end of the Foundation Stage, standards are below expectations. The work is insufficiently challenging for some lower-attaining and higher-attaining children in reception, which has an adverse impact on the overall progress they make. A few higher-attaining children are working within the National Curriculum levels, but most children will not achieve the Early Learning Goals by the end of the reception year. Standards in speaking and listening are in line with expectations in the nursery and below expectations in the reception year. Children in the nursery talk about the differences between a jam and a mustard sandwich, and the teacher provides good opportunities for them to talk about their likes and dislikes. Average and lower-attaining children speak confidently, but the beginnings and endings of words are not always clear. They talk confidently about their play activities: for example, 'The lighthouse is for boats. It tells them where they are'. All children listen well, focus on their teacher and other adults, and follow instructions. They enjoy listening to stories and rhymes and are encouraged to share conversations. Children in reception listen well to the story of Hansel and Gretel, and nursery children enjoy the story of the Lighthouse Keeper. Higher-attaining children know the alphabet sounds and can read phonic blends. The reading corner is well stocked with books and encourages children to sit down with a book. All children have a positive attitude to books and know that they communicate meaning and that print goes from left to right. They all handle books carefully. Children take books home regularly and parents comment in their reading diaries.
85. There are appropriate opportunities for independent writing in the nursery and this contributes to the good progress children make. Nursery children recognise the 's' shape, and older children are able to suggest words beginning with 's' such as 'sandwiches'. Children make good learning links with their practical activities, such as making sandwiches, and the teacher encourages children to draw the 's' shape on the whiteboard. In reception, tasks do not always extend and challenge children to develop their writing skills sufficiently. In one lesson, a group of higher-attaining children completed a task of drawing and writing but were not challenged enough to extend the work. Consequently, the pace of learning slowed down. Handwriting is less well developed with the lower-attaining children, but they are beginning to know that letters convey meaning and many letters used are recognisable. In reception, a few higher-attaining children write simple sentences such as, 'The tooth was gone', using capital letters and the occasional full stop. There are opportunities for children to write independently, but handwriting is not consistently developed.
86. Teaching is satisfactory overall, with good teaching in the nursery and instances of unsatisfactory teaching of reception year children. In the nursery, the teacher uses questions skilfully to extend pupils' thinking and explanations. Activities are well organised and support staff make a valuable contribution to learning. Relationships are very good and the teacher interacts skilfully to extend the children's vocabulary. When the teaching is less effective, instructions lack clarity and the activities provided for higher-attaining and some lower-attaining children are not always appropriate or sufficiently challenging. Children in the reception year play in the hall on a rota basis and select their own activities. These activities are not linked to work done by the whole class and there is insufficient adult intervention to extend and challenge their language development. These children are not included in the plenary part of the lesson and as a result are not able to share their experiences with their class.

Mathematical development

87. By the end of the Foundation Stage, standards are below expectations, with a lower proportion of children than average on course to attain the expected goals for learning. Children make good progress in their learning in the nursery, but it slows down in the reception year as the work is insufficiently challenging for some lower-attaining and higher-attaining children, which affects their overall progress. A few higher-attaining children are working within the National Curriculum levels. Children make good progress in their mathematical development. During the drinks session, children are encouraged to count the mugs and they add two sets of bricks to make a tower. Children learn to recognise different shapes as they prepare the Lighthouse Keeper's lunch, cutting the sandwiches into squares, triangles and rectangles. Structured play activities are used to develop children's understanding of capacity, and they are encouraged to fill and half-fill bottles and containers with green water. Older children in the nursery know numbers to 10. In reception, pupils make satisfactory progress. A few higher-attaining children are able to add one to numbers under ten. They can identify the number of missing elephants, for example, and know that three elephants will remain if seven are taken away. These children are working within the National Curriculum levels. Average attainers add numbers under five and recognise basic shapes. Lower-attaining children need support to recognise numbers under five and are unable to write numbers independently, but are beginning to recognise some basic shapes. All children can compare and identify the shortest and the longest shape and make a repeating pattern.
88. Teaching is satisfactory overall, with some good teaching in the nursery and satisfactory teaching in the reception year. In the more effective lessons, the teacher provides an appropriate range of activities to promote mathematical understanding. The teacher and support staff use questions well, which encourages a good response. In reception, the lack of challenge for higher-attaining and some lower-attaining children limits the progress they make. Lower-attaining children spend a significant amount of their numeracy time engaged in free-choice play activities that lack sufficient adult intervention and guidance to extend their mathematical skills, which hinders their progress.

Knowledge and understanding of the world

89. The majority of children are on course to achieve the Early Learning Goals by the end of the Foundation Stage. There are good opportunities for children to express curiosity and explore the environment using their senses. In the nursery, children enjoy using torches to investigate light. They build and construct artefacts using a wide range of objects. They enjoy building railway tracks and a tunnel for the train and coaches to travel through. Computer skills are developing slowly as there is only one computer and opportunities to use the computer are limited. Most children click and move the mouse on objects selected either by themselves or by adults. In the nursery, children develop their counting skills using the computer. They count forwards and backwards using appropriate software. Children are developing their mouse control well for their age. They recognise numbers up to ten and count forwards confidently to six and seven. Opportunities to use the computer are not always taken during the whole of the Foundation Stage, which hinders the development of their skills.
90. Children in the nursery recognise and identify a range of different animals because they play with Noah's Ark. They know that the camel has two humps and that the world globe shows different countries. In reception, children learn about heating materials, and enjoy watching an egg change as it is scrambled and helping to butter the toast. Higher-attaining children explain that bread will go hard when it is toasted. They are developing a sense of place and direction. They are also able to draw a route for Hansel and Gretel through the forest, but some average attainers and lower attainers do not yet understand the meaning of a route. Pupils glue pebbles onto their route and this activity helps to reinforce learning. In a teacher-directed activity, they used butter icing to join biscuits together to make a house for the Gingerbread Man.
91. Teaching is satisfactory overall and is good in the nursery, where the teacher and support staff's enthusiasm is reflected in the children's response to the activities. The nursery nurses work well with the teacher and support the children effectively. When teaching is less effective, children are

given too many adult-directed activities and do not always have the opportunity to develop their own thinking skills.

Physical development

92. Most children are on course to achieve the expected goals in this area of learning by the end of the Foundation Stage. Opportunities for the development of children's gross motor skills are satisfactory. The outdoor area is well used by all classes. Children develop their physical skills riding wheeled toys and climbing and jumping off and onto play equipment. They manage to steer their bikes in different directions and higher-attaining children can turn around. Children co-operate well and give rides to one another. Reception children experience climbing into, out of and through equipment, and balancing on it. In the nursery, children develop their fine motor skills through pressing, rolling and squeezing the play dough. They develop hand-eye co-ordination by threading different beads to make a necklace, and they position jigsaw pieces correctly to make a picture. Children in reception achieve well because they are encouraged to improve their manipulative and fine motor skills through a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand-eye co-ordination is well developed through matching and positioning shapes, decorating and sticking.
93. Teaching is satisfactory overall. In the outdoor activities, the teacher encourages children to explore the equipment, but they are not always challenged to extend the range of their physical skills. Planning identifies learning activities clearly and the teacher is well organised and supported by the nursery nurses and support staff. This contributes to children's enjoyment of the activities. They are given an appropriate range of physical activities to extend and develop their co-ordination and control.

Creative development

94. Most children are on course to attain the Early Learning Goals and they achieve well in this area of learning. Children have opportunities over the year to work with a range of materials and experience different methods. They mix paints and use pencils and crayons, and complete simple collages. The role-play home area extends their imagination and promotes imaginative role-play of good quality. Children are encouraged to think of the needs of others when preparing meals and carrying out domestic tasks. Most children in the nursery know their colours. They make three-dimensional structures and paste shapes and different materials onto paper to make simple collages. They can explain the content of their picture, for example, when they talk about the Lighthouse Keeper. There are good opportunities for the children to select their favourite songs and they accompany the words with tuned and untuned percussion instruments. They sing and are beginning to recognise the words of a range of songs, including 'Twinkle, Twinkle, Little Star', 'The Wheels on the Bus', and 'Wind the Bobbin Up'. They accompany their songs with simple movement actions. In reception, children use percussion to accompany a story about Hansel and Gretel. The opportunities to explore sound and to develop a rhythmic response to music, however, are limited. Activities in the reception year are often too directed by the teacher and do not give children enough opportunity to use their imagination.
95. The quality of teaching in this area of learning is satisfactory overall but good in the nursery. In both the nursery and reception, the activities are linked to class topic work. Teachers are enthusiastic and plan an interesting range of activities which children enjoy and which extend their learning experiences.

ENGLISH

96. Over the last three years standards in the national tests in reading and writing by the age of seven have been variable compared with those in schools nationally and in similar schools. There has been an improvement in writing which has continued in the unconfirmed results for Key Stage 1 in 2002. The results in writing in 2001 were above average for pupils attaining the expected Level 2, although no pupil achieved the higher Level 3 this year. However, there are a small number of pupils achieving the higher level this year. Standards in reading have slightly worsened over the

last three years, but the results for 2002 show much improvement and these are expected to be at least in line with the national average and that for similar schools. However, the proportion of pupils achieving the higher level in reading remains below expectations. Over the last three years to 2001, boys have done better than the girls in relation to their respective national figures for reading and writing. Standards in speaking and listening are well above average.

97. Test results at the age of 11 over the three years to 2001 show sharp increases in the results for English. In 2001, the results were well above the national average for all maintained schools and when compared with those in similar schools. Slightly over two-fifths of pupils achieved the higher Level 5, which is well above the national average and represents good progress for these pupils. The unconfirmed results for 2002 indicate that standards are not quite as high as those in 2001, but as yet there are no national figures with which they can be compared. Inspection evidence indicates that the standards of pupils currently in Year 6 are above the national average in writing, speaking and listening but remain average in reading. However, compared with their standards at the age of seven, pupils overall have made very good progress and the school is adding considerable value during Key Stage 2. By the age of 11, there is little discernible difference between boys and girls. In the lessons observed, there were no apparent differences between the boys and girls in their contributions to discussions and in their willingness to answer questions. Pupils across the school identified as having special educational needs make satisfactory progress. Pupils with English as an additional language also make satisfactory progress and receive appropriate support.
98. Across the school, standards in speaking and listening are above expectations and are high at the end of both key stages. The school provides opportunities for pupils to develop their skills in this area, believing in the links between their attainment in speaking and in writing. In many classes, the high level of questioning by the teacher effectively develops the pupils' speaking skills. Teachers also provide good role models in their own use of language. Technical language is always explained, ensuring that all pupils understand. In a Year 2 class, a pupil chose a favourite poem and after reading it was able to explain his reasons for that choice, using appropriate language; 'I liked it because of the rhymes and the way it makes me feel inside – all excited. You can read it fast and it has a kind of beat to it. It has some interesting words too'.
99. In reading, standards are variable. Technically, pupils are reading at the expected levels, but the higher-order reading skills are not well developed in Key Stage 1 or at the lower end of Key Stage 2. This was demonstrated in a history lesson where pupils were having difficulty in understanding the text and extracting a list of facts on crime and the punishments used by the Egyptians. The teacher provided good support to help pupils understand the information that was at the appropriate level. Although pupils have been taught the strategies, they do not always apply this knowledge. By the age of seven, most pupils have a satisfactory understanding of what they read. Not all pupils are supported with reading at home, despite the school's encouragement to parents to help their children. The school provides opportunities for reading outside the literacy hour and also makes use of volunteers to support reading. Early indications are that these approaches are proving effective in raising standards in reading as indicated by the reading results at the end of Key Stage 1 in 2002. Reading records track the range or level of difficulty of the reading choices pupils make, through a banding system for books. In one class, the teaching assistant spends time analysing these on a weekly basis to provide a report to the class teacher. Teachers in Years 5 and 6 encourage a wide range of reading to ensure that all pupils continue to be active readers. In the silent reading time, pupils are able to bring in books of their own choice.
100. At present, the school library is under-used whilst awaiting further development. No evidence was seen of pupils being taught how to find information books or to develop their research skills. This results in a lack of challenge for pupils, especially the higher attainers, in developing and applying their reading skills for practical purposes.
101. Standards in writing are good, particularly by the end of Key Stage 2, as a result of the good and very good teaching in the upper school. By the end of Key Stage 1, most pupils are able to write in sentences, spelling many words correctly and using full stops. Handwriting is taught and pupils use a joined script in their handwriting lessons by the age of seven, but this is not evident in their other work. There is a lack of consistency in the teaching of handwriting, and decisions

on when and how the letters are formed have not been clearly established. However, by the end of Key Stage 2, most pupils are using a legible style that is generally joined, although there remains a lack of consistency across both key stages.

102. By the end of Key Stage 2, pupils have learnt to write for a widening range of purposes and audiences. These include writing instructions, letters, news reports, advertisements using persuasive language, diaries, poetry and creative writing. Pupils' creative writing is well developed and the writing of poetry is of a high standard. Teachers' marking of pupils' work encourages them to reflect and provides guidance on how they can improve. In one Year 6 class, most pupils were able to create a poem about their island using expressive language and similes and metaphors that had been taught previously. Writing is usually well developed in all subjects, showing that pupils are using their learning in the literacy hour across other subjects, particularly in account writing for geography and history. In one geography lesson, pupils designed a questionnaire to find information on what the people of Caterham thought about and wanted in their high street. The language that pupils were required to use fitted closely with the requirements of the literacy curriculum.
103. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In a fifth of lessons, the teaching is very good, but there are some inconsistencies across both key stages, including a small proportion of unsatisfactory lessons. The school uses the structure of the literacy hour effectively, as recommended in the National Literacy Strategy. A strength of the teaching is the clear setting of objectives that are shared with the class at the start, and the best lessons refer back to these to develop pupils' understanding and evaluation of their own learning.
104. Planning follows a similar format and provides opportunities for teachers to identify the spiritual aspects of the lesson. Characteristics of the very good lessons include the pace of the lesson and the very good use of open-ended questioning to establish what pupils already know and can remember. This was taken into account in the teaching. Teachers' own evaluations also inform planning. In a Year 2 lesson, pupils were reminded about alliteration, and the teacher gave a very clear explanation of how a poet developed his poem. Pupils were encouraged to understand the reasons for using a comma. The different parts of the lesson were linked, ensuring that each part was seen as important in developing the pupils' learning. The teacher communicated her own love of poetry through her expressive reading with the pupils. They responded with enthusiasm to all parts of the lesson and made very good progress towards adapting a humorous verse as a structure for their own poems. In a Year 5/6 class, the teacher gave the pupils clear examples of the requirements needed to write a balanced argument. She structured the lesson in stages so that all pupils could succeed. The topic was of interest to the pupils, inspiring them to develop the arguments. The higher-attaining pupils used an introductory paragraph and sustained their writing in the third person. The lower attainers wrote with confidence but were provided with more support and scaffolding. In another very good lesson in Year 4, pupils had clearly-defined targets that were referred to. The end of the lesson had two parts, including evaluating pupils' fliers that they had written against their objectives and reviewing their learning through focused questions written on a ball. The class also reviewed the targets set for the week. Where teaching and learning are unsatisfactory, lessons are characterised by poor management of pupils, insufficient checking of pupils' understanding, lack of conclusions to learning, a failure to match group work to pupils' attainment, low expectations, assessment not informing planning and lack of pace in lessons.
105. In many lessons, teaching assistants make a positive contribution by supporting individuals and groups, particularly those with special educational needs. This support helps pupils to make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. However, some pupils become over-reliant on the support and in a few instances this hinders their independent learning.
106. The management of the subject is satisfactory but has many strengths. The co-ordinator has a clear vision for the subject's development but is limited by time constraints. She attends courses and provides training for teachers. The school has two leading literacy teachers, and the co-ordinator arranges for staff to observe them as well as visit other leading literacy teachers. The co-ordinator has little opportunity to follow these visits up or to monitor teaching and learning rigorously through the school. There is also a lack of monitoring to ensure that data is used when

planning and to find out whether lessons are taking account of the information provided. However, she has reviewed the literacy plans for each key stage and also monitors pupils' work. The co-ordinator has an action plan that is updated and actions are evaluated, but it is not clear how assessment data is used across both key stages. Pupils' writing is moderated by all staff, which improves teachers' knowledge about levels and ensures greater consistency.

MATHEMATICS

107. Standards are below average by the ages of seven and 11. Boys and girls achieve similar standards. In 2001, the results in the national tests for seven-year-olds were well below the national average and that of similar schools. Since 1999 there has been a downward trend in standards, against a rising national trend. The results of the national tests for 11-year-olds in 2001 were below the national average and that of similar schools. This represented a slight drop in standards since the previous year and was against a rising trend over the past four years. However, most pupils attained the expected standard for their age and assessment information indicates that this cohort of pupils made good progress against their earlier attainment. The unconfirmed results for 2002 indicate that standards are broadly similar to those in 2001. Inspection evidence indicates that pupils attain higher standards in lessons than in test conditions because of the effective support they receive. Nevertheless, overall standards remain below average.
108. By the age of seven, there is a wide variation in pupils' attainment. Most pupils, including those with special educational needs, make satisfactory progress against the below-average levels of attainment on entry to the school. However, a significant number of higher-attaining pupils are insufficiently challenged and are capable of achieving higher standards. By the end of Year 2, pupils count up in tens and use a number square effectively to double multiples of five and ten. Mentally, higher-attaining pupils double numbers rapidly and are able to explain their strategies for doing so. For example, one pupil explained that when doubling 15, he doubled ten, then five, and added the two together. Pupils show how to make ten pence from combinations of smaller coins. Most pupils add single-digit numbers confidently and are beginning to add numbers up to one hundred. They recognise odd and even numbers. Pupils identify common two- and three-dimensional shapes and recognise their properties. However, most pupils do not add numbers correctly over one hundred. Experience of using graphs and charts to record data is limited, so a significant number of pupils do not yet have a clear understanding of how to communicate their findings from such information.
109. In Years 3 to 6, pupils make satisfactory progress overall, although progress is better in Years 5 and 6, where pupils of different levels of attainment are well challenged by the teaching. By the age of 11, most pupils are confident in their understanding of place value. They have a sound understanding of fractions, decimals, ratios and percentages. They measure length, weight and angles accurately. The school's focus on mental arithmetic and multiplication tables has been successful in improving skills and standards are in line with expectations. For example, in Year 4, pupils confidently recall their 2, 4, 5, 10 and 11 times tables. Recently, pupils in Year 6 were given a good opportunity to apply their mathematical understanding as they conducted an investigation into making and selling pizzas. They successfully analysed data to identify slumps and rises in trade and to calculate overheads and profits. Generally, however, junior-age pupils are given insufficient opportunity to use and apply their mathematical knowledge and understanding, and consequently these skills are below expectations. This is an area of weakness throughout the school that has not improved since it was identified during the last inspection. Pupils' skills in using spreadsheets, graphs and other computer-based tools as part of their mathematical studies are also below those expected.
110. At Key Stage 1, the quality of teaching and learning is satisfactory. Teaching is more variable at Key Stage 2, but overall it is good. It ranges from poor to very good, and the best teaching occurs at the upper end of the school. All lessons successfully follow the National Numeracy Strategy and mostly the well-balanced, three-part lessons are providing effective opportunities for pupils to gain and extend knowledge, practise new skills and share ideas. Most lessons promote interest and pupils concentrate well on their work. Where teaching is good or better, teachers have high expectations and use assessment information well to plan lessons that take account of pupils'

individual needs. As a result, pupils of all levels of attainment make good progress because they are well challenged. This was evident in a lesson where Year 5 pupils were plotting a graph of the goals scored in the recent World Cup tournament. The class teacher had made continuous adjustments to her lesson planning as the week progressed, thus ensuring that the work provided was very well matched to pupils' needs. The mental arithmetic session at the start of the lesson was conducted at a brisk pace and pupils were questioned well, giving them the opportunity to share their different strategies for finding an answer to a sum. In their group work, pupils were well motivated by the different tasks they were given and worked with enthusiasm and concentration, enjoying the challenge. Where teaching is less than good, all pupils are usually given the same learning activity, regardless of their differing levels of attainment. This is inappropriate because the higher-attaining pupils are not sufficiently challenged. Instead of being given different tasks, requiring more advanced skills, they are given extension tasks, which are usually more of the same kind of activity.

111. Pupils with special educational needs are usually well supported to achieve the given task, but occasionally support staff intervene too much, denying the pupils the opportunity to work independently. For example, in one lesson, the support helper was reading the instructions on the worksheet when the pupils were perfectly able to read it for themselves. In the one lesson where teaching was poor, pupils made insufficient progress in their learning because time was wasted in ineffective pupil management.
112. The quality of teachers' marking is inconsistent. In the best practice, it is used well to move pupils forward in their learning. However, pupils are not always given the opportunity to correct the mistakes that are identified in the marking, which for some pupils results in careless practice, leading to unnecessary mistakes. Numeracy skills are not used well across other areas of the curriculum. For example, in ICT, Year 5 pupils, who were programming a route on a computerised moving device, were unable to convert 900 centimetres into metres or to make a realistic estimate of how great a distance this would be. There are planned opportunities in mathematics for the development of pupils' spiritual, moral, social and cultural awareness. The provision of support groups such as 'Springboard' enhances the learning of lower-attaining pupils. The group sessions are well organised and efficiently led by the co-ordinator and trained support staff, and pupils make good progress during these sessions.
113. Management of the subject is satisfactory. The co-ordinator is knowledgeable and extremely committed and has initiated some developments that have led to an improvement in standards. For example, staff have shared ideas on improving mental mathematical skills, and extra resources for this aspect have been purchased. Teachers' planning is monitored to ensure that all parts of the curriculum are taught, and samples of pupils' work are routinely examined to identify emerging strengths and weaknesses in curriculum provision. Pupils are regularly assessed and test results are analysed to identify pupils for extra assistance. However, assessments are not used to identify which specific skills are necessary for individual improvement or to raise standards for higher-attaining pupils.

SCIENCE

114. In the assessments undertaken by teachers at the end of Year 2 in 2001, the proportion of pupils attaining the level expected nationally and the higher Level 3 was well below average. All pupils achieved the expected level in life processes and living things. In the same year, the school's results in the national tests in Year 6 were in line with the national average but below the average for similar schools. The number of pupils achieving the higher Level 5 was below the national average but above that for similar schools. Over time, standards have improved by the age of 11. The unconfirmed results for 2002 indicate a similar picture to that found in 2001.
115. Because of timetabling, only one lesson was seen at Key Stage 1, but evidence from discussions with pupils and teachers, and from a scrutiny of work and planning, indicates that standards are below average by the end of Year 2 and are broadly average by the end of Year 6. Since the last inspection, standards in science have been maintained by the age of seven but have improved considerably by the age of 11. The analysis of pupils' work shows that they make satisfactory progress in Years 1 and 2 and achieve appropriately in relation to their earlier attainment.

Satisfactory progress is maintained in Year 3 and 4. However, pupils rapidly develop and build on their previous knowledge in Year 5, and the good progress is maintained as pupils move through Year 6. By the age of 11, pupils make consistently good progress. The curriculum has been refined and weak areas that have been identified, such as data handling, are being targeted. The school has worked hard to refine the planning and identify appropriate key vocabulary. There is consistently good teaching in Year 6, which helps pupils achieve well in their final year. Throughout the school, pupils with special educational needs achieve well in comparison with their earlier attainment, as do pupils with English as an additional language. These pupils are effectively supported in class by teachers and learning support assistants.

116. By the age of seven, pupils write about looking after Mamlet, the hamster. Higher-attaining and average-attaining pupils explain that the hamster needs water and food to thrive, but their explanation of the differences between living and non-living things is not well established. Their knowledge of materials is sound. Pupils identify different materials and explain where they can be used. They know how some materials such as glass can be used for windows but do not understand the words *transparent*, *translucent* and *opaque*. Pupils in Year 1 have a sound understanding of changing materials. Language is used well. For example, there are good opportunities for pupils to talk about the feel, smell, touch and taste of bread. They suggest that bread is soft and squashy and they can press it. They observed bread being toasted and gave sensible answers to the question, 'How do we know the bread is burnt?' Pupils talk about the crackling noise of the toast and the hard, warm and crumbly feel. Discussion with pupils in Year 2 indicates that they have only a limited knowledge of how results can be recorded in a variety of ways. The use of simple tables to communicate findings is not well developed. They understand that the sun and a light bulb are sources of light but are unable to explain the different distances a large and a small car will travel when released down a ramp. Pupils take care with their writing, but the development of scientific investigations is not always evident in their recorded work.
117. By the age of 11, pupils have a sound knowledge of materials. Using their imagination, they investigate the use of natural resources for recording in their diary when stranded on a desert island. Pupils demonstrate very good levels of co-operation and collaboration as they mix the juice from raspberries and beetroot with coffee and tea to make ink. Pupils use good scientific language as they discuss what makes a good applicator. They record the process carefully but do not always record their recipes well. All pupils have a sound understanding of the main organs of the body and can explain food chains and parts of a plant. Their understanding of shadow formation and the motion of the sun is sound. Higher-attaining and average-attaining pupils in Year 5 are able to explain a fair test. They investigate balanced forces and use scientific language to explain why the paper parrot will not balance on the perch. Scientific enquiry is well developed and pupils explore ways to make the parrot's tail heavier by adding paper clips and blue tack. Pupils observe that a slit will grip the paper parrot, but that it will not test the balance fairly. Higher-attaining pupils are able to explain the difference between air resistance and gravity. Pupils with special educational needs make good progress and can explain why the parrot will not balance on its own. Teachers use vocabulary well to extend observation and encourage pupils to articulate what they have seen. Attainment in Year 3 is below average. Pupils research how animals have adapted to their environment. They use reference books to investigate and seek information, and sometimes record the information in their own words. In the weaker lessons, there is too much emphasis on drawing pictures rather than on writing.
118. The teaching is satisfactory at Key Stage 1 and good at Key Stage 2, and ranges from satisfactory to very good. In the better lessons, teachers make effective use of their own secure subject knowledge and adopt a range of challenging questions to focus pupils' attention and extend their thinking and understanding. Overall, the management of pupils is good. Teachers are competent in ensuring a smooth transfer from discussions to practical work. Where the teaching is most effective, for example, in Years 5 and 6, teachers make good links with prior learning and set very clear objectives. Pupils move quickly and confidently into the investigation, using their time well and working at a productive pace. Teaching assistants give good support, particularly to pupils with special educational needs. Teachers use the plenary session well, work is shared and open-ended questions are used effectively to develop the pupils' own explanations of what and why, using scientific language and evaluating outcomes. Assessment in science is good and teachers use the results of assessments when planning the content of lessons.

119. Literacy is used appropriately to enhance learning in science. Key words are highlighted in most classrooms, and a scrutiny of work indicates that pupils record their own information. The use of numeracy and ICT to support learning is not as well established. The school is taking appropriate steps to develop both of these areas.
120. The co-ordinator is keen to improve standards and the overall provision for science. There is no monitoring of teaching and learning, but the co-ordinator monitors planning and samples of work throughout the school to check on progress. She has worked hard to develop planning for the environmental area. The subject has an appropriate focus throughout the school, although the way it is timetabled means that there was little evidence of science in some classes. Attractive displays in Years 5 and 6 reinforce learning about forces.

ART AND DESIGN

121. Attainment in art and design matches expectations by the ages of seven and 11. Pupils in Years 1 and 2 use a range of media, including paint, crayon and dough, to experiment successfully with colour, shape and texture to develop appropriate techniques. By the age of seven, these sound foundations to learning result in pupils working confidently and creatively. For example, pupils in Year 2 enthusiastically work to produce sculptures of natural materials that they have collected from around the school grounds.
122. Junior-age pupils continue to develop their skills effectively as they use a variety of media in two and three dimensions. For example, pupils in Year 6 use a malleable material confidently to cover wire as they develop simple models to reflect people in movement. Pupils use their observational skills appropriately to analyse critically the work of famous artists and sculptors, and are able to interpret techniques well in their own work, as when modelling in clay in the style of Henry Moore. Pupils use colour boldly when painting and apply techniques appropriately for effect. For example, in water-colour paintings of sky-scapes, pupils use colour-wash techniques most effectively to show the cast of a shadow. Most pupils achieve a reasonable standard when drawing and Year 5 pupils demonstrate the use of one- and two-point perspectives in their drawings of buildings, although, overall, insufficient attention is given to tone and shade in their representations.
123. Most pupils, including those with special educational needs, generally make good progress against their below-average attainment on entry to the school, but the higher-attaining pupils are not sufficiently encouraged to conduct their own research on topics. Throughout the school, pupils' visual perception is improved effectively through an appropriate focus on recording. The regular use of sketch books provides a useful forum for investigating and drafting their ideas. Their understanding of colour-mixing techniques increases steadily throughout the school and satisfactory links are forged with other curriculum areas, such as music, which helps to reinforce their knowledge. However, there is insufficient use of ICT to generate ideas and produce images.
124. The quality of teaching is satisfactory overall and occasionally excellent. Teachers generally have sound subject knowledge and plan their lessons effectively to give pupils a broad range of experiences. Pupils are managed well. Good use is made of praise and encouragement to raise levels of confidence in the subject and pupils' work is valued. Pupils are not always given the opportunity to appraise their work or suggest improvements. In a Year 4 lesson, where the teaching was excellent, the teacher demonstrated very good subject knowledge and the lesson was very well planned to provide the opportunity for all pupils to develop their skills using a variety of media. Pupils were inspired by her enthusiasm for the subject and rose to the challenging task, working with concentration and enthusiasm as they appliquéd symbols onto their batik designs. One of the lesson objectives effectively promoted the development of social skills as pupils were instructed to work in teams. This they accomplished very well, as they collaborated to discuss designs and take turns with the different processes involved, to produce work of high quality. Colourful displays of pupils' work, posters and artefacts help to create an interesting environment. In response, pupils have good attitudes to learning and enjoy their work.
125. The subject is managed by an enthusiastic and knowledgeable co-ordinator who works hard and successfully to ensure that art and design remains a valued element in the school's curriculum.

The QCA scheme of work has been successfully adapted to ensure more opportunities for art within other areas of the curriculum. However, the co-ordinator has few opportunities to monitor standards of teaching throughout the school.

DESIGN AND TECHNOLOGY

126. Pupils' attainment by the end of Year 2 is typical of the standards expected of seven-year-olds. By the age of 11, however, standards are below expectations. The school is following national non-statutory guidance, but a scrutiny of the work of older pupils indicates that standards of work are not high enough. The range of materials used is limited and there is insufficient progression in developing pupils' making skills by the age of 11. Between the ages of five and seven, pupils, including those with special educational needs, make good progress in their learning. Pupils continue to make satisfactory progress in the main between the ages of eight and 11 but, in the light of their attainment in other subjects, standards are not as high as they should be. Standards have been maintained since the last inspection.
127. Pupils in Year 2 assemble and join different materials together and all develop their ability to fold, stick and sew card. They have a good understanding of how to make a hinge as the teacher demonstrates this effectively, using open-ended questions well to involve pupils in the process. They make and design their own house and are able to explain how to join materials. All pupils in Years 1 and 2 experience sewing. In designing and making a bookmark they use a variety of stitches, including running stitch, cross-stitch and backstitch. These sewing skills are not developed sufficiently as pupils move through the school. During Key Stage 1 pupils make good progress in their designing, making and evaluating skills. For example, they investigate doors and windows, and comment on the effectiveness of the structures. All pupils are able to explain how they have made their houses, and higher-attaining pupils cut out windows and doors to enhance the design of their house. They comment on the success of their product and whether they like it, but show little evidence of what to do to improve the quality of their work. The work is challenging and pupils with special educational needs receive good support from the learning support assistants. The school has good links with the local museum, and visitors from the museum enrich the learning by sharing artefacts and talking about Victorian houses. Pupils evaluate their work, but the quality of their evaluations is limited.
128. By the age of 11, pupils have not built on their previous good progress in extending their making skills. However, their ability to design and evaluate their work has developed well and standards in these two strands are in line with expectations. Planning skills are well developed. For example, in planning how to make a pair of slippers, pupils write in detail about the design, identifying the materials and methods they will use. However, they do not make the slippers. Pupils in Years 5 and 6 design and make their own fairground ride. Pupils plan the rides at school and complete the making process at home, many with the help of parents. One pupil explained that he had used a jigsaw with the help and guidance of his father. Not all pupils benefit from such parental support. The majority of pupils combine the skills of cutting, folding and sticking. Their making skills are below average as pupils do not learn the more advanced skills at school and not all pupils have experience of using resistant materials. Pupils produce written evaluations and also talk about how they could make their design more effective, for example, by adding a motor device or making the fairground wheel turn. Pupils use construction kits to explore their ideas for a fairground ride.
129. Teaching is satisfactory overall, and ranges from satisfactory to very good. Teachers in Years 1 and 2 are very clear in their instructions and provide a range of ideas. They give clear demonstrations of how to join materials in a variety of ways and how to punch holes. Pupils learn how to make hinges and strengthen their structures through the teacher's good subject knowledge and enthusiasm for the task. When making a house, pupils are encouraged to investigate their own problems, such as how to make a pitched roof. Higher-attaining pupils manage to fold card effectively to produce a pitched roof. Learning support teachers work well with small groups but sometimes give too much direct support and therefore reduce the pupils' independence. In Years 5 and 6, teachers use questions well to stimulate pupils to reflect on and evaluate their own work. The more effective lessons encourage pupils to appreciate their own and others' work. The scrutiny of work suggests that teachers' ability to encourage planning and recording is good, but the development and progression in pupils' making skills are unsatisfactory. Literacy skills are

used well to record and evaluate work, but numeracy and ICT are not used enough to enhance learning in design and technology

130. The co-ordinator has recently taken over responsibility for design and technology. She monitors planning and work. There has been no monitoring of teaching and learning, and assessment is currently not taking place. Resources are satisfactory, but access to the resources is unsatisfactory. The school is aware of this and is taking measures to ensure easier access to resources. The co-ordinator has worked hard to assemble resource packs for design and technology projects. Staff have had no professional development to extend their subject knowledge and expertise, and this contributes to a lack of planned progression in skills and expectations of the quality of the finished product as pupils move through the school.

GEOGRAPHY

131. Standards are broadly in line with national expectations by the ages of seven and 11, although there is some inconsistency across both key stages. Only two geography lessons were seen during the inspection, but other evidence was gained from the review of pupils' work and discussions with pupils from Year 2 and Year 6. These indicate that pupils achieve well by the end of both key stages in geography. However, there is some variability in the extent and quality of work across the year groups and the higher-attaining pupils are not always sufficiently extended through the provision of more demanding tasks.
132. Pupils' attainment by the end of Year 2 is in line with expectations. Pupils are becoming familiar with maps of the United Kingdom and can name the four countries and the capital cities of England and Scotland. Their knowledge of features and countries beyond the United Kingdom is enhanced through the fictitious travels of a bear. Pupils can discuss the attributes of a volcano and are able to link their knowledge of foods to the countries of origin. They show considerable enthusiasm in sharing this knowledge.
133. By the end of Key Stage 2, pupils' attainment is also in line with the standard expected nationally. Through their topic books on the European Union, pupils show that they have begun to recognise the links and relationships that make countries dependent upon each other. They are able to discuss with confidence the physical features and some economic factors of those countries studied. In their current study of the locality, pupils are beginning to understand the problems associated with the shopping area. They have developed a questionnaire to provide them with information through interviews with their families.
134. The teaching overall is satisfactory, with parts of the lessons having some good elements. The use of focused questioning encourages pupils to extend their thinking. However, some pupils do not participate enough and there are insufficient opportunities to engage in group or partner work. Visits that have been undertaken at the beginning of the topic on the local environment have enhanced learning by the end of the Key Stage 2. This has engendered enthusiasm and ensured that pupils have first-hand observations on which to base their work. Also, good use is being made of children's knowledge of their own area. They are developing their moral attitudes as they consider the effect that purchasing power can have on businesses and livelihoods. There are high expectations of pupils' presentation of work, particularly by the end of Key Stage 2, where pupils have a great sense of pride in their topic books. Planning is variable and lacks detail, particularly for meeting the differing needs of pupils in the class. However, appropriate support is provided in class for those with special educational needs, including ensuring that pupils understand the task and have access to the material through reading the information as a whole class and explaining any technical vocabulary.
135. Pupils have very positive attitudes to the subject and enjoy the work. They are responsive to the questions posed and by the age of 11 are beginning to evaluate and reflect on their learning. They select information from a variety of sources and suggest plausible conclusions. Some use is made of ICT when pupils undertake research, but this is underdeveloped. There is greater scope for its use in recording and presenting work.

136. In the last inspection report, there was no specific mention of the subject or the role of the co-ordinator. The co-ordinator manages the resources, which are adequate, well and gives advice as required. However, she has had little opportunity to fully develop her role through involvement in supporting and monitoring short-term planning and the teaching methods used, which limits the opportunity to ensure greater consistency of approach across the key stage. She arranges the residential trip and uses such opportunities well to develop the pupils' learning in geography.

HISTORY

137. Only one lesson was seen during the inspection, but evidence from pupils' work, displays and pupils' responses in discussions indicates that standards are in line with national expectations by the end of Year 2 and are above expectations by the end of Year 6. Pupils are covering the areas of study required by the end of both key stages and have a satisfactory understanding of most of the key elements of chronology, historical knowledge, enquiry and interpretation.
138. By the end of Key Stage 1, pupils' knowledge and understanding of history and its place are developing appropriately, but their chronological understanding is less well established. However, they are able to recount events in the lives of their grandparents and know that Guy Fawkes lived before Florence Nightingale. Pupils with special educational needs also make satisfactory progress. In discussion, pupils talk with confidence about the life of Florence Nightingale, describing how her life was different from modern life, with different expectations. They are able to compare life in the Victorian classroom with their own experiences. Pupils know that further information can be obtained from books, videos, the Internet and museums. There is no evidence of pupils' individual or collective research, although they show keen interest in and enthusiasm for the subject.
139. By the end of Key Stage 2, pupils are able to describe many details from their recent study of British history since 1930. They can describe the significance of the Jarrow marches and divisions within the country, as well as events and their implications from World War II. Their understanding of why Britain became involved shows an awareness of situations developing on global scales. They are able to evaluate information from a variety of sources, including personal accounts by visitors. A particular strength is the quality of their topic books, and all pupils show considerable pride in them. Presentation is good and there is some evidence of opportunities for pupils to develop their own research in Year 6. Pupils show extensive interest in their learning and have developed an enthusiastic approach to the subject. Younger pupils in this key stage are able to discuss well some of the main areas of learning associated with the Ancient Egyptians and the Romans. They are able to compare the fashions, baking and burials of today with those in Ancient Egypt. They are developing a good understanding of chronology and make deductions from known facts to inform their estimation on a time line. When discussing the introduction of electricity, they considered the fact that there was one channel on the television in 1950 and therefore its introduction was before that date. Good use is also made of visits to local places of interest, such as Reigate Priory, and history is one of the themes on the residential trips.
140. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2, resulting in the above-average standards achieved by the end of Key Stage 2. Judgements are based on the work seen, the pupils' knowledge and understanding of the work they have undertaken and the one lesson observed. The good aspects of teaching mean that pupils engage in discussions and are required to think and solve problems. Pupils have undertaken role-play and this helps them learn effectively, showing, for instance, that they understand the rigours of school life during Victorian times. Pupils with special educational needs receive appropriate support, but in the lesson observed found it difficult to understand the language used in the books on crime and the punishments used by the Ancient Egyptians. However, the teacher gave pupils clear explanations and a writing frame to support their work.
141. Pupils use the school library for information in the upper school and this is being further supported through the development of topic boxes. The school is continuing to build up its artefacts to provide first-hand experiences to aid pupils' learning. The school uses the local museum, and the curator is a regular visitor to the school, providing both artefacts and knowledge to extend pupils'

learning and enthusiasm for the subject. Indications are that history is used well to aid the development of pupils' literacy skills.

142. The role of the co-ordinator is at present underdeveloped. It is limited by time constraints, but the co-ordinator has collected written work and discussed the topics with pupils. However, this information is not yet used to evaluate pupils' learning across both key stages. The co-ordinator has an action plan and supports colleagues through arranging visitors and workshops to develop pupils' understanding of the subject further and to improve standards. The school has recently introduced an end-of-topic assessment procedure, but its effectiveness as a tool for assessing pupils' knowledge and understanding has not yet been evaluated.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. By the ages of seven and 11, pupils' attainment is below the standard expected nationally. When account is taken of their attainment on entry to the school, all pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress and achieve appropriately. Compared with their achievements in other subjects, however, standards are not high enough.
144. Since the last inspection, the school has worked hard to ensure that it has access to the Internet and to identify how ICT can be used across the curriculum. A resource assistant has been appointed to support the development of ICT skills within the school. The school has identified the lack of sufficient resources and the need to develop ICT throughout the school. Inspection evidence confirms the need to update hardware and to extend the range of software available. Nevertheless, the school is not making enough use of the software already available. Standards are lower than they should be because pupils do not have enough regular access to the computers, although all classes receive support in developing their knowledge, skills and understanding in ICT. All pupils are guided through an appropriate range of skills but do not have enough regular contact with the computers to consolidate them. Opportunities to enrich learning about and through ICT are not always taken; for example, there is no opportunity to extend and enrich the provision outside of lessons. The school is following national guidelines for ICT, but these have not been adapted to suit the needs of the pupils. There is a clear action plan for the development of ICT in the school.
145. By the age of seven, pupils are still developing their confidence in using ICT. Higher-attaining and average-attaining pupils are developing an understanding of the keyboard functions. Most pupils use the mouse and select simple tools. Higher attainers and average attainers drop and drag, moving colours on the screen. Lower-attaining pupils are still developing the ability to drag. Pupils are familiar with the keyboard, but they cannot yet enter information independently without direct adult support. Most pupils can use the shift key, but many are unsure of how to delete. Pupils in Year 2 do not know how to save data. Typing skills are slow and pupils do not make as much progress as they could because they only have one skills lesson every fortnight. Computers are not being used as much as they could be during the day. Pupils draw pictures of themselves using painting software. In the last few weeks of the summer term, pupils are only just learning that information can be presented in a graph, with the result that learning and knowledge are not yet secure. Pupils are guided to produce a simple graph from real data such as favourite colours. The school is beginning to use ICT to enhance learning in other subject areas such as mathematics, English and history, but progress is slow. The teacher uses the Internet to show pupils how to access information for history, such as material about Florence Nightingale. Pupils in Year 1 and in reception have made effective use of the digital camera to take photographs of one another.
146. By the age of 11, pupils are making satisfactory progress in presenting information in a variety of forms and adding to, amending and improving that information. A few higher-attaining pupils have a sound understanding of spreadsheets, and understand their use in recording and processing information. They can explain their use in the wider world. Pupils in a Year 6 lesson used a programmable device, 'Pip', to write a programme to complete a specified route across their imaginary island. They use a computer to locate information about World War II and the European Union. All Year 6 pupils have the opportunity to send an e-mail. Higher-attaining pupils know and

explain how to open a programme, and average and lower-attaining pupils understand how to print and save their work. They know how to use different fonts and how to enlarge pictures. Typing skills of the average attainers are slower than normally found in pupils of this age. Pupils use the computer to write about Harry Potter and add a border to their work. They use clip art and bar charts, for example, to show the results of a friction test in science. Discussions with pupils in Year 6 indicate that access to the computers is inconsistent and limited. There is insufficient evidence of ICT work in Years 3 and 4. The organisation of ICT work is unsatisfactory. Pupils are often taught in small groups, with one computer between 11 pupils. Teaching points to help pupils enter data are clear, but pupils have insufficient opportunity to reinforce their skills. As the opportunity for 'hands on' experience is limited, pupils become restless and their motivation is not as high as it could be.

147. The teaching in the small number of lessons seen during the inspection is broadly satisfactory, but teaching and learning over time are unsatisfactory at both key stages. Only one teacher was observed teaching ICT skills. In most cases, pupils are taught skills by a learning support assistant, with support provided by their class teacher. They are given clear guidelines for completing the work and expectations of what techniques to use. Demonstrations are clear; for example, in a Year 2 class, the learning support assistant demonstrated how to drag and insert data onto a bar graph. Learning is not as effective as it could be because pupils do not practise and consolidate their skills regularly enough. Pupils have insufficient access to computers and teachers do not give them enough opportunity to use their ICT skills in other lessons. Good support is given to pupils with special educational needs so that they achieve alongside others with adult support. Teachers record the skills taught and pupils' progress. Assessment and record keeping are good.
148. There is currently no co-ordinator for ICT, which has affected the pace of development recently. A co-ordinator has been appointed and will join the school next term. The school has appropriate plans to increase the quality and quantity of hardware and software available and this is linked to the new building programme.

MUSIC

149. Only two lessons, one in Year 2 and one in Year 5, were seen during the inspection. On the basis of this evidence, a scrutiny of the school's documentation, including teachers' planning, singing in some assemblies and discussions with pupils, standards of music are below national expectations by the ages of seven. It is not possible to make clear judgements about standards by the age of 11, but the small amount of evidence indicates that they are below expectations overall. Pupils do not have sufficient opportunity to develop their knowledge, skills and understanding across the aspects of performing, composing and appraising, and consequently the music curriculum lacks adequate depth and breadth.
150. Pupils in Year 2 are able to recognise and use symbols to represent different sounds and to sing a pattern of symbols, both arranged by themselves and by their teacher. They use body percussion effectively to copy the teacher's rhythms, carefully responding to changes in tempo and dynamics. Their singing of a song from Ghana is rhythmical in the main, but lacks sufficient awareness of dynamics and expressive qualities, aspects that were not sufficiently reinforced during the lesson. Pupils made satisfactory progress in the lesson and responded enthusiastically to the positive teaching, concentrating hard when listening to the teacher's commands and the performances of individual pupils. Overall, however, insufficient attention is paid to developing pupils' skills of appraisal through evaluating their own and others' work.
151. In Year 5, pupils considered the content of lyrics as part of their work on pop music. They found this work difficult as they had insufficient background knowledge and understanding on which to base their contributions. As a result, the content of the lesson, with its lack of practical music-making or appraising, failed to inspire the pupils, with the consequence that their attention waned quite considerably and they became less focused as the lesson progressed. Their knowledge and understanding of the elements of music and musical terminology are below the level expected of

pupils of this age. Some of the work of Year 6 pupils on display in the school indicates that they receive a broader curriculum than that shown in the lesson.

152. Pupils have the opportunity to develop their singing in some assemblies, for example, in the singing assemblies that are held one each week. Their singing is broadly satisfactory, but lacks sufficient awareness of dynamics and phrasing. However, singing does not feature in all assemblies, and opportunities are missed in others for developing pupils' skills in listening to and appraising music. On occasions, some pupils contribute effectively to assemblies by playing recorders.
153. Leadership of the subject has been in abeyance for several months this year as a result of the absence of the subject co-ordinator. The school uses the QCA national guidance as its scheme of work, but this has not been modified or developed further to meet the needs of pupils at the school. There is, therefore, insufficient guidance to teachers to ensure that, in their planning, the learning intentions of individual lessons are identified clearly enough or to ensure that pupils' skills, knowledge and understanding are developed systemically from year to year. There is no formal system for assessing and recording pupils' progress in music over time.
154. The subject leader has not yet been able to monitor teaching and learning. Extra-curricular activities, including choir and orchestra, have not taken place during the co-ordinator's absence but are planned to be reintroduced at the beginning of next term. Older pupils are able to participate in a recorder club. Pupils' musical experiences are further enhanced through participation in Opera Brava, a school-based children's opera which culminates in a performance to parents. As no reference was made to music in the last inspection report, it is not possible to make a judgement on progress since that time.

PHYSICAL EDUCATION

155. Only a narrow range of activities was seen during the inspection, covering games and athletic skills. By the end of Key Stage 1, pupils' attainment is close to but below the standard expected of seven-year-olds, mainly because of weaknesses in the organisation of the curriculum, especially during the summer term. The long weekly lesson and the large group sizes, although supported by two teaching and additional support staff, do not enable pupils to develop and consolidate their practical skills in a regular and systematic way. The majority of pupils are able to throw and catch balls, quoits and beanbags with reasonable accuracy, and when a teacher or helper is directly involved with the group, they generally make satisfactory progress in improving their skills. Those working on their own without adult intervention do not make enough progress. Pupils' co-ordination skills are mostly average, but a significant minority have weak spatial awareness and difficulty in moving around each other safely and with control, especially with so many children in the comparatively small playground. Pupils work enthusiastically, although rather noisily, in their games lessons.
156. Most pupils try hard to improve their performance, although not always successfully, as the tasks are not always clear enough and teachers do not give them enough time to reflect and offer views on their own and others' performance to move the work forward. The teaching overall is generally satisfactory but generally does not challenge pupils enough. The large group sizes mean that it is also difficult for teachers to check on the progress made by individual groups.
157. By the age of 11, pupils' attainment is also close to, but below, the standard expected nationally. In Years 5 and 6, the narrowness of the athletics skills programme and the inappropriateness of some of the activities give only limited opportunities for pupils to develop their running, jumping and throwing skills in sufficient depth and do not provide them with enough challenge. The quality of teaching ranges from satisfactory to poor, although overall it is satisfactory at both key stages. Most teachers organise their lessons competently and manage their pupils well, ensuring that they remain focused on the activities. In the more effective lessons, teachers ensure, through careful questioning, that pupils are clear about the need to warm up and cool down after vigorous activity. Within the limitations of some of the activities, most pupils work at a good pace, are keen to improve their performance and are able to record their results accurately. In one Year 6 lesson, non-participants were used well to organise group activities and to undertake the measuring and

recording of distance or height. The weaknesses in teaching in one games-skills lesson resulted mainly from difficulties in managing the class and the selection of inappropriate activities for an indoor space.

158. In general, pupils are given insufficient time to develop their skills or to repeat, practise and refine them before measuring their performance. In addition, not enough emphasis is placed on developing the skills of evaluating their own and others' performance to improve its quality. Although pupils' progress in lessons is broadly satisfactory, there is little evidence to suggest that their skills have been developed in a systematic way throughout the key stage.
159. Leadership of the subject is developing, but does not yet have sufficient influence on teaching and learning through the school. The subject leader is also the Key Stage 1 co-ordinator and is currently acting as deputy headteacher, which limits the time available to develop the curriculum, monitor teaching and learning, and improve standards.
160. The curriculum is broad and reasonably balanced, although its organisation has some unsatisfactory elements. Older pupils go swimming each year on a rotation basis and, by the age of 11, the majority are able to swim 25 metres. Curriculum planning is based on the QCA schemes of work, but these have not been modified to take account of the specific needs of pupils at the school or to ensure that their knowledge, understanding and skills are developed systemically from year to year. The quality of the medium- and short-term planning is not sufficiently detailed to identify clearly the learning intentions of lessons within the different units of work. Progress in devising and implementing a manageable and comprehensive form of assessment of pupils' progress remains slow and at present is unsatisfactory. Teachers have adequate knowledge of their pupils' progress and achievements, but few make regular written comments as part of a formal assessment process, which is a weakness. The range of resources available for the teaching of physical education is broadly satisfactory, but the quantity and quality of some of the equipment for small games skills are unsatisfactory. Pupils are given opportunities to participate in a range of extra-curricular activities, including netball, football and cross-country running, as well as inter-school competitions in the locality, which extends the opportunities for developing pupils' skills. As no reference was made to physical education in the last inspection report, it is not possible to make a judgement on progress since that time.

RELIGIOUS EDUCATION

161. No Key Stage 1 lessons were seen as religious education was not taught during the inspection. From a scrutiny of pupils' work, teachers' planning and discussions with pupils, it is clear that the school meets the requirements of the local agreed syllabus. By the age of 11, pupils' attainment is broadly in line with the agreed syllabus. Appropriate emphasis is given to relating pupils' knowledge to their own lives and this promotes a sound understanding of the underlying principles of faith.
162. By the age of seven, pupils have a satisfactory knowledge of the Bible and understand that its stories have a deeper meaning. They know about events in the life of Christ and begin to understand what relevance these have to their own lives. Pupils know about major Christian festivals, such as Christmas, Harvest and Easter and are able to explain the meanings of customs associated with these festivals. For example, Year 2 pupils explained well the fact that Easter eggs represent new life, and demonstrated their reflection on the celebration as one pupil pondered, 'I'm not sure why they're made of chocolate, though'. Through their visit to a local church, pupils are becoming familiar with the purpose of some of the Christian artefacts. They know, for example, that the font is used for the ceremony of baptism. Pupils are introduced to the faiths of Islam and Judaism. Pupils in Year 2 draw a plan of a synagogue and label important artefacts, such as the menorah. In the infants, the time allocated for religious education is below the recommended hours. Whilst pupils make satisfactory progress in their knowledge of Christianity, which is the main focus of the agreed syllabus for this age group, there is insufficient time spent on the study of other religions. As a result, in conversation they have only limited recall of what they have learned about other religions.

163. By the age of 11, pupils' knowledge of Christianity is satisfactory. They have a sound knowledge of stories from the Old and New Testament. They recognise that Christianity has a special significance to Christian believers, which is explained by studying the Bible. Knowledge of artefacts and symbols of the Christian church is satisfactory. By Year 6, pupils have made satisfactory progress in their knowledge of the beliefs and customs associated with a range of faiths, such as Islam, Hinduism and Judaism. However, the best progress is made in Year 6, where a scrutiny of work indicates that pupils study the subject in greater depth than in other years. In many instances, the amount of work produced is light and much of it remains unfinished. Pupils treat artefacts from the different religions with respect and learn about the symbols associated with each of the different faiths they study. They understand well that religious beliefs affect the way people live and the importance of religious rituals in their daily lives. For example, in Year 6, pupils make comparisons between the daily lives of Christian women and Muslim women, and engage in sensitive discussion about the differences.
164. As no lessons were observed in Years 1 and 2, no judgement can be made on the quality of teaching at Key Stage 1. For junior pupils, the quality of teaching and learning is satisfactory. Teachers have sound subject knowledge of Christianity and other world faiths. Lessons are effectively planned and relevant, and promote satisfactory attitudes to learning. Clear explanations help learning, and questioning is used effectively to extend understanding. Teachers manage pupils well and have high expectations of courtesy and behaviour. Pupils respond well in discussions and are keen to explain what they have learned. They are tolerant of the opinions of others and are eager to learn about the differences in religious practice and belief.
165. The subject co-ordinator monitors standards by regularly checking pupils' work, but does not have regular opportunities to monitor the quality of teaching through observing lessons. Assessment is not used consistently to identify individual strengths and weaknesses in the subject or to inform planning. There are some visits to local churches to support pupils' learning, although there have been no recent visitors to the school to talk about their faith. Religious education makes a good contribution to the spiritual, moral, social and cultural development of pupils through the study of other faiths and moral issues. Collective worship sometimes includes faith stories and celebrates significant festivals, which makes a satisfactory contribution to pupils' religious education.