

INSPECTION REPORT

FOLLY HILL INFANT SCHOOL

Farnham

LEA area: Surrey

Unique reference number: 125048

Headteacher: Mrs Sian W Allan

Reporting inspector: Brenda Spencer
20451

Dates of inspection: 14th – 15th January 2002

Inspection number: 193873

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Coniston Drive Farnham Surrey
Postcode:	GU9 0DB
Telephone number:	(01252) 716121
Fax number:	(01252) 717845
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sue D Ayre
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20451	Brenda Spencer	Registered inspector	Foundation stage Art and design Music Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
9537	Caroline Marden	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?
20951	Philip Littlejohn	Team inspector	Mathematics Information and communication technology Religious education	
31566	Lynne Palmer	Team inspector	Science History Physical education Special educational needs	
23044	Valerie Singleton	Team Inspector	English Design technology Geography	English as an additional language How good are the curriculum and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

4 - 7

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

8 - 9

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

9 - 11

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

11 - 13

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

13 - 14

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

14 - 15

HOW WELL IS THE SCHOOL LED AND MANAGED?

15 - 16

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16

PART C: SCHOOL DATA AND INDICATORS

17 - 20

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

21 - 32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Folly Hill Infant is a small, mixed school in Farnham, Surrey for pupils aged four to seven years. Most of the pupils have advantaged socio-economic backgrounds and their attainment on entry to school is good. There are 92 pupils attending full time; 44 are boys and 48 are girls. Four pupils left and two joined the school last year outside the normal times of transfer. Only two pupils are from ethnic minorities and are of Indian heritage. There are three pupils for whom English is an additional language and none of these are at an early stage of competence. Seven per cent of pupils are on the special education needs (SEN) register which is below the national average. Three per cent have statements of special educational needs for moderate learning and emotional and behavioural difficulties. Five per cent of full time pupils are eligible for free school meals which is below the national average.

HOW GOOD THE SCHOOL IS

Folly Hill Infant is an effective school. The ethos enables the relatively small number of pupils with special educational needs and from ethnic minorities to achieve as well as their peers. Children in the Foundation Stage are on track to achieve beyond the recommended goals in many aspects of their learning by the end of the reception year. Pupils at the end of Year 2 achieve standards above national averages in the core subjects. The quality of teaching and leadership and management of the school is good overall. While costs are high because of extra funding related to Beacon status, given the other factors the school achieves good value for money.

What the school does well

- The headteacher provides very good leadership supported by an effective governing body.
- Provides teaching of a consistently good quality; in particular some subject co-ordinators often inspire pupils to reach high standards.
- Pupils achieve above national average standards in the core subjects of English and mathematics and well above these in science. They achieve above age-related expectations in information and communication technology, music and physical education.
- Children make a good start to their education in the Foundation Stage benefiting from an appropriate curriculum for young children.
- Successfully promotes pupils' interest in their work, good standards of behaviour and high levels of attendance.
- Enjoys the support of parents who contribute well to their children's learning.

What could be improved

- The balance of the curriculum to give greater emphasis to foundation subjects.
- Standards in design and technology and pupils' ability to evaluate their artwork.
- Challenge for higher attaining pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Recommendations made at that time have been met. The pond is now secured and locked when not in use. Policies and schemes of work have been drawn up for subjects which were not previously in place, but some do need review to reflect national changes made in 2000. Co-ordinators' role in monitoring teaching has been extended recently. Methods of monitoring include work sampling, co-ordinator and governor lesson observation, interviews of pupils and scrutiny of displays and resources. The scope of long-term planning has been increased by including an effective three-year projection.

There are many other improvements. These include: recent and better delegation of curriculum responsibilities; better provision and teaching in the Foundation Stage; improved overall quality of teaching; and greater and more rigorous involvement of governors in monitoring the effectiveness of the school. There has been a steady improvement in national test results. Strengths of the provision since

the last inspection have been maintained in most respects. Noticeably standards in design and technology have fallen. This is primarily due to an imbalance in the emphasis of the curriculum resulting from a vigorous response to national initiatives to improve literacy and numeracy.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	B	A*	A
writing	A	A	A	A
mathematics	B	B	A	A

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

Standards achieved in reading, writing and mathematics in National Curriculum tests in 2001 were well above the national average. The school's performance in reading was in the highest five per cent nationally. Compared with similar schools, standards in all three areas and in science were well above the national average. The proportion of pupils reaching the higher levels compared to similar schools and nationally was well above average in reading and mathematics but was below average for writing and average for science. Trends over three years show that pupils' performance is rising and generally follows but is above the national trend. Both boys and girls exceed the national average for their groups, however boys do so to a greater extent than girls in reading and writing.

Pupils by the end of Year 2 are also on track to reach standards well above national expectations in science and above in information and communication technology, music and physical education. Standards are in line with national expectations for religious education, art and design, geography and history and they are below for design and technology. Pupils develop skills in literacy and numeracy well. They show good ability to learn from each other in physical education. Pupils are not confident enough about evaluating and improving their work, for example in art, music and design and technology. Overall, given their good starting points and the standards they reach, pupils achieve satisfactorily supported by good teaching. Pupils with special educational needs reach expected standards and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school and settle well to their work.
Behaviour, in and out of classrooms	Pupils are generally well behaved. Playtimes are calm affairs and pupils move around the school without causing disruption.
Personal development and relationships	Relationships are generally good. Pupils take the responsibilities they are given seriously.
Attendance	The attendance rate for 2000/2001 was well above the national average and the rate of unauthorised absence was below the national average for similar schools.

TEACHING AND LEARNING

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

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

The quality of teaching is good for English and mathematics and skills in literacy and numeracy are developed well. Particular strengths in teaching include very good relationships with pupils which enable them to take risks in their learning, very good subject knowledge and high expectations and effective use of questions, resources and pupils' work to stimulate peers to higher achievement. Aspects of lessons which were less effective were slow pace, recorded work not matching pupils' capabilities, under use of classroom assistants during the introduction and boys being allowed to monopolise discussions.

The school meets the needs of pupils with special educational needs well. The scrutiny of work shows that higher attainers are sometimes not sufficiently challenged. Where boys are allowed to dominate lessons girls become too passive. The good quality of teaching overall contributes to pupils' engagement with their learning. They are prepared to work hard and consequently acquire skills, knowledge and understanding well. Children in the Reception respond positively to the warmth of staff and come happily to school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and includes all the subjects of the National Curriculum and religious education. However the time spent on some subjects is insufficient. Skills in literacy and numeracy are developed well. Extra-curricular activities are good.
Provision for pupils with special educational needs	Good support and procedures are in place. Pupils are identified well and are appropriately supported to have full access to the curriculum.
Provision for pupils with English as an additional language	Three pupils have English as an additional language and are well integrated. They make satisfactory progress alongside their peers. All speak English fluently so do not require extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral, social and cultural development is good. Whilst satisfactory overall, more opportunities are needed for pupils to experience spirituality across the curriculum. Opportunities for personal development are good.
How well the school cares for its pupils	Whilst satisfactory procedures are in place for assessment and monitoring pupils' development the paperwork is too extensive. Procedures for child protection are good as is partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher provides very good educational direction for the school and has a clear commitment to raising standards. Co-ordinators are effective overall. Recent expectations for all teaching staff to shoulder curriculum responsibilities are to be applauded. Those very new to this role require training whilst established co-ordinators are doing a good job.
How well the governors fulfil their responsibilities	Governors have extended their role in monitoring since the last inspection. They have good links with curriculum co-ordinators. They are enthusiastic and rigorous and meet their statutory obligations.
The school's evaluation of its performance	Very good procedures have recently been implemented involving staff and governors to monitor teaching and learning. Data from assessment is analysed well and co-ordinators' interviews with pupils provide valuable information on attainment and curriculum.
The strategic use of resources	The budget is carefully allocated according to educational priorities and good value for money is eagerly sought when making purchases. The school compares its performance with similar schools to seek best value and plans to strengthen its consultation with parents to ensure the provision meets their children's needs. The school is well staffed and has pleasant accommodation and good 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's happiness at school • the effectiveness of teaching • the high standards of behaviour • the quality of leadership and management • the progress their children make. 	<ul style="list-style-type: none"> • information about their children's progress • the ease of raising questions or problems • the range of activities outside lessons • a closer working relationship with parents

The inspection team agrees with the parents' positive views. They also agree the information provided, particularly in reports about their children's progress, could be improved. However, the range of activities outside lessons is good for an infant school and the working relationship with parents and their ability to raise questions are not a cause for concern.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessment reveals most children enter school with good skills and knowledge in early literacy and numeracy and in personal and social development. Relatively few pupils have special needs and the three pupils with English as an additional language are fluent English speakers and do not require specific support.
2. By the end of Year 2 pupils reach standards above the national average in English and mathematics and well above average in science. Pupils are articulate and confident speakers. They read using a range of strategies with expression and fluency. Their writing is well punctuated and spelt but too few pupils write using extended storylines. In mathematics they have good strategies for adding and subtracting and have a good understanding of the properties of 2-D and 3-D shapes. However the recorded work, particularly of higher attaining pupils, is often unchallenging. In science pupils' investigative and experimental skills are very well developed. They have a good knowledge of materials and physical forces.
3. The continued development of pupils' good speaking skills is assured through the many opportunities they have for class discussion. Drama, school productions and the frequent use of group work, which provides useful opportunities to organise and negotiate, all help pupils use language for different purposes. In lessons pupils' subject specific vocabulary is extended so that they can discuss with greater precision. Whilst most pupils listen well and have good recall of instructions some pupils have difficulty with this. This is because they are only really interested in their own activities. However, in lessons such as music they receive appropriate reminders that it is expected that the audience gives each performance respectful attention.
4. The high standards in reading reflect the time which is devoted to this area in the curriculum. There is careful teaching of technical skills such as phonics and higher order comprehension skills. Pupils are also heard to read regularly and parental involvement in reading is strongly encouraged. The quality and range of books made available to pupils is impressive and has a direct impact on their very successful mastery of reading skills. In the past the school has not been satisfied with the performance of boys in the standards assessment tests at the end of Year 2 and has planned to provide them with more male role models as readers.
5. The school recognises that whilst the proportion of pupils reaching the expected levels for writing is high, too few are attaining higher levels given the pupils' starting points when they come to school. Their storylines have been too underdeveloped and the writing relatively short. As a consequence the proportion of pupils achieving higher levels has been below that of similar schools. Remedying this is a main feature of the school improvement plan for curriculum development. Pupils are to be given more opportunities for extended writing across the curriculum. Role-play is now being successfully employed to help pupils consider alternative outcomes for plots. Handwriting has not been systematically taught and consequently standards in this area are not as high as they could be.
6. The school's results for mathematics in common with reading and writing have improved steadily since 1998. Pupils do well in comparison with national averages for all schools and in comparison with similar schools for expected and the higher levels. In lessons there is often a match of task to pupils' prior attainment. However, this is not always consistently the case in the expectations for recording their work. Consequently there is some underachievement of higher attainers. Teaching does successfully support pupils in using efficient strategies to solve problems.
7. The broad curriculum in science has much to do with the very good standards which are reached. Overall comparisons with national averages and similar schools are favourable. However the school is not content with pupils' performance at the higher levels. This is because their attainment is in line with the average for similar schools rather than better. The cause has been identified as a need to raise the profile of investigative and exploratory science in the curriculum,

which the school has already done to good effect.

8. Much of the effort for improving standards and developing the curriculum has been concentrated on literacy and numeracy in recent years. This has followed the thrust of national initiatives and the school has implemented the strategies successfully. These areas take the lion's share of time allocated to the curriculum. As a consequence pupils do not do as well as they might in aspects of the foundation subjects. In particular whilst pupils have time to undertake artwork, some design activities or music compositions not enough time has been devoted to honing their ability to evaluate and develop their art or appraise their compositions. So by Year 2 pupils have not developed the confidence or knowledge to comment critically and take their work forward. So little time is allocated to design and technology that standards are below age related expectations by the end of the key stage because the scheme of work cannot be covered. In contrast pupils reach standards above age-related expectations in physical education. The school has given particular priority to this subject, for example through providing swimming lessons and providing sufficient time on the timetable for pupils' skills to be developed. Equal success has been achieved in information and communication technology (ICT). ICT appears in all subjects except physical education thus enabling pupils to constantly reinforce their skills and see their relevance.
9. Pupils with special educational needs make good progress. They achieve the nationally expected standard in all the core areas of learning. Overall pupils achieve satisfactorily supported by good teaching given their above average starting points and the standards they reach. Children in the Foundation Stage also achieve satisfactorily. They make a good start to their education. They settle quickly because of the good induction procedures and the caring relationships they have with the adults who teach them.

Pupils' attitudes, values and personal development

10. The school has maintained pupils' good behaviour and positive attitudes seen in the last inspection.
11. Pupils enjoy school, quickly settling to their work when they arrive in the morning. Their attitude to work is good overall. Most pupils consistently work hard and listen attentively to their teacher's instructions. This, in conjunction with pupils' very good attendance, contributes to their satisfactory achievement and good attainment.
12. Pupils' behaviour is good, both in lessons and during breaktimes. They move sensibly around school and wait quietly for assembly to start. In lessons most pupils quickly do as they are told. A few pupils are silly or cheeky to the teacher and this disrupts their own learning. At breaktimes pupils play well together and there was no evidence of oppressive behaviour during the inspection. There have been no exclusions in the past year.
13. Relationships within the school community are good and they are very good between teachers and pupils. In most cases pupils work well together but a few find it difficult to take turns and share. Parents report that children new to the school are quickly accepted and made to feel part of the community.
14. The trust that pupils have in their teachers gives them the confidence to explore new ideas and skills. Pupils' personal development is satisfactory. In an art lesson, pupils were given the freedom to choose their materials to make an arctic collage. They approached this with imagination producing landscapes that successfully portrayed the coldness and jagged nature of icebergs. Pupils are beginning to be able to understand how other people might be feeling; in a Year 1 class pupils were able to understand why Henry was being horrid in the book 'Horrid Henry' and to give sensible ideas for actions the family could take to help him. However, pupils do not have enough opportunities to develop independent, investigative skills through mathematics or design and technology. Children in reception class have many opportunities during the day to choose their activities and the resources they need. However, they would benefit from further choice within activities such as designing and making in order to make decisions about how they might adapt their work.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good and has improved since the last inspection. During this inspection no unsatisfactory teaching was observed and just over one in five lessons was very good. These were lessons taught by subject co-ordinators. Very nearly three quarters of lessons were good or better. Strengths in teaching at the time of the last inspection have been developed and the unsatisfactory elements have been rectified. Consequently pupils make satisfactory progress from good starting points to reaching standards above national average particularly in the core subjects.
16. The following characteristics were found in effective teaching:
- very good relationships between staff and pupils enabling them to take risks in their learning in an atmosphere of trust;
 - very good subject knowledge which helps pupils reach high standards;
 - high expectations leading to high standards;
 - very effective use of questions which prompts pupils to think hard and apply their knowledge and supports teachers in probing pupils' understanding;
 - good use of resources in Reception class supporting high quality play; and
 - good use of pupils' work stimulating their peers to higher achievement.
17. Relationships between staff and pupils are very good. Staff are encouraging and use praise well to help pupils develop self-confidence. Errors are dealt with sensitively and where they contain a positive element these are highlighted to the children. For example if a guess is incorrect but shows intelligent logic this is praised. This atmosphere of trust underpins the teaching and helps pupils to do well.
18. The most inspiring lessons were taught by subject co-ordinators working in their field of special expertise. These occurred in the Foundation Stage, English, physical education, art and music. The teachers' very good subject knowledge enabled them to have very high expectations of their pupils and to help pupils reach these expectations. Sometimes the learning was structured carefully so pupils built progressively on their skills and attempted increasingly complex tasks. For example in music pupils moved into composing two layer percussion pieces supported by others maintaining a steady beat. This developed from simply clapping alongside repeated spoken questions and answers which provided a rhythmic motif. Gradually the support of the spoken element was removed and pupils were able to perform the piece using instruments. In art, pupils were carefully taught techniques in preparing watercolour washes. They were also challenged to make choices about the materials to use in order to achieve particular effects thus helping to develop pupils' high level evaluative skills. In an imaginative English lesson pupils undertook role-play to try out alternative endings to a story.
19. Questions are used very well to encourage pupils to think at higher levels. Children in Reception class are asked to consider the possible thoughts of characters in books, for example the farmer at night time when all the animals decide to have a concert. In introductions to sessions they are supported in thinking about how best to arrange objects to count them accurately. In mathematics in Year 1, questions were used well to assess pupils' understanding for example of multiples of a number and effective strategies for answering questions. Pupils in Year 2 were supported in developing their own ideas for writing stories by the effective use of open questions which allowed different ideas to be explored.
20. Resources are used very well in Reception class to support high quality play. Good links are made with families to extend the range available. Children achieved a firm understanding of the different ways toys can move because of the range of toys which were available to them. Role-play is particularly well resourced enabling children to become immersed in their pretence and to develop their literacy and knowledge and understanding of the world.
21. Teachers often use the work of pupils to very good effect. This is particularly strong in physical education lessons. When creating a sequence of jumping movements pupils were used as models to help others to evaluate their own work and improve their performance. In music the teacher asked questions to help pupils appreciate where performers maintained a steady beat or adopted extended musical phrases.

22. In a small number of overall satisfactory lessons there is some evidence of the following weaknesses:
- boys allowed to monopolise the discussion leading to girls adopting a passive role;
 - slow pace to the lesson which sometimes resulted in pupils becoming restless or less engaged in their learning;
 - lack of match of recording of work to pupils' known attainment leading to lack of challenge for higher attainers and difficulties for lower attaining pupils;
 - too short a time allowed for high level discussion leading to missed opportunities particularly for higher attaining pupils; and
 - underuse of class assistants particularly in the introduction of sessions leading to missed opportunities for example for assessment of pupils' understanding and speaking and listening skills.
23. The school has adopted successful strategies to improve boys' attainment in reading. However in some lessons they are allowed to dominate discussions and teachers respond most often to their raised hands. This leads to a passive response from girls.
24. Some lessons became rather pedestrian because the rate of change of activities was not quick enough to maintain pupils' interest. This was evident in the hall time for Reception children. In English lessons the 70 minute slot in the morning most often used for literacy sometimes becomes too steady in pace to achieve an excitement in the learning.
25. Lessons observed often had tasks at different levels to match pupils' prior attainment. However the work scrutiny revealed that pupils are asked to undertake similar recording work. For example, in Reception baseline assessment highlights a wide range in the children's mathematical attainment yet all use the same commercial scheme and have completed the same sections. Careful annotation in marking by the teacher indicates that children with lower attainment have struggled with what is required for recording. Their time would better be spent engaged in practical activities developing their understanding of the mathematical concept underpinning the recording. This common expectation for recording also resulted in lack of challenge for higher attainers both in the Foundation Stage and in Key Stage 1 in mathematics and science.
26. Class and special needs support assistants most often make a good contribution to the pupils' learning, for example, in art supporting a pupil who had missed the previous session in a sequence of lessons developing press printing tiles. Assistants are well briefed and support their groups effectively. However at the beginning of sessions, for example in numeracy and literacy they sometimes adopt a passive role. Their time could be better used in activities such as recording the contribution of pupils to support future planning arising from these observations.
27. Pupils with special educational needs are taught well. They are well supported during lessons enabling them to access all aspects of the curriculum. The level of support is appropriate to meet individuals needs and reduced appropriately when pupils achieve their objectives in the Individual Education Plans. All three pupils who have English as an additional language are fluent speakers of English, speak English at home and do not require specific support in this area.
28. Overall teaching is good in English, mathematics, science, information and communication technology, art, music and physical and religious education. Literacy and numeracy are developed well. All areas of learning in the Foundation Stage are taught well. During the inspection the school timetable did not allow all subjects to be observed. No judgements on teaching were possible for design and technology, geography and history.

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

29. The curriculum offered by the school is appropriately broad, though it lacks balance in some of the foundation subjects. It meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Year 1 benefit from weekly lessons in French, which are

delivered in a suitably informal manner. Since the previous inspection, the school has developed schemes of work for all subjects, though some are now out-of-date in light of the national recommendations for the curriculum that were published in 2000. The new headteacher has implemented a rolling programme to review the schemes for the foundation subjects. The new guidance for the Foundation Stage has been implemented well, with sufficient time devoted to play, good use of the outdoor learning environment and an appropriate balance between children's independent choice of activity and teacher-directed tasks.

30. The school understandably allocates a generous amount of time to English, with a daily literacy lesson, separate drama lesson and daily 30 minute story time. Over an hour is devoted to literacy and then to numeracy, which is overlong for such young pupils and leads to a lack of pace at the end of the lessons. This, plus the fact that the length of the teaching week is shorter than that recommended nationally, results in a limited amount of time being available for some of the foundation subjects. A generous amount of time is devoted to physical education and swimming, which is beneficial to the pupils. Insufficient time is available for subjects such as design and technology and art and design, in order for these subjects to have appropriate coverage.
31. The National Literacy and Numeracy Strategies have been introduced well, with appropriate lesson plans, and have had a positive effect in raising standards in these subjects. Some good opportunities to promote literacy and numeracy skills in other subjects occur, such as role-play in geography and making time lines in history. These opportunities are not planned yet in a systematic way across the whole curriculum. For example, there is no evidence of measurement work in design and technology and little extended writing in religious education or history.
32. Extra-curricular provision is good. After-school activities are available, such as the football and art clubs. Year 2 pupils work at lunchtimes to produce a school newsletter each term. Pupils have the opportunity to learn the recorder, piano and violin during school time.
33. Pupils with special educational needs have good Individual Education Plans (IEP). There are clear objectives set and appropriate activities planned to meet the objectives. The IEPs are reviewed termly by the SENCO with the class teachers and parents. Further objectives are set following the reviews. When objectives are met the pupils exit from register. The SENCO has reviewed and set clear criteria for inclusion on the SEN register. All staff in the school are aware of the small number of pupils with SEN and the curriculum is adapted appropriately to meet their needs. The school is aware of the new Code of Practice and has plans to train staff on the new procedures.
34. The very few pupils who have English as an additional language are well integrated and are making satisfactory progress alongside their peers. All speak English fluently and so do not require extra support.
35. In most lessons observed, pupils with higher attainment were given appropriate challenges, but a scrutiny of pupils' work provided little evidence of this happening consistently. Year 2 pupils in the mixed-age class benefit from being in a more nurturing environment. They join their peers once a week, at present, for religious education. More opportunities to work together as a year group would give these pupils a chance to be stimulated in areas such as discussions and writing projects. In some lessons the boys often dominated discussions and girls became passive participants. In Reception class a variety of role-play opportunities are provided so that both boys and girls involve themselves in this aspect of the curriculum.
36. Since the last inspection, the school has introduced a personal, social and health education (PSHE) programme, which has been implemented satisfactorily. This increases pupils' understanding of healthy living, class rules, the community and citizenship. Good support for this aspect of learning is provided by the local police, fire service and dental nurse.
37. Links with the local community are good. There are plenty of visits to local places of interest, and visitors to the school enrich pupils' learning. For instance, Year 2 met the Farnham ranger to learn about wildlife in the park. The Pied Piper theatre company performed 'The Enchanted Toy Shop' last term and classes visit the local park and church as part of their studies.

38. Folly Hill Infant was awarded Beacon status following the last Ofsted report which identified it as 'a good school with many strengths'. As a result it has forged partnerships particularly with other small schools, providing a forum for sharing good practice and the implications of new initiatives. As a result the school has kept abreast of current thinking on education with a consequent and steady improvement in national test results.
39. Provision for spiritual, moral, social and cultural development is good overall and continues to reflect the aims of the school. The headteacher and staff have ensured that a whole school approach is taken to provide opportunities for all pupils' spiritual, moral, social and cultural development.
40. The provision for pupils' spiritual education is satisfactory. Assemblies meet the requirements in what is expected in both spiritual and religious content. They are acts of worship using both prayer and praise. Pupils are encouraged to reflect on their experiences and have opportunities to empathise with others. Pupils in the reception class were fascinated by the different ways toy vehicles move and found controlling a floor robot an activity full of excitement and wonder.
41. The provision for pupils' moral development is good. Positive moral attitudes are promoted throughout the school. Discussions with pupils show they understand clearly the difference between right and wrong. Throughout the school, the system of rewards and positive encouragement has a positive effect on pupils' attitudes and behaviour. The use of sanctions is minimal and exclusions have not been required. Pupils are taught to care for the environment and they look after their school very well. Pupils in a Year 2 music lesson showed respect for others and listened quietly while other pupils performed. The overall ethos and general approach to developing positive attitudes and behaviour provide a good framework for pupils to learn a sense of right and wrong.
42. Pupils' social development is good. Pupils are encouraged to work co-operatively in a variety of group settings. They work well in pairs using the computer and co-operated well in a dance lesson to perform a country-dance. Trips to places of interest such as 'The Lookout' provide good opportunities for pupils to conduct themselves appropriately as a group and to develop social confidence. In assemblies opportunities are used to develop the theme of friendship and how to react to the friendless. All pupils are aware of what is required to make the school community a happy safe place for everyone. Pupils take a pride in their school and seven year old pupils say they will be very sorry to leave it.
43. Pupils' cultural opportunities are good. The school makes good provision throughout the curriculum, in ensuring that pupils have access to learning about other faiths, cultures, worship and ways of life. In assembly use is made of music from South Africa, musical instruments from other cultures and storytelling to emphasise the peoples of the world as a family. The school has improved its teaching about different cultures to develop pupils' understanding of different cultures in this country and beyond. Sometimes this needs to be more explicit, for example by informing pupils of the source of music used in assembly.
44. The school has close links with the local nursery, which smoothes the transition of children into the reception class. Good links have also been established with the local primary school. Shared activities, such as the Year 2 and 3 teachers levelling pupils' writing and Year 3 teachers visiting the pupils prior to transfer, establish good relationships between the institutions and ensure pupils move happily from one stage of their education into the next.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school continues to provide a high level of care for the pupils. The school has good policies to promote pupils' attendance and good behaviour that teachers use effectively. The school's rigorous approach to attendance is very effective. The headteacher makes it very clear that bullying is unacceptable and ensures that any alleged incidents are fully investigated. Parents welcome the strong emphasis the school puts on pupils having good manners.
46. Child protection procedures are in place, with the headteacher being the designated teacher for

child protection. At the time of the last inspection the pond was unfenced and therefore a health and safety risk. The school has addressed this and now it is well fenced with a warning notice. There are good procedures to ensure the health and safety of pupils. Governors walk the site termly to identify any potential health and safety risks; these are recorded and ticked off when the school has taken the required action. The playground is appropriately supervised during playtimes and before school. There is a policy in place for procedures to safeguard pupils' welfare in using information and communication technology.

47. Procedures for monitoring pupils' personal development are good. Teachers know their pupils very well and give them the support they need. Teachers' assessments are satisfactory and inform planning appropriately. The assessment policy is in place and has recently been reviewed. All pupils have a pupil profile containing assessment in all core subjects and foundation subjects. This documentation is so copious it does not facilitate ease of analysis. Following the review of the policy a booklet covering the core subjects was introduced for each child. This booklet enables staff to track the progress of each child and from an analysis of the assessment set appropriate targets. This effective system has not yet had time to take effect and impact on planning. Baseline assessments carried out on children's entry to Reception class are used to set individual and group targets in the spring term for mathematics and literacy. Targets are reviewed termly to ensure pupils are on track. End of Key Stage 1 targets for mathematics and English are set with the Local Education Authority. Analysis of results queries any targets not attained and determines implications for teaching. For example, investigative and experimental aspects of science have now been included in the School Development Plan as a key priority. Effective phonic, word and spelling checks for each child are carried out regularly and dated. Marking effectively comments on pupils' efforts and progress and indicates where work can be extended. Reports give parents appropriate information on progress in the core subjects but are limited to coverage of the curriculum in the foundation subjects. Additional comments highlight what pupils can do but are less effective in indicating further targets for progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has maintained a good partnership with parents. Parents are pleased they have sent their children to this school. All the parents who replied to the questionnaire thought that their children liked school and made good progress. Parents feel that the headteacher provides good leadership and that the teaching is good. The areas some parents would like improved are: information about pupils' progress and the range of activities outside lessons. In addition there was some dissatisfaction with the new 'before school' arrangements. The inspection team agrees with the parents' positive views and that information about pupils' progress needs improving in school reports. However, the range of extra-curricular activities for this age group of pupils is good. The early morning routine is appropriate and has improved the security of the pupils.
49. Overall the school provides satisfactory information for parents. The school sends out monthly newsletters that give good information about the life of the school. Teachers provide parents with a termly outline of the aspects of the curriculum enabling them to support their children's education. In addition the school held meetings in the autumn term to talk to parents about how they can support their children's reading. Before children start at the school the headteacher holds a meeting to explain the curriculum to parents of these children.
50. The school provides satisfactory information about pupils' progress through the three formal opportunities to discuss pupils' progress with the teacher and the annual reports. The reports give satisfactory information on what pupils know and can do in English and mathematics at Key Stage 1. In the other subjects teachers concentrate on which aspects of the subject have been covered rather than what the pupil has learnt. For all subjects there is very little information about the progress the pupil has made over the year. The reports for children in the reception class clearly show pupils' attainment in relation to the Foundation Stage areas of learning but again information on progress is limited. In all reports there is good information about pupils' personal development.
51. The school works hard at developing a working partnership with parents and is introducing new ways of consulting them on a regular basis. It values the support parents provide in the classroom and the support they provide for their children's learning. The moving toys that parents

sent in to a reception lesson made a very good contribution to the lesson helping the pupils' understanding of movement and forces. Parents are very supportive of homework. The Friends Association is very active, providing extra resources for the school.

52. The change in the early morning routine has left a few parents feeling that they have lost valuable informal contact with the teacher. The school recognises this and has tried to meet their concerns by the headteacher being in the playground and available to parents at the start of the day. The teachers are available at the end of the day for short informal meetings and the school welcomes parents to make appointments if a longer time is required. In the view of the headteacher the new routines have increased pupils' independence, improved their security and enabled lessons to start promptly. The view of the team supports this and even the youngest of children come happily into school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. At the time of the last inspection the school was judged to be well led and managed. However the scope of the plan for school improvement was too short term and the role of the co-ordinators in monitoring the curriculum was insufficient. Since that time the shortcomings identified have been rectified. These improvements have been implemented in the last year with the appointment of a new headteacher. National expectations of the quality of leadership and management have also risen between inspections and the governors and staff have raised their game to meet them.
54. The headteacher provides very strong leadership. The school already has a high local reputation and has achieved great success in national assessments. However, the headteacher is keen to build on these successes and improve the provision for pupils still further. She is doing much to achieve the school's vision supported by governors and staff 'to provide a nurturing environment in which all children can experience the joy of learning so that they become confident lifelong learners and responsible citizens'.
55. Procedures to ensure all pupils have access to the curriculum are satisfactory. Recently implemented systems to track progress of pupils should better guarantee that higher attainers make consistently good progress. Pupils with special needs, those from ethnic minorities and the few who speak English from families with an additional language all achieve well. The school has put in place good strategies to improve boys' performance in reading but now needs to monitor that they do not dominate class discussions.
56. Folly Hill is a small school compared to the national average; consequently the many responsibilities for leading such an establishment fall on few shoulders. Delegation of curriculum leadership has increased very recently providing part-time staff with better opportunities to increase their professional expertise. This is to be welcomed. Established co-ordinators provide very good leadership of their subjects. Those new in post in the last term are growing in the role and have yet to make an impact. Whilst co-ordinators generally know their subjects very well and are supported by effective job descriptions, new appointees need training in the practical implications of their leadership and management roles. There is no deputy headteacher in this small school. The role of the senior teacher needs to be defined in a job description to give this role more focus.
57. The headteacher is the special educational needs co-ordinator (SENCO) and gives good leadership. She supports teachers in setting clear objectives in the IEPs and liaises with appropriate outside agencies. The SENCO is aware of the new Code of Practice and will plan for implementation when she has become familiar with the document. The policy is annually reviewed by the SENCO and governors. The governors receive a report on the success of the policy termly and report to parents in their annual report. Staff have received training from an outreach worker from a nearby Beacon school. Assistants to teachers have received training from the language support unit.
58. The governing body is effective and well led. Its members are regular and valuable visitors in school. For example, during the inspection they provided reading and ICT support and covered very ably an absent classroom assistant. They are well informed about the school's strengths and weaknesses and have a very good knowledge of the school's performance in relation to national averages and those of similar schools. This supports them in reaching a strategic view for the development of the school. There are recently established links with the co-ordinators of all subjects across the curriculum which enable governors to keep the school under review. Appropriate procedures are in place to enable governors to be useful critical friends in seeking school improvement. Recently appointed governors are attending training and are keen to develop their expertise. The body meets its statutory obligations.
59. The plan for school improvement has a clear programme covering three years. It is a useful working document which identifies appropriate priorities arising from accurate analysis of assessment results and monitoring of provision. It includes success criteria and who will monitor outcomes. Identifying not only who will monitor provision but also how this will be accomplished would further extend its usefulness.

60. Wide-ranging strategies have been put in place to monitor the quality of teaching and overall provision. These include interviews of pupils which provide co-ordinators with valuable information. Co-ordinators who match this with levels in the national curriculum reach very accurate views on standards. Performance management is in place and on track. The headteacher supported by the local authority has carried out observation of teaching and has identified appropriate ways in which practice can be improved. A good programme of inservice training is available to staff which reflects their personal training needs and those required to secure school improvement.
61. Financial resources are carefully targeted to meet priorities identified in the school improvement plan. Day to day management is very efficient and the very minor recommendations made by the most recent auditor's report have been met in full. Governors are kept informed about the progress of the budget during the financial year. The school seeks best value by comparing its performance with the national average and those of similar schools. There are plans in place to extend consultation of parents to identify if provision meets their children's needs. Whilst careful attention is paid to achieving good value when purchasing, the school has yet to put in place strategies to evaluate the effectiveness of budget decisions, for example allocation of staffing or resources. Specific grants are spent appropriately. The special educational needs budget was underspent last financial year as the headteacher was new in post and was not fully aware of the funding. This year the budget is likely to be underspent due to the appropriate reduction of support for one statemented pupil who has made very good progress.
62. Accommodation is good. It is clean and well-maintained and the space is used very well. There is a rolling programme for maintenance in place. Classrooms and teaching areas are of a good size and adequately meet the needs of the pupils and the curriculum. Classrooms and corridors benefit from imaginative and colourful displays and present a pleasant learning environment. The accommodation is in good decorative order. The outside area is attractive and well-kept by the caretaker. There is good provision for play with markings for recreational games. The trimtrail gives pupils a good opportunity for climbing and imaginative play. Pupils can sit and talk in shaded play huts. The wildlife pond area is suitably fenced for safety and provides a good resource for learning. The outside area for the Foundation Stage children is small and limits opportunities for climbing and running.
63. Resources in the core subjects, religious education and physical education are good and in other curriculum areas, where priorities are set. There are few historical artefacts and equipment for art is at a bare minimum. The quality and quantity of resources have been reviewed in an ongoing programme as identified in the plan for school improvement. The resources are well maintained and in good condition. There are designated areas for storage and resources are easily retrievable. The library is well organised and equipped. Good use is made of loan facilities from the local museum to support learning in for example, history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve the school further the governors, headteacher and staff should;
- (1) achieve better balance in the curriculum giving more emphasis to foundation subjects by reviewing the organisation of the school day, the allocation of time to subjects and the length of the school week (see paragraphs 8, 30 and 114);
 - (2) raise standards in design and technology and aspects of art and design by reviewing the schemes of work to reflect changes in the National Curriculum for 2000, providing co-ordinators with training in leadership and management and ensuring these subjects have sufficient room on the timetable (see paragraphs 8, 30, 113, 114 and 115); and
 - (3) provide greater challenge for higher attaining pupils by providing more opportunities for investigative work and personal research, enabling them to take more initiative in all areas of their learning and encouraging them to evaluate and improve their work (see paragraphs 35, 55, 72 and 98).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	11	6	0	0	0
Percentage	0	23	50	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	92
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	15	15
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (85)	100 (95)	100 (100)
	National	84 (83)	86 (84)	91 (90)

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

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	62
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	16.7
Average class size	23

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	112

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1.2

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

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	260,622
Total expenditure	243,265
Expenditure per pupil	3,003
Balance brought forward from previous year	4,261
Balance carried forward to next year	21,618

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	55	44	0	0	0
Behaviour in the school is good.	55	42	0	0	2
My child gets the right amount of work to do at home.	45	49	5	0	0
The teaching is good.	64	31	0	0	5
I am kept well informed about how my child is getting on.	24	55	16	5	0
I would feel comfortable about approaching the school with questions or a problem.	47	36	16	0	0
The school expects my child to work hard and achieve his or her best.	44	55	0	0	2
The school works closely with parents.	31	51	14	4	0
The school is well led and managed.	36	55	2	0	0
The school is helping my child become mature and responsible.	56	42	0	0	0
The school provides an interesting range of activities outside lessons.	22	53	9	2	14

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

65. The quality of teaching and provision has improved since the last inspection. In particular the children's access to the outdoors and the use of play in their learning are now more evident. No unsatisfactory teaching was seen and some teaching was very good. In addition since that time careful attention has been paid to implementing the recommendations of the national guidance for the Foundation Stage.
66. All reception children are admitted in September with the children born in the summer months remaining part time until the spring term. Whilst there is a broad range, overall they enter with attainment which is good in language, mathematics and personal development. By the end of the reception year children are on track to reach standards above national expectations in personal, social and emotional development, in most aspects of communication, language and literacy, in mathematical development and physical development. They are on track to reach the early learning goals in knowledge and understanding and creative development. The quality of teaching is good overall for each area of learning and supports all the children in achieving well. The needs of the child with English as an additional language who is a fluent speaker of English and the child with special educational needs are appropriately catered for. Additional staff generally make a good contribution to the children's learning. However, they are sometimes underused during the introduction to sessions.

Personal, social and emotional development

67. Generally children enter school with good personal skills. The teaching continues to develop these well. Because of the appropriate curriculum on offer for young children they are enthusiastic in the morning clearly looking forward to the day's activities. Routines have been well established so children are able to access the resources easily and make choices. Where limited space requires equipment to be stored out of reach relationships and trust are such that children confidently request staff to get it for them.
68. During whole-class introductions to sessions children listen carefully and understand instructions well. Boys and girls work harmoniously when grouped by staff but rarely choose to mix left to their own devices. They show sensitivity to one another and seek approval, when playing with others, on how to share equipment or how the role-play should progress. This social cohesion reflects the good example set by staff. Staff model particularly well courteous language and consideration of the point of view of others. The most socially adept children move easily from leadership role to listening to others and following their lead. Inservice training is booked in the very near future to raise the profile of different cultures in the curriculum.

Communication, language and literacy

69. The children have good communication skills on arrival in school. This ability is cultivated well through the quality of questions used by adults. For example, in shared reading of *The Farm Concert* the lesson opened with a careful look at the front of the book prompted by the question 'Who do you think this is?' and 'Why do you think that?'. Where children have difficulty with challenging open questions the teacher provides model answers. Simpler questions, such as identifying the animals in the illustrations and the noise they make, ensure children less confident in communication are able to succeed. Role-play and grouping of children enable them to negotiate and plan together. Consequently staff ensure children continue to achieve well.
70. Staff successfully develop children's ability to read by introducing them to good literature, by hearing them read and by developing their technical skills such as phonic knowledge and making intelligent guesses about the meaning of the text. They learn sounds in simple daily routines such as lining up for lunch when they do so according to the initial sound of their names. The teaching successfully helps children become aware of specialist language in books, for example highlighting the answer 'bink' as opposed to the grunting noise to describe the sound of a pig.

Very good relationships help children to engage with their reading. For example, by asking 'Are you going to help me read?' They are helped through using the illustrations to develop early prediction skills and to empathise with characters in the story. They learn to vary the way they read by responding to the size of the text, for example by being very loud for large letters and whispering the small text. Where children make an error in reading by saying a different word which begins with the same letter as the correct word, the teaching emphasises the positive nature of such errors. Consequently children grow in confidence and are willing to take risks in their learning.

71. Most children can write their names and some in role-play use pads for example to record details of individual patients. Children regularly copy adult writing to annotate personal drawings. However they have too few opportunities to try out their own independent writing and consequently lack confidence in doing this. A few children attempting copywriting do not yet have the manual dexterity to do this successfully. Children are taught to write the letters correctly that they are most likely to use, for example the letters in their name.

Mathematical development

72. Children's counting skills develop well and they count easily to ten. Some higher attainers count well beyond this, clearly feeling comfortable working to 100. When instructing where to place missing numbers in a sequence children used language such as 'before' 'after' and 'in between' with correct precision. They know how to place objects carefully to ensure they count them accurately. Recording of work in the commercial mathematics scheme does not reflect the range of children's starting points. This results in some over emphasis for those of lower attainment on how to complete the page rather than understanding the mathematical concept involved and evident lack of mathematical challenge for very high attainers.
73. Teaching helps children to build up useful strategies, for example counting using fingers and counting from a number rather than starting from one again. Good links are made in other areas of learning, for example making one more leap than the number of bangs made on the drum in physical education lessons. Children recognise different shapes and can sort them correctly according to their type and size. In playing with water and sand they develop concepts of 'more' and 'less' and 'full' and 'empty'.

Knowledge and understanding of the world

74. This area of learning is developed well. Children have good opportunities to investigate objects, notice similarities and differences and understand how things work, for example how toys are able to move. They know about battery operated mechanisms and switches, clockwork motion, push and pull forces, the use of puppet strings and something which is 'Ailsa powered', that is the child makes it move. This thinking is promoted through effective questioning such as 'What do you think is making that move?' Children can identify which toys are from the past and those which are currently in use by their colour and wear and tear. The quality of resources chosen supports this breadth of understanding and good links are made with families to supplement what is available in school for particular investigations.
75. The children enjoy using the range of different construction equipment sometimes using these to develop their role-play for example by constructing a fire station. In making their own constructions children are encouraged to incorporate hinges. However, in designing and making they need more opportunities to make choices of materials and equipment to adapt their work.
76. Children's competence and understanding of information and communication technology is well developed and benefits from the keen interest of the link governor for this aspect of learning. For example, children can use the mouse to open programs, match letters on the screen and to make choices of how the program will progress. Boys are especially interested in programming moving toys and all children enjoy using the tape recorder to listen to stories.
77. The children have good knowledge of where they live. Some can give their house number and the name of their road and talk about their local area. In the summer they grow plants to find out about nature and improve their environment. At present there is too little emphasis on developing

children's awareness of other cultures.

Physical development

78. Children show good awareness of space and move with confidence and control at different speeds without getting in each other's way. They know that when they exercise their blood pumps around their body more quickly and that exercise is important to stay healthy. Most throw beanbags accurately. Sometimes children become distracted or restless during physical education lessons in the hall resulting in staff becoming over directing. This results from the pace of the lesson becoming too slow when the activities are not changed frequently enough. Changing for physical education can take too long and is not always necessary depending on the activity undertaken.
79. Careful planning enables the outdoors to support the curriculum well. The use of the small dedicated space for reception children directly accessible from the classroom allows them to be more active in role-play than is possible in the classroom, for example racing to the scene of a fire on the two person tricycle. Despite the limitations of space children share this area without antagonism. However, there is no equipment available for travelling, balancing and climbing and therefore the use of the hall becomes necessary.
80. Children have many opportunities to develop their finer muscle control. For example, they manipulate jigsaw puzzle pieces, use pencils and paintbrushes, the computer mouse, playdough and scissors to good effect.

Creative development

81. Very good links are made across the curriculum in developing the children's creativity. Through quite individual paintings they represented the story of creation. In mixing colours children predict what might happen, for example when all the colours are mixed 'it will look like a rainbow'. Individual experimentation is encouraged and some children make precise little blobs to mix whilst others employ large swirly motion using all the paint. Children enjoy singing songs many of which support their mathematical development. Particularly effective attention is paid to supporting children's role-play. The breadth of resources enables them to take the patient's blood pressure in the hospital, consult the x-rays on the wall and page the doctor when needed. One child responded immediately on being told she was well enough to go home by vomiting. The careful planning ensures the children are engaged productively in their learning even when their work is not an area of adult focus. The range of role-play has different attractions for boys and girls. The boys favour the play as fire officers whilst the girls are more often found in the hospital. Both use the dolls' house but boys tend to add supplementary material such as plastic dinosaurs. This flexibility ensures both groups maintain their interest.

ENGLISH

82. In the 2001 national tests results for Year 2 pupils were very impressive. Results in reading were very high and in the highest five per cent of all schools nationally. The percentage of pupils attaining the higher level (Level 3) was also very high. In writing, results were well above the national average. The proportion of pupils attaining Level 3 was in line with the national average for all schools. The proportion of pupils reaching Level 3 in reading was above the national figure for schools in similar contexts. However, this figure was below the national figure for similar schools for writing. The school has made good improvements in reading and writing since the previous inspection and the overall trend is upwards. Boys attained better overall than girls in writing, but more boys only just reached Level 2 in reading. However, similar achievement is evident between boys and girls at Level 3 for reading.
83. In the work seen during the inspection, standards are above those expected nationally and pupils achieve satisfactorily overall against their prior attainment. Children generally arrive at the school with standards that are above those expected. The present Year 2 group has more pupils with special educational needs than usual and the results in their baseline assessment were lower than those of last year's Year 2, though above those expected nationally.
84. Standards are very high in speaking. Pupils are articulate and confident. They have good opportunities in class discussions and paired work to develop their skills and these are further

enhanced by drama and taking part in school productions. Pupils have good listening skills and recall instructions and received information well. However, some pupils do not listen well to each other, for example when sharing their story ideas.

85. Reading standards are above national expectations. Pupils confidently read the 'big book' in literacy and work sheets, or written instructions. They use a range of strategies when they meet unknown words, such as picture, phonic or context cues. Most use blends and 'words within words' to help them. They can retell a story and most can describe a character in simple terms. They read with good expression and little hesitation. The pupils with higher attainment read fluently and accurately, observing sentences and paragraphs. They confidently use a contents page to locate information in non-fiction books. All Year 2 pupils are reading at the nationally expected level for their age and more able pupils have acquired some of the higher skills. Pupils are well supported by teachers hearing them read at lunchtime and by parents and visitors during the week. In literacy lessons and story time they are given the opportunity to experience many different kinds of literature.
86. In writing, overall standards are above the national average. Most pupils are achieving Level 2 in their writing. They write a short, coherent story in sentences that are properly demarcated. Basic vocabulary is spelt accurately and pupils use joined script satisfactorily. More able pupils use adventurous vocabulary and complex sentences and include sometimes speech marks, but not yet commas or other punctuation. Pupils with lower attainment are working at Level 1 at this stage, but show elements of Level 2. However, no work at Level 3 was evident. Much work is short and story lines are undeveloped. The school has had a recent focus on raising attainment in writing. The new initiatives are having a positive impact and higher standards are already evident, especially in Year 1. Pupils use role-play to build up their imagination or understanding, they have opportunities to complete a piece of writing over several days and are encouraged to develop the action part of the story before adding the introduction and ending. This results in a more rounded piece of writing, with pupils concentrating on using more description and detail. Handwriting is somewhat erratic and some pupils need more practice in order to gain the necessary hand-control. Spelling is good, with many basic words spelt accurately. Pupils are helped to write in different styles for a range of reasons. Younger pupils go for a 'Sign Walk', recount well-known fairy stories, find out and record information about an animal and compile lists. Older pupils progress to describing an adventure, writing a thank-you letter, compiling instructions about planting a bulb and creating a shape poem. In a scrutiny of pupils' work, there were very few examples of extended writing, though the new initiatives are addressing this appropriately.
87. Pupils with special educational needs are making good progress, with the support of attainable targets on their individual educational plans, by the effective help from teaching assistants in class and extra resources prepared by the teachers, such as flash cards and writing frames.
88. Pupils with English as an additional language are all fluent speakers of English and do not require extra support. They achieve satisfactorily alongside their peers.
89. The quality of teaching is good overall. Of the three lessons observed, one was satisfactory, one was good and one very good. Teachers have secure subject knowledge and are confident in teaching according to national guidance for improving literacy. As a result, nearly all pupils remain motivated, interested and work hard. Boys tend to dominate whole-class sessions, unless teachers specifically encourage the girls to answer. Planning is satisfactory with good links between all aspects of the subject. For example, in Year 2, pupils had the opportunity to discuss, in pairs or threes, their ideas for the action element of the story to match a given picture and the subsequent outcome. They then reported back to the rest of the class before recording their ideas in note form. Pupils were happy to express their ideas with each other before having to speak in front of the class and as a result, all developed imaginative storylines and were confident and ready to write. In the very good lesson, Year 1 pupils read the action part of the story, 'The three little pigs', then discussed how to write an ending. The teacher used role-play very effectively when she became 'the wolf' and encouraged pupils to ask her questions about what happened next. In this way, she was able to model different endings, which several higher attaining pupils remembered and used to enhance their own writing. Key words were written on the board, so pupils could refer to these and operate independently.

90. Pupils are well managed and though a very small minority, mostly boys, lose concentration, or find it difficult to take turns and share, effective strategies ensure their behaviour does not impinge on others' learning. Teachers generally keep lessons moving along well, though the overlong sessions make it difficult to achieve this to the end. Resources are well used, such as white boards for the 'Quick-Write' game, and individual envelopes of words to support the younger pupils with their writing. Teaching assistants are used well to support pupils with special educational needs throughout lessons, or to work with groups. They are used less well in some whole-class sessions and were not observed monitoring pupils' responses or speaking skills, for example. Teachers' marking in pupils' books is supportive and helpful, with positive comments and ideas as to how the work could be improved. Teachers use homework well to reinforce pupils' learning. Word lists are prepared for pupils to practise and learn and parents are encouraged to hear their children read regularly at home.
91. Literacy skills are promoted through other subjects, such as the use of research in books and the internet to support geography and creating a zig-zag storybook about the Christmas story in religious education. However, such opportunities are not planned formally across the whole curriculum and few examples of extended writing are evident. Regular use is made of information and communication technology to support literacy and all pupils develop appropriate word-processing skills.
92. The co-ordinator offers very strong leadership and is well supported by the headteacher. The governor responsible for literacy visits regularly, has looked at pupils' work and wall displays, helped with the organisation of reading books and generally offered very good support. The school has a strong commitment to pupils achieving even higher standards and all reaching their full potential. Opportunities to monitor pupils' work, teachers' planning and lesson observations are in place. The results of these procedures, plus the analysis of a focused discussion with pupils, have been effectively used to identify the strengths and weaknesses in teaching and learning. As a result, there is a clear, appropriate development plan in place. Some good procedures have been introduced to regularly assess pupils' skills in speaking and listening, reading and writing and to use the results to set individual targets and track progress. Last term, all pupils produced a piece of writing that was levelled accurately to detailed criteria. New reading records are due to be developed, as the present one does not indicate all the strategies a pupil may use, so does not help identify teaching and learning needs, nor indicate the National Curriculum level reached.
93. The school has very good resources for English, with a lot of 'big books', individual, group and class readers, covering a range of styles. The reading books have been levelled and banded to offer more independent choice and there is an attractive, well-stocked library. This has been improved since the previous inspection, when it had insufficient books that reflected different cultures. The school is about to discuss how pupils could make better use of the library. Pupils' learning is enhanced by visiting storytellers and theatre groups.

MATHEMATICS

94. In the National Curriculum tests in 2001, the standards achieved by pupils at the end of Year 2, were well above the national average and well above those of similar schools. The percentage of pupils achieving the higher levels was also well above the national average and well above that of similar schools. These standards show a good improvement since the last inspection. Pupil achievement in mathematics has risen consistently over the last four years.
95. The quality of teaching observed ranged from satisfactory to good and was good overall. Teachers have good subject knowledge and have established a good understanding of the National Numeracy Strategy, which they use effectively to produce good learning. In good lessons, teachers clearly explain the purpose of tasks, they indicate their expectations of what pupils can achieve and question to probe and extend pupils' understanding. Teachers help pupils develop the appropriate mathematical vocabulary and encourage them to explain the strategies they had used in completing their work.
96. The quality of learning in lessons observed ranged from satisfactory to good and is good overall. Where the quality of learning is good, this is due to the quality of class organisation and class

management, the teacher's expectations and the maintenance of a brisk pace throughout the lesson. The effective use of learning support assistants makes a positive contribution to the quality of learning for those pupils with special educational needs so that they make good progress.

97. Pupils confidently tackle problems using the four operations of number appropriately to solve them. They are keen to answer their teachers' questions and enjoy explaining the various strategies they have used. The majority of pupils perform mental calculations accurately and quickly.
98. Pupils in Year 2 showed they had good strategies for adding and subtracting nine from numbers up to 100. Higher attaining pupils showed the ability to apply this strategy to numbers larger than 100. Pupils in Year 1 showed the ability to construct a number sentence to make a question for a given answer. Examination of pupils' workbooks showed that in addition to work involving number they had also studied shape, space and measures looking at the properties of 2 Dimensional and 3 Dimensional shapes. Work in the school scheme workbooks was generally completed correctly by pupils, but was lacking in its challenge for pupils of different abilities. Throughout the school pupils of differing abilities use the same workbook regardless of their prior attainment.
99. Information and communication technology is used effectively to support pupils learning in mathematics. Pupils in Year 2, supported by a school governor, applied the strategies they had learnt for adding and subtracting nine, to computer generated problems. Pupils in Year 1 worked with their support assistant to answer addition and subtraction problems generated by the computer. Pupils found this an enjoyable activity but the random selection of numbers did not challenge the more able pupils sufficiently.
100. The management and control of pupils is good. Teachers set clear expectations of pupil behaviour and attitudes and pupils respond well to these expectations. Pupils' attitudes are good; they are enthusiastic and show interest in mathematics lessons. Skilful use of questioning is used to involve all pupils in lessons. Some seven year old pupils interviewed said mathematics was their favourite subject. Relationships between pupils and staff and between pupils themselves, are good.
101. Assessment in mathematics is good. During the course of the lessons, teachers observe pupils and question them to assess their understanding, knowledge and skills. This information is used to intervene and support pupils and inform future planning. Praise and acknowledgement of pupils' effort, positive attitudes and understanding is used to motivate and inspire pupils. Testing is used effectively to establish the attainment and progress of pupils.
102. Teachers' planning is good, it identifies clear learning objectives and activities are well described with opportunities for assessment. Weekly and daily planning promotes learning that builds on what has gone before. The quality of planning for the whole range of pupil ability is satisfactory but the needs of the more able pupils need to be addressed with recorded work that presents them with a greater challenge. Lessons have a clear focus and teachers make clear reference to the learning objectives. Homework where set, is effectively used to reinforce recent teaching by asking pupils to practise or revise skills and understanding or as an extension activity.
103. Appropriate use is made of teaching resources including the use of learning support assistants. The quality of teachers' marking is satisfactory overall. When good, teachers write comments, which help pupils' learning by describing what has been successful and giving guidance on what could be improved. At other times work is marked with a one or two word statement such as 'well done'.
104. The co-ordination of the subject is good. The co-ordinator has a good understanding of the strengths and areas of development for the subject. The school is well equipped with learning resources in mathematics. The scheme used to support the National Numeracy Strategy is popular with staff, but more attention needs to be given to ensure that its use meets the needs of all pupils, particularly the more able.

SCIENCE

105. The results of the 2001 national assessments for pupils at the end of Year 2 were well above both the national average and that of similar schools. This is an improvement since the previous inspection when standards in tests were above the national average. Evidence from the scrutiny of present pupils' work and in the one lesson observed indicate that standards remain well above average. The proportion of pupils reaching higher levels were in line with similar schools.
106. Pupils in Year 1 are able to select appropriate tools and resources to test materials. They can confidently suggest ideas to test materials suitable to make a raincoat. They work co-operatively in small groups and are able to predict and discuss their results and give reasons why. For example, one pupil commented that 'the net won't be good as it has holes in it'. The introduction of scientific vocabulary for example, 'results', and 'design a diagram to record findings' extend the pupils' scientific knowledge and understanding well. Pupils individually develop ways to record their findings with varying degrees of sophistication.
107. Interviews with Year 2 pupils demonstrated the very good knowledge and understanding they had gained through their investigations. They could confidently discuss previous learning very well. They were able to describe a fair test in relation to their work on seeds. For example, they knew that for the investigation to be fair they had to drop the seeds from the same height. They could identify and distinguish between natural and man-made materials. Through the scrutiny of work there was evidence of good progress. Pupils can record in a variety of ways, using computer generated graphs and designing their own charts and diagrams. Previous work covered includes work on light sources, reflection and the senses. This work was based on investigations. Stimulating interactive displays in the classrooms and corridors support learning very well.
108. The quality of teaching is good. The good control of pupils ensured that they all remained on task and sustained interest throughout the lesson. The teacher's good subject knowledge supported their progress well. Resources are well prepared and presented and the good support of the teaching assistant ensured that the investigation observed progressed well. Work for the Year 2 pupils in the mixed age range class was appropriately extended to include distinguishing between natural and man-made fibres in their investigations. Pupils with special educational needs are well supported and have good access to the curriculum.
109. The subject is satisfactorily led. The co-ordinator has established a new scheme of work, which provides progression and continuity, meeting the requirements of the National Curriculum. The policy has recently been reviewed. Planning has clear learning objectives and activities to meet the needs of the pupils. Assessment is in place and informs future planning for differentiation effectively. Samples of recorded individual assessment form part of the individual pupils' profiles. The recently introduced booklets to track pupil progress, give useful information to identify gaps in learning. The school development plan identifies investigative science as a priority and this has had a very positive impact on teaching and learning. The co-ordinator is beginning to analyse assessment results. Resources are good and support learning very well.

ART AND DESIGN

110. Overall standards reached by pupils at the end of Year 2 are in line with national expectation. Pupils are secure in designing and using art to represent their ideas. They are much less confident about evaluating and developing their work by identifying what is effective and how their work could be improved. Standards remain broadly similar to those found during the last inspection and all pupils continue to make steady progress.
111. By the end of Year 2, pupils have been introduced to the work of other artists including Jackson Pollock. They use computer programs to explore their own ideas inspired for example by 'Composition with red, yellow and blue' by Mondrian. They have learnt to develop ideas by adapting elements of art such as colour and line, for example by investigating the use of wavy instead of straight lines and secondary rather than primary colours. All pupils show enjoyment of their art and design lessons and work with concentration.
112. Overall teaching of art is good. Lessons are introduced particularly effectively recapping the skills

of the previous lesson. The very effective teaching provides pupils with well-planned opportunities to make choices about the materials they are using to achieve specific effects. Technical skills such as creating a wash or experimenting with pressure to make a working template are carefully developed. Relationships with pupils are good with lessons punctuated with touches of humour. Class assistants are used well, for example to support pupils with special educational needs or to help a pupil absent from the previous lesson. Sometimes discussions evaluating the most effective techniques would benefit from more time to assist pupils in developing these higher level analytical skills.

113. The co-ordinator has only been in post for one term. She has very good subject knowledge and classroom practice but is only beginning to find her feet in the role of subject leader. She has accurately identified through recent interviews with pupils the need to develop their evaluation skills and the need to increase opportunities for observational art. Resources are just adequate. They lack a range of brushes so pupils can work with greater precision.

DESIGN AND TECHNOLOGY

114. No lessons were observed in design and technology and no finished products were available. Judgements are based on a scrutiny of pupils' planning sheets, a discussion with the co-ordinator and a group of pupils and some photographic evidence. Standards in design and technology are in line with national expectations in the aspects covered by pupils, but the lack of a manageable scheme of work, limited time allocation and some insecurities in teachers' understanding of the subject, result in overall standards being below those expected nationally. The school has not maintained the good standards seen in the last inspection. However, recently the new headteacher has appointed a co-ordinator and the subject is due for review and development next year.
115. The present scheme is very comprehensive and demanding, but there is insufficient time allocated to the subject in the present timetable, for teachers to be able to deliver every aspect of the agreed scheme. Projects are covered as felt to be most appropriate. Some good links are made with other subjects, such as designing a boat when studying floating and sinking in science. Overall, however, the lack of coherence means there is little opportunity for pupils to progressively acquire skills and knowledge in the subject. No disassembly or taught tasks are evident.
116. Where appropriate projects have been followed, pupils show they can work to a good level. For instance, the designs for sunglasses in Year 2 and those in Year 1 for a Christmas stocking, show imagination and flair. Some pupils use the computer effectively to plan their designs. Pupils' planning is limited, with insufficient thought given to what materials and tools will be required and the older pupils do not include any measurements or labels. Pupils are encouraged to evaluate their product and a few show some ability in analysing strengths and weaknesses.
117. As no lessons were observed, it is not possible to make a judgement on the quality of teaching. A scrutiny of pupils' planning indicates some appropriate topics have been followed, but other projects indicate insecurities in teachers' subject knowledge. Also, pupils describe making a clay pot and growing 'cress sheep' as part of their work in design and technology. They had no recollection of using special tools such as saws and hammers, or learning special techniques, for example to join different materials. The policy states that pupils' work is moderated and levelled at the end of each unit, but evidence of this was not seen.
118. The newly appointed co-ordinator is working hard to develop her knowledge of the subject and has introduced some appropriate projects. She has no management training to date, in order to help her fulfil her responsibility to review and develop a new scheme and to monitor standards of work and teaching. However, the school is committed to improving standards in this subject and is well placed to do so.

GEOGRAPHY

119. No lessons in geography were observed during the inspection. Evidence was taken from a scrutiny of pupils' work, wall displays and teachers' planning and from discussions with the co-

ordinator and a group of Year 2 pupils. Standards in geography are in line with national expectations, as at the time of the previous inspection. Year 2 pupils know their address and can identify their homes on an aerial photograph. They describe features of their locality, but are less secure in saying how it is different to London, for example. They suggest how to improve the local park environment with sensible ideas and explanations. They know some places in the world are hot and some are cold and name countries they have visited on holiday. They know 'watery' places can be seas, rivers, streams or ponds. With help, they identify the capital city of England and name the countries of the British Isles. Pupils enjoy sharing their knowledge and say they enjoy this work.

120. In Year 1, map skills are developed by pupils learning to write their addresses and recording pictorially their journey to school. They successfully design a town plan using a computer program and identify their home and the school on a photocopied map of the local area. Year 2 pupils learn how to draw a plan from a 'bird's eye view' and they accurately use these skills to design a 'bear's bedroom'. Year 1 learn how to complete a weather chart, using simple symbols and this work is extended in Year 2 by pupils accurately measuring and recording the temperature and using more sophisticated symbols on their charts. Numeracy skills are also used well to support learning in this subject when pupils investigate and record, in graph form, the type of house in which they live. Year 1 pupils are expected to locate Antarctica on a globe and draw it from a northerly perspective, which is a difficult concept for most pupils of this age, rather than just study the features of cold countries. Teachers adapt this topic to make it more relevant, by relating the story of Captain Scott and helping the pupils to research 'skidoos'.
121. As no lessons were observed, it is not possible to make a judgement about the quality of teaching. However, teachers' planning, good quality displays and use of appropriate resources, indicate that teachers have secure subject knowledge. They make positive and helpful comments when marking pupils' work.
122. The planned scheme is based on a two-year programme, so difficulties arise with the mixed age-group classes. This means adapting the programme, but Year 1/2 are now studying the South Pole as they studied the North Pole last year, which leads to some duplication and possible confusions. The curriculum is due for review in light of the national recommendations and a three-year rolling programme, based on recommended units, might alleviate this overlap.
123. The school has limited assessment procedures in place at present. The concepts covered are recorded and evaluated in teachers' planning documents and these are used when preparing the next lesson. Information that indicates how well pupils are learning against National Curriculum requirements is not so clear. A co-ordinator has recently been appointed, who is newly returned to teaching, so is building up her knowledge of the subject and recent developments. The school has appropriate plans for the development of the subject and is well placed to make further improvements.

HISTORY

124. In the previous inspection, standards in history were judged to be in line with national expectations by the end of Year 2. During this inspection no lessons were observed. From the work seen in books and through discussion with pupils, there is evidence that these standards have been maintained since the last inspection.
125. In Key Stage 1, Year 1 have gained chronological awareness by developing their own family time line during their topic work on families. They find out about the past by interviewing their parents and grandparents to gain an understanding about 'then and now' in the context of life in school. They have developed their sense of time and can effectively use vocabulary, for example, 'long ago'. Work on teddy bears supported by stimulating interactive displays give pupils an opportunity to gain knowledge and understanding of the past through artefacts and photographs. Pupils can compare toys in Victorian times and show preferences. They have studied Guy Fawkes, gaining an understanding of why events occur.
126. Year 2 pupils are studying history through their topics on the Arctic and Antarctic. They are studying the exploration of Scott and the life of an Inuit 75 years ago giving them an opportunity to

compare life in the Arctic then with today and for learning about the specific features of people's lives in other times. They have gained experience of comparing 'then and now' through their work on babies' clothes.

127. Pupils use the internet, books from the library and old photographs to support their research. There are no specific artefacts in the school. However, resources from the Farnham Museum support learning well. Pupils extend their knowledge and understanding of clothes and toys in the past from visitors from the museum. The pupils' rich background knowledge provides a strong base for learning.
128. Pupils make satisfactory progress and the work in the books displays a variety of methods of recording. The work is marked well with appropriate comments to extend learning.
129. Satisfactory planning is in place with clear learning objectives with identified assessment opportunities. The scheme of work ensures all strands of the subject are covered and the agreed curriculum is in place. It is adapted to ensure that the split Year 2 group experiences a similar curriculum. The role of the co-ordinator is developing. She is monitoring the subject through sampling work and interviewing pupils. Class observation is planned in the monitoring programme of the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards in information and communication technology are above national age-related expectations for the subject and have been maintained since the last inspection. Pupils' learning is good, including those pupils with special educational needs.
131. The quality of teaching is never less than satisfactory and on occasions good. The teaching of basic skills, for example use of icons on the screen, use of the mouse and word-processing skills is good and explanations are clear. Teachers' knowledge and understanding and confidence in teaching the subject is good and standards have been maintained since the last inspection. Good use is made of information and communication technology to support other subjects such as the study of the work of Mondrian in art, the study of world faiths in religious education, word-processing in literacy and supporting number work in mathematics.
132. Pupils in Year 2 have a good understanding of the basic skills associated with computers. They are able to load a program, save and print their work and use a computer to word-process their work. They can use a mouse to carry out processes such as 'drag and drop' when playing mathematics games but many have a limited knowledge of keyboard layout which limits the pace at which they work.
133. The use of control technology was seen in the Reception class, where pupils showed great interest in controlling a programmable device to make it move and change direction. In Year 2 pupils use a 'Roamer' programmable device to develop their control skills.
134. All teachers are firmly committed to improving the provision they make for pupils and are enthusiastic about the potential of the subject to enhance learning in other subjects. However, the rate of learning in all classes is adversely affected by the lack of computers and the consequent need for pupils to practise what they have been taught at various times throughout the week. It is not possible at present to teach new skills to the whole class, but the school is considering ideas to remedy this situation.
135. Nevertheless, teachers throughout the school make good use of limited facilities. The management of pupils is good; consequently pupils work hard to master new skills, have good attitudes to work and behave well on all occasions.
136. Leadership and management of the subject are good and the subject co-ordinator has been instrumental in the task of raising staff awareness and expertise in the subject. The adoption of national guidance has brought coherence and direction to the long-term planning in the subject, coverage being monitored by the subject co-ordinator. Assessment procedures are in the process of development.

137. Pupils' attitudes to the subject are very positive. Seven year old pupils talk confidently about their use of information and communication technology both in and out of school and of its many uses.

MUSIC

138. Only one lesson was observed during the inspection. Judgements are based on this and are supported by scrutiny of teachers' planning, displays and discussions with Year 2 pupils and the music co-ordinator. Standards by the end of Year 2 are above national expectations for pupils of this age and the school has maintained its standards since the last inspection. All pupils continue to make good progress.
139. In assembly pupils sing sweetly with good control of pitch and dynamics. Pupils in Year 2 can compose repeated patterns played with percussion combining several layers of sound. Higher attainers are able to maintain a background steady beat without being distracted by the complexity of parts played by other performers. Pupils can discuss how elements of music, such as pitch, tempo and dynamics can be combined to provide different effects. However, the pupils do not use these terms, but employ 'low' and 'high' and 'fast' and 'slow'. They are enthusiastic in expressing preferences for music but these do not include the repertoire they are exposed to in school. Pupils work productively together in mixed gender groups organised by the teacher. They show evident enjoyment in their work.
140. The lesson observed in Year 2 taught by the music co-ordinator was very effective. Pupils were supported in reaching standards above age-related expectation by carefully building up the difficulty of composition as they became more skilful. Pupils' social and moral development were promoted by composing in groups to provide layers of sound and by expectations that they listen respectfully to each group's performance. The teaching had high expectations supported by very good subject knowledge. Music used in assemblies reflects different cultures but its source is not always explicitly mentioned. This is a missed opportunity to raise pupils' awareness of the musical contribution made by different cultures and also to highlight the range of types of music.
141. The experienced co-ordinator provides good leadership underpinned by very good subject knowledge. The scheme and policy reflect the changes required by the National Curriculum review in 2000. Recently introduced procedures for monitoring include interviews with pupils which are effective in highlighting strengths and weaknesses in standards. The curriculum is enriched by involvement of older pupils in the Farnham music festival and the visits made by a variety of musicians. Resources are satisfactory overall. There is a good range of untuned percussion featuring instruments from different cultures. However, there are very few tuned percussion instruments.

PHYSICAL EDUCATION

142. Standards of attainment in physical education are above the national expectations for pupils of this age. These standards have been maintained since the previous inspection. Overall the teaching is good.
143. In Year 2 pupils in dance are able to follow complex country dancing instructions well. The recalling of previous learning enabled pupils to arrange themselves into sets for dance. They responded appropriately to the music and used actions to show change after eight beats to the bar. The effective use made of models of pupils' activities supports learning well. Good control and management of the class ensure any inappropriate behaviour is dealt with effectively. Pupils enjoy the lesson joining in by singing to the music.
144. In Year 1 pupils listen attentively and respond enthusiastically to the lively delivery of the gymnastic lesson. The very good subject knowledge of the class teacher supports learning very well. Pupils can find a space effectively ensuring safe use of the skipping ropes. They are consolidating a range of actions using the rope. They progressed well during the lesson, responding to music and beginning to perform their actions in time to the beat. By the end of the lesson pupils made very good progress. They could work individually and with partners creating and performing short-linked sequences of actions. They were able to evaluate their own and each

other's work and could think of ways to use these evaluations and observations to improve the quality of their own work. Through skilful questioning pupils demonstrated their knowledge of fitness and health. For example, they could describe how exercise increases the heart beat and knew that muscles needed to be warmed up to prevent strain. The very good relationship established between the teacher and pupils created a very good working atmosphere. The pace was very good and promoted attention and sustained interest very well.

145. The subject is very well led. The co-ordinator has very good procedures in place to monitor and review each strand of the subject as part of a rolling programme. Progression has been identified as a key issue and the delivery and management of gymnastics is now being reviewed. An analysis of interviews with pupils was shared with all staff as part of the monitoring of the subject. The co-ordinator demonstrates lessons to support colleagues in implementing the curriculum. Planning is good and the learning objectives are shared with the pupils. Long-term planning covers blocks of three units. Class targets are set for each unit of work and an assessment of the progress of each pupil informs future planning with specific emphasis on the needs of those pupils with special educational needs and of higher attainers. The scheme of work ensures full coverage of the National Curriculum, including ethnic dance and ensures continuity across the year groups. This is an improvement since the previous inspection report. Resources are good both inside and outside for Key Stage 1 pupils. Swimming lessons take place in this key stage and achievement is very high. A football club after school is run by an outside visitor. Visits are made to the Farnham Sports Centre periodically. The link governor supports the monitoring process very well.

RELIGIOUS EDUCATION

146. Attainment at the end of Year 2 meets the expectations of the Surrey agreed syllabus. Pupils make good progress throughout the school, both in their learning about religion and learning from religion. Religious education lessons and school assemblies contribute to pupils' spiritual, moral, social and cultural education. This is similar to the findings of the last inspection.
147. Pupils by the end of Year 2, develop an appropriate awareness and appreciation of Christianity and two other world faiths, Judaism in Year 1 and the Islamic faith in Year 2. Through the use of pupils' own experiences, teachers help pupils to consider other people's beliefs and feelings. Links with literacy are made when pupils discuss and write about this.
148. In a Year 2 lesson pupils made use of mathematical and artistic skills to create symmetrical Islamic patterns and showed good understanding of the importance of prayer in a religious faith. Work in pupils' books showed that Year 2 pupils had composed 'five golden rules' which they felt all pupils should follow. All pupils had studied Christmas and Harvest as Christian festivals. Pupils' written work was of a satisfactory standard but the use of photocopied worksheets often limited opportunities for pupils to develop their ideas or draw their own illustrations.
149. Information and communication technology is used effectively to support learning in religious education. Pupils in Year 2 were able to make a 'virtual tour' of a mosque and find out more about the Islamic faith.
150. The quality of teaching is good. The planning of lessons is thorough. Teachers are confident in their teaching, well supported by a clear scheme of work that closely follows the requirements of the locally agreed syllabus. The pace of lessons is good and time is used effectively. Questioning is used effectively to establish what has been learnt. Pupils with special educational needs are supported well and make good progress. Pupils are responsive and interested in the subject matter and make thoughtful and constructive comments. As a result their behaviour is good.
151. The co-ordinator is enthusiastic about her subject and the management of the subject is good. She has a good understanding of the subject and her current and future plans for development are appropriate. The range of religious artefacts, particularly those for world faiths, which have improved greatly since the last inspection, are available to teachers and are put to good use, together with other source materials to help illustrate and enhance their teaching. The displays of pupils' work relating to world faiths, such as the pupils' interpretation of 'The Creation' in the

Reception class contribute greatly to the pupils' understanding.