

INSPECTION REPORT

WYKE PRIMARY SCHOOL

Normandy, Guildford

LEA area: Surrey

Unique reference number: 124935

Headteacher: Mr T N Yates

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 10 – 13 June 2002

Inspection number: 194189

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Lane
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Surrey

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Appropriate authority: The governing body

Name of chair of governors: Mrs S M Higham

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3162	Philip J H O'Neill	Registered inspector	Mathematics	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
			Design and technology	
			Physical education	
			Equal opportunities	
14214	Gillian Smith	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?
22113	Aileen King	Team inspector	Science	
			History	
			Geography	
			Music	
			Foundation Stage curriculum	
27895	Margaret Skinner	Team inspector	English	How good are curricular and other opportunities?
			Art and design	
			Information and communication technology	
			Religious education	
			Special educational needs	
			English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21 - 22
PART C: SCHOOL DATA AND INDICATORS	23 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 43

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wyke Primary School is a single-form entry primary school catering for boys and girls aged 4 to 11. It serves the immediate village community of Normandy but draws most pupils from the surrounding area of Ash, Ash Vale and nearby villages. The school has 198 pupils on roll, 55 per cent boys and 45 per cent girls, with a marked gender imbalance in reception and Year 2, where two-thirds are boys. Though the school is smaller than most primary schools nationally (average size nationally is 226), it is generally fully subscribed. Few pupils join the school after the normal entry time and few leave before the end of Year 6. At seven per cent, a below average proportion of pupils is eligible for free school meals. This proportion has not changed significantly over the years. The percentage of pupils identified as having special educational needs, at 22 per cent, is average, but appears to have grown significantly this year. The percentage of pupils with statements of special educational need, at 0.5 per cent is below average. A below average proportion of pupils comes from minority ethnic backgrounds, just two pupils, who both speak English as an additional language. At seven per cent, a high proportion of pupils come from travellers' families. Overall the intake is average in relation to the standard measures of social advantage. Pupils have been joining the school with somewhat below average levels of attainment over recent years, but these levels are now average. Approximately 90 per cent of pupils have pre-school experience.

HOW GOOD THE SCHOOL IS

This is a good school that does well by its pupils who reach above average standards in many subjects. A stimulating curriculum, a high proportion of good and very good teaching, very good leadership and management ensure that pupils achieve well in relation to their earlier attainment. Given the generally below average standards of attainment of pupils on joining the school, the good progress they make and the cost of educating each pupil, the school provides good value for money.

What the school does well

- The quality of teaching is good with a significant proportion that is very good and this leads to above average standards in many subjects.
- The school provides very well for children with special educational needs and all pupils are included in what the school offers.
- The school is very well led and managed and is characterised by a clear commitment to continuing improvement.
- The pupils' interest and involvement in the wide range of extra-curricular activities provided is exceptional.
- The pupils' spiritual, moral, social and cultural development is very strongly fostered, particularly through the programme of personal and social education and the very good role models offered by staff.
- Parents are very involved in the work of the school and give their time generously to support the teachers and their children's learning.

What could be improved

- The more able pupils do not always achieve well enough, especially in writing.
- Procedures for assessing pupils' progress and attainment are not yet sufficiently refined.
- The library is not used well enough as a resource to support independent learning.
- The environment provided for the early years children does not give enough opportunities for creative and independent activity.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good strides forward since the last inspection. Standards have improved significantly. The quality of teaching is considerably better and the curriculum is richer and more varied. The leadership and management of the school have been strengthened through imaginative new appointments, most notably that of the new deputy headteacher. The planning for design and technology and art have been raised to a satisfactory level. Though teaching and learning strategies are now better matched to the abilities of higher attaining pupils, more requires to be done on this front. The overall planning of the curriculum has clearly improved through more effective use of assessment. The role of subject co-ordinators in monitoring and evaluating the work of the school has been enhanced and made more effective. The school buildings have been very significantly improved through the creation of an attractive reception area and linking corridors that have improved communications within the school. The governors and staff have the will and imagination to bring about further significant planned improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	B
mathematics	C	B	B	B
science	A	A	B	B

Key

well above average A

above average B

average C

below average D

well below average E

The school's results are above average and represent a good level of achievement in relation to the pupils attainment on joining the school. The extent to which pupils build on their knowledge and skill between the end of infants and the end of juniors is greatest in English and science and similar to most other schools in mathematics. At the heart of the good level of achievement is the improved quality of teaching and the successful introduction of the literacy strategy. In the tests for seven-year-olds in 2001, attainment in reading and mathematics was well-below average and below average in writing. These results, when compared with those of schools in similar circumstances, represent well-below average attainment in reading and writing and very low attainment in mathematics. In work and in lessons in infants, standards in English are above average apart from writing where they are average. They are above average in mathematics and science. In all the other subjects, apart from design and technology where standards are below average, standards at the

infant stage are at least average. They are above average in art and music. There has been a dramatic recent improvement in standards as some significant staffing difficulties have been resolved. In the junior years, standards in work seen reflect the standards in the tests in English, mathematics and science. Standards are well-above average, at this stage, in art, above average in history, information and communication technology (ICT), music and physical education and broadly average in the rest. Pupils at the foundation stage reach overall satisfactory standards. Standards in literacy across subjects are good overall. The standard of the use of numeracy across subjects is satisfactory. Overall standards are improving at a good rate. Pupils generally achieve well in relation to their earlier attainment. On some occasions, however, the higher attaining pupils do not achieve well enough. The school sets and meets challenging targets for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils, whilst enjoying life at school, work hard and want to do well.
Behaviour, in and out of classrooms	Pupils behave very well. Exclusions are very rare.
Personal development and relationships	Relationships are very good between the pupils and between the teachers and pupils. The older boys and girls are good at looking after the younger pupils.
Attendance	Attendance is above average. The school works hard to maintain good attendance.

The school is particularly good at raising the confidence of pupils with special educational needs and those who fall behind in their work, with the consequence that their attitudes are positive and they become more confident learners. This is also true of the children from travellers' families. Children who are under five are happy and secure in their work and play.

TEACHING AND LEARNING

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

English and mathematics are taught well as a result of good planning. The school does very well in meeting the needs of pupils with special educational needs and those of the few pupils for whom English is an additional language. This is also true of the pupils from travellers' families. The needs of the very able pupils are catered for well in some subjects but not in all. The generally good teaching of literacy shows itself particularly in the quality and range of writing across subjects. Numeracy, though taught well in mathematics' lessons, is used satisfactorily in other subjects to extend pupils' knowledge of number. Pupils are good learners. They build well on their earlier learning. They are not always clear about how they are achieving as the quality of feedback on their work does not always give a clear indication of how they are attaining and of how to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the case of the foundation stage and very good in infants and juniors.
Provision for pupils with special educational needs	This is very good. All teachers are aware of these pupils' needs and respond to them very well.
Provision for pupils with English as an additional language	The school provides well for the few pupils who need additional support in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good in all areas. There are many very good opportunities for reflection, for appreciating the difference between right and wrong, the importance for pupils of working and supporting one another and the value of their own and other peoples' culture.
How well the school cares for its pupils	The school looks after the pupils very well, monitors their progress carefully and attends very carefully to individual needs, apart from those of the highest-attainers who occasionally are given work that is too easy. There are some weaknesses in the quality of the assessment of pupils' work.

The breadth and stimulating range of activities provided engages the interests and enthusiasm of the pupils. There are real strengths in the support provided for pupils with special educational needs and for the pupils from travellers' families. The feedback provided for pupils on their work does not always let the pupils know how well they are doing and how they might improve.

Parents have a very positive impact on the work of the school as a result of the school's very good links with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very ably supported by his deputy, provides clear and inspiring direction to the work of the school.
How well the governors fulfil their responsibilities	The school is very well served by the quality of the governors and by their interest and involvement in the work of the school. They fulfil their responsibilities very well.
The school's evaluation of its performance	The school takes care to relate its achievements to those of similar schools. The headteacher and governors have a clear but realistic grasp of the school's strengths and weaknesses.
The strategic use of resources	The school's resources and staff are used well in the interests of raising standards and in providing a stimulating environment for learning.

Resources are adequate. There is a good ratio of appropriately qualified and experienced adults to pupils across the school. Accommodation is good and is enhanced by particularly

attractive outdoor space. In the interests of efficiency, considerations of cost and value are carefully applied in all major expenditure.

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 enjoy school and are happy to attend.• The school expects their children to work hard and do their best.• The school is helping their children become mature and responsible learners.• Their children make good progress in their work.	<ul style="list-style-type: none">• The provision of work for their children to do at home is inconsistent.• The quality of information provided about their children's progress is not adequate.

The inspection fully endorses the parents' overall positive views of the school. The inspection agrees that homework is not provided consistently across the school. The inspection does not agree that the information provided about progress is not adequate, on the contrary, it finds that it is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 tests for eleven-year-olds, the school's performance was above average in English, mathematics and science. In comparison with schools in similar circumstances, standards were above average in English and science and average in mathematics. These results represent a good level of achievement in relation to the pupils' attainment on joining the school. The proportion of pupils that reached the higher Level 5 was well-above average in English, and above average in mathematics and science. The extent to which pupils build on their knowledge and skill between the end of infants and the end of juniors is greatest in English and science and similar to most other schools in mathematics. These very good standards result from the good work undertaken to improve the quality of teaching, particularly the planning of lessons. The successful introduction of the literacy strategy has been another key factor in the raising of standards. Furthermore, there have been some very good additions to the teaching and support staff. The contribution of teaching assistants to lessons is another major factor in the significant improvement in standards across the school.
2. In the tests for seven-year-olds in 2001, attainment in reading and mathematics was well-below average, and below average in writing. These results, when compared with those of schools in similar circumstances, represent well-below average attainment in reading and writing and very low attainment in mathematics. The proportion of pupils reaching the higher Level 3 was well-below average in reading and mathematics and below average in writing. These results were clearly not good enough and arose from a history of problems with staffing. These have now been resolved to such an extent that the standards now reached bear no resemblance to those reached in the tests. Overall standards have improved since the last inspection.
3. In lessons and in work seen in infants, standards in English are above average apart from writing where they are average. They are also above average in mathematics and science. In all the other subjects standards are at least average, apart from design and technology where standards are below average at the infant stage. They are above average in art and music. In the junior years, standards in work seen reflect the standards in the tests in English, mathematics and science. Standards are well-above average, at this stage, in art, above average in history, ICT, music and physical education and around average in the rest. Standards in literacy across subjects are good overall. The standard of the use of numeracy across subjects is satisfactory. Overall standards are improving at a good rate. The school sets and meets challenging targets for improvement.
4. Pupils achieve well in relation to their earlier attainment levels. The school has now established a strong climate for learning and a more rigorous approach to the monitoring of teaching and the provision of the right level of support for teachers who experience difficulties. As a result, pupils now reach standards more in keeping with their capabilities. Pupils with special educational needs make very good progress in line with their individual education plans, and achieve very well in relation to their prior attainment. Children in the foundation stage make satisfactory advances towards the goals they are expected to reach by the end of their reception year. The pupils from travellers' families make very good progress when they are regularly in school. Pupils with English as an additional language also make good progress in their work. Boys and girls reach comparable standards.

Pupils' attitudes, values and personal development

5. The previous inspection found that pupils had good attitudes to their work and that they enjoyed coming to school. Over the intervening five years, this positive picture has improved further. Children in the reception class and older pupils now have very good attitudes to school and to their work. Pupils' personal development is very good and they relish taking part in the wide range of opportunities that are available. Relationships between the pupils and with adults are very good. Overall attendance is above the national average and there were no reported unauthorised absences over the year preceding the inspection.
6. A high proportion of parents returned the pre-inspection questionnaire and almost all agree that their children like school. Parents also feel that their children work hard and that they are well behaved. Their confidence is very well placed. Teachers are very clear in their expectations of behaviour and work and address the pupils with the respect and consideration they deserve. Pupils respond warmly and their very positive approach to learning helps to create a lively and vibrant atmosphere. Pupils of all ages settle down quickly and work very hard. During lessons, they are real eager beavers and are very attentive. They concentrate very well and persevere with work they find difficult. A particular feature of this school is the pupils' zest for learning and their enthusiasm for the many activities that are available. For example, during a games lesson, Year 6 pupils practised a range of physical skills, ranging from skipping to running and jumping. Working in groups, these pupils worked really hard at controlling their movement and in developing and refining their various skills. Pupils' level of interest in the many extra-curricular activities is exceptional; the gardening and hockey club are particular favourites.
7. Pupils behave very well during the school day. They are confident, out-going and very friendly. Relationships between pupils and with adults are very good. Pupils sense that their teachers genuinely want them to do well and they are comfortable in each other's company. Pupils of all ages mix freely and they are well mannered and polite. The behaviour of pupils during lunchtime and playtimes is very good and pupils automatically consider each other's needs. The school has a very successful policy of social and educational inclusion. The children at the foundation stage make good progress in their personal development. They are soon good at taking turns and are quick to develop independence in their work. Pupils from all ethnic groups, including those from travellers' families, get along well together and play a full part in the day-to-day life of the school. There are very few incidents of bullying or any other anti-social behaviour. There have been no exclusions for many years.
8. Pupils respond very well to the school's provision for spiritual, moral, social and cultural development and their personal development is very good. As they move through the school, nursery children and older pupils become increasingly mature and perceptive. For example, during the inspection, Year 2 pupils felt able to talk confidently and honestly about their own feelings and described the difficulties they sometime have in managing their own behaviour. Without fear of mockery, these pupils swapped ideas on the most effective ways they had found to control themselves. They respected the rules of the group and responded sensitively to the views of their classmates. Pupils visit nearby places of interest and Year 6 pupils make a residential visit to a field study centre in Dorset. They experience new and unfamiliar activities, such as examining an Iron Age encampment and using Celtic tools to grind corn. These activities enable pupils to gain experience of the wider world and encourage them to use their initiative and to become increasingly independent. Pupils of all ages relish responsibilities and

are good at using their initiative; for example, Year 6 pupils have started up a chess club and Year 5 pupils help reception children at lunchtime. Pupils of all ages willingly help to distribute the class registers and tidy away equipment at the end of lessons.

9. Overall attendance is above the national average and there were no recorded unauthorised absences during the year preceding the inspection. Pupils arrive in good time for the start of the school day and lessons get off to a prompt start. When pupils are absent, it is usually because they have been ill or have had a medical appointment. Some of the authorised absences, however, arise because parents plan family holidays during the school term. Although these absences do not usually exceed the annual 10-day maximum, they inevitably mean that the pupils concerned miss out on the work that is undertaken by the rest of their class.
10. Pupils with special educational needs, travellers' children, and the few pupils for whom English is an additional language have a very positive attitude to their work. They are eager to contribute to all aspects of school life. These pupils work very well with specialist staff and teachers' assistants.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is good overall. It is satisfactory in the foundation stage and good in infants and juniors. Of the lessons seen, just over a quarter were very good; close to half were good and a quarter satisfactory. Teaching in one lesson seen was excellent, and none were less than satisfactory. There is little variation in the quality of teaching in different subjects. Apart from art and design in Years 3 to 6, where teaching is very good, and design and technology in Years 1 and 2 where the quality of teaching is satisfactory, teaching across the subjects is good. A key strength in much teaching is the teachers' knowledge of what they teach and of how to present tasks in a progressively challenging way. This was clearly the case in much of the teaching of English, mathematics, science, art, ICT, music, physical education and religious education. Further striking features of many lessons are the productive pace sustained through the good management of the pupils as they work on their tasks, the clarity of the explanations of tasks and the efficient organisation of resources. Lessons judged to be satisfactory are weakened by inconsistent classroom routines and by not enough use of assessment to communicate to pupils how they are achieving and how they might improve their work. Literacy is taught well across the curriculum. Particularly good use is made of opportunities for writing. The extent to which pupils apply their numeracy skills, apart from in mathematics, is limited as the numeracy policy is not yet implemented fully. It must be said, however, that teachers throughout the school are teaching mathematics with growing confidence.
12. Most of the work seen during the inspection was satisfactorily marked. In the best examples, teachers not only corrected pupils' mistakes but identified the errors they were making and gave some clear indications of how to overcome them. In other cases, though there were acknowledgements of the pupils' work, there were too few indications of how to improve. Homework tends to be a continuation of work started in lessons, with some exceptions where it provides tasks that offer good opportunities for independent learning. The school has identified a group of more able and talented pupils and provides some very good additional work to meet their need for more demanding and challenging work. In this respect, the support for these pupils in mathematics is particularly effective. However, in some lessons, they are given work that is too easy.
13. Teaching in the foundation stage is satisfactory, with some good teaching in

mathematical development and communication, language and literacy. Staff have secure knowledge of the curriculum for this stage. Lessons are mostly organised appropriately. There is a satisfactory balance between those activities the children choose for themselves and those directed by an adult but there are missed opportunities to involve the children more in choosing activities. The children do not always experience enough autonomy in their learning so as to develop their ideas more creatively and imaginatively. However, in the teaching of language and literacy there is a better emphasis on allowing the children to explore their own ideas.

14. In Years 1 and 2, teaching is good, with much that is very good in Year 2. An abiding feature of the best teaching, at this stage, is the quality of the teachers' planning and the skilful way in which they build on the pupils' earlier learning. For example, in a very good lesson in Year 2, looking at the rotation of shapes, the teacher steadily recapitulated what pupils already knew and built the lesson around this knowledge. As a result, they all knew what to do and made significant advances in their learning. What was particularly effective was the extent to which the teacher took account of the very able pupils by extending the challenge in the work through more demanding tasks.
15. Teaching in Years 3 to 6 is good with a high proportion of teaching that is very good. Planning again is a strength. A distinctive feature of much teaching, in these years, is the smart start to lessons through clear explanations of what pupils should focus on in their work. This ensures that lessons get off to a brisk start and pupils settle down to their tasks, knowing precisely what is required of them. For example, these features were a strength in a Year 5 lesson in English, dealing with a poem by Walter de la Mare. The planning of this lesson ensured that all pupils were involved to the full extent of their competence by setting the task at different levels of demand. All the pupils felt at home with the work and made very good advances in their understanding of different styles of poetry. They knew exactly what to look for in a poem when analysing it.
16. Pupils with special educational needs are very well taught and make very good progress. They receive very good support from class teachers and specialist teachers. Individual education plans have clear, measurable targets that are regularly reviewed. Pupils' progress towards the objectives of these plans is carefully monitored. Pupils from travellers' families are very well taught and make very good advances in their work. This is also true of the pupils for whom English is an additional language in the home.
17. Pupils are good learners. They are quick to acquire new skills and knowledge, particularly when they find the lesson stimulating. The teachers' good explanations of tasks help the pupils to settle quickly to their work and sustain a good work rate. The pupils are particularly good at sustaining their concentration even if they experience difficulties. Pupils are not always clear about how well they are achieving and of how they could improve their work. This results from some weaknesses in the quality of assessment.

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

18. The curriculum provided for the early years is satisfactory. It matches the expectations of the early learning goals. Lessons are based on first hand experiences, using a sound range of appropriate resources. There is usually a reasonable balance between those activities where the children select what to do for themselves and those directed by an adult, but this aspect of provision is not well developed.
19. The curriculum for pupils aged six to eleven is very good. It includes a wide, varied and

interesting range of activities; this is a very good improvement on the last inspection, particularly in the pupils' experience of ICT and design and technology where standards are now improving. The curriculum meets statutory requirements. The implementation of the national literacy project is achieving good results and the national numeracy project is satisfactorily in place. Provision for personal and social education is very good. There are appropriate arrangements for sex and drugs education.

20. The very good curriculum, including the teaching of French, is usually based upon schemes of work which ensure that the pupils' learning builds progressively on earlier learning. The school has a clear policy for equality of opportunity and works actively towards including all pupils in what it offers to the full extent of their capabilities. Support for pupils with special educational needs is very good. The special educational needs co-ordinators' overview of all pupils is systematic and thorough. She carefully assesses the progress of pupils with special educational needs. Individual education plans are very clear about how to fulfil each pupil's specific needs. This represents a good improvement since the last inspection. The use of teaching assistants, to ensure targets are met, is well organised. Teaching assistants also help pupils very sensitively with emotional and behavioural difficulties. Travellers' children receive very good support from their specialist teacher who links home, school and the community very well. Pupils with English as an additional language are also very well provided for. The school has identified gifted and able pupils. However the provision for them is inconsistent. Some measures have been introduced, particularly in mathematics, to challenge these pupils appropriately.
21. The provision for extra-curricular activities is very good. Pupils have the opportunity to attend a very wide range of clubs including art, environment, chess, and computer clubs. The wide range of sports clubs, such as athletics, rounders, hockey and football take place in the extensive and well-kept playing fields. The school often wins the district athletic competition and the trophy is displayed with pride. Pupils make regular visits linked to their schoolwork as when Year 3 visited Bignor Roman Centre. Year 6 pupils take part in a residential course at a field studies centre, which has been a stimulating source of much of their work. Theatre groups, a Tudor dance group, musicians and an animal rescue centre visit the school and provide some stimulating experiences for the pupils.
22. The provision for personal, social and health education is very good. Pupils learn to care for the environment while tending the school gardens and ponds. During a visit by mothers and babies, pupils in Reception, Years 1 and 2 learn about early development. Pupils are encouraged to take responsibility for the school community. As a result, some pupils in Year 6 organised a lunchtime chess club and raised money for a giant chess set by taking part in a sponsored walk.
23. The contribution of the community to pupils' learning is satisfactory. Pupils in Year 5 and Year 6 link with other schools via e-mail and the internet. Surrey Safety Group visits annually for cycling proficiency training. There are very strong links with the local church. The local parish council contributes £1,000 annually to the school finances.
24. The relationship with partner institutions is very good. The school takes part in many activities as a member of the Farnham and Ash Primary School Sports Association. It participates in the Ash Schools' Music Festival. The transfer arrangements for Year 6 to the wide variety of secondary schools are very thorough and detailed. The links with the local nurseries and playgroups are developing well.
25. As at the time of the last inspection, the school makes a substantial contribution to the

pupils' spiritual, moral, social and cultural development. Provision for spiritual development is very good. Pupils frequently visit the local church as part of religious education. In Year 6, through some very good work in art, pupils are deeply inspired by the use of colour and shape by Gaudi revealed in their own work on tiles. Collective worship provides very good opportunities for united reflection, thought, prayer and singing from the heart.

26. The school provides very well for the pupils' moral development. It has a clear moral code, with appropriate rewards and sanctions, which pupils are expected to adhere to. Pupils are taught the difference between right and wrong and to take responsibility for their own actions. They are helped to see the deeper moral significance of events such as the September 11th tragedy in New York. In religious education, Year 6 pupils reflect on their responsibility to do good in the world and to move beyond the limits of self interest.
27. Provision for social development is very good. In all classes pupils work co-operatively with each other. All the staff provide valuable role models for the pupils and there is a warm rapport between pupils and teachers. The many clubs play a very constructive part in social development. All pupil are encouraged to take seriously their responsibility for sustaining a safe and happy school community. Many subjects reveal to the pupils the significance of what they learn in their moral choices. In history and literature, for instance, they meet many examples of morally good people and the consequences for others of their actions.
28. The school provides very well for the cultural development of the pupils. This is a very good improvement on the last inspection when pupils were not prepared adequately to live in a culturally diverse society. Pupils are now made aware of different cultures in the past and present. Attractive displays, including art based on ancient Egypt, encourage multicultural awareness. The use of the internet extends this awareness in geography and history. Texts studied as part of the literacy hour include material from a culturally wide range of literature including poetry. Pupils study the Moslem, Jewish, Sikh and the Christian religions. Teachers make good use of opportunities that arise in lessons to extend pupils' cultural awareness. For example, in Year 3 the class teacher encouraged a pupil to relate her experience of Divali celebrations in India. Pupils visit Guildford Cathedral, the local church and Woking mosque to compare and contrast different forms of worship and celebration. During collective worship, which is distinctly Christian in character, the headteacher and staff sensitively refer to other religions. Pupils' cultural horizons are widened through their study of poetry and art. In this work they can see the relationship between their own way of life and beliefs and those of children from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. All members of staff share a wholehearted and sincere commitment to pupils' welfare. They work very closely as a team in order to ensure that the pupils are very well looked after during the school day. The standard of personal support and guidance provided is very good and the time that pupils spend at school is happy and enjoyable. There are a number of children from travellers' families attending the school and they are very well supported. Children joining the reception class are gradually and sensitively introduced to school routines and this helps them to settle in quickly. All members of staff are familiar with child protection procedures and arrangements to deal with the identification of children at risk are very good. Routine health and safety procedures are in place and they comply fully with current legislation and with local authority guidelines.

30. The previous inspection raised concerns about the quality of the assessment of pupils' work. Over the intervening five years, these have largely been addressed and the procedures for the monitoring of pupils' academic performance are now satisfactory. Although procedures for assessing the standard of pupils' work and their progress are satisfactory in English, mathematics and science overall, systems in other subjects are not yet sufficiently refined. Moreover, during lessons, teachers do not always provide pupils with the precise guidance they need in order to know how they can improve their future work. Although pupils' personal targets for literacy and numeracy are regularly monitored, the extent to which assessment information is used, when teachers plan their lessons, varies widely. Moreover, assessment information relating to the most able pupils is not always being used fully in order to extend their learning and to provide work at an appropriate level.
31. Pupils with special educational needs are monitored well and their needs are reviewed regularly. The class teachers ensure that pupils receive very effective and positive support, sometimes provided by a specialist teacher. Their specialist teacher and the rest of the staff monitor the progress of pupils from travellers' families very well and provide them with very good support in their work. A few of these pupils who have very weak literacy skills are helped very effectively to become confident in reading and writing.
32. Although procedures for the monitoring of pupils' personal development are largely informal, they are effective. Relationships between pupils and members of staff are very good and teachers are sensitive to pupils' 'ups and downs'. This helps to ensure that any emerging personal or academic problems are identified and addressed at an early stage. During lessons, classroom assistants monitor the way in which pupils respond and teachers use this information to see how each individual is developing. In this way, teachers keep a close eye on their pupils' personal development and on the standard of their work.
33. The school's procedures for monitoring and promoting good behaviour are effective. They vary from verbal praise to the award of various stickers or stamps to those who behave particularly well. Procedures for eliminating bullying and other oppressive behaviour are very good. Such incidents are very rare and, if they occur, they are dealt with in a constructive manner that ensures that they do not recur. The school has a very successful policy of social and educational inclusion. Pupils from all ethnic groups get along well together.
34. Procedures for monitoring and promoting attendance are good. Parents understand that the school must have reasons for all absences and very few absences are unaccounted for. The school reminds parents of the importance of regular attendance and discourages them from planning holidays during termtime. A significant minority of parents, however, continues to do so and this inevitably means that their children miss out on the work that the rest of the class undertakes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. This school places great emphasis on working closely with parents and views a close partnership between home and school as being absolutely fundamental to its work. The previous inspection found these links to be an area of particular strength and this continues to be the case. Parents and teachers offer each other strong mutual support and this has a very positive effect upon the quality of education that the school provides.

36. Views expressed by those who attended the pre-inspection parents' meeting and by those who returned the questionnaire are very positive. Most of the parents are very pleased with the school's work and are delighted that their children get off to such a good start. Over 60 per cent of the questionnaires were returned and this high rate of return reflects the strong interest that parents take in their children's education. Almost every parent who returned the questionnaire feels that the standard of teaching is high and that the school has high expectations of their children. They are confident that their children are making good progress and are especially pleased with the way in which their children are helped to become mature and responsible. There are only two areas that cause any concern. Around one in six of those who replied feel that their child is not given the right amount of homework. One in eight feels that they are not kept well enough informed about the progress their child is making. Inspectors agree with parents' concerns about homework; there are inconsistencies across the school. Inspectors, however, do not agree with doubts over the quality of information provided about pupils' progress. The school does all it reasonably can to keep parents informed. There is a formal opportunity each term to talk with teachers and they are always prepared to make themselves available should anyone have a particular concern. Parents are also kept well informed through regular school newsletters and annual reports. These reports are very clearly written and provide a comprehensive picture of how each individual is getting on, subject by subject.
37. Parents feel very much at home in the school and their involvement in their children's learning brings many benefits. They ensure that their children attend regularly and complete their homework on time. Consultation meetings and open evenings are very well attended. Parents regularly read with their children at home and keep their children's records fully up to date. They often write useful comments about how their child is getting on. Their involvement ensures that pupils make good progress with their reading.

38. The Friends of Wyke School association is very well supported and organises a wide range of social and fund raising events such as the Summer and Christmas Fayres, school uniform sales, cake sales and beetle drives. Many of the parents are ready and willing to provide practical and financial support, whenever it is needed. They have recently raised funds for a digital camera, gardening equipment, playground games and books for the library. In addition, many parents regularly offer voluntary help and their wholehearted support encourages their children to work very hard during the school day. Despite the best efforts of the school, however, some parents plan holidays during the school term and this means that their children inevitably miss out on the work that the rest of the class is undertaking. Such absences interrupt their children's education.
39. The school keeps parents of children with special educational needs fully informed and they are provided with opportunities to discuss any issues at parents' evenings or review meetings. The specialist teacher for travellers' children has close working links with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The headteacher provides very good leadership and a clear sense of direction and purpose for the work of the school. He has been very effective in the measures taken to raise standards in the infant years. He has managed the changes required sensitively and has now built a team of teachers with the imagination and drive to continue to raise standards. His newly appointed deputy has already established herself securely in her role and has begun to work closely with the headteacher and governors in the improvement of teachers' planning and the monitoring of teaching. The headteacher leads by example in the quality of his own teaching and his commitment to the extra-curricular life of the school. He makes best use of the skills of the staff and supports them very well in their work. The quality of communication within the school is very good. Though the small size of the school lends itself to informal systems of exchange, there is a good range of appropriate documentation to ensure that standard policies and practices are consistently implemented.
41. The school's current success in raising standards can be traced back to the quality of leadership and the work done by teachers in the generally good management of subjects. ICT and physical education are very well led and managed. The leadership and management of English, mathematics, science, art, design and technology, history and music are good. Geography and religious education are led and managed satisfactorily. What is provided for pupils with special educational needs is also well managed. This is also true of what the school offers pupils for whom English is an additional language. Great care is taken to ensure that the management of the school's support for children from travellers' families is effective. The school's serious commitment to including all pupils irrespective of talent, temperament or background shows itself in the good achievement of the great majority of pupils. The school's aims and values show themselves in all aspects of its life.
42. The school is very well served by governors who know it well and who take their responsibilities seriously. The minutes of their meetings show that they have been substantially and appropriately involved in all major decisions. They have played a strong part in recent wise appointments. They have an effective planned programme of visits to classrooms and produce a comprehensive report of their findings to the rest of the governors. They have ensured that the school meets statutory requirements including those relating to the provision of a daily act of collective worship for all pupils. They appraise the work of the headteacher on the basis of a very good knowledge of the

school's strengths and weaknesses. Overall, they have played a significant role in shaping the direction of the school.

43. The headteacher and his deputy give a strong lead in the monitoring and support of the work of teachers. Teachers are helped, through appropriate training, to build on their strengths. Good practice is used well to support teachers who experience difficulties, particularly in the management of behaviour. The work of support staff is integrated very well with the work of class teachers through good planning and clear lines of communication. Staff new to the school are given very good support in becoming familiar with standard routines and practices. The school is in a strong position to provide a good training ground for teachers in training.
44. The school development plan is a useful document. The priorities selected for action have been well chosen and clearly linked to the task of raising standards of attainment. It does not deal with wild dreams and ambitions but with concrete things to be done. The school's budget is very well managed and is in a healthy financial condition. Governors and staff take account of considerations of value and cost in all major items of expenditure. Book resources are in adequate supply, but the library is not managed well as a resource for raising standards of literacy. The school has come a long way in recent years in the management of ICT as a resource for learning. This is steadily becoming a strength of the school.
45. The adequacy of the accommodation has improved since the previous inspection and it is now good. The school enjoys a semi-rural location and the spacious grounds are used to very good effect. Considerable building work has taken place over the last five years and most of the classrooms in the main school are now linked. Most teachers are now working under one roof and this has eased working relationships as staff tend to see more of each other during the school day. Classrooms are of a good size and the available space is used well. The reception class, however, is located in a separate building some distance away from the main school. Although these children have their own play area, it is somewhat spartan and does not help in the development of the children's creative and physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to raise standards further and improve the quality of education provided, the governing body, headteacher and staff should now:
 - (1) Meet the needs of the more able pupils by:
 - ensuring that planning for lessons takes account of the full range of attainment represented in classes;
 - providing these pupils with work that is challenging enough;
 - increasing the range of opportunities for these pupils to develop their skills in writing.
- (Paragraphs 12, 20, 30, 63)

(2) Improve assessment of pupils' work by:

- making clearer to all pupils the standards expected of them in each piece of work they undertake;
- providing clearer feedback to individual pupils so that they know when they are meeting the expected standards, and what they need to do to bring their work up to those standards.

(Paragraphs 11, 12, 17, 30)

(3) Develop the library into a more effective resource by:

- placing greater emphasis on the development of independent enquiry through the use of the library;
- encouraging browsing and independent borrowing.

(Paragraphs 44, 60, 67)

(4) Develop the environment and resources for the early years children so as to provide greater opportunities for creative and independent activity.

(Paragraphs 13, 47, 54)

The following are further issues for the attention of the governors and the school:

(1) There are inconsistencies in the way homework is provided, though its provision is satisfactory overall.

(Paragraphs 12, 36)

(2) There are not enough books to support historical investigation.

(Paragraph 104)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

47

Number of discussions with staff, governors, other adults and pupils

35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	21	12	0	0	0
Percentage	2	28	45	25	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

198

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

14

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

44

English as an additional language

No of pupils

Number of pupils with English as an additional language

2

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

8

Pupils who left the school other than at the usual time of leaving

11

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	14
	Girls	11	15	15
	Total	21	27	29
Percentage of pupils at NC level 2 or above	School	70 (78)	90 (89)	97 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	15
	Girls	15	15	15
	Total	27	29	30
Percentage of pupils at NC level 2 or above	School	90 (93)	97 (81)	100 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	14	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	14	12	14
	Total	20	19	22
Percentage of pupils at NC level 4 or above	School	83 (94)	79 (77)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	14	14	14
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	88 (94)	88 (90)	88 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	167
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	22.8
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	153

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	489878
Total expenditure	454925
Expenditure per pupil	2345
Balance brought forward from previous year	26240

Recruitment of teachers

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	198
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	5	0	0
My child is making good progress in school.	43	53	2	1	1
Behaviour in the school is good.	36	51	9	0	4
My child gets the right amount of work to do at home.	33	52	13	2	0
The teaching is good.	50	43	5	0	2
I am kept well informed about how my child is getting on.	41	47	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	36	7	0	0
The school expects my child to work hard and achieve his or her best.	57	41	2	0	0
The school works closely with parents.	34	58	5	1	2
The school is well led and managed.	53	40	4	0	2
The school is helping my child become mature and responsible.	47	49	2	0	2
The school provides an interesting range of activities outside lessons.	43	40	7	2	7

Other issues raised by parents

Parents expressed considerable approval for the way the school provides for pupils with special educational needs.

There were some concerns expressed about a few disruptive pupils and their impact on the learning of others.

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

47. The children come into the reception class in the year they become five. They enter school, in the foundation stage of learning, with attainment that is about the expected level for their age. Their skills in communication, language and literacy and mathematical development are secure when they first start school and, overall, they make satisfactory progress towards the early learning goals in each of the six areas of learning. They are ready to make a start on refining their skills in numeracy by the time they leave the reception class and their progress here is good. Their skills in knowledge and understanding of the world, physical and creative development are satisfactory and they progress steadily in their learning.
48. Teaching in the foundation stage is satisfactory, with some good teaching in mathematical development and communication, language and literacy. Staff have a secure knowledge of the six areas of learning and the early learning goals. They offer the children an age-appropriate curriculum, comprising the expected elements in each of the six areas of learning. Lessons are organised appropriately and the staff manage children effectively, encouraging them to be polite, well mannered and to listen to each other. There is an appropriate balance between those activities the children choose for themselves and those directed by an adult. Opportunities for the children to exercise greater autonomy for their learning and to develop their ideas creatively and imaginatively are under-developed.
49. Resources are adequate and the accommodation is suitable, light, bright and airy. However the learning environment, particularly outdoors is underdeveloped, and does not offer a wide enough range of experiences, particularly in creative work and for independent learning. It does not have enough resources to stimulate children's imagination. However, basic skills in mathematics and literacy are taught well. The partnership with parents and carers is fostered effectively. The children take home books to share, and the parents are given regular updates on their children's learning. Assessment procedures broadly cover the six areas of learning. Summaries of attainment cover the elements of the foundation stage of learning, but each of the six areas of learning is not mentioned specifically. However, the staff share perceptive observations about the progress the children make, and plan to build on what they have learned and can already do. Children learning English as an additional language and those identified as having special educational needs make satisfactory progress.

Personal, social and emotional development

50. There is a good emphasis on personal, social and emotional development and progress is good. The children learn quickly to share and take turns. They look after toys and equipment properly and are polite, well mannered and behave well. They are confident, self-assured and friendly, and generally come into school relaxed and eager to be involved. They learn to negotiate, are aware of the consequences of their actions and are considerate of others. The staff present positive role-models to the children and treat them and each other with respect and consideration. There are good opportunities for the children to consider a variety of cultures and beliefs, for instance through the strong links with the local church and through the use of resources that reflect a range of backgrounds. The children learn to look after their own belongings and personal independence is well-promoted. For example, they change and get dressed for

physical development lessons and for swimming sessions without much help from adults. They have access to a range of activities in the reception class, but resources are not always as accessible as they might be, and this means that, occasionally, the children cannot develop their own ideas independently. The children's spiritual, moral, social and cultural development is fostered appropriately.

Communication, language and literacy

51. In communication language and literacy the children have secure skills, which are developed appropriately. The staff are good at making the children aware that print has meaning and at offering productive opportunities for speaking and listening. The children in general have secure skills in language, are articulate and able to communicate their ideas effectively. They handle books correctly, identify simple words and recognise their own names. Opportunities for role-play are less well developed however, mainly because there is not enough inviting and inspiring equipment for the children to use to develop their ideas imaginatively. The children learn to write their own names, using appropriate upper and lower case letters, but sometimes these are not correctly formed. They have some opportunities to develop their independent writing and mark making, but these are not exploited fully.

Mathematical development

52. The children progress well in the development of mathematical skills development, and effective teaching ensures they develop a firm grasp of mathematical ideas and reach the expected standard at the end of the foundation stage. Many children make and recreate mathematical patterns, and count accurately to ten and well beyond. Their skills in pattern making are particularly good, as many create quite complex patterns involving repetition of two or three elements, for example 'two triangles, one square and a circle' and so on. Teaching of sequential patterns is very good and the staff make very good use of the children's ideas about what can be used to make a pattern. For example completing word patterns, such as taking turns to finish the pattern 'burger, burger, chips, ice-cream' one after the other. The children explain the properties of shapes, for instance that a triangle has three sides, and they use two-dimensional shapes in pattern making. They solve simple problems, using number operations of addition and subtraction and record their results.

Knowledge and understanding of the world

53. The children's progress in developing their knowledge and understanding of the world is satisfactory and they are set to reach the early learning goals. They use ICT well in their learning, they are confident using computers and also have good opportunities to use other types of equipment, such as a digital camera, a programmable robot and interactive screen. They learn to make models using recycled materials, but the access to an increasing range of materials, is limited and restricts the amount of design work they do. However, although the outdoor area adjacent to the reception class is underdeveloped, the school grounds are generally used well to promote learning about the environment, living things and how plants grow. The children discuss events in their lives; they are aware the pattern of the school day and learn to find their way about, both in the classroom and the main school building. The children have some good planned opportunities to consider how things work and why they happen, for example using magnets and investigating objects in the sand tray.

Physical development

54. The children physical development is satisfactory overall. Hand control is effectively promoted, through activities using malleable materials, pencils and crayons. However, there is no climbing apparatus in the outdoor area for the children to practise their skills in climbing, balancing and jumping, although they do have regular opportunities to use this type of equipment in the school hall. They also have good opportunities to learn to swim in the summer term. The outdoor area provides good space for them to develop their awareness of space and to negotiate their way around other children, for example when using bikes. They have reasonable opportunities to use a selection of hoops and balls in the outdoor area, although sometimes these sessions are regarded as recreational, with little planned adult involvement to help the children develop their skills in games. However, in planned lessons for physical development, they achieve well in co-ordination and control and have good levels of hand and eye co-ordination. They are aware of the effects of exercise on their bodies, for example that they become hot and their hearts beat faster when they move fast.

Creative development

55. Creative development is well-promoted in singing, but sometimes opportunities for the children to develop their own creative ideas in art and craft are too restricted and mean they do not express their own creativity. Overall attainment and progress are satisfactory. The children have planned opportunities to dance imaginatively, but role-play and using their imagination to create stories are not always promoted sufficiently. The children have experience of a range of materials and media, for instance paint, malleable materials, crayons, pencils and some three-dimensional construction equipment. However, there is limited access to an increasing variety of materials and tools for the children to make their own selection from a range, in order to design and make their own models and creative work. There are not enough opportunities for the children to re-apply their previously taught skills and techniques to develop their own creative ideas.

ENGLISH

56. Results in the 2001 national tests show that pupils aged 11 achieve standards above the national average when compared with similar schools. The high-attainers achieve standards that are very well above when compared with similar schools. This year girls achieved a higher standard than boys against the recent school trend.
57. Results in the 2001 national tests show that pupils aged seven, of whom over a third had special educational needs, attained standards well below the national average in reading and below the national average in writing. Compared with similar schools, standards were well-below average in reading and writing. Against the national trend, boys performed better than girls. Test results had fallen steadily over the past four years levelling out in 2001. The reasons for the marked improvements upon standards seen during the inspection were the result of the resolution of staffing difficulties and well-directed strategies in English to raise the standards of seven-year-olds.

58. The eleven-year-olds currently in Year 6 achieve above average standards in English with a significant number achieving well above average. This is an improvement since the last inspection. The seven-year-olds in Year 2 achieve average standards in English, broadly the same as at the last inspection. While almost half of these seven-year-olds achieve standards above national expectations in reading, speaking and listening, most only achieve average standards in writing which represents unsatisfactory attainment for the high-achievers.
59. Pupils of all ages are attentive and responsive listeners. They use the subject-related vocabulary well. For example, in a very good Year 2 lesson when pupils quickly learnt words connected to the Moslem faiths, next day they confidently answered questions about halal meat and the Qur'an at a school assembly. Pupils explain their opinions and discuss ideas confidently. For instance, Year 5 pupils compare and contrast two poems, understanding the unfamiliar language of Walter de la Mare in 'Dear Brother'. Pupils refine and develop their questioning skills in Year 4 when studying mini beasts as they frame very specific scientific questions. Since the last inspection the development of speaking and listening skills has been prominent in the curriculum and standards have improved.
60. Pupils attain good standards in reading. Given the limitations of their skills on entry, pupils with special educational needs and English as an additional language make very good progress. An eight-year-old boy who could not speak English when he joined the school is now one of the highest-attainers in his year. The improvement, especially for pupils aged seven, is a result of a variety of school initiatives, including well-trained teaching assistants and the introduction of a well-organised reading programme supplemented by the careful purchase of a wide variety of books sensitive to gender and cultural issues. Average and below average pupils have a good grasp of letter-sounds and groups of sounds and this helps them to tackle new words. Above average pupils read a very wide range of books for enjoyment. This is an improvement on the last inspection when good quality literature was not featured in the curriculum for older pupils. The oldest pupils value books as a source of pleasure. They develop a critical appreciation of the writing styles of the authors, comparing the lead characters in Michael Morpurgo's books, 'Kensuke's Kingdom' and 'The Butterfly Lion'. The higher-attainers noted certain weaknesses in the narrative structure of the 'Harry Potter' stories.
61. The reading skills of almost all the oldest pupils are sufficiently well developed to enable them to cope with most texts. Children from travellers' families receive very good support from their specialist teacher and from the school generally; one Year 5 boy proudly read the captions he added to pictures of him and his friends that had been transferred to the computer. Pupils in Year 5 and Year 6 are adept at finding the information they need from a variety of sources, including reference books and the internet. The skills of younger pupils are less well developed because the library is not fully utilised. This was also a cause for concern at the last inspection. However, there are definite plans to upgrade it to an integrated reference centre with the latest information technology aids in the coming year, to ensure this reading skill is fully developed to the appropriate standard.
62. The writing of most pupils in Years 1, 2 and 3 is sound, showing satisfactory achievement. However, higher-attainers generally underachieve. At the age of 11 writing is good, as is achievement, with the high-attainers achieving very well. Most seven-year-olds can confidently write in legible print well-constructed sentences, with capital letters and full stops, for various purposes including scientific note-taking,

instructional writing and story making. In a good lesson for seven-year-olds one pupil set his story about 'Mog the Cat' in the rain forest to link it with work being done in geography. However, the highest attaining seven-year-olds were not planning or redrafting their work nor using the well-developed descriptive language which is a feature of their oral work. By the age of 11, pupils' writing covers a wide range including poetry and persuasive writing on the advantages and disadvantages of mobile phones or expressing their own opinions when reflecting upon the good and bad, 'Building Bricks for Life'. They write sustained stories with good attention to characterisation and plot. The work of the higher-attainers is well organised and includes complex and compound sentences. The good use of ICT across the curriculum gives pupils the opportunity to proof read, draft and spell-check.

63. Standards of handwriting are good in pupils' handwriting books. Younger pupils regularly practice forming their letters correctly and older pupils develop their personal style. The majority of teachers expect the same good standards in pupils' work books in all subjects, however this is not consistent across the school and in some classes presentation is very variable. Spelling is good throughout the school. Pupils' knowledge of letter sounds is good and they are taught spelling patterns at the appropriate level. In Year 4 pupils were recognising when to use to '-tion' or '-sion' in spellings; this was linked to 'evacuation' for history and 'evaporation' for science.
64. Teaching is good across the school although there are variations in teachers' skills. Most of the teaching seen was good, and the teaching in Year 5 and Year 6 very good. Most teachers across the school have a good understanding of how to teach reading, spelling and writing. Teachers make sure pupils know what they are expected to learn and how this links to what they have previously covered. For example, the regular spelling practice in Year 3 builds upon spelling rules already learnt and pupils make significant advances in writing. Teachers insist that the proper terms for language are used and encourage pupils to select descriptive words. Such high expectations encourage pupils to express their own ideas accurately. The Year 6 pupils, for example, state specific examples from 'East Enders' to illustrate and define the meaning of the word 'cliff-hanger'. Teachers provide good opportunities for pupils to think through ideas, discuss them co-operatively in pairs and reach well founded conclusions. They question pupils carefully before they begin to write. For example, a discussion in Year 6, about the use of complex sentences and about the dramatic impact of various tenses, led to the very successful consideration of the differences and similarities in an author's style of writing. In a few lessons the writing tasks for the high attaining pupils are too easy. Some writing tasks for the high-attainers are similar to those given to the rest of the class and, as a consequence, the work produced is not as good as it should be.
65. Pupils with special educational needs, those pupils for whom English as an additional language and travellers' children are given extensive range of help for both their reading and writing either by their teacher or by the very capable teaching assistants. These pupils make very good progress across the school because a wide programme of support is organised to meet their specific needs.
66. Pupils are well behaved in lessons in response to the effective and calm management of behaviour by all teachers. They concentrate and focus on the tasks until they complete them to a good standard. Year 5 pupils, for example, who were very well briefed, worked with intense concentration and wrote critical and well-balanced reports upon classics like 'Lorna Doone'.
67. The demand of the work provided builds up through the year groups, an improvement

since the last inspection. The school has good systems in place to assess and track the pupils' progress. Most pupils have general literacy targets which are regularly reviewed by the teachers and pupils. During lessons, teachers assess pupils' attainment and suggest ways to improve. Marking usually helps pupils to identify and rectify mistakes. There is a very thorough system for monitoring progress in reading and diagnosing specific weaknesses.

68. Leadership and management are good. Supported by the new deputy head teacher, the co-ordinator has worked hard to introduce systems clearly focused on raising standards in English. She has a clear vision of the future development of the subject and is aware of the need to raise standards of writing for the younger pupils. Resources are only satisfactory because the library is not fully effective.

MATHEMATICS

69. The results of the national tests in 2001 show that the standards reached by seven-year-olds were well below the national average and very low when compared to the standards reached in similar schools. Girls did less well than boys to a greater extent than girls nationally. A well-below average proportion of boys and girls reached the higher levels. These standards are broadly reflected by the results of the tests conducted by the teachers. Results have fallen steadily since 1998 and improved slightly in 2001. Standards match those reached in English and have been on the decline since the last inspection but are now improving. The reasons why standards fell lay in some significant staffing difficulties. Some wise new appointments have breathed new life into the subject.
70. In the national tests for eleven-year-olds, results were above average for all schools, and for schools in similar circumstances. An above average proportion of pupils reached the higher levels. Standards have been rising steadily as a result of good teaching and planning. Girls outperformed boys in 2001, but in other years boys have tended to do better than girls to a greater extent than nationally. Standards have been improving more rapidly than in most other schools nationally. The differences between the achievement of seven-year-olds and eleven-year-olds is being reduced: this is born out by evidence from the analysis of work and from lessons.
71. In work and in lessons seen during the inspection, the attainment of both boys and girls in both Year 2 and Year 6 was above the standards expected nationally. This shows that the school has successfully confronted the fall in standards over the last four years in Year 2. Pupils now achieve well across the school as a result of good teaching and planning that helps them to build progressively on their knowledge and skill as they move through the years. The quality of teaching is a key factor in the good progress made by pupils with special educational needs. The few pupils for whom English is an additional language also make good advances in their work in relation to their earlier attainment. A particular strength is the progress made by pupils from travellers' families. Teachers are good at compensating for the breaks in pupils' studies caused by absence arising from their families' need to travel to significant gatherings.

72. In Year 1, pupils invoke a good level of mathematical facts in solving mental problems. The higher-attainers are particularly good at saying how they reached their answers. Pupils in Year 2 make very good advances in their knowledge of rotation as they practice with various shapes, noticing that a sequence of turns of any object establishes a pattern. Their knowledge is enhanced through work with a programmable robot. Lower-attaining pupils work confidently with familiar objects as they discover which movements are clockwise and which are anticlockwise. In Year 3, some dynamic teaching helps pupils to come to grips with determining the number of ways four objects can be distributed between two people. The particularly able pupils are encouraged to solve even more complex questions on distribution. In Year 4, pupils are really challenged through some problem solving exercises that lead to considerable advances in their confidence in tackling real life problems. In Year 5, pupils' skill is advanced further in working with combinations of decimals, fractions and percentages. Pupils in Year 6 build further on this work in solving problems involving complex problems in measuring quantities.
73. Teaching is predominantly good across the years, with some that is good and some that is satisfactory in equal measure. In the best teaching, activities are clearly set out, challenging and involve the pupils in working out problems for themselves. The pupils respond by settling down quickly to their work, eagerly searching for accurate answers to the problems set. This was a marked feature of a lesson in Year 2 dealing with rotation. A range of tasks set at different levels was very clearly explained so that pupils knew exactly what to do when they started their work and made considerable advances in their learning. This clarity of purpose also lay at the heart of a very successful lesson in Year 3 dealing with data handling. A further strength is the quality of the feedback given to individual pupils in helping them to overcome difficulties. This helps the pupils to feel at ease with their work and take risks. Lessons judged to be satisfactory are weakened by a lack of clarity about classroom routines and expectations.
74. Pupils take a real delight in mathematics, particularly when they see its point and purpose in day-to-day real life problems. They are good at working independently without the constant supervision of the teacher. As a result of clear feedback they generally know how well they are doing and how to do better. Pupils who experience difficulties with mathematics are helped to value their, sometimes, hard won results.
75. The subject is well led and managed through good planning and monitoring of teaching. There has been much effective work in putting the development of numeracy across the curriculum on a more secure footing than was the case over the years following the last inspection. Teachers' planning is more consistent in quality and in the attention given to using opportunities that arise to apply and extend pupils' knowledge of number, though more needs to be done here. Overall, there have been significant improvements since the last inspection, mainly in the last two years particularly in the use of ICT.

SCIENCE

76. Standards in science are above national expectations when pupils are seven and 11 years of age. The 2001 National Curriculum teachers' assessments for Year 2 indicated that standards were very high. Since then assessment of the pupils' attainment in science has been reviewed, and now reflects a more realistic picture of attainment, but still with a good percentage of pupils achieving higher levels. Pupils in Year 6 reached good standards in national tests in 2001 in relation to national standards and also when compared to schools in similar circumstances. The percentage of pupils achieving the higher Level 5 was also above the national average. The trend in

science over recent years has been one of continuous improvement, although there was a slight dip in results in 2001. There are no significant differences between the performance of girls and boys. Pupils learning English as an additional language progress quickly, and those pupils identified as having special educational needs make very good progress. Science was judged as in line with expectations at the previous inspection, and findings of this inspection are that the subject has improved and good progress has been made.

77. Pupils in Year 1 have a secure knowledge of materials and how to make predictions, for example that some materials are waterproof and more suitable to keep a teddy bear dry. Topic books cover a trip to a farm and the pupils show a good knowledge of living things, growth and magnetism. In Year 2, pupils understand clearly some key features of the environment and the habitats animals and insects use. They make good use of the school environment and the very good facilities that the school has developed over the years. For example, the pupils build well on their earlier knowledge as they observe the variety of birds in the aviary, go pond dipping and explore the field, paddock and vegetable garden. Samples of work indicate that pupils know about different materials and their uses, for example types of wood and cloth used to make the first aeroplanes. There is a good range of topics covered in science including changes in materials, substances and elements, for instance, melting ice and linking this to the sinking of the Titanic. In both year groups, there are good links to other subjects, for example using numeracy skills when compiling graphs to record findings.
78. Pupils in Year 3 have a sound knowledge of food chains, and the relationships between different living things. For example, they learn that plants are producers, and other insects and animals eat this produce. The pupils also have a good understanding of planets, magnetism and light and shadow. They show good skills in this work. In Year 4, the pupils have a satisfactory knowledge of living things, keeping healthy, food groups and solids and liquids. They make accurate predictions, for example that salt will dissolve in water and the effects of friction on materials.
79. In Year 5, pupils demonstrate a good knowledge of electrical circuits, the dangers of electricity and of the need to address safety issues. The pupils understand life cycles of, for example, slugs and snails. In Year 6, there is good investigative work, devising a 'fair test' to record how temperatures vary depending on the amount of insulation and the ambient temperature. There are also very good links to other subjects, for instance the pupils use their numeracy skills very well to estimate and then calculate accurately the amount of time they have to wait, to conduct a 'fair test. Work is neat, well presented with good coverage of the expected elements. Topics include the human body, forces, and photosynthesis, which are well illustrated with detailed recording.
80. The quality of teaching in science is good overall, with examples of very good and excellent teaching in Years 2 and 6. In very good and excellent lessons, there is very clear planning with very effective matching of tasks to the pupils' range of attainment. The higher achieving pupils make very good progress because of this. Occasionally, though the lessons are planned appropriately, the activities provided are not matched well to the pupils' levels of attainment, particularly those of the highest attaining pupils. Staff have secure understanding of the subject, set a good pace for the pupils' learning and provide good opportunities for investigative work. Activities are relevant and linked appropriately to the objectives for each lesson.
81. Pupils behave well in lessons, with positive and constructive attitudes to their learning. The mutual respect and high regard the staff and pupils have for each other have a positive influence on the standards reached. Pupils enjoy science and take a real

delight in investigative work. They see the point and purpose of scientific enquiry in our attempt to understand the world.

82. Science is used very effectively to foster the pupils' spiritual, moral, social and cultural development. The school's outdoor environment is very good and is used very well to promote learning and scientific study. Leadership and management of science are good, areas of development are clearly identified, for example to develop further the attainment of those pupils who are more able. Effective assessment procedures have been devised; these form a 'pilot' scheme at present and are to be reviewed and refined after consultation with all staff.

ART AND DESIGN

83. The attainment of pupils aged seven is above that expected for their age and at 11 years is well above that expected nationally. This is a very good improvement on the last inspection when standards were generally unsatisfactory and pupils' artistic skills underdeveloped. The quality and quantity of pupils' work in lessons and on displays around the school provides evidence of the pupils' good artistic skills. Pupils with special educational needs and those for whom English is an additional language achieve as well as other pupils in relation to their earlier attainment. Every effort is made to ensure that children from travellers' families make the same progress as their peers, and they do.
84. The standard of work seen by seven-year-olds is above that expected nationally. Pupils produce detailed observational sketches using different pencil strengths to draw architectural features from photographs they take when they visit the local church. They mix water colour paints confidently to reproduce the brick colours seen in the pictures. High achieving pupils create different textures well by using brushstrokes in different directions. They manipulate clay to make tiles and then select from a variety of brushes of differing thickness to use with acrylic paint. Using information technology, they create imaginative symmetrical pictures. Pupils in Year 1 use natural materials to good effect as the starting point for their animal sculptures, inspired by the geographical topic on Australia.
85. The standard of work by eleven-year-olds is well above that expected nationally. Pupils study the work of Gaudi, initially researching the internet and produce some very good work inspired by his style. They experiment successfully with perspective, firstly with the sketching of a 3-D shape, then develop their own perspective picture; some of the most striking pictures use the word 'perspective' as their starting point. The higher-achievers conduct a demanding experiment well with some of the geometrical ideas of the German mathematician, Möbius. In Year 5, pupils improve their work by scanning into a computer original designs by the artist William Morris and then rotate the designs to make wrapping paper. Throughout the school, sketchbooks are used effectively.

86. The quality of teaching is always satisfactory and in most lessons it is very good. A real strength is the way that additional adults in lessons support pupils' learning. In a very good Year 2 lesson that was meticulously planned, pupils benefited from a high ratio of helpers to improve their skills and made very good progress as each pupil got a high level of individual attention. Pupils are taught the basic skills of drawing and mixing colours well and this shows in their work. Pupils in Year 6 are challenged effectively when, for example, they work in the style of L S Lowry.
87. Pupils' attitudes and behaviour is always satisfactory and usually very good. They listen carefully and work with concentration. The displays around the school show art is used to support other areas of learning, including a multi-material collage to illustrate, 'The Ballad of Unicorn Isle'. There is a well-attended after-school art club lead by an enthusiastic and dedicated member of staff.
88. Management of the subject by the new, very knowledgeable co-ordinator is good. Resources have been recently increased and are now good. The subject has improved well since the last inspection. The use of ICT to support art is well established.

DESIGN AND TECHNOLOGY

89. By the age of seven, standards are below national expectations. Boys and girls do not achieve as well as they should do as they move through Years 1 and 2. This is because the subject is not yet well developed across the school. By the age of 11, the picture has changed and pupils now reach the standards expected for their ages. This is as a result of some particularly good work in Years 5 and 6, where the subject is now well established. Only one lesson was observed. Analysis of pupils' work, the inspection of curriculum documents and discussion with teachers and pupils provide additional evidence. What emerges is that the subject has had a low profile in the school but is now beginning to take root in teachers' planning through the recent good management of the co-ordinator. The lesson observed and discussion with the pupils about their work show that boys and girls learn the subject with equal interest and enthusiasm and achieve similar standards. Pupils with special educational needs attain standards that represent satisfactory achievement in relation to their earlier learning. No pupil in the early stage of learning English was observed; nor were the pupils from other than English ethnic backgrounds seen.
90. Pupils in Year 1 describe clearly different fruits and know, for instance, how one peels vegetables and hard skinned fruits in food preparation. In other work, they make simple levers and sliding mechanisms. In Year 2, in their work on electricity, pupils make some simple electrical circuits to light up houses constructed from cardboard. The quality of finished products is variable. Elements of pupils' learning related to developing, planning and communicating ideas are not taught enough. Similarly, pupils have too few opportunities for evaluating processes and products.
91. In Year 3, pupils look at different parts of vehicles and know the function of an axle and a chassis. In Year 5, pupils produce some sound work using cross stitch. In Year 6, the quality of some of the detail in the pupils' papier mache masks shows that they are coming to grips with the evaluation of the properties of different materials. Their knowledge of mechanisms is extended well through the investigation of moving toys and of the use of different cams in making a garden toy. Inspired by their topic work on India, the pupils create some impressive puppets and use them to perform a puppet show for the younger children. In Year 6, the quality of the pupils' mosaic tiles shows considerable progress in the skills of designing and making, and in the evaluation and

refining of products. This shows, too, in earlier work, when pupils created stamps for printing images on Christmas cards and in their work with ICT in the designing of fairground models.

92. The quality of teaching and learning in Years 1 to 4 are satisfactory, and good in Years 5 and 6. The subject is now becoming more firmly established as part of the curriculum, but has lagged behind development in other subjects. There have been many significant improvements since the last inspection, particularly in the quality of planning. In the lesson observed, there was some good emphasis on getting the pupils to discuss what they observed as they explored the qualities of different fruits and vegetables.
93. The subject is now well led. There are clear plans and schemes of work to guide teachers in their work and to ensure that pupils' knowledge and skill are built up progressively as they move through the years. In the short time she has been in the school, the new co-ordinator has moved rapidly on the development of the subject and on monitoring standards.

GEOGRAPHY

94. Standards of attainment in geography by the end of Year 2 and 6 are in line with national expectations. Pupils achieve well in relation to their earlier attainment. It was not possible to observe the teaching of geography in Years 1 and 2 so judgements on this stage are based on the analysis of pupils' work and discussions with pupils and staff.
95. In Year 1, the pupils show a sound understanding of features of the environment, both around the school and on a local farm. The pupils in Year 2 know about different environments, for example through the study the Isle of Struay, from the story 'Katie Morag'. In Year 3, the pupils demonstrate a satisfactory knowledge of village life further afield, for example in India. They use maps with keys effectively and are aware of differences in landscapes. They show significant multicultural awareness in using puppets and costumes which reflect the traditional dress in India. In their work on settlements, both at home and abroad, they show a good understanding for their ages of the influence of human habitation on the environment. In Year 4, pupils come to a satisfactory understanding of the water cycle. In Year 5, the pupils show some elementary understanding of some of the geographical features encountered through their historical study of the Egyptians. Pupils in Year 6 have a satisfactory understanding of some key features of coastlines, the implications of pollution and how coastal environments are under threat.
96. Teaching in geography is good in Key Stage 2. It is not possible to come to a firm judgement about teaching in Key Stage 1, although from samples of work it is clear that the pupils are taught and achieve at least satisfactorily. The staff have a secure subject knowledge, plan appropriately and make good links to other subjects, using the pupils' skills in literacy well. Geography lessons are organised effectively, and the pupils are managed well. Resources are used appropriately in lessons. ICT is used effectively in lessons. Geography is used very effectively to foster the pupils' spiritual, moral, social and cultural development.
97. Pupils enjoy geography and take a real interest in their own immediate environment. They particularly enjoy practical and investigative work. As they work together, they have good relationships with their peers and their teachers. They take a real pride in their written work and try hard to refine and improve it. Behaviour in lessons is good.
98. Leadership and management are satisfactory, as is progress since the last inspection.

Satisfactory standards have been maintained. There are no formal assessment procedures to record what the pupils have achieved, with the consequence that teachers' planning, though satisfactory, has some weaknesses in that lessons are not always planned to take account of the full range of attainment.

HISTORY

99. Standards of attainment in history by the end of Year 6 are above national expectations and are close to the expected level by the time the pupils leave Year 2. The school follows national guidelines for teaching history and uses these well with the schemes of work, in planning to meet the needs of the pupils. Pupils make good progress in their learning in research skills, their knowledge about historical events and an understanding of the impact of these events on history. During the inspection, due to timetable arrangements, it was not possible to observe teaching of history in Years 1 and 2; judgements are therefore based on the analysis of the pupils' previous work and displays.
100. In Year 1, pupils show a good understanding of the place of famous people in history, such as Grace Darling, Queen Victoria and Louis Braille. Though pupils make generally good progress, sometimes the overuse of worksheets slows down their progress. The pupils in Year 2 have a sound grasp of the origins and effects of the Great Fire of London. They produced a very attractive display to illustrate this work. They describe successfully different vehicles and types of dress from bygone eras.
101. In Year 3, the pupils make good progress and attain good standards in their work. They understand about invaders and make clear comparisons between the life styles of the Romans, Jutes and Anglo-Saxons, the reasons for their invasion of Britain and why they decided to stay. They make good progress because the teachers have a good knowledge of what they teach. This instils in the pupils an enthusiasm for the subject and encourages them to ask questions. Pupils extend their knowledge through good opportunities to visit places of interest. For example, a visit to a Roman villa is used well to promote the pupils' learning about the way of life in Roman times.
102. In Year 4, the pupils develop a sound understanding of some aspects of the Second World War. Year 5 pupils, through the study of Egypt, gain a good knowledge of places. They use their research skills effectively, and share what they have discovered. They know about the Ancient Egyptians, their customs and traditions. They have a good understanding of some aspects of Tudor life. They produce attractive and informative books about their work.
103. In Year 6, the pupils have a good understanding of historical investigation and research and use their previously gained knowledge to make deductions from evidence they gather. For example, their work on the Celts was enhanced by a visit to a field study centre. The diaries pupils produce as a result of their visit reveal a good level of skill in recording historical data.
104. Teaching in history is good in Key Stage 2. It is not possible to come to a firm judgement about teaching in Key Stage 1, although the pupils make satisfactory progress in their work. The staff have a secure subject knowledge, plan appropriately and make good links to other subjects, using the pupils' skills in literacy very effectively. The teaching is entertaining and motivates the pupils, fuelling their interest and enthusiasm. Lessons in history are informative, interesting and stimulating. ICT is used effectively in lessons. Pupils identified as having special educational needs make very good progress and those learning English as an additional language progress

quickly. All pupils are expected to be active participants in the range of activities provided. For example, the lesson about comparing diets in the war with those of today immediately engaged the pupils' interests. All the pupils made pertinent comments about different types of food and linked these to their work in science about healthy eating. History is used very effectively to foster the pupil's spiritual, moral, social and cultural development

105. Leadership and management of history are good and progress since the last inspection is good because standards in Key Stage 2 have improved. There is an adequate range of resources for teaching the subject. More books for research are needed for historical investigation. Maps are not always used sufficiently to clarify information, for example that sites, such as the Valley of the Kings are situated near Luxor, the ancient city of Thebes. The teaching of history has been monitored well and samples of the pupils' work have been collected to check on standards. Assessment procedures however, are not secure, because little formal assessment of what the pupils have learned is undertaken.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. The standard in ICT at the end of Year 2 is in line with national expectations, as at the last inspection. However, the standard at the end of Year 6 is above national expectations and for the higher-attainers well above; this is a good improvement. Every opportunity is now taken to involve pupils with the subject and this has resulted in rapidly improving ICT skills.
107. The quality of teaching and learning is good. This is an improvement since the last inspection when teaching was just satisfactory. This reflects the improvements in some resources and the outstanding leadership of the subject co-ordinator who has given training and support to the staff. Pupils from Years 1 to 6 have timetabled lessons in the computer suite and all classes have a computer in their classroom. The staff make good use of resources and time to develop pupils' basic skills
108. At the end of Year 2, standards are in line with national expectations. Year 2 pupils program a moving robot accurately to travel through obstacles to a fixed point and then rotate it through 360 degrees by right angles. This is an improvement on the last inspection when there were no programmable robots. The higher attaining pupils in Year 1 use the keyboard and mouse accurately to construct a square. They change the colour by confidently moving the cursor to select the colour of their choice.
109. The attainment of pupils at the end of Year 6 is above that expected for their age. The higher-attainers reach standards very well above that expected. Pupils in Year 6 construct information tables in landscape accurately dragging lines to form the correct shape then reduce the size by half. They fill in the similarities and differences in two of Michael Morpurgo's books. The lower attaining pupils work well with the support of a teaching assistant to complete the task. Pupils in Year 5 send well-organised e-mails to another school, including pictures of their class assembly taken with, and downloaded from, the digital camera.
110. As a result of excellent teaching, the higher-attainers in Year 6 produce a high quality video diary of the year. For example, they produced a film about the new giant chess set, using still pictures taken with the digital camera and then using the digital camcorder to film pupils playing with the chess set. The next step was to edit, add accompanying music, and then the titles. This is done regularly to record class assemblies or special events, like the visit of the professional tiler to support work in art.

111. The teachers have a good knowledge of the programs they use. They communicate high expectations to the pupils. Guided by the probing questions of their teacher, pupils in Year 4 used the interactive white board, to refine their questioning skills about the specific features of mini-beasts. Teachers use group demonstrations very effectively throughout the school to teach basic information and communication technology skills. However, the teaching content of the lessons is limited when the rather obsolete hardware fails to work with the new interactive white board. ICT is used very widely across the curriculum to support learning. Pupils in Year 3, for instance, use the internet to enquire about animals. Pupils in Year 6 use computer aided presentations to prepare for science tests.
112. Pupils enjoy their work with computers. They make good use of their time productively and behave well while working together. They show considerable powers of concentration and a capacity for sustained work. They are very eager to ensure that their work is refined and improved to the highest standard. They make good use of the access to computers during lunchtime. The highest-attainers in Year 6, as a result of their own initiative and the encouragement they get from the teachers, have made outstanding progress in the use of video-recording equipment.
113. The information technology suite is due to be updated this summer 2002 and the computers put in the library to make that a research area. The excellent coordination of the subject has been pivotal in raising the confidence of the teaching staff and the standards attained by pupils. Assessment has not been used well but is now being developed effectively.

MUSIC

114. The standard of music in the school is good at both key stages and the pupils' skills in singing are very good. Pupils sing with very good diction and awareness of themselves and others as singers. The standard of singing in the choir is also very good and pupils sing accurately in descant, and sometimes tackling two and three-part harmonies very competently. The provision for music has been maintained since the previous inspection as the rich musical experiences offered have continued. Pupils who are identified as having special educational needs make very good progress in music and those pupils learning English as an additional language manage well in lessons.

115. By the time the pupils are in Year 2, they use musical instruments effectively to compose their own sound effects. For example, they create sounds which imitate their pets, such as rabbits hopping and hamsters running. They enjoy their music lessons and are well motivated and keen to participate as a result.
116. In Year 3, the pupils are very well taught and this reflects on the very good progress they make. Pupils sing tunefully with good diction and are very well instructed in how to use punctuation in singing and how to control their breathing. In Year 4, pupils create rhythmic patterns, for example using four beats in a bar. They have a good knowledge of musical terms, and musical vocabulary is reinforced regularly. In Years 5 and 6, the pupils sing in harmony, showing a sensitive awareness of themselves and others as performers.
117. Teaching of music is good overall. The music co-ordinator's very good skills and expertise in music are a key to the good and sometimes very good progress made by the pupils. The range of expertise among the staff is used effectively and accounts for the high standards in music, especially singing. Lessons are planned appropriately and the staff are skilled in sharing their knowledge with the pupils. Teachers manage the pupils' behaviour well. They use resources effectively. Assessment is used satisfactorily to support learning and the planning of the curriculum.
118. Pupils have good attitudes to music and take a delight in music-making. They have a refined sense of the importance of working collaboratively as they seek for perfect harmony in their singing. They behave well and show considerable maturity and a willingness to take responsibility for the quality of their work. They relate well with one another and their teachers.
119. Leadership and management of music are good. There has been some effective monitoring of teaching. There are several opportunities offered for pupils to learn to play different instruments, although this year not many pupils have accepted the offer. However, there is a thriving choir which meets regularly. The pupils are encouraged to share their musical skills with others at assemblies and school productions. They also perform for members of the local community. The range and variety of resources is good, reflecting the cultural diversity of musical traditions and instruments. Information and communication technology is used satisfactorily.

PHYSICAL EDUCATION

120. By the age of seven, standards are at the level expected nationally. As they move through Years 1 and 2, pupils achieve as well as they should in relation to their earlier levels of skill. By the age of 11, pupils make considerable advances in their knowledge and skill in a good range of activities to exceed the national expectation. This shows particularly in the high level of success achieved by many pupils in competitive sport and games. Boys and girls reach comparable standards in all activities observed. Pupils, including those with special educational needs, make good advances in skill in relation their earlier levels of performance. This is also true of pupils from different minority ethnic backgrounds, including pupils from travellers' families.
121. In Year 1, the great majority of pupils show a good level of control of small equipment, show sound hand/eye co-ordination and have some basic understanding of the effects on their bodies of being active. Accuracy in throwing and catching steadily develops through Year 2 as does refinement in the use of bats. Year 4 pupils, particularly the higher-attainers, make some good advances in the accuracy with which they send and

strike the ball in rounders. A significant minority, however, have poor co-ordination and often fail to strike the ball even from a unchallenging delivery. These skills are more quickly built up through Years 5 and 6 to standards that are better than most pupils at this age nationally.

122. The overall quality of teaching is good across the years with some teaching that is very good. The main strength in teaching lies in the quality of planning and in the way teachers provide a progressively challenging range of activities. A particularly effective strategy is the provision of different stations at which pupils work. This provides greater scope for the higher-attainers and for those who are particularly talented to extend their skills. It also helps the lower attaining pupils to select an activity that is within their competence. Though teachers do encourage pupils to talk about their work, there is more emphasis on planning and performing than on evaluation.
123. The subject is very well led and has a high profile in the school. A particular strength is the wide range of extra-curricular opportunities. These are very serious occasions in that there is some very good coaching of skills. They are also enjoyable as the pupils take great pride in doing things excellently. Boys and girls participate in all activities with great enthusiasm. A further strength is the quality of outdoor accommodation. However, there are some difficulties with the drainage of the grass area which occasionally limit its use. There is a good range of stimulating outdoors equipment for lunchtime and break-time. The subject has gone from strength to strength since the last inspection.

RELIGIOUS EDUCATION

124. At the end of Year 2 and the end of Year 6 pupils' knowledge and understanding of religious education is in line with expectations of the Locally Agreed Syllabus. Year 2 pupils have good factual knowledge and recall of significant aspects of the faiths they study, for example they know about the importance of the rituals of washing before prayer in the Moslem faith, and about the stages of these rituals. They know, and use correctly, some of the specialist vocabulary connected with Islam, for example they refer to the Qur'an. They have a clear understanding of the importance of religious practices common to major faiths, for example the practice of prayer. Most pupils have a developing understanding of the importance of religious symbolism. Higher-attainers see the relationship between Moslem and Christian symbolism. They relate the story of the crucifixion accurately. After a visit to the local church, they name the parts of the building, knowing that the altar has different coloured covers depending on the time of the year.
125. Attainment at the end of Year 6 is in line with the expectations of the Locally Agreed Syllabus. Pupils have a sound knowledge of the major faiths they study and understand the beliefs, practices, traditions and culture of each. Pupils in Year 3 narrate the story of Abraham and link this well to their knowledge of geography and history. Year 4 pupils extend this knowledge as they study features of the Festival of Pesach. In Year 5, pupils further refine their knowledge of the Moslem religion through a visit to a mosque, whereas in Year 6, pupils extend their knowledge effectively, using the internet to find out about the Hindu religion. This effective study of other religions is a good improvement on the last inspection when it was neglected. The main religious teaching is Christian-based and there is great emphasis throughout the school on the major festivals of Christmas and Easter. Present provision makes a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils write well independently, practising their skills taught in the literacy hour. Literacy skills are of a good standard and work is well presented.

126. The quality of teaching is predominantly good, with half very good. Lessons, the work displayed, pupils' books, and discussion show that teachers provide a balanced religious educational programme based on good subject knowledge and the contributions from visitors, including some stimulating contributions from the local vicar. Collective assembly is a very worthwhile experience. Children respect the quiet reflective time. The moral of stories like 'The Good Samaritan' are linked to the pupils' personal experience in school.
127. The pupils take pride in presenting their work and enjoy the variety of approaches the teachers encourage them to use. Pupils think for themselves and work hard for example in make connections between their faith and that of other believers. The pupils respond well to the teachers' expectations to concentrate on what they have been asked to do. They work hard in lessons.
128. The school makes good use of visiting places of worship including Guildford Cathedral, the local church and Woking Mosque. In this way, pupils see for themselves the importance of special places and the way in which particular books relate to religious life. Teachers make effective links with literacy.
129. The subject is satisfactorily led and managed. The very new co-ordinator of only four months has started to develop a good range of multi-faith artefacts and videos, an improvement since the last inspection. She is involved in writing a new scheme of work linked to the Locally Agreed Syllabus and compiling a portfolio of work to aid assessment. The subject is clearly set to improve further.