

INSPECTION REPORT

ST MARK'S CHURCH OF ENGLAND PRIMARY SCHOOL

Godalming

LEA area: Surrey

Unique reference number: 125185

Headteacher: Mrs C Albrecht

Reporting inspector: Terry Elston
20704

Dates of inspection: 29th October – 1st November 2001

Inspection number: 194666

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, St Mark's Primary
Name of chair of governors:	Reverend J Ashe
Date of previous inspection:	May 1999

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19693	Sally Hall	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?
19142	Audrey Quinnell	Team inspector	Pupils with English as an additional language, English, History, Geography, Physical education.	How good are the curricular and other opportunities offered to pupils?
18083	Judith Howell	Team inspector	Provision for children in the Foundation Stage, Science, Art and design, Music.	

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INFORMATION ABOUT THE SCHOOL

This is an average sized school close to the centre of Godalming. There are 158 full time pupils, and 29 children who attend the Nursery part-time. The school has almost 50 per cent more boys than girls, and in Years 3 and 5, there are twice as many boys as there are girls. The school lies within a council estate on the edge of farmland. Over 33 per cent of the pupils are on the register for special educational needs, eight of whom have a statement; these proportions are above the national average. Very few pupils are from ethnic minority backgrounds, or have English as an additional language. More than 27 per cent of pupils are eligible for free school meals, which is above the national average and significantly above the level at the time of the last inspection. When pupils enter the school, their skills are well below average. During the last school year, 22 pupils entered the school other than at the usual time of first admission and 17 left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility is higher than usually found. Six teachers left in the last year and this school, in common with many in the area, has encountered considerable difficulty in recruiting staff.

HOW GOOD THE SCHOOL IS

This is a sound school which has undergone significant turbulence over recent years, with the long-term absence of senior staff and many changes in teachers. New teachers have settled in well, and the quality of teaching is satisfactory. Pupils are making satisfactory progress, overall, but standards are not high enough in writing and basic number work. With the headteacher now back at school, there is a clear focus on the raising of standards, and this inspection shows that pupils' work is starting to improve. The funds are managed well, and the school provides satisfactory value for money.

What the school does well

- The Nursery provision is very good, and develops children's early skills well.
- The headteacher provides good leadership, and has a very good understanding of how to raise standards of attainment.
- The monitoring of pupils' personal development is very good, and is having a good impact on pupils' behaviour.
- Parents are well informed about the school's work and the progress their children make.
- The provision for pupils with special educational needs is good, and ensures that they make good progress.

What could be improved

- Standards in writing and number are too low.
- The school lacks the equipment to meet the requirements of the curriculum for information and communication technology.
- Pupils' attendance is below national levels because too many parents take their children on holiday during term time.
- There are too few extra-curricular activities to enrich the curriculum.

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 sound progress since it was last inspected in May 1999, and received a School Improvement Award from the Department for Education and Skills in March 2001. Looking at the main issues from the previous report, the provision for pupils with special educational needs is now good, and the school has worked hard to ensure that they have a broad and balanced curriculum. The curricular planning has improved, with the school making good use of national guidelines for their planning. There are still weaknesses in the provision for information and communication technology, with the school lacking sufficient computer equipment to develop pupils' skills appropriately. The school improvement plan has a much tighter focus on raising standards, and has clear systems for evaluating its success. There are still weaknesses in pupils' writing, which is below the standard expected. Otherwise, standards are similar to before in mathematics and science, and higher in design and technology where they are now average. With the leadership's clear vision for the future, the school is well placed to improve further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	C
mathematics	E	E	E	D
science	D	C	E	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results show that the school's performance in the 2001 tests was well below the national average and, with the exception of English, was below that of similar schools. Some caution should be exercised when interpreting these results with such a small cohort. Although the school did not meet its ambitious targets for this year, over the last four years, there has been a marked upward trend, similar to that found nationally. The current group of pupils are set to continue this improvement. This inspection finds that Year 6 pupils' attainment is below average in English, mathematics and science. Pupils' attainment in information and communication technology is also below average because of the shortage of computers. In all other subjects, pupils' attainment is similar to that found in most schools in Year 6. The Year 2 tests this year showed that pupils' attainment was below the national average in reading and well below in writing. In mathematics, pupils' scores were very low, and in the bottom five per cent nationally. Compared with similar schools, pupils' scores were average in reading, well below in writing and again in the bottom five per cent nationally in mathematics. The teachers' assessments for science show that pupils' attainment was well below average. The attainment of the current group of Year 2 pupils is well below average in science and writing, and below average in reading and mathematics. Standards in information and communication technology are below average, but in all other subjects, pupils' attainment is average. By the end of the Foundation Stage, children reach appropriate standards in their personal, social and emotional development and in their creative and physical development. However, standards are still below the national expectation for this age group in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. Overall, pupils make sound progress through the school. Pupils with special educational needs do well, and make good progress towards their targets. Pupils with English as an additional language make satisfactory progress in their use and understanding of English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school, and have good attitudes to their work.
Behaviour, in and out of classrooms	Behaviour is satisfactory, but although most pupils behave well, a few take a long time to settle and can slow down the pace of lessons.
Personal development and relationships	These are satisfactory. Pupils enjoy taking responsibility, and generally get on well with adults and other pupils.
Attendance	Below the national average, and this affects the progress of these pupils.

There have been problems with the behaviour of some pupils over the past year, and staffing changes have led to some inconsistencies in the way that this was managed. More rigorous monitoring has improved behaviour, and serious incidents are now rare.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 - 6
Lessons seen overall	Good	Good	Satisfactory

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

The teaching in the Nursery is very good, and is particularly effective at developing children's language and social skills. In Years 1 and 2, the consistently good teaching means that pupils make good progress. Literacy and numeracy lessons are taught well. In Years 3 to 6, there is some very good teaching, especially in Year 4, but the pace of a few lessons slows down as teachers have to spend too much time managing pupils' behaviour. Literacy and numeracy lessons are taught satisfactorily, but teachers do not pay sufficient attention to the development of pupils' writing or their basic number skills, and these do not develop well enough. The teaching of pupils with special educational needs is good, and addresses their learning problems well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides an interesting and worthwhile range of learning experiences for pupils. There are, however, too few extra-curricular activities to extend the curriculum. The school makes good provision for the pupils' personal, social and health education.
Provision for pupils with special educational needs	Good. It ensures that pupils have a broad and balanced curriculum and are included in all school activities.
Provision for pupils with English as an additional language	Satisfactory, and pupils make sound progress in their use and understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, with good provision for pupils' social and moral development. Pupils are taught to appreciate the place of God in their lives, and are given many opportunities to improve their social skills. The school's strong moral code is starting to have a good impact on pupils' understanding of right and wrong. Sound provision for cultural development enables pupils to experience and appreciate the cultural diversity of British society.
How well the school cares for its pupils	There are satisfactory procedures for health and safety. The school has very comprehensive systems for monitoring pupils' behaviour and supporting those who have emotional problems. There are satisfactory procedures for assessing pupils' attainment and progress, and very good systems for monitoring their personal development.

The school works well in partnership with parents, and provides them with good information about their child's progress. The shortage of computers means that the school does not meet the requirements of the National Curriculum in information and communication technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership for the school, and receives very good support from staff with management responsibilities. All work together very well as a team, and are committed to raising standards and improving the quality of education for the pupils.
How well the governors fulfil their responsibilities	The governors make a good contribution to the management of the school. They have a carefully planned programme of monitoring activities, which helps them to develop a clear understanding of the school's strengths and weaknesses. By working closely with the headteacher and staff, they are able to play an important part in shaping the direction of the school. The school meets all statutory requirements apart from the provision for information and communication technology.
The school's evaluation of its performance	Good. Staff and governors analyse assessment data in detail and use the information obtained to identify those areas where improvement is needed. There are rigorous procedures for monitoring and evaluating the quality of teaching and learning. The headteacher is well aware of strengths and weaknesses in the pupils' performance and takes appropriate action to bring about improvement.
The strategic use of resources	Good. The school uses its resources efficiently. Expenditure is carefully linked to the priorities identified in the school improvement plan. The governors and administrative staff take care to obtain the best value for money when making spending decisions.

The match of teachers to the needs of the curriculum is good. New teachers have settled in well, and have benefited from good induction procedures at the start of this term to familiarise them with the school. The school's accommodation is good, and supports pupils' learning well. Resources are satisfactory overall, and good in English, music and physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The headteacher's good leadership Staff are very approachable, and always listen to their concerns Their children enjoy school The quality of teaching for children in the Foundation Stage is good. 	<ul style="list-style-type: none"> The behaviour of a few pupils is unacceptable Homework is not set consistently There are too few extra-curricular activities

The inspection team agrees with parents' positive views. Of the others, it is true that the behaviour of a minority of pupils is unsatisfactory. The provision of homework is satisfactory, and supports pupils' learning appropriately. There are too few extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

THE SCHOOL'S RESULTS AND PUPILS' ACHIEVEMENTS

1. Since 1997, pupils' standards in the national assessment tests have risen steadily but, overall, are still below those attained by pupils in similar schools. Pupils' writing and basic number skills are the weakest elements in both the Year 2 and the Year 6 tests. Pupils' weak writing skills also limit their progress in other subjects. An analysis of pupils' progress, from their initial assessments on entry to the school to their scores in the national tests in Year 2, shows that they have made satisfactory gains overall. Looking at last year's Year 6 pupils' results, their progress from their scores in the Year 2 tests has been good in English, mathematics and science. Although the school did not meet its ambitious targets for this year, over the last four years, there has been a marked upward trend, similar to that found nationally.

2. Children enter the Nursery at well below average attainment. A significant number of children have a limited knowledge of number or literacy. Many demonstrate delayed speech and language development and find it difficult to mix socially. Despite this, children progress well in the Nursery and Reception class and they successfully learn a wide range of skills. The very well planned curriculum, both in the Nursery and Reception class, provides a good basis for their future education and, by the end of the Foundation Stage, children reach appropriate standards in their personal, social and emotional development and in their creative and physical development. Standards are still below those found in most schools for this age group in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. However, given the children's low starting point, they make good progress in their use and understanding of language.

3. The standards attained by the current Year 2 pupils are average in art and design, design and technology, geography, history and physical education. Standards are below average in mathematics (but well below in terms of basic numeracy skills) and information and communication technology, and well below in science. In science, whilst pupils have a reasonable grasp of scientific concepts, their recording is weak and this lowers their overall attainment. Standards in information and communication technology are below average throughout the school because of the shortage of computers, and the limited time that pupils can develop the skills learned in lessons.

4. In Year 6, pupils' standards are average in art and design, design and technology, geography, history, music and physical education. In English, science and information and communication technology, standards are below average. In mathematics, pupils' standards are below average overall, but well below in numeracy.

5. With the exception of writing and numeracy, the standards attained by pupils in the current Year 2 and Year 6 are significantly higher than pupils' results in the 2001 national tests. These improvements reflect the effectiveness of the recent moves by the school to analyse pupils' weaknesses in the tests and address them in lessons. Pupils' writing is developing more slowly because not enough attention is paid to the quality of pupils' written work in subjects other than English. Pupils' numeracy skills are weak because teachers do not provide sufficient work, particularly in the junior classes, on basic number skills.

6. Overall, pupils achieve acceptable standards given their low levels of attainment on entry to the school and, in reading and science, do well to attain the standards found in this inspection. Higher attaining pupils achieve appropriate standards, overall, and even in writing a few pupils produce work of an excellent quality. Pupils with special educational needs make good progress in their learning, against their capabilities and their previous standards. The individual targets set

for these pupils are very clear and identify specific learning to be achieved. Some pupils have made sufficient progress to come off the register or to be placed in categories needing less support, demonstrating the success of the school's strategies for special educational needs. The few children with English as an additional language are supported well, and soon develop confidence in their use and understanding of English.

Pupils' attitudes, values and personal development

7. The pupils' attitudes to school are good and have improved since the last inspection. The vast majority of parents who returned the questionnaires said that their children enjoyed coming to school. Pupils' attitudes to learning in lessons are often good. For Example, pupils worked enthusiastically in a numeracy lesson and listened attentively as the teacher called out calculation such as '10 more than 20' in quick succession. They responded well to working under pressure, and concentrated hard on preparing their answers, using their number cards. When the teacher said, "Show me" they displayed their answers and were delighted with their achievement. A few pupils are easily distracted and take a long time to settle to tasks such as writing.

8. Children settle quickly to the daily routines of the Nursery and grow in confidence. They quickly become independent and respond to the activities provided with enjoyment. At the start of the day, they enter the Nursery happily and confidently explore the activities on offer. Their behaviour is good. When working together in the Reception class, they co-operate well and support one another in their learning. However, at times, their play can be boisterous when unsupervised. Developing initiative and personal responsibility in learning is strongly encouraged by the Nursery teacher and, by the time they enter the Reception class, most children are able to organise themselves well.

9. A few parents who returned the questionnaires had concerns about pupils' behaviour. The inspection team found that behaviour is satisfactory, and that the school operates as an orderly community. The pupils know the 'Golden Rules' of the school, and respond well to the system of whole school rewards such as 'Star of the Week'. Behaviour in lessons is usually appropriate and pupils respond well to those teachers who have established clear classroom routines. Some pupils, however, call out in lessons, and become restless when they are supposed to be listening to the teacher. Lunchtime supervisors have noted that the number of incidents of bullying and anti-social behaviour is declining. The pupils say that bullying is dealt with effectively. Four boys were excluded for fixed periods during the past year.

10. The pupils' personal development and relationships are satisfactory. They generally collaborate with each other and help one another in lessons. They have good relationships with their teachers and adults working in the school. The pupils enjoy socialising at lunchtime, and are polite and courteous to visitors. They are keen to help in the classroom and around the school. Older pupils support younger ones at lunchtime, and others act as monitors. The school council is led by the headteacher and the pupils' suggestions have a positive impact on school life. In lessons, pupils often lack confidence when working without close supervision and have limited skills in organising their own work.

11. The pupils' attendance is unsatisfactory. The attendance rate for 1999/2000 of 93.6 per cent was below the national average. There was no unauthorised absence. A significant number of parents take their children on holiday during term time (some for extended periods) and this has a detrimental effect on the pupils' learning. The vast majority of parents bring their children to school on time and the school day starts promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching is satisfactory overall, as it was in the school's previous inspection, and promotes sound progress through the school. Over half of the lessons were judged as good or

better, and only two, in the junior classes, were unsatisfactory. The many changes in staff over the last two years, and the appointment of teachers unfamiliar with the National Literacy and Numeracy Strategies account for some inconsistencies in the management of pupils' behaviour, and the effectiveness of the teaching of basic skills of reading and number.

13. The quality of teaching and learning for children in the Foundation Stage is good, overall, and very good in the Nursery. This helps children make substantial gains in the knowledge and skills. Both the Nursery and Reception teacher are good at developing warm relationships. Consequently, the children settle happily into the Nursery, gain in confidence and move into the Reception class with good attitudes to learning. The planned activities in both the Nursery and Reception are purposeful and meet the needs of the children very well. In both classes, the good balance between structured and free play activities help to build good relationships with other children and extend their independent learning. The management of children is good, and all adults working with them are effective as part of a team. There is a strong emphasis on promoting the children's speaking skills. Adults listen with interest to what the children have to say and, through careful questioning, develop their communication skills and maximise their learning. The teaching of social skills in the Nursery is especially good, and the children enter the Reception class with a good understanding of how to behave, and a growing awareness of others' needs as well as their own. The use of assessment in the Nursery to monitor the development of the children is very good and enables the teacher to plan effectively for future learning experiences. The Reception teacher has appropriately introduced the framework of both the National Literacy and Numeracy Strategies that take full account of the needs of all children. This prepares them well for their learning in Year 1.

14. In Years 1 and 2, the quality of teaching and learning is good, and during the inspection, pupils made good progress in over two thirds of lessons seen. Teachers show a sound knowledge of the subjects they teach, and all make lessons interesting so that pupils enjoy learning. Their direct teaching works well, and promotes pupils' learning of new skills effectively. These qualities were illustrated well in a Year 2 numeracy lesson as the teacher made the mental mathematics session fun by asking pupils to use number fans called 'Sebastian Spider' to answer questions fired at them. Pupils responded with great enthusiasm, and soon improved their knowledge of how to add or subtract ten from a number. Teachers' management of pupils' behaviour is effective, and this helps pupils learn at a good pace. These teachers are skilled at getting pupils to concentrate when it really matters, as was illustrated when one said pointedly to pupils, "Listen carefully to me now, because this is important" and they all did. Literacy and numeracy lessons have a sound structure in Years 1 and 2, and focus appropriately on developing pupils' basic reading and number skills.

15. In the Years 3 to 6, the quality of teaching is satisfactory, but less consistent than is found lower down the school. The main reason for the different rates of learning found in these classes lies in the way teachers manage pupils' behaviour. In the best lessons, and always in Year 4, teachers have clear and consistent expectations of pupils, and ensure, for example, that they know to raise their hand to answer a question, and to concentrate at all times. As a result, pupils make the most of the time in class and learn quickly. Where lessons have shortcomings, pupils call out answers to questions, chatter to each other and fiddle with rulers and pencils. This slows down the pace of lessons, and pupils' learning suffers.

16. Lessons are generally well planned, and give pupils a good mixture of direct teaching to provide them with new skills, challenging activities to stretch all groups of pupils and time at the end for the teacher to assess pupils' progress. The teaching of literacy is satisfactory, and teachers provide lots of practice for pupils to develop their speaking and reading skills. The teaching of writing is satisfactory, and is made more effective by the recent introduction of extended writing sessions. These are working well, and are helping pupils to extend their

vocabulary and understand how the use of adjectives and adverbs can make their work more interesting to read. Teachers' expectations of pupils' writing in subjects other than English, however, are not always high enough, and its quality is often poor as a result. Teachers are confident in teaching to the format of the numeracy strategy, but do not spend enough time developing pupils' basic number skills. This means that pupils move on to complex work involving number patterns, for example, without gaining a good grasp of simple operations.

17. The quality of teaching and learning for pupils with special educational needs is good. The co-ordinator for pupils with special educational needs works closely with teachers and support assistants in helping pupils who have special educational needs. Some pupils are withdrawn for well-directed specialist teaching. This system works well, and ensures that pupils with special educational needs are working at similar tasks to the rest of the class, but at their own level. This is why they make such good progress. The good support in class for the few pupils with English as an additional language enables them to take a full part in all school activities.

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

18. Overall, the quality and range of the curriculum are satisfactory, and promote the aims of the school well. Curricular provision meets statutory requirements for all subjects of the National Curriculum except information and communication technology. This is because of the shortage of computer resources. Whilst the school has plans to improve these resources, the current level is not sufficient to ensure that pupils achieve well enough. Policies and schemes of work are in place for all subjects, and each receives an appropriate amount of teaching time. Long-term and medium-term planning are satisfactory. Weekly plans are detailed, and focus on key skills, which different groups of pupils are to learn. There has been satisfactory improvement since the previous inspection, when a key issue was to "provide a comprehensive scheme of work in each subject and to improve the quality of medium and short term planning". The National Literacy and Numeracy Strategies have been implemented satisfactorily. They have an appropriate range of resources, and have a satisfactory impact on the raising of standards.

19. Provision for pupils' personal and social development is good. Health and sex education and the use and misuse of medicines and drugs are taught as part of personal, social and health education, and through the science curriculum within the context of caring relationships. Pupils are provided with accurate information, which promotes positive attitudes to a healthy lifestyle. The very small number of pupils who have English as a second language are able to participate in all the school's opportunities and, at this time, do not require additional curricular provision.

20. Overall, the quality and range of learning opportunities for children in the Foundation Stage are good. The planning for the children both in the Nursery and Reception is detailed, and takes full account of the areas of learning as recommended in the curricular guidance for the Foundation Stage. Planning is well linked to appropriate themes, such as 'Ourselves' and 'Colour and Shape'. A strong emphasis is placed on providing first-hand experiences of quality in both the Nursery and Reception class, and on helping the children to acquire language skills. There is very good provision for personal and social development. This is a strength of the Nursery class, which prepares children well for their entry to the Reception class. The Nursery and Reception class together form a coherent department and operate effectively as an Early Years unit.

21. Curricular provision for pupils with special educational needs is good, and parents speak highly of the way the school meets their child's particular needs. Pupils are included in all school activities, and withdrawn for appropriate amounts of time to work on their reading and number. Pupils' individual targets are well thought out, and they are reviewed regularly. Their targets include goals for literacy, numeracy and behaviour. The requirements of pupils with statements

of special educational needs are met well, and their annual reviews provide a very good focus for further improvement.

22. The aims of the school show a strong commitment to equality of education for all pupils, and this is reflected well in all aspects of school life. The school compares how well boys and girls perform in different subjects, and has done much to raise boys' self-esteem, for example, through providing appropriate reading material.

23. A number of parents who responded to the inspection questionnaire were not satisfied with the range of activities provided by the school outside lessons. The inspection team shares these concerns, although pupils are able to participate in the football club, which is organised by a parent on Saturday mornings for both boys and girls. Educational visits to Butser Hill, Hampton Court and the British Museum, and visitors such as curators from Farnham museum, are important features of the curriculum.

24. There are good links with the local community that make a positive contribution to pupils' experience and learning. The school regularly wins the 'Tidying-up Godalming Award', after the headteacher and some pupils spend part of a weekend clearing litter in the town. Local visitors are welcomed into the school, such as the fire officer and the local policeman. There are very good links with local churches. The vicars and curate of the two local churches, the Baptist minister, the local secondary headteacher and the vicar from the Joint Churches all come into the school to lead assemblies. Every fortnight, pupils are able to borrow books, when the local library brings boxes of books to the school. The school has good links with the local secondary school, which help to prepare pupils well for their transfer to their next stage of education. The local independent school generously provides tuition by two qualified coaches and the use of its swimming pool for St. Marks pupils to enable them to learn to swim. There are good links with outside agencies for pupils with special educational needs.

25. The school's provision for the pupils' spiritual, moral, social and cultural development is satisfactory, and this judgement reflects the findings of the last inspection.

26. The provision for spiritual development is satisfactory. The school has drawn up a good policy, which reflects the Christian ethos of the school. Assemblies make a good contribution to pupils' spiritual development and pupils are able to reflect on their world and innermost thoughts. There is little evidence, however, of planned provision throughout the curriculum to develop pupils' spiritual awareness. Some good practice however was seen during the inspection. For example, in a Year 2 history lesson, the teacher explained the reasons for Remembrance Day and pupils looked respectfully at a wreath, and then expressed their thoughts about how the fighting soldiers might have felt.

27. The school's provision for moral development is good. The ethos of good behaviour is promoted throughout the school, and adults working in the school are good role models. The school has worked hard on helping pupils to distinguish between acceptable and unacceptable behaviour, and to understand the consequences of their actions. For example, when pupils were very excited about Halloween, the headteacher talked in assembly about having fun, while encouraging the pupils to think very carefully about the consequences of playing 'trick or treat' on elderly people.

28. The school's provision for pupils' social development is good. Achievement assemblies convey a sense of self worth and the importance of valuing others. 'Circle time' (whole class discussion) is used appropriately throughout the school, and issues such as bullying are explored. The school council enables all pupils to voice their opinions, and their helpful suggestions, such as a 'quiet area' in the playground, have improved the life of the school. The school encourages pupils to raise money for charity, and residential visits develop pupils' social skills.

29. The provision for pupils' cultural development is satisfactory. The pupils' knowledge of their own culture is developed appropriately through art, history, and music. For example, Year 4 pupils studied the works of David Hockney and painted the view from the classroom window in the same style. The school provides a few opportunities for pupils to learn about Britain as a multi-cultural society, but there is no policy to ensure that pupils' understanding is developed to the full. Some topics which give pupils beneficial insights into others' culture include pupils enriching their understanding of Jewish traditions through singing 'Polish my Menorah', a detailed study of African jewellery in design and technology and a display on Bishop Tutu promoting racial harmony.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school provides good educational and personal support for its pupils. The school is a very caring community, and parents at the pre-inspection meeting spoke of the school as 'a sanctuary'. The school has very good procedures for monitoring and promoting pupils' personal development. The pupils are well known and valued by the class teachers. The headteacher is particularly supportive, and shows a high level of care and concern for pupils and families when difficulties arise. Support staff, office staff and lunchtime supervisors make valuable contributions in caring for the pupils. Through the 'Care Committee' the school works closely with a wide range of professional to give very good support to pupils with significant social and emotional difficulties. The pupils value the opportunity to visit a counsellor during their lunch-break to discuss their problems. The After School Club provides useful childcare facilities for parents and carers.

31. Children in the Foundation Stage are very well cared for, and it is evident that they feel at ease in both the Nursery and Reception class. Assessment and record keeping procedures in the Nursery are very good. Both the teacher and nursery assistant make constant observations of the children at work and play. The very good practice in the Nursery of each child having a 'profile pack' to track their development in all six areas of learning is being extended to the Reception class. As a result, both teachers will have an overview of the curriculum and recognise the purpose and potential for each activity. Children are assessed when they enter the Nursery according to the Local Education Authority guidelines, and again when they enter the Reception class. This provides valuable information for the school on pupils' achievement in all the areas of learning. Very good use is made of this information to identify and provide support to individual children.

32. The school has appropriate procedures to ensure the pupils' welfare, health and safety. The arrangements for child protection are satisfactory. The school has a sound child protection policy, and staff are aware of the procedures. The headteacher is the designated member of staff with responsibility for child protection, but she has not had any recent training on current procedures.

33. The school's arrangements of first aid are satisfactory. No member of staff is qualified in first aid, but some have basic training. Pupils who are ill or injured receive appropriate care and attention, and the school keeps parents well informed about accidents. Because there is no medical room, pupils are treated in the playground or foyer and this means they have very little privacy. Good records are kept of accidents and when medication is given.

34. The school pays due attention to day-to-day issues of health and safety. The policy for health and safety is generally sound, but does not contain detailed information about the roles and responsibilities. Risk assessments have been completed appropriately, and governors make termly checks of the premises. Some minor concerns were brought to the attention of the school during the inspection.

35. The procedures for monitoring and promoting attendance are satisfactory. Registers are marked correctly, and office staff follow up any unexplained absences by telephoning parents or carers. There are appropriate links with the educational welfare officer when pupils' attendance is a cause for concern. Despite numerous attempts, the school has not been successful in discouraging parents from taking their children on holiday during term time.

36. The school's procedures for monitoring and promoting good behaviour are good. The ethos of good behaviour is reinforced in assemblies and by the example of adults working in the school. The Golden Rules promote good manners and behaviour, and there are helpful hints on resolving conflict in the playground. The school has a behaviour policy, which gives broad guidance to staff, but it lacks clear and detailed strategies for managing behaviour in the classroom. As a result, teachers use a variety of methods to encourage pupils to behave, with different degrees of success. Some teachers struggle to maintain discipline and this slows down the pace of learning. The policy and procedures for monitoring and eliminating oppressive behaviour are very good, and include clear strategies for reducing bullying. The pupils say that bullying is discussed in whole class 'circle time', and that incidents are dealt with effectively. The school has not formulated a policy on the use of force to control or restrain pupils.

37. The procedures for monitoring and supporting pupils' academic performance are satisfactory. Very good assessment and record keeping procedures are in place in English and mathematics. However, in science and all other subjects, the school does not have a consistent approach for logging information gained from regular assessments. Whilst there is evidence of some assessments being made against the expectations identified in the nationally recommended guidelines, in general, it is not a systematic whole school approach. Very soon after children enter the school at the Foundation Stage, they are assessed using the Local Education Authority's procedures designed for this age range of children. Together with the evidence from consultations with parents, this provides valuable information for planning activities to meet the children's needs. The children's progress is monitored very carefully on a regular basis in the Nursery. When they enter the Reception class, the Local Education Authority's initial assessment is carried out to check the children's achievements. In the intervening period between the national tests in Years 2 and 6, the school uses optional tests in English and mathematics for Years 3, 4 and 5. In addition, The Local Education Authority's screening tests are used in Year 3. This is good practice, and results of all these tests are used well by the school to track pupils' progress through Key Stage 2. The data are analysed methodically to provide the school with much useful information. This, in turn, helps teachers to set individual targets for pupils in English, reading, writing and mathematics. These are shared with the parents and pupils, and reviewed regularly. They also assist the school to set appropriate targets for the future, and to ascertain which pupils require further support. The data are also used to compare the achievement of boys and girls.

38. Teachers have met to examine pupils' work to develop a shared understanding of standards in the core subjects of English, mathematics and science, so that the judgements can be applied consistently when coming to a decision on each pupil's performance at the end of Years 2 and 6. The outcome of this is a collection of material that illustrates the agreed standards. In addition, examples of above average, average and below average samples of work are kept by the co-ordinator to track the progress that these pupils make during each year. However, subject co-ordinators do not keep collections or photographs of pupils' work in any other subjects to show the full range of work covered.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The parents and carers expressed positive views of the school. They are pleased that their children like school and that the school helps their children to develop their social skills. They have great confidence in the headteacher, and value the way staff are willing to discuss the

parents' concerns. They feel that the quality of teaching is good, and that their children are expected to work hard. A significant minority of parents have concerns about after school clubs and the inspection team agrees that the range of activities is too narrow. Some parents are unhappy about the pupils' behaviour. The inspection team judged behaviour to be satisfactory, but found that, because teachers used different methods to manage pupils' behaviour, it varied from class to class.

40. The school's links with parents are good. The staff make useful home visits before the children start school. The parents feel welcome in school and value the school's 'open door' policy. The school takes parents' suggestions seriously, and is now reviewing the format of test results in the light of requests to simplify the information. The parents were involved in drawing up the home-school agreement, and most have signed the document.

41. Induction procedures for children are good. The Nursery has established an effective policy that gives all children a happy and relaxed start to school. Home visits are offered to the parents, when they have the opportunity to discuss with the Nursery teacher any concerns they might have. The information provided for parents by the Nursery is good. A notice board in the Nursery displays any relevant day-to-day information and a booklet is provided for parents that contains useful points on how they can help their children settle well into school. Children visit the Reception class and meet with the Reception teacher at least three times before starting school. Parents receive relevant school documentation. They are kept fully informed of their child's development on a day-to-day basis, and formally when teachers meet them and write reports.

42. The quality of information the school provides to parents is good. New parents receive good information through visits, meetings and informative booklets. The prospectus and governors' Annual Report also provide useful information for parents. Regular newsletters are of a high quality, and give details of future events and celebrate the school's achievements. Parents appreciate the 'Back to School' sessions where staff talk with parents about their expectations for the coming year, as well as giving helpful information about routines and topics. Throughout the year, all parents receive useful information about how their children are getting on. The pupils' annual reports are good: they explain clearly how pupils can improve their work, and give parents details of the levels at which their children are working. The termly consultations, which most parents attend, provide a good opportunity to meet with class teachers to discuss their child's progress.

43. The impact of the parents' involvement in the work of the school is satisfactory. Parent governors are supportive of the school and help to shape its future. Parents and carers enjoy coming to events such as achievement assemblies, and others join working parties to improve the school grounds. The small, but active, Parent-Teacher Association works hard to raise funds and organise social events.

44. The parents' contribution to their children's learning is satisfactory. Most parents listen to their children read, and support them with homework such as spellings. The school values the help offered by the parents who assist in the classroom and on school visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school's leadership and management are good. The headteacher, who has just returned full-time after an extended absence, provides very clear direction for the work and development of the school. The headteacher's determined but sensitive leadership has been very effective in raising the morale of the staff at a time of great turbulence in the school. An important aspect of the headteacher's work recently has been the recruitment of staff. In an area where there is a great shortage of teachers, the headteacher and governing body have ensured, by energetic

advertising and visits to initial training institutions, that the school is fully staffed with appropriately qualified teachers. The school has, however, no policy aimed at retaining staff.

46. The raising of standards is the headteacher's clear priority. Together with senior members of staff, the headteacher analyses the quality of pupils' work by scrutinising their books and discussing with staff any shortfalls in the standards found. This is good practice, and directs teaching at specific weaknesses found. This monitoring is made more useful by a thorough analysis of pupils' scores in the national tests to identify particular weaknesses that teachers need to address.

47. The headteacher has taken a personal interest in improving pupils' behaviour, and this is an important reason why incidents of poor behaviour are decreasing. The headteacher meets pupils at lunchtime to discuss the progress towards their specific targets and, in this way, pupils are gaining a clearer understanding of the impact their actions have on others.

48. The headteacher is very well supported by the deputy, and other staff with management responsibilities, who did much to maintain the quality of education while the headteacher was absent. All work closely together as an effective team, and share a common vision for the improvement of the school. The monitoring of teaching is shared between the headteacher and senior staff, and is structured well by a detailed monitoring programme. Teachers benefit from clear guidance from this monitoring, with targets to improve their performance.

49. Despite disruptions in the leadership of the school over the past year, and significant changes in staffing, the school has made sound improvement since the previous inspection in 1999, and achieved a School Improvement Award in May 2001. The headteacher and special educational needs co-ordinator have worked hard to develop the provision for pupils with special educational needs, and this is now good. The planning for the foundation subjects has improved, with the school making good use of national guidelines for their planning.

50. The school is attacking the remaining weaknesses in the provision for information and communication technology by enlisting the support of a local secondary school. This very good link has produced a clear action plan involving the acquisition of extra resources and the building of a computer suite. Improvements in the school improvement plan mean that this has a much tighter focus on raising standards, and has clear systems for evaluating its success. There are still problems with the quality of pupils' writing, and some inconsistencies in teachers' expectations of pupils' written work. The school has the raising of writing standards as a priority in its improvement plan.

51. The management of the provision for children in the Foundation Stage is very good. It is overall responsibility of the special educational needs co-ordinator. This works well, as she has a very good understanding of the needs of young children and brings a wealth of experience to the Foundation Stage. The quality of relationships is very good. The Nursery teacher is well qualified to teach this age range and is well supported by a knowledgeable assistant. The Reception teacher is new to the school and the country, but is very well supported by the Nursery teacher and the Foundation Stage co-ordinator. All have a good knowledge of how young children learn.

52. The governors make a good contribution to the management of the school. The governors work closely with the headteacher, and are very supportive of the staff and appreciative of their efforts. The role of the governors has increased in effectiveness as they have become increasingly involved in monitoring the standards achieved by the pupils. The formation of a monitoring committee has made this process more effective, with these governors collecting data systematically and meeting regularly with the headteacher to see where improvements need to be made, and what extra resources have to be allocated. The governing body work closely with an

advisor from the Local Education Authority to set targets for the headteacher and evaluate progress towards them.

53. Governors secure sound value from the school's funds by monitoring the impact of spending decisions and comparing pupils' performance with standards by those in similar schools. They have a clear view of the school's priorities, and ensure that spending decisions match them. Governors work hard to ensure that the school meets statutory requirements and, whilst the school's provision for information and communication technology is unsatisfactory, they have a good plan to develop the resources to the level found in other schools.

54. The governor for pupils with special educational needs gives good support to the special educational needs co-ordinator, and meets regularly to monitor the school's provision. This has helped the school to improve this provision by identifying pupils earlier and ensures their inclusion in all school activities. Funds allocated for pupils with special educational needs are used to good effect and the school makes a significant contribution from its own resources.

55. The match of teachers to the needs of the curriculum is good. New teachers have settled in well, and have benefited from good induction procedures at the start of this term to familiarise them with the school's aims, values and procedures. Support staff are knowledgeable, and work well with teaching staff. This contributes significantly to the quality of teaching and learning, particularly to the teaching and learning of pupils with special educational needs.

56. The school's accommodation is good, and supports pupils' learning well. Classrooms and the hall are of a good size and provide appropriate space for all activities of the curriculum. Good use is made of additional areas to provide a support room for small group and individual work. The school has a good library, which is stocked well with a wide range of books.

57. The school has an integral Nursery unit that is spacious, attractive and has an adequate range of resources. The outdoor play area adjacent to the Nursery provides a secure area that effectively meets the needs of the young children's physical and creative development. Children in the Reception class have their own outdoor play area adjacent to the Nursery to which they have access to a regular basis.

58. Resources are satisfactory overall, and good in English, music and physical education. There are satisfactory resources in all other subjects except information and communication technology where the ratio of computers to pupils is significantly lower than the national average.

59. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the school's improvement, and raise standards to the level they should be, the governors, headteacher and staff should:

- (1) **improve pupils' writing through raising teachers' expectations of the quality of written work in all subjects;** (paragraphs 5,16,79,81,83,86,98,114,119)
- (2) **improve pupils' numeracy skills by including a significant amount of time in lessons to developing their quick grasp of number facts;** (paragraphs 3,4,5,16,92)
- (3) **raise standards in information and communication technology through giving pupils greater opportunities to use computers, and by increasing the number of computers to at least the level found nationally;** (paragraphs 3,18,53,58,121,122)
- (4) **work with parents to reduce the level of absence, particularly holidays taken during term time;** (paragraphs 11,35) and
- (5) **develop a wider range of extra-curricular activities to enrich the curriculum.** (paragraphs 23,39)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- **ensure consistency in the way that teachers manage pupils' behaviour** (paragraphs 12,15,36,39,131) and
- **develop a policy for the retention of staff** (paragraph 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	64

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	28	23	2	0	0
Percentage	0	5	51	40	4	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	158
Number of full-time pupils known to be eligible for free school meals	0	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	10	61

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	22
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	7	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	*	*	*
	Total	19	17	18
Percentage of pupils at NC level 2 or above	School	79 (82)	71 (82)	75 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	*	*	*
	Total	20	18	19
Percentage of pupils at NC level 2 or above	School	82 (82)	75 (77)	79 (82)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	*	*	*
	Total	10	10	14
Percentage of pupils at NC level 4 or above	School	56 (65)	56 (52)	78 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	*	*	*
	Total	10	11	14
Percentage of pupils at NC level 4 or above	School	56 (61)	61 (65)	78 (74)
	National	72 (70)	74 (72)	82 (79)

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

* Not included as fewer than ten pupils involved.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
Any other minority ethnic group	1

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	13	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)	10
Number of pupils per qualified teacher	15.4
Average class size	22.4

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	198

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16

Total number of education support staff	1
Total aggregate hours worked per week	15

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	487547
Total expenditure	460197
Expenditure per pupil	2543
Balance brought forward from previous year	26924
Balance carried forward to next year	54274

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	15

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	52

Percentage of responses in each category

	Strongl y agree	Tend to agree	Tend to disagre e	Strongl y disagre e	Don't know
My child likes school.	44	50	2	2	2
My child is making good progress in school.	40	42	13	0	4
Behaviour in the school is good.	38	40	19	2	0
My child gets the right amount of work to do at home.	37	40	10	8	6
The teaching is good.	46	44	10	0	0
I am kept well informed about how my child is getting on.	38	50	8	0	4
I would feel comfortable about approaching the school with questions or a problem.	60	31	6	2	2
The school expects my child to work hard and achieve his or her best.	48	48	2	2	0
The school works closely with parents.	40	46	8	0	6
The school is well led and managed.	56	40	4	0	0
The school is helping my child become mature and responsible.	46	44	8	2	0
The school provides an interesting range of activities outside lessons.	38	25	17	10	10

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

60. The school has maintained the good provision for children in the Foundation Stage since the previous inspection. The very well organised day-to-day routines established by the Nursery teacher enable all children to feel secure and safe and to grow in confidence. A significant number of children join the Nursery having a limited knowledge of number or literacy. Many have delayed speech and language development and find it difficult to mix socially. Despite this, children progress well in the Nursery and Reception class and they successfully learn a wide range of skills. The very well planned curriculum, both in the Nursery and Reception class, provides a good basis for their future education and, by the end of the Foundation Stage, children reach appropriate standards in their personal, social and emotional development and in their creative and physical development. However, most attain standards that are still below the standards found in most schools for this age group in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. These judgements differ from the findings of the previous inspection, when standards were largely appropriate for children's ages. However, over the last two years, the intake has changed considerably and the proportion of children entering the school with poor skills has increased. All adults, both in the Nursery and Reception class, work very hard to promote the use of language across all areas of learning. From their first days in the Nursery, children are assessed thoroughly and targets are set for future support, particularly in their speech and language development. The Local Education Authority employs a speech and language therapist to assess and work with children in the Nursery.

61. Children are admitted to the Nursery for either a morning or afternoon session in the term after their third birthday. Children are admitted to the Reception class full-time in the autumn term of the year in which they are five.

Personal, social and emotional development

62. Many children enter the Nursery class with poor personal and social skills. By the time they leave the Reception class, they are on course to achieve the nationally agreed targets in this area because of the good quality of the teaching and learning. This shows very good progress, and reflects the skilful teaching where children are constantly encouraged to feel confident about what they can achieve. The very good early morning procedures established by the Nursery teacher ensure that plenty of time is given to parents, while the children explore the variety of activities on offer. Consequently, the children settle happily in their new surroundings and quickly learn to choose their own activities. In both the Nursery and Reception class, children show interest in the experiences provided for them and, by the end of the Foundation Stage, become increasingly independent in initiating ideas for activities. The majority of children behave well and learn to work and play together harmoniously. They share resources fairly, and take turns appropriately when using the equipment. There are, however, a few children in the Reception class who show boisterous behaviour while at play when they are not under direct supervision. In the Nursery, very good use is made of snack time to develop children's social skills. Staff sit with the children and encourage them to use conventional phrases such as 'please' and 'thank you' when asking for, or receiving, the fruit and water that is passed around. As a result, by the time they enter the Reception class, most children have learnt how to be courteous when responding. The children attend to their own personal hygiene appropriately and learn how to undress and dress themselves independently before and after physical education lessons, even though this may take rather a

long time. In the Reception class, children settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time.

63. Personal and social development is strongly promoted in all areas of learning and the planning is comprehensive for this element. A strength of teaching is the warm and encouraging relationships that the adults develop with the children, which enable them to feel secure and grow in confidence. During any discussion time, all adults draw out children's responses and encourage them to take their turn when speaking, and to listen to others. The adults provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. Both the Nursery and Reception teacher ensure that there is sufficient time for the children to choose activities for themselves and to initiate their own ideas through play. A good range of resources are provided to support this aspect of children's learning and includes the opportunity for them to experience differences in cultures other than their own.

Communication, language and literacy

64. On entry to the Nursery, a significant number of children show delayed development in their speech and language. Many children use gestures, such as nods and shakes of the head, to communicate their feelings and answers to questions or only use familiar words in isolation to identify what they do and do not want. Few children construct even simple sentences. The quality of teaching is good in this area. Children make good progress, and by the time they have completed the Reception year, although they are approaching the recommended targets, many still remain below those found in most schools. All adults use talk to good effect, and are good active listeners. Throughout all the areas of learning, both the Nursery and Reception teacher, and learning support assistants talk to the children individually and in groups to develop their awareness of the spoken language. They encourage language play, for example through stories like 'Goldilocks and the Three Bears' and show children that they value their efforts at communicating. In the Nursery, activities are carefully planned to encourage children to give verbal responses to questions and also to extend their vocabulary. All children benefit from the skilful individual support and lots of encouragement.

65. Adults in the Nursery join in with role-play activities to extend children's ideas and resources are used well to develop children's language skills. Most children listen attentively and, in the Reception class, become more confident in their use of a growing vocabulary when participating in discussions. All children enjoy listening to stories and readily share books with adults. In the Reception class, children enjoy an increasing range of books and make up their own version of a story such as 'Goldilocks and the Three Bears' using appropriate voices for the characters. They hear and say the initial sound in some words and begin to recognise which letters represent some of the sounds. Although the children have many opportunities to express themselves by mark-making, many of them are still at the early stages of writing by the end of the Reception year and rely upon an adult to act as a scribe for them.

66. Elements of the literacy framework are introduced gradually in the Reception class and are used well by the teacher to meet the needs of the children. An appropriate understanding of letter sounds is developed through the use of a commercially produced phonic scheme. Although children are provided with appropriate experiences for role-play in the Reception class, there are times when adults miss opportunities to play alongside the children to develop their imagination. Many activities in the Nursery and Reception class provide opportunities for the children to develop fine hand control by, for example, cutting with scissors or making patterns in shaving foam. Supplies of paper, pencils and crayons are readily available for children to use while at play and they are encouraged to give meanings to the marks they make. A joined style of

handwriting has recently been introduced to children in the Reception class. This is proving to be effective.

Mathematical development

67. The good teaching and provision in the Nursery and Reception class successfully promote children's mathematical development, although few are on course to meet the recommended targets for mathematics. When they first start school, most children have very little idea of number. Regular sorting activities, number songs, games and counting using number cards are successful strategies for promoting children's learning. The teachers have other imaginative ideas to enhance mathematical development. For instance, the Nursery teacher skilfully used snack time to ask questions such as, "How many cups do we need if there are nine children?" However, many children in the Reception class are only able to recognise and count numbers from one to three. They begin to learn the appropriate mathematical language as they sort groups of shapes and colours while at play, during physical education lessons and during snack time. For example, children in the Nursery are asked to stand on a blue circle or a red triangle. The teacher reinforces children's learning during snack time by asking questions such as, "What shape is my plate?" Many, however, still need a lot of support to use language such as 'more' or 'less' to compare two numbers.

68. The work is well planned, and children are encouraged to see mathematics all around them. They develop their mathematical ideas through play situations and through activities such as counting the number of candles on the birthday cake and using the correct number of shapes to create features on a body. The more formal activities for mathematics are appropriately introduced to the children in the Reception class through the framework for teaching numeracy. This area of learning is well taught and, although many children are still at an early stage in their knowledge and understanding of mathematics by the end of the Reception year, they make sound progress. Most children name the simple shapes of triangle, circle, square and rectangle and show an increased confidence in selecting the correct numeral to represent one to five objects. Classrooms are used effectively to display numbers and give sorting and counting opportunities.

Knowledge and understanding of the world

69. Children enter the Nursery with a poor general knowledge. Although most children show curiosity in their surroundings, many need encouragement to explore, investigate and ask questions. The very good teaching in the Nursery and good teaching in the Reception class is effectively promoting children's knowledge and understanding of the world. However, standards for many children are still below those found in most schools for this age group by the end of the Reception year, due to their weak communication skills. The good curriculum offers them a wide range of experiences to extend their knowledge of the world around them. Activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. The Nursery provides a very stimulating environment and discussion forms an important part of the work. Children are encouraged to be observant and describe what they see. For example, they blow bubbles and watch them rise in the air, and after releasing balloons, are asked to consider what happens to them when the wind blows. A 'finding out' table provides children with the opportunity to explore and use their senses to feel, look closely at objects and to make sounds with musical instruments. In the Reception class, children build on this knowledge and learn to identify and name different parts of the body.

70. In both the Nursery and Reception class the children are provided with a range of real life experiences to develop their understanding of the world in which they live. For example, they have had visits from a fire-fighter, a police officer and a paramedic. Children in the Nursery develop a wider understanding of their local environment by visiting places of interest such as the post office and a pizza restaurant. In the Reception class, children are provided with

opportunities to broaden their experiences further. For instance, they have visited the 'Watercress Line' and travelled on the steam train. All children begin to gain an understanding of the past as they celebrate birthdays and look at photographs of events in the lives of their own families and other people they know, such as their class teacher.

71. A wide range of construction toys and materials are provided for the children to explore and use their skills to make models. Children in the Nursery show appropriate 'making' skills when joining construction pieces together to build models. In general, however, they have difficulty in manipulating a variety of simple tools to cut, shape and join different materials. In the Reception class, children use large building blocks to design, build and test differently sized chairs for the three bears. In both the Nursery and Reception class, children are becoming increasingly confident in using a computer. They learn to use the mouse to drag items on screen in order to dress the Teddy and click on icons that cause different things to happen in a paint program. Children's awareness of their own cultures and beliefs is successfully enhanced through regular visits to the 'Smarties' club for a service, where they listen to Bible stories, sing songs and give pennies for the collection. Children are introduced to a suitable range of cultures other than their own by special events, such as the celebration of festivals. For instance the Chinese New Year, when children had the opportunity to make a 'dragon' headdress and cook noodles.

Physical development

72. Children in the Nursery achieve broadly appropriate standards for their age in the development of their large-scale movements. They show reasonable control and skills when using the wheeled toys outdoors, and develop a sound awareness of space around them. The quality of teaching is satisfactory in this area. All adults in the Nursery class make full use of the outdoor play area to enable children to practise physical skills such as cycling, running and pushing trucks. There are few resources, however, for clambering. The time outdoors is planned as part of the everyday activities provided for the children, and they have free choice to join activities outside or in the class. The Reception class teacher has access to an outside area and children are given appropriate opportunities to promote their physical and creative development. In the Reception class, children's physical development is generally appropriate for their age and they make sound progress. In physical education lessons, children in the Nursery and Reception class participate well and move freely around the hall without bumping into one another. Older children show that they can run on the spot and change direction.

73. Staff provide good opportunities for the children to develop their finer manipulative skills in both the Nursery and Reception class, for example, in cutting and sticking paper to make pictures, modelling with scrap materials, threading beads and using brushes for painting. They are also provided with an appropriate range of malleable materials, such as play dough. Consequently, by the end of the Reception year, children demonstrate increasing confidence in the use of tools such as scissors, paintbrushes and glue spatulas. However, many children show poor dexterity and control in drawing and writing.

Creative development

74. A wide range of activities with good teaching and the support and encouragement of adults mean that children make good gains in learning and, by the end of the Reception year, nearly all are well on course to reach suitable standards. Children start from a very basic level of skill when they enter the Nursery and make good progress through a wide range of experiences in art, music, story making and imaginative play. Role-play is carefully planned, and enables children to learn how to play out imaginary situations. The 'home corner' in the Nursery is very popular, and gives good opportunities for imaginative role-play. The children play alongside others who are engaged in the same theme, and delight in acting out domestic scenes. Adults join in role-play activities enthusiastically, and this helps children develop their ideas and gain confidence.

Children use paint imaginatively and print with different objects, such as their hands and feet, to create pictures. In the Reception class, they learn about mixing colours to make the autumn colours of leaves. Many children enjoy playing with the 'small world' toys to act out their own stories and show great pleasure when singing songs together. As part of the daily routine in the Nursery, the teacher plays a song of the week for children to listen to. The words and music sheet for each song is sent home with the children for parents to sing with their own child. The teaching of music in the Reception class is good and builds on the children's learning. As a result, the children listen carefully to music and tap out simple rhythms in time to the music. They learn to follow a conductor and stop and start on a given signal. Children's attainment in this aspect of their creative development is generally above average. The Nursery and Reception classroom provide a stimulating environment for children to work in and this aspect of learning is very well supported by the sensitive intervention of both teachers and the classroom assistants.

ENGLISH

75. Overall, standards in English are well below average for seven year olds and below average for 11 year olds. Significant numbers of pupils enter the school at different times during the school year, including a high proportion with special educational needs, particularly concerning their language development. These factors have an impact on the proportions who reach average standards. The school has appropriate targets for improvement, which include a review of writing, the teaching of spellings and the meaning and use of words throughout the school.

76. Pupils make good progress, overall, in English, given their poor skills on entry to the school. Pupils with special educational needs achieve good standards compared with their previous attainment because they receive well planned and effective support in class, and their progress is regularly reviewed. The Extra Literacy programme in Years 1 and 2 and the Additional Literacy programme for older pupils support pupils' development well. No significant differences between the achievement of boys and girls were observed during the inspection.

77. Pupils enter the school with low levels of spoken language, and many lack confidence. They gradually develop the quality of their speech, but their listening skills remain weak. By Year 2, standards in speaking and listening are still well below average and, although progress is generally good, standards by Year 6 pupils remain below average. Pupils use an appropriate range of largely informal vocabulary in their responses to questions, but many struggle to use complex sentence structures, or employ a wide vocabulary.

78. Standards in reading are below average by Year 2, and pupils make good progress to reach average standards by Year 6. Teachers are particularly good at reading expressively, and this enables pupils to learn to use expression in their own reading. Year 2 pupils handle books confidently and take them home regularly to practise their skills. A few higher attaining pupils read confidently with appropriate expression, and talk freely about the books they like and dislike. Most pupils read simple texts accurately and understand appropriate strategies to read unfamiliar words, but few do this automatically. Pupils' continue to enjoy books as they move through the school and Year 6 pupils talk about the texts they read with increasing confidence. Most talk about their books and comment on characters with reasonable degrees of detail, but few read a wide selection of challenging texts. Pupils with special educational needs read simple books effectively, but soon give up when tackling unfamiliar words. Pupils in Year 6 develop appropriate research and referencing skills, and most are familiar with the colour-coded system of book classification used in the school.

79. Standards in writing are well below average in Year 2, and below average in Year 6. There is evidence that Year 1 pupils are achieving average standards. This is because these pupils have benefited from the National Literacy Strategy and improvements in teaching at an earlier stage. Most pupils in Year 2 have a secure understanding of how to write a list of instructions, such as

how to make a cup of tea or how they get to school. However, few use a wide range of vocabulary, or use words to create interesting effects in their imaginative story writing. Most pupils have a reasonable understanding of how to form simple sentences, but their writing often lacks basic punctuation. Pupils with special educational needs make their own attempt at writing, and teachers do well to encourage this because it enables them to feel that they are successful writers. They read their writing back to an adult, who writes under their writing enabling them to see correct spellings and punctuation.

80. In Year 6, pupils write an appropriate range of forms, including reports, biographies, stories, instructional writing and writing about their reading. However, writing which uses a more formal range of structures and tone is rarely found in their work. In the best writing, pupils use simple vocabulary, such as in a rhyming poem:

Rain, rain, rain,

Oh you are a pain,

Wet, wet, wet,

Better bring in the pet.

81. Much of pupils' writing shows a weak grasp of spelling, inconsistent use of basic punctuation and few paragraphs. Higher attaining pupils do not sufficiently draw upon the wider range of vocabulary they encounter in their reading. Pupils' editing of their work is of a reasonable standard, and they develop this well when they have the opportunity to do this on a computer. Pupils are starting to plan, draft and refine their work, but few develop their ideas well.

82. The school has identified the need to improve standards of pupils' writing, presentation skills and understanding of spelling patterns. An analysis of pupils' work indicates that the school is effectively addressing the issue of presentation, as standards are improving. This improvement is due to the introduction of daily handwriting lessons throughout the school. Pupils now organise their work to a clearly understood format, and take a pride in presenting their work as neatly and carefully as they can. Pupils' work is valued and respected, and this helps to sustain the good care and quality of work. There are some indications that standards of spelling are improving through an increased focus on the use of phonics and spelling patterns, but this is not having a consistent effect on all pupils' reading and writing skills. The recent introduction of extended writing lessons is helping pupils to develop their vocabulary and understand how the use of adjectives and adverbs improves their writing.

83. Throughout the school, standards in literacy are average, and the development of literacy skills across the curriculum is satisfactory. However, in some subjects, such as science, history and religious education, pupils are often provided with photocopied worksheets, which restrict their writing. There are some missed opportunities to develop the depth and range of pupils' reading and writing, particularly the skills of skimming and scanning, and writing at length in a more formal style. There is evidence of some good links in subjects, such as history, to develop pupils' individual research skills using the Internet.

84. The quality of teaching and learning in English is satisfactory throughout the school. All observed lessons were at least satisfactory and a significant number were good. Relationships are good between pupils and adults in the classroom, which create a positive atmosphere for learning. Teachers and support staff know their pupils well and give pupils confidence to develop their skills and understanding. Teachers have sound subject knowledge, which is evident in their confident management of the literacy hour. Lessons are planned well, and pupils are given a clear understanding of what they are expected to learn. The best lessons have a brisk, purposeful pace and interest pupils, which enables them to make good progress.

85. Strengths in the teaching and learning of English across the school were well illustrated in a good writing lesson in Year 5, in which pupils developed their writing skills to convey feelings and moods through a careful choice of words. The teacher's lively presentation engaged the pupils' interest, sustained their concentration and helped them to use effectively metaphors and similes in their own writing. Through effective questioning, the teacher helped to reinforce their understanding and extend their vocabulary. There was a very good transition into group work, which was well planned and organised. Pupils were completely engrossed in their writing, and enjoyed the opportunity to choose their own subject to write about. Very good relationships, and high expectations of pupils' behaviour, personal responsibility and standards of work ensured that pupils' made good gains in their learning of how to write expressively.

86. When teaching has shortcomings, pupils' skills are not extended sufficiently for them to achieve higher attainment, and resources are unsuitable. In one lesson, for example, the teacher used an overhead projector to teach pupils about biographies, but the text used on the overhead projector was too small for pupils to read. This restricted their involvement and the fidgeting and calling out that followed slowed down the pace of the lesson.

87. Oral and listening skills are well developed across the school, as many pupils are weak in these areas. Teachers use questions effectively to encourage all pupils to participate, and to extend and develop their responses. The teaching of reading strategies is good in the guided reading sessions, and this helps to develop pupils' reading skills. However, the content in many of the younger pupils' individual reading books is narrow, and lacks a wide and rich vocabulary. There is good regular assessment, and teachers and learning support assistants keep a good range of recorded evidence of pupils' achievements. Good use is made of this evidence to plan the next stages in pupils' learning. The setting of clear targets for each pupil is good, and helps them to know how they can improve their standards of attainment. Overall, the quality of marking is satisfactory. In the best practice, pupils are given good recognition for their achievements combined with constructive and clear indications of how they can improve their work. This good practice is not consistently used in all classes. Information and communication technology is used satisfactorily to support teaching and learning in English.

88. The co-ordinator provides good support for the staff. She has written the policy for English in consultation with the staff. The school uses a commercial scheme of work, which covers the same objectives as the National Literacy Strategy. The school has identified weaknesses in this, and the co-ordinator is planning to address these to make the scheme of work more relevant to the needs of pupils in this school. She monitors teaching effectively, and gives useful feedback to teachers. Pupils' written work has been analysed against clear and agreed criteria. Resources in literacy are mostly good, with some good recent purchases to resource the literacy hour. An appropriate number of books are in the classrooms.

89. The spacious library is inviting and has a good range of books. Pupils find it a pleasant place to browse and enjoy books. The school holds regular book fairs, and there are good links with Godalming library. The school's dramatic productions provide memorable experiences for all pupils, either as participants or as part of the audience. English makes a good contribution to pupils' spiritual, moral, social and cultural development, when they experience a wide range of high quality literature and work well together in group activities and performances.

MATHEMATICS

90. The attainment of pupils in Year 6 is below average, but is showing steady improvement from the national test scores earlier this year, which were below average, and those of four years ago that were very low. Year 6 pupils' numeracy skills, however, remain weak, with few having a quick recall of number facts. This means that they take a long time to work out sums, and often make careless mistakes. Many struggle with basic place value calculations because they lack a

clear understanding of large numbers. In addition, their work using mathematics and solving complex problems is hampered by their weak language skills. When reading questions, therefore, many pupils misunderstand the challenge set, and are unsure which mathematical operation to use. However, pupils' use of data is much better; teachers provide a very good structure to this work, and give lots of explanations to relate the task to pupils' own experiences. This helps pupils work out what is required, collect data systematically and organise their results in graphical form. Most Year 6 pupils have a reasonable grasp of three-dimensional shapes, and draw lines of symmetry on triangles and rectangles with average skill.

91. In Years 1 and 2, the quality of teaching and learning is good and explains why the pupils have made good progress by Year 2 although standards are still below average. Most pupils use mental recall of some of the addition and subtraction facts to ten and order numbers correctly up to 100 and beyond if they have no more than three digits. Some pupils find difficulty when doing subtraction problems especially when the missing number is the initial one, such as ' $X - 2 =$ '. Teachers are well organised with resources ready for use, and support staff aware of what they are required to do. Good control is maintained with a friendly but firm atmosphere within the classroom, and this ensures that pupils learn at a good pace. Teachers are particularly skilled at directing questions that challenge all groups of pupils, and this helps to include all pupils with special educational needs, while extending higher attaining ones. Year 1 and 2 teachers do much to develop pupils' understanding of mathematical language, getting them to repeat new words until they are familiar with them, and ensuring that they use terms such as 'multiply' and 'depth' appropriately. Pupils' weak language skills were illustrated well when one said that two shapes "...were the same long" and the teacher carefully corrected the pupil, and explained how shapes are described.

92. In Years 3 to 6, the quality of teaching and learning is satisfactory and promotes steady progress. Teachers make lessons interesting by using a wide variety of methods, asking pupils to hold up number cards, for example, to answer questions, or using an overhead projector to illustrate how patterns of numbers develop. These approaches work well, and help pupils enjoy learning. The pace of lessons is good, and this enables pupils to learn new skills at a reasonable speed. In Years 3 and 4, the quality of teaching is good, and pupils make good progress in their speed and accuracy in number work. Here, teachers' planning provides a sound focus on basic numeracy skills, and this gives pupils a clear understanding of the four rules of number. In Years 5 and 6, although the quality of teaching is satisfactory, teachers do not always give sufficient time to developing pupils' quick recall of number. This means that pupils sometimes try to solve problems and work with complex data before they have the basic skills necessary to succeed. Throughout the school, teachers set homework appropriately, and this reinforces work done in class.

93. The mathematics co-ordinator manages and monitors the subject well. An important aspect of the co-ordinator's role is the training and monitoring of the work of new staff, some of whom have had no previous training in the National Numeracy Strategy, and are unsure of the levels pupils should attain. A significant strength in the management of the subject is the careful analysis of national test results to see where teachers need to provide more work to raise standards. This has, for example, directed teachers towards developing pupils' mathematical vocabulary, and giving pupils more practice with fractions and decimals. Mathematics is used well across the curriculum, and is successfully supported by work on computers when pupils have access to them. For example, graphs and measurement are used in science and geography, and spreadsheets are used to organise data in information and communication technology.

94. The school has good systems for the assessment of pupils' progress that combine regular testing with useful assessments at the end of topics.

SCIENCE

95. In Year 2, standards are well below average, and in Year 6, standards are below average. This is the same standard as the pupils achieved in the national tests in 2001. Assessment data show that the present Year 2 and Year 6 classes have a significant number of pupils with special educational needs. Given their well below average attainment on entry to school, pupils do well to attain these standards by Year 6. Pupils with special educational needs make satisfactory progress, and benefit from teachers' extra support in the classroom.

96. The quality of teaching and learning is satisfactory throughout the school. Teachers' planning shows an appropriate balance between investigations, factual learning and recording. Although all pupils enjoy the opportunity for 'hands on' investigative science, most of them pupils need constant reinforcement and support to enable them to understand, discuss and record their findings. In Years 1 and 2, teachers do much to emphasise the importance of using the correct scientific vocabulary when pupils are asked to give an explanation of their work. This not only improves the pupils' understanding but also enables the teacher to recognise any misconception the pupils may have and help to clear them up. This was well illustrated in a Year 1 lesson on the sense of sight. The lesson began with a good revision session on the five senses in which the pupils responded well to the teacher's questions. This established that they had a secure understanding of the words relating to their senses. The lesson, which focused on the sense of sight, was carefully explained to the pupils, to help them fully understand that light is essential for seeing things. After giving a series of demonstrations to the pupils using different sources of light, such as torches and candles, they were asked to think of other light sources. With encouragement, pupils named a suitable range of light sources such as, lamps, fireworks and the Sun. Once this knowledge was firmly established, the teacher presented pupils with a 'black box' with a peep-hole in the end and a larger hole covered with cardboard on the top. The box was passed around for pupils to find out if they could see an object in it when there was no light. The pupils discovered they could not and began to realise that a light would enable them to see the object. The teacher showed good knowledge of the topic and with constant reinforcement, by the end of the lesson, the pupils showed good gains in their learning.

97. In Years 3 to 6, pupils generally make satisfactory progress. Analysis of pupils' work shows that, although teachers provide appropriate opportunities for investigative work, many pupils have difficulty in providing explanations for their observations using scientific vocabulary. As a result, much of their knowledge comes from learning facts rather than trying things out and deciding what to do for themselves and this lowers their attainment in scientific enquiry. This was well illustrated in a Year 6 lesson about dissolving materials. The intention of the teacher was that pupils should think for themselves and decide how to obtain clean water from dirty water. The pupils set about the task with a great deal of enthusiasm, and used the equipment provided to separate the solids by sieving and filtering the mixture. However, they found it difficult to use words and phrases related to separating mixtures when asked to record what they did.

98. Teachers use too many work sheets in scientific work in the juniors. These sometimes stifle independent work and do little to develop pupils' recording skills. In most lessons, the management of pupils is good and promotes a good working atmosphere. However, there are times when it is less effective and pupils are not corrected when chattering with their friends instead of listening to the teacher. Consequently, a few pupils do not know what is expected of them in the lesson, and lose time in having to find out.

99. A strength in the quality of teaching in science in Years 3 to 6 is the way in which pupils receive work that is appropriately matched to their ability. This was demonstrated in the Year 3 class when pupils were recording their findings of a survey they had carried out around the school

of materials that had been used for particular purposes. The recording tasks were adjusted carefully to take into account of the pupils' skills. Those pupils with special educational needs benefited from the help provided by the learning support assistants and made the same sound progress as all other pupils. More was expected of the able pupils. The teaching about forces and materials is good, and helps pupils gain a clear understanding this aspect of the National Curriculum. In Year 4, for example, pupils have constructed simple circuits and have used them skilfully to test whether materials are good or bad conductors of electricity. Pupils in Year 5 build on this knowledge to classify materials as solids, liquids and gases and use their understanding to explain the 'disappearance' of water in a range of situations as evaporation. Although there is evidence of older pupils recording their work using graphs, many find it difficult to interpret the data and draw conclusions.

100. Science is well supported by the use of national guidelines. Procedures for assessing pupils' attainment are generally adequate, but there is no overall formal approach used throughout the school. The development of science has suffered by being without a co-ordinator for some time. However, a new well-qualified co-ordinator was appointed this term and is fully aware that a lot needs to be done to improve pupils' standards. Although there are appropriate links with numeracy and literacy, insufficient use is made of information and communication technology to develop pupils' scientific skills.

ART AND DESIGN

101. Standards are broadly average by Years 2 and 6. Pupils produce a sound variety of work in both two and three dimensions, using different media and techniques. However, the line drawings of pupils by Year 6 often lack attention to detail. Pupils' achievement in the subject is generally satisfactory. Pupils with special educational needs achieve similar standards to other pupils and enjoy their success in art and design.

102. The quality of teaching and learning is satisfactory in Years 1 and 2. The teaching effectively promotes and encourages the pupils to explore and investigate different media. Pupils get off to good start in Year 1, where the teacher provides well-planned opportunities for them to use pastels, print, paints and make collages. Teachers are good at teaching basic skills, such as mixing different media to explore colour, shape, pattern and texture in their work. Pupils develop their observational skills well by painting portraits of one another, and learn to mix paint and match skin, eye and hair colour.

103. A good Year 2 lesson working with clay illustrated the strengths in teaching art. The teacher's clear explanations and demonstration of the basic techniques using clay enabled all pupils to achieve success in making a simple thumb pot, albeit in a variety of shapes. The organisation of the classroom and good management skills ensured that all pupils could see the teacher and were well settled in preparation for the lesson. Skilful questioning focused pupils' attention on the change in clay as they handled it and encouraged them to consider the effect that heat can have on changing the properties of clay. Great enjoyment was shown in this lesson as the pupils experimented with the clay using their hands and other tools to roll, pinch and shape the clay to make good pots. Teachers are confident in their knowledge of the subject and this ensures that pupils learn the basic skills for art and design, and gain the confidence to use tools and try out different techniques.

104. The quality of teaching and learning in Years 3 to 6 is generally satisfactory, but more variable. Teachers generally build well on the skills and techniques acquired by the younger pupils, and this helps develop pupils' confidence in their own ability. The curricular guidance contains the detail necessary to help staff plan progressively more challenging tasks. Where lessons have shortcomings, teachers miss opportunities to develop pupils' basic skills. For example, when walking into the nearby town of Godalming to sketch buildings, the time taken for

the walk was not used productively to develop the pupils' observational skills. Very little attention was given to increasing pupils' awareness of the features of buildings they passed on their way into the town. Consequently, they were ill-prepared to include the detail in their sketches of buildings they saw in the town itself.

105. Sketchbooks are provided for pupils from Year 3 upwards and are used methodically to develop ideas. Overall, however, pupils' sketching skills lack the necessary careful attention to detail. Art and design makes a good contribution to the pupils' spiritual, moral, social and cultural development, as teachers link art and design well with other subjects. In Year 6, for example, the teacher developed pupils' observational skills in preparation for their work on Ancient Greece. By sharing pictures of Greek statues, and focusing their attention on different body parts, the pupils moved on to examining their own hands, using magnifying glasses in preparation for sketching them. These experiences developed pupils' drawing skills, and equipped them well for their history topic.

106. Pupils' knowledge and understanding of the work produced by artists, and how they can adapt the style to their own work, are good. For example, in Year 4, pupils have looked at David Hockney's painting of 'The Swimming Pool' and adapted his style to create their pictures of the school building. By making appropriate use of paint and paper, they are developing a clear understanding and awareness of how the artist used colour and structure in his work. In Year 5, the pupils' paintings in the style of Monet show sound progress in their use of paint to convey tones of colour in their work.

107. The recently appointed co-ordinator for art and design is enthusiastic, and brings a fresh approach to the subject. She has had little time to make an impact on the development of art throughout the school. However, she is already developing a structured programme to improve pupils' skills through the school. There are no whole-school assessment procedures aimed at raising pupils' standards further, and there is no portfolio of pupils' work to show the range of work covered. Resources are adequate to support teaching and learning.

DESIGN AND TECHNOLOGY

108. It was not possible to observe any design and technology lessons during the inspection. Judgements are based on an analysis of pupils' work, teachers' planning, and discussions with pupils. Evidence shows that standards are average in Year 2 and Year 6. Pupils' achievement in the subject is satisfactory, including pupils who have special educational needs, whose work is amongst the best in the school.

109. Teachers' planning and pupils' completed work shows that pupils are given a broad range of experiences in designing and making that build effectively on their previous learning. The main improvement since the previous inspection lies in the quality of pupils' finished models. Pupils in Years 1 and 2 make a sound start, creating sturdy models, cutting and joining with suitable skill. In Year 3, pupils combine design and technology with mathematics well by building geometric shapes with a good attention to detail and accuracy. By Year 4, pupils' designs show good progress as they move from simple sketches to views of their picture frames from the front, side and rear. Older pupils respond well to challenges, and those in Year 5 have made good working toys with cam mechanisms. Year 6 pupils showed good initiative as they designed a shelter, and tested different materials for suitability. These pupils have a sound understanding of how to evaluate their models, and this is helping them to improve their work.

110. The newly appointed co-ordinator provides sound leadership in the subject and is aware of how it needs to be developed. The school uses national guidelines to ensure full coverage of the requirements of the National Curriculum, and these are providing useful to guide less

experienced teachers in their planning. Assessment procedures are satisfactory, and make sound use of the expected levels identified in the scheme of work to judge pupils' attainment.

GEOGRAPHY

111. Pupils attain average standards in Years 2 and 6. In an effort to improve pupils' standards further in geography, the school has introduced a new scheme of work based on national guidelines.

112. The quality of teaching and learning is satisfactory throughout the school. Year 2 pupils have a sound understanding of the natural features in their local area, and the need to care for the environment at a level that is typical for their age. Analysis of Year 2 work shows that the imaginary story of *Katy Morag on the Isle of Struay* was used well to stimulate pupils' interest in the use of transport to and from and around an island. They have reasonable understanding of appropriate modes of transport on an island, and give simple reasons why they would not like to live there.

113. Teachers use the school's surroundings well to extend pupils' understanding of local geographical features. Year 1 pupils are learning about the local area and can talk about places they see on their way to school. They know that a globe represents the world and some talk about the *North Pole and France*, but do not know where to locate these on the globe. Some know that they cannot find Australia or the British Isles on a map of the local area '*because it doesn't show all the world*'. In the observed Year 1 lesson, the teacher gave the pupils a good introduction to the use of maps and a globe. Pupils were asked to colour their route to school on a large-scale map of the local area, which was already stuck in their books and their homes marked with a cross. Most found the cross and coloured in the short stretch of road to the school, but failed to realise that the lines on the paper represented roads. Consequently, this task did little to extend the geographical knowledge of these young pupils.

114. Pupils in Years 3 to 6, use a range of geographical skills to help them to investigate a variety of places and environments. They show a sound understanding of the functions of a key when using an atlas, are aware of the major differences between varied climatic regions and have some knowledge of the effects that the weather has on the environment. Good links are made with history, such as linking geographical features of Greece today with the history of the Ancient Greeks. In the good Year 3 and Year 4 lessons, the teachers' enthusiasm for geography inspired their pupils. In the Year 3 lesson, the teacher used a good mixture of practical activities, using holiday postcards, and clear explanations to help pupils to use and interpret maps, atlases and globes to find out more about different countries. They could identify the main parts of the British Isles and Ireland on a map of the British Isles. Year 4 pupils used newspaper articles containing geographical locations and atlases to learn about physical features of the countries. Year 6 pupils used an index to locate a specific place in an atlas and transferred their findings in an atlas to a smaller-scale map. When the teacher realised that they could not use a grid reference, she immediately taught them how to use this, which was a good feature of the lesson. However, although pupils have a generally satisfactory understanding of geography relevant to their age throughout the school, their weak writing skills limit their attainment when they record their work. During the inspection, there was no evidence of pupils using information and communication technology to extend their geographical skills.

115. The co-ordinator has only been in post for half a term and is enthusiastic about her new role. Assessment is mainly through discussion with pupils. Resources are satisfactory.

HISTORY

116. During the inspection, it was only possible to observe the teaching of history in Year 2. Judgements are based on this evidence, an analysis of pupils' work in all years, discussions with

pupils about their work and an examination of the school's planning. These show that pupils attain average standards in Years 2 and 6, and all pupils, including pupils with special educational needs, make satisfactory progress.

117. The quality of teaching and learning throughout the school is satisfactory. In a good Year 2 lesson, as part of their work on past events, pupils extended their knowledge of the main reasons that poppies are worn on Remembrance Day in a well-focused introductory question-and-answer session with their teacher. Many had a sound knowledge of wars in the past, and that their grandparents or great-grandparents had fought in one of the wars of the twentieth century. Good use of computer resources enabled pupils to extend their knowledge, and see how different sources yield useful information. They realised that the background music by the Glenn Miller orchestra on the program was 'from the past' and was different from popular music of the present day. The teacher's clear explanations helped pupils to gain some insight into how the soldiers must have felt when fighting, and being away from their families. All pupils were able to participate because the teacher's management of the group was effective and relationships in the classroom were good. An analysis of pupils' work in Year 1 indicates that they have a sound awareness of how some toys are different from the past, but that some are similar. The teacher had used a print of Brueghel's 'Children's Games' to help pupils to compare toys and games from long ago with their own modern versions. Asking their parents and grandparents about games and toys that they had played with when they were children enhanced their understanding.

118. The analysis of work produced by Year 6 pupils indicates that they have a sound insight into life in Victorian times. They are learning about the way of life, beliefs and achievements of Ancient Greece and the legacy of that civilisation. Teachers and pupils make satisfactory use of information and communication technology to research projects. Year 3 pupils did much to develop their learning about the lives of the Celts, when they visited a local historical centre to re-enact everyday life in the Iron Age. Year 4 pupils have a reasonable understanding of the Tudors, including Henry VIII, Queen Elizabeth I and Sir Francis Drake.

119. The marking of pupils' work is generally supportive and encouraging, but not all teachers include constructive comments to help pupils to improve. There are also some missed opportunities to develop pupils' literacy skills further by the over-use of worksheets in Years 1 and 2, and by insufficient work provided for older pupils on presenting balanced arguments about historical events.

120. The subject co-ordinator is very new to the role. She has made a good start by finding out about any services the local museum can offer to the school to enhance the pupils' learning in history. The school makes good use of historical loans from local services. The school makes good use of national guidelines for its scheme of work to direct teachers' planning. Assessment procedures are satisfactory. Plans to monitor the teaching of history are in the school development plan. A number of experts visit the school to talk to the pupils, including the curators from a local museum who provide a 'Victorian day' for Year 5 pupils. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Pupils' standards in information and communication technology are below average throughout the school because of the shortage of computers. This means that, despite teachers' best efforts, it may be more than a week before pupils have the opportunity to put into practice the skills they learn in lessons. Few pupils have computers at home, and so their time on computers is significantly less than is found in most schools. Consequently, by Year 2, pupils are slow on the keyboard and struggle to locate keys, for example, the shift and return keys. They understand how their actions on the keyboard have an effect on the screen, but few are confident using the computer mouse and much of their work is based upon trial and error. Even in Year 6,

pupils work slowly, and many find it difficult to navigate through menus to load a program. Some of their best work has focused around designing multimedia pages, combining text, graphics and sound to produce attractive and exciting presentations.

122. The quality of teaching is satisfactory, overall, but limitations in resources mean that pupils, including those with special educational needs, learn slowly. Lessons usually take the form of the teacher sitting by the computer with pupils sitting on the floor. The teachers are good at demonstrating how a program works, or how an effect is achieved, but then have to send pupils away until it is their turn on the only computer in the class. In many lessons, pupils have a card 'keyboard' to practise locating keys, but the expertise they gain using these does not actually help them with the real computer keyboards.

123. Teachers generally manage pupils' behaviour well, although when they have been sitting on a carpet for 20 minutes with only a piece of card to use as a computer, some pupils start to fidget and lose concentration. Teachers include computer work in a sound range of different subjects, and this helps pupils see the value of information and communication technology when creating cards with text and digital images, for example, and using spreadsheets to calculate columns of figures.

124. The co-ordinator has just been appointed, and is helping to put together a good action plan for the subject. This involves securing funding for a computer suite, and developing a partnership with a local secondary school aimed at sharing resources, improving expertise and securing extra funding. The school has adopted national guidelines for their scheme of work, and this is helping teachers to provide a broad curriculum. Assessment procedures are satisfactory, and track pupils' progress systematically as they move through the school.

MUSIC

125. Standards in music are broadly average for pupils in Years 2 and 6. There is sufficient evidence to state that the school provides pupils with appropriate musical experiences. Pupils enjoy music and participate with enthusiasm. In general, their achievement is sound across the school. Although few pupils sing tunefully, most use percussion instruments confidently to make beat and rhythm to accompany the singing. Pupils with special educational needs achieve appropriate standards, and take a full part in all activities.

126. The quality of teaching and learning in Years 1 and 2 is satisfactory. Lessons are appropriately planned and prepared with a broad range of musical activities that are suitably challenging. As a result, pupils sing a variety of songs and enjoy carrying out appropriate actions. Pupils get off to a good start in Year 1, where the teacher builds on the very good experiences provided in the Foundation Stage. As a result, pupils sustain a good rhythm for their age when clapping and keep a steady beat when using the percussion instruments to accompany songs. They show a sound ability to discern pulse and rhythm in music, together with a good awareness of tempo and dynamics. The quality of teaching and learning is enhanced in this class because the teacher makes music fun. In one lesson, for example, to increase pupils' awareness of dynamics, the teacher laid out hoops on the floor and got pupils to use the percussion instruments as they moved between the hoops. The expectation was for them to make a loud sound when they stood in a large hoop and a quiet sound as they stood in a small hoop. This caused great enjoyment and encouraged pupils to concentrate and recognise the changes in sounds. In Year 2, the teacher uses her knowledge of the subject well to capture the interest of pupils and increase their confidence. For instance, after introducing a new song to the pupils, she focused their attention on listening for sounds that were repeated in the music. Consequently, they learned to listen with great concentration, and picked out many subtle sounds. They are, however, less confident when singing, and only with a great deal of encouragement and support from the teacher do they manage to sing tunefully.

127. The quality of teaching and learning in Years 3 to 6 is satisfactory. Pupils have a sound understanding of rhythm and basic musical skills. Teachers' subject knowledge is adequate to teach basic skills and knowledge. Those who are less confident about teaching music make good use of the school's scheme of work. They make good use of time, and activities are suitably challenging for all pupils. Teachers make good use of resources to motivate pupils. In one of the best lessons, for example, the teacher used an audiotape productively to teach musical points. With this lead, pupils' own performance improved during the lesson, and culminated in their learning a new song and singing it as a round in three parts. In Year 6, pupils developed their knowledge of different styles of music and other cultures well by listening to, and learning, a Jewish song entitled, 'Polish the old Menorah'. The teacher used the taped music skilfully to improve pupils' listening skills and promote their understanding of how tempo, dynamics and texture enhance the musical structure of a song. The pupils responded well to the teacher's questions and put forward many ideas about the music, using appropriate musical vocabulary. Throughout the school, pupils rarely record their own work to listen to and appraise. Only a very few are confident in using musical notation.

128. The present co-ordinator has only been in post since the beginning of the term. The scheme adopted by the school contains all the required elements, and provides teachers with the necessary support to plan lessons. However, the co-ordinator is very aware of the need to improve pupils' singing skills. There are no consistent forms of assessment to build up pupils' skills as they move through the school, and this helps to explain why pupils' singing is not as good as other aspects of their music. The subject has a good supply of resources. There is a good supply of percussion instruments and music to listen to. Pupils in the choir have participated in concerts held at Charterhouse School, and Year 2 pupils take part in the annual Godalming Music Festival. There are regular opportunities for performance in the weekly assemblies and at the end of term shows and concerts, all of which help pupils' social development.

PHYSICAL EDUCATION

129. Overall, standards are typical for pupils in gymnastics and games. However, it was not possible to observe any dance or swimming lessons, due to timetabling arrangements. Pupils, including those with special educational needs, make satisfactory progress.

130. In the lesson observed in Year 2, the quality of teaching and learning was good. The teacher encouraged pupils to improve their skills by asking appropriate questions, such as, "What makes a good balance? How can I make it better?" They listened carefully to the teacher's instructions and eagerly demonstrated their balances. The brisk pace ensured that pupils were working energetically throughout the lesson. The teacher developed their learning well by extending the level of challenge, as pupils were required to improve on their previous work combining changing directions and balancing on different parts of the body.

131. In Years 3 to 6 the quality of teaching and learning is satisfactory. The best lesson, in Year 4, was well structured to help pupils to improve their skills and to develop their ideas using wide and small shapes while moving around the room. The teacher gave clear instructions and emphasised the need for safety, and the pupils took careful notice of what was said. The teacher showed good management and control of the lesson, and pupils were very involved, concentrated well and sustained a high pace of movement. They listened intently to the teacher's instructions, worked hard and behaved well. They used a range of movements, and were encouraged by effective questioning to evaluate their own performance as well as that of other groups. As a result of this skilled evaluation, all groups refined their movements well and learned valuable skills. In contrast to this, in another lesson, the teacher's inability to manage the pupils effectively, led to unsatisfactory learning. Pupils were noisy, and teaching time was lost when the teacher had to stop the lesson several times to remind pupils to work quietly. This slowed the

pace of the lesson and, as pupils were not fully involved in their gymnastic activities, progress was slow.

132. The quality of games teaching is satisfactory. In the Year 6 games lesson observed, pupils showed average hockey skills. They made steady progress in their ability to handle a hockey stick because the teacher gave a clear demonstration, and kept reminding them of the correct technique.

133. Swimming takes place in the summer term for pupils in Years 2, 3 and 4. Discussions with teachers and analysis of the school's planning and records show that this is well organised. Two qualified coaches teach the pupils at a local independent school's swimming pool. Most pupils swim at least 25 metres safely and confidently before they leave the school.

134. The co-ordinator is new to the role this term. There is a good policy and the scheme of work is based on national guidelines, which ensures that all aspects of the curriculum are systematically covered. The headteacher has monitored physical education lessons and has demonstrated good models of teaching. The school has good resources for physical education, with a large grassed area, an adequate hard surfaced area and a reasonably sized hall. Orienteering activities take place in the school grounds in the summer. The school provides an extra-curricular football club for boys and girls on a Saturday morning, which is organised by a parent. The subject contributes well to pupils' personal development, giving them good opportunities for them to develop team spirit and compete fairly within the understood rules of the games.