

INSPECTION REPORT

ST MARTIN'S CE INFANTS SCHOOL

Epsom

LEA area: Surrey

Unique reference number: 125157

Headteacher: Mrs L Hutchings

Reporting inspector: Mr Brian Rowe
1695

Dates of inspection: 15th – 17th October 2001

Inspection number: 194674

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary controlled
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Worple Road Epsom Surrey
Postcode:	KT18 7AA
Telephone number:	(01372) 720337
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Allan Stamper
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1695	Brian Rowe	Registered inspector	Mathematics History Geography Physical education Equal opportunities	What sort of school is it? How high are standards? (results and achievements) How well are pupils taught? How well is the school led and managed?
9465	Elizabeth Cooke	Lay inspector		How high are standards? (attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
11976	Heather Toynbee	Team inspector	English Music Art Foundation stage	How good are curricular and other opportunities?
22334	Marilyn Hagon	Team inspector	Science Religious education Information and communication technology Design and technology Special educational needs English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Martin's is a Church of England voluntary-controlled infant school situated in Epsom, a residential area in Surrey. It takes pupils aged four to seven years, mostly from the parishes in the surrounding area. There are 224 pupils on roll, some of whom attend part time in the reception class. There are 98 boys and 87 girls attending full time, grouped in eight classes. The school is about the same size as an average-sized infant school. The vast majority of pupils are from a white UK heritage; seven speak English as an additional language, and two are at the early stages of language acquisition. This profile is close to the average for primary schools. There are 17 pupils on the school's register of special educational needs; as a proportion this is well below the national average. There are currently no pupils with statements of special educational need. Ten pupils are eligible to free school meals; as a percentage this is well below the national average. Children enter school with standards that are close to average for their age. During the last few years the school has had staffing difficulties and an extraordinary high turnover of staff; these have significantly restricted the standards pupils achieve and the rate of school development. The inspection was carried out early in the academic year.

HOW GOOD THE SCHOOL IS

Despite considerable staffing difficulties over the past few years St Martin's is still an effective school. Pupils' achievement by the time they leave school is as expected for their age. Overall, they attain standards that are close to the national average, but the standard of writing is a particular weakness. Standards in comparison with those in similar schools are below average. Standards have declined during the last twelve months due to a number of issues, including poor staff retention. Teaching is satisfactory overall. In the reception classes it is good, which ensures that children now make a good start to their education. The school takes into account the needs of all groups of pupils and this enables them to play a full part in the life of the school; relationships between the pupils themselves and between pupils and staff are good. The school provides satisfactory value for money. The quality of management is satisfactory, but due to the impact of staffing issues the school has made insufficient improvement since the last inspection. However, at the time of this inspection the staffing difficulties had been resolved and the school is now in a good position to progress.

What the school does well

- It ensures that pupils are well cared for and happy, and enjoy coming to school.
- It provides effective co-ordination and teamwork in the reception classes, so pupils are making a good start to their education.
- The provision for pupils with special educational needs, including the work of the class support assistants.
- It encourages parents to contribute to the children's education at school and at home.

What could be improved

- The standards achieved by pupils, in all subjects, at the age of seven.
- Ensuring a consistently high quality of teaching and learning throughout the school.
- Procedures to ensure that whole-school policies and practice are fully understood by all and implemented consistently throughout the school.
- A focus on improving staff retention.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then improvement has been erratic, but overall it has not been satisfactory. As stated earlier, this is mostly due to the extra-ordinary staffing difficulties and also the completion of a major building programme that caused some disruption to pupils' learning. Five out of the eight classroom teachers are new to school this year and many of the school's systems and procedures are at a very early stage of development. Consequently, the key issues for development, identified in the previous inspection, have been addressed in part. There is still further work needed to fully address these issues. In addition to addressing the previous issues, the school has

achieved development in other important aspects. For example, it has ensured substantial improvements to the buildings and site that have considerably enhanced the environment for learning. It now successfully challenges higher-attaining pupils, has introduced the national literacy and numeracy strategies, and has improved the systems for reviewing and monitoring the quality of teaching and pupils' work. The resources for information and communication technology have been enhanced, but still need further development. The school has introduced several curriculum initiatives such as grouping pupils by ability for English and mathematics. It is also improving the systems for assessing pupils' progress in order to set them targets to achieve.

STANDARDS

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

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

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

Inspection findings judge that, by the age of seven, standards in reading, mathematics and science are average. In writing standards are below the national average. The results of the recently taken 2001 national tests indicate a decline since the previous year's and confirm the quality of work seen in school. There has been an improvement in the percentage of pupils who achieve the higher Level 3 (the national expectation is to achieve Level 2 or above) in reading, mathematics and science. Until last year there was a slight upward trend in the standards achieved, except in writing.

Pupils have satisfactory literacy skills and apply these well in other subjects; the quality of reading is high, but the quality of writing is unsatisfactory. The school has begun to set pupils realistic and achievable targets in literacy and this helps both the teachers and pupils to focus on the areas for individual improvement. Numeracy skills are satisfactory and used effectively in other subjects, including science, geography and design and technology. Pupils make satisfactory use of information and communication technology to support their learning. The standards pupils achieve in all subjects by the age of seven are close to national expectations. Pupils with special educational needs make good progress. Pupils who use English as an additional language make satisfactory progress in their learning. Class teachers and other support staff support them effectively.

By the end of the Foundation Stage children are likely to exceed the expectations of the early learning goals in most areas of learning. In their physical and creative development their attainment is likely to meet expectations. Overall, pupils make satisfactory progress throughout Key Stage 1. However, standards are not sufficiently high in comparison to those in similar schools. The school sets itself appropriate academic targets and has demonstrated it can be successful in meeting them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils mostly have positive attitudes to their work and school life.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well, but several find it difficult to concentrate on their work without adult support. School rules and conventions are not consistently implemented throughout the school.
Personal development and relationships	Good. The personal development of some older pupils has been restricted by the high turnover of staff in recent years.

Attendance	Satisfactory. The school has appropriate measures to promote attendance, but each year several parents take holidays in term time.
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TEACHING AND LEARNING

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

During the inspection the quality of teaching and learning was satisfactory, with some examples of good and very good practice in each year group. Teaching and learning in the reception classes and for pupils with special educational needs are good. The teaching provision for pupils with English as an additional language is satisfactory. The quality of teaching is inconsistent, mostly due to so many teachers being new to the school. The high number of staff, including temporary staff, used in recent years has had a detrimental impact on the learning and behaviour of a significant number of pupils. For example, some pupils in Years 1 and 2 have not adequately developed learning skills to ensure that they can achieve to their full potential. Consequently, teachers are working hard to ensure that the class rules and conventions are followed by all pupils. Teachers' planning is effective and ensures that both boys and girls and pupils of all abilities can make progress.

In literacy, the quality of teaching is satisfactory. All teachers have a secure knowledge of the literacy strategy and teach the basic skills of reading well. Pupils' writing skills are not being as well taught. Teachers plan effectively and some have high expectations of what the pupils will achieve. Teachers recognise the importance of literacy and at times create effective links between English and its application to other subjects, such as history and geography.

The quality of teaching and learning in numeracy is satisfactory. In several lessons the quality was good. This good teaching is linked to teachers' understanding of and effective implementation of the National Numeracy Strategy. Teachers share the purpose of the lesson with pupils and evaluate carefully to see what they have learnt. Numeracy skills are used in other subjects such as science and design and technology.

In the reception classes, the teachers and members of the support staff work very closely together to promote learning. They have a clear understanding of the needs of young children and realistically high expectations of achievement and behaviour. In Key Stage 1, the class assistants make a significant contribution to the pupils' learning and attitudes to their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Pupils are provided with a broad curriculum, which includes sound provision for personal, social and health education. The proposed provision for extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	Good. The co-ordinator, teachers and teaching assistants for pupils with special educational needs support them effectively. Individual education plans are good.
Provision for pupils with English as an additional language	Satisfactory. Pupils for whom English is an additional language are well supported by both local authority and school support staff both in class and in withdrawal small-group teaching sessions. They have full access to the curriculum.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The school cultivates pupils' personal development well. It is particularly focused on social, moral and cultural development. Satisfactory attention is given to spiritual development.
How well the school cares for its pupils	The school has good systems to ensure pupils' personal development and welfare. Procedures to support their academic development are satisfactory but arrangements for assessment in many subjects are at an

	earlier stage of implementation.
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The contribution of parents to children’s learning at school and at home is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school’s development over the last few years has been severely restricted by extra-ordinary staffing difficulties that have been outside the control of the headteacher and governors. This has directly affected the standards achieved by pupils, the quality of education provided and effectiveness of management. The headteacher has ensured that the school functioned as well as possible in the circumstances. The school is now in the process of developing effective teamwork amongst all the new staff. As virtually all of the subject co-ordinators are new to their post they are at a very early stage of influencing whole-school developments for their subjects. Governors have provided welcome support for the headteacher during the last few years.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their statutory responsibilities; they show a sound understanding of the strengths and weaknesses of the school. Staff retention is a key issue to be addressed.
The school’s evaluation of its performance	Satisfactory. The school has established systems to monitor its own performance and many of these are at an early stage of implementation.
The strategic use of resources	Satisfactory. Particularly good use is made of teaching assistants to support pupils in class. Sound use is made of specific funding, including that for pupils with special educational needs. The use made of staff to support pupils at the early stages of learning English is appropriate.

The school now has good staffing levels to meet the learning needs of all pupils. Accommodation is good, in terms of the number of classrooms and other facilities. The school has adequate resources to teach the National Curriculum. It applies the principles of best value effectively in major purchases and spends its money wisely.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

Thirty-three parents attended a meeting with the registered inspector prior to the inspection. Of the 200 questionnaires distributed to parents, 80 (40 per cent) were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • Children behave well. • The school has high expectations of the pupils. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • Information about their children’s progress. • The number of extra-curricular activities provided by the school. • The school working more closely with parents. • The management and leadership. • The right amount of homework.

The inspection team endorse the parents’ views that the children enjoy coming to school. The inspectors found that teaching is satisfactory overall, and good across the reception classes. Pupils’ behaviour is satisfactory, but many need close adult support to remain on task during lessons. Individual teachers have high expectations of how pupils should behave and how well they should do, but the overall school targets for academic achievement are not yet high enough.

With regard to the issues that the parents would like to see improved, the inspectors found that the provision for each was satisfactory, but none was of high quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. Children enter the reception classes with standards that are close to the expectation for their age in most areas of learning. Although a significant number are well above average ability, a minority still have poor social skills on entry. They respond positively to the teaching and most make good progress. At the current rate of progress the children's levels of attainment on entry to the Year 1 classes are likely to be above the expectation for most children of this age. They are likely to exceed the level of attainment they need to meet the expectations of the early learning goals¹ in all areas with the exception of physical and creative development, where standards are likely to be in line with expectations.

Key Stage 1

2. The results of the 2001 National Curriculum assessments for pupils in Year 2 were average in reading and mathematics, but below average in writing. In comparison with those in similar schools nationally², the results were below average in reading and mathematics, and well below average in writing. In the teacher assessments for science, results were well below the average for all schools nationally and in comparison with similar schools. The school's results in 2001 dipped in comparison with previous years and this reflects the extra-ordinary staffing difficulties and the lower ability of the cohort. The most recent 2001 results are not as good as the 2000 results and in contrast to the generally slightly upward trend of the previous four years, where standards were mostly above the national average. There is no significant variation over time in the standards achieved by boys and girls or pupils from minority ethnic backgrounds, but the school has noticed that a few more-able girls under-achieved in the 2001 tests.
3. Inspection findings from looking at pupils' work and teacher assessments show that standards are mostly as indicated by the 2001 tests. They are average in reading, mathematics and science, but below average in writing. Standards in literacy and numeracy have not risen as a result of the implementation of the National Literacy and Numeracy Strategies, due to inconsistency between classes.
4. Standards of reading are satisfactory. Pupils know the mechanics of reading, and many can talk knowledgeably about a range of books. The range of vocabulary used in speaking is good. Pupils' listening skills are variable and their written work is below expectations. In numeracy, pupils read, write and order numbers to 100. The higher-attaining pupils know their two-, five- and ten-times tables. The majority of pupils know the names of common two- and three-dimensional shapes, and recognise and use coins up to one pound in shopping activities. In science, pupils discuss their work and use simple but appropriate scientific terms to describe their experiences. They learn to use equipment to make investigations and how to observe carefully and then record their results in a variety of ways.
5. In design and technology, geography, history, art and design, music and physical education, standards are in line with expectations for pupils of this age. Standards in information and communication technology also meet national expectations. In religious education standards meet the expectations of the locally agreed syllabus.
6. Pupils with special educational needs achieve well, mainly as a result of the proficient support given to them by the learning-support assistants. Early assessments identify their needs and

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

² Schools with up to eight per cent of pupils entitled to free school meals.

- support is carefully targeted, resulting in these pupils making good progress towards their individual targets. For the vast majority of pupils, targets are clear, specific and regularly reviewed.
7. Pupils who speak English as an additional language achieve well. They are assessed at an early stage and supported through working in withdrawal groups. By the age of seven, they achieve in line with their peers in the school, and make satisfactory progress against their prior attainment.
 8. Progress since the last inspection has not been satisfactory, particularly in raising standards of writing at Key Stage 1. Standards are not sufficiently high throughout all subjects in Key Stage 1. The school has had some success in raising the standards for the higher-attaining pupils throughout the school. This is a result of carefully planning lessons to meet the needs of all pupils' and grouping pupils in ability sets for some lessons.
 9. The school has demonstrated that it can meet its targets and this is reflected in the trend of improvements until the most recent tests in 2001. After a period of significant difficulties, the inspection team is confident that the school now has teaching and management systems in place to promote improvements and ensure that the school will meet its future targets.

Pupils' attitudes, values and personal development

10. The school has not maintained the previously reported high standards for this aspect of pupils' development. Pupils' attitudes are now good rather than very good, and behaviour is now satisfactory overall rather than good. Behaviour and attitudes are generally better in the reception than in Key Stage 1. The fall in standards is mostly due to the extra-ordinarily high number of staff changes and other staffing difficulties over the last few years. Consequently, some classes have had several different teachers over the last year and this has led to inconsistencies in the management of pupils and the quality of teaching and learning. In addition, this inspection has taken place early in the school year and the many new teachers are still establishing class routines and the school ethos. The school has not yet established a whole-school approach to behaviour management with consistently high expectations of all pupils. Generally, parents are pleased with the standards achieved and say that pupils learn positive attitudes and behave well.
11. Pupils generally show good attitudes to school and are usually keen to learn. These good attitudes have a positive impact on learning, as the majority of pupils respond readily to teachers' instructions and work well together. For example, in a Year 1 science lesson on investigating living and non-living things, pupils listened well and were very enthusiastic when working outside with their teacher. The teacher's high expectations and the interesting task led to very good learning for all pupils. In contrast, where teachers' control of pupils is less secure and pupils have not learnt good classroom behaviour, chatting and lack of concentration slow the pace of learning.
12. Behaviour in the school is satisfactory. The youngest pupils in reception behave very well, showing a good understanding of appropriate responses in the classroom and during playtime. They are polite and keen to speak to adults. Some of the very youngest pupils are still learning to share when participating in free-choice activities. Pupils in Years 1 and 2 usually behave well in lessons, but at times move around the school too noisily, for example, running along corridors at playtime. They are sometimes chatty in assemblies or find it hard to get on with tasks by themselves. Some boys do not always behave properly when using the toilets. Teachers have a wide range of strategies to manage pupils, including clearly-displayed class rules, stickers for rewards and loss of playtime for time wasted in lessons. However, in some classes their response to work often restricts learning because frequently teachers have to stop pupils calling out or going off task, which slows the rate of learning. Also, because of pupils' response some teachers are not sufficiently confident to allow them to leave the classroom for independent research work.
13. At playtimes pupils get on together and co-operate well, playing games and using the equipment provided. Reception children have their own play area, but some feel apprehensive about the noise from the older children and the whistles used by staff to manage them. Relationships are good throughout the school, pupils are kind to each other and adults provide positive role models. The school has a friendly, positive ethos and parents value the Christian ethos.
14. Pupils with special educational needs have good attitudes to learning. They are keen and motivated to learn. They respond well to the support given to them and behave well in all lessons. Pupils for whom English is an additional language have good attitudes to learning, behaviour and personal development. They soon adapt to routines when they enter the school and gain

- appropriate skills so that they interact well with one another and adults. Their level of concentration increases and they become confident learners by the age of seven.
15. Some pupils show satisfactory independence skills and are keen to take responsibility when it is offered. For example, older pupils help in assemblies by managing the CD player, new children are supported by "buddies" and all help clear away at the end of sessions. The school is a harmonious place and the few ethnic minority pupils are integrated well, working and playing happily with their peers. There is little bullying; parents and pupils report that any incidents are dealt with quickly and effectively. Pupils usually show respect for each other and for school property. Resources, books and displays are looked after and kept tidy. Pupils usually listen well to each other and appreciate each other's efforts. For example, in a Year 1 personal, health and social education lesson on the meanings of "fair and unfair", pupils listened carefully to individual comments and responded positively to each other.
 16. Attendance at the school is now satisfactory. This is an improvement since the last inspection, when rates were lower than national averages. Pupil exclusion rates are nil. Punctuality is good overall, but some parents consistently bring their children after the designated time. The school monitors attendance carefully and registers are kept efficiently. The improved rate of attendance has a positive effect on learning because pupils attend more regularly and promptly and so miss fewer lessons.

HOW WELL ARE PUPILS TAUGHT?

17. Overall the quality of teaching and learning is satisfactory throughout the school. In Key Stage 1 teaching is satisfactory and across the reception classes it is good. During the inspection, the quality of teaching was satisfactory in 49 per cent of lessons, good in 33 per cent, very good in 16 per cent and unsatisfactory in the remaining one lesson. In Key Stage 1 teaching was stronger in Year 1 classes. Teaching in the mixed Year 1/2 class was always satisfactory and at times good. The recent high level of staff turnover and the number of temporary teachers used have led to inconsistency in teaching and the under-development of pupils' attitudes to learning and conformity to class rules. The previous inspection report judged the quality of teaching to be satisfactory overall and good in the reception. This is a similar picture to that found currently, but the quality of teaching has fluctuated during recent years. Teaching has not substantially improved since the last inspection.
18. Examples of very good teaching were seen in Year 1 and the reception classes. Very good lessons included literacy and numeracy lessons in reception, English, mathematics, science and music in Year 1.
19. The quality of teaching for the children in the reception classes is often good. This consistently high quality of teaching reflects the level of progress in learning that children are making in their early years at school. Teachers and members of the support staff work very closely together to promote learning. They have a clear understanding of the needs of young children and realistically high expectations of achievement and behaviour. They give children challenging and interesting tasks to consolidate and develop their knowledge and understanding. Members of staff use language carefully to develop children's speaking skills. They encourage them to work independently and make choices.
20. In literacy, the quality of teaching is satisfactory in each year group. Two very good lessons were seen in the Year 1 classes. Teachers have a secure knowledge of the literacy strategy. They plan thoroughly, identifying clearly how expectations for different abilities are to be covered. Teachers give clear explanations and set targets for the work to be done. Teachers recognise the primary importance of literacy and create effective links between English and its application to other subjects, such as history and geography.
21. The quality of teaching in numeracy was often good in lessons. The good teaching is linked to teachers' understanding of and effective implementation of the National Numeracy Strategy. Teachers share the purpose of the lesson with pupils and evaluate carefully to see what they have learnt. They and the class assistants give good support to individuals and groups of pupils. The school has recognised the importance of practical work and problem-solving activities.
22. The teaching of pupils with special educational needs is usually good. The early identification of pupils with special educational needs, the tasks provided to meet their individual needs and the effective support from learning assistants and specialist support teachers enable these pupils to

make good progress. At times, they are supported in small withdrawal groups, but more thought is needed for when this takes place. Great care is taken to ensure that pupils with identified special educational needs do make good progress.

23. Teaching is satisfactory for pupils who have English as an additional language, as activities within lessons are broadly matched to their level of needs and language acquisition, and this supports their learning and progress well. They have regular small-group withdrawal times when focused and specific language skills are taught well.
24. In the best lessons, teachers show good subject knowledge, which is passed on to pupils with interest and enthusiasm. This was the case in a Year 1 outdoor science lesson on living things. The purpose of the lesson is shared with pupils and contributes well to their understanding of their own learning. Planning is good, matching the scheme of work and ability of the pupils. Lesson introductions are challenging and require pupils to think and give answers to teachers' questions, for example, in numeracy, where they are expected to explain how they find answers to mental arithmetic problems.
25. As a result of the high teacher turnover several pupils have not acquired adequate learning skills and do not always follow class rules and conventions. Some teachers are now working hard to establish a positive learning environment in their classrooms. Teachers manage pupils very well, but there is inconsistent practice between classes. Consequently, pupils do not know exactly what is expected of them. Part of the present induction process for staff is to ensure that they and pupils have the highest expectations regarding the standards of attainment and attitudes to learning that can be achieved. Teachers' planning usually means that work is matched successfully to pupils' learning needs and that pupils are challenged in their learning. Relationships are good, with most pupils feeling confident and secure with their teachers and support staff.
26. Teachers use resources well to support pupils' learning. Teaching assistants are used effectively in lessons to support individuals or small groups of pupils. They work closely with class teachers and make a good contribution to pupils' learning. Time is not always used well and there are a few occasions when pupils are not purposefully engaged in learning or worthwhile activities. There is a need for greater pace and urgency in some teaching sessions.
27. Teachers mark pupils' work, but this does not always guide pupils in their future learning through constructive and helpful comments. Teachers use the results of marking to plan future lessons as well as the assessments they make of pupils' learning. Homework is satisfactory and used well to support the development of pupils' skills, knowledge and understanding of literacy and numeracy.

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

28. The school provides a satisfactory range of activities, which covers all subjects and is relevant to the age and interest of the pupils. Statutory requirements are met, including the teaching of religious education. The imbalance in the allocation of teaching time to some subjects noted in the previous inspection report has not been fully addressed. Art and design, history, geography and physical education are still among those allotted less than the national average time. The short periods time-tabled for art are having a negative effect upon the standards achieved in this subject. The National Literacy and Numeracy Strategies have been satisfactorily introduced and more time than the national average is spent on literacy lessons. However, these initiatives have not been effective as yet in raising standards at the end of the key stage due to the high level of teacher turnover. The school has recognised the need to improve spelling in particular, to raise standards in written work. The weaknesses in curriculum planning observed at the last inspection have now been addressed. The new national schemes of work for each subject have been adopted and in some cases suitably adapted by the school and usefully form the basis for pupils' learning in each subject.
29. The newly-planned curriculum for the children in the Foundation Stage is closely linked to the nationally recommended six early learning goals for this age group. The teachers and class assistants provide a very caring environment in the three reception classes and daily routines have been firmly established. Good induction procedures are organised and parents are confident about leaving their children, who settle well into school life.

30. At the time of the inspection there were no after-school clubs, but these are planned to start after half-term. They include an appropriate range of interests, including recorder playing, dance and computer studies. Fulham Football Club provides an opportunity for young players to have expert tuition, but parents pay for this activity and it is often over-subscribed. The curriculum is enhanced by visits to local and other sites of special interest, including Leeds Castle and Birdworld, and these are linked to topics being studied in the different year groups. Visitors to the school include theatre groups and instrumentalists, among them a string quartet. Some parents feel that the range of after-school activities is too limited, but in the judgement of the inspection team a satisfactory programme is now planned and underway.
31. The school ensures that all pupils have satisfactorily equal access to the curriculum. In many activities all the children, whatever their ability or knowledge of the English language, are fully involved. However, pupils are withdrawn individually from their classrooms so that they can read to an adult and this sometimes results in them missing an important part of a lesson, which in turn limits their ability to respond well to class activities on their return.
32. Pupils with special educational needs are supported appropriately and the provision for their needs is good. All teachers have useful individual education plans incorporated into their planning for literacy and numeracy lessons. The very effective early identification ensures that the pupils receive relevant and pertinent help early in their school careers. The very good support that they receive from learning-support assistants and specialist teaching enables them to participate fully in school life and to make good progress.
33. Pupils who speak English as an additional language have full access to the curriculum. They also have access to all activities and are supported by the continuous input of language structure and vocabulary by the teacher and learning-support assistants and in withdrawal groups. Staff from the local education authority support services attend the school on a weekly basis to work with the pupils and advise on each pupil's needs. The school has a limited amount of dual language books and this limits progress.
34. The school makes satisfactory provision for pupils' personal, social and health education, and appropriate policies are in place. Some aspects of sex education are covered within science lessons, and the dangers of drug misuse are raised during discussions about making "the right choice" in different situations. Teachers discuss with the pupils in their classes issues such as friendship, helping others and fairness. The warm and constructive relationships that prevail in all areas of the school make a strong contribution to this aspect of the pupils' education. Many aspects of health education are covered in science, including taking care of teeth and a healthy diet. The school nurse has been involved in emphasising the need for pupils to wash their hands carefully, and teachers and classroom assistants carefully remind pupils about the importance of this. Opportunities for pupils to show initiative are under-developed. For example, in art many of the activities are too teacher-directed. However, when given the chance to take responsibility, such as taking the class register to the office, pupils do so willingly and sensibly.
35. The school has established satisfactory links with the local community. As well as pupils visiting the local church as part of their studies, it is used as a venue for the school's harvest festival and Christmas performance. Pupils are involved every year in collecting money and goods for different charities and have sung in aid of 'Help the Aged' in the Ashley Centre. There are active links with local industry and photographic services, which have helped in the production of a school brochure of high quality. A constructive partnership with the junior school to which most pupils transfer at the end of Year 2 is helpful in smoothing their transition. The headteacher appreciates the help and support given to the school not only by local colleagues and the county's education service, but also by the Guildford Diocese.

Spiritual, moral, social and cultural development

36. The overall provision for developing pupils' spiritual, moral, social and cultural awareness is satisfactory. This confirms the findings in the previous inspection. Collective worship is now planned and implemented through a weekly theme such as 'helping'. Stories are read or re-enacted involving the pupils, and the moral message is highlighted through questions. A candle is lit and a brief prayer is shared by all. To create a calm and warm ethos for the assemblies, music is played as pupils enter and exit. However, there are missed opportunities to develop the pupils' cultural awareness. For example, the music is not referred to or used as a stimulus for further

learning. In most classrooms prayers are said daily and in a Year 2 class children take turns in composing and leading the daily prayer. There were few opportunities provided during lessons for developing spiritually within subjects during the inspection.

37. Provision to promote the moral principles that distinguish right from wrong are very evident. Care and support for those with special educational needs are encouraged. The school is very supportive of all pupils, including those from ethnic minority groups. There is a clear behaviour policy and rules are displayed in each classroom. The behaviour rules are not always evident in practice during playtime and lunchtime. Pupils are given rewards to recognise good work and behaviour, which are celebrated in the weekly assembly. Good opportunities during 'circle time' lessons are provided for pupils to discuss matters and establish codes of behaviour, and these positively influence relationships. The school has a clear home and school agreement policy to help reinforce pupils' social and moral development.
38. The school provides a satisfactory range of opportunities for pupils to develop socially. These include pupils showing initiative, taking responsibility as monitors and developing an understanding of working together. They socialise with each other and others as they visit places of interest and participate in social fundraising activities. All adults in the school provide good role models and work positively with pupils to support their development.
39. Through their study of major faiths from the religious education syllabus and in the personal, social and health education lessons pupils learn to respect the beliefs and values of others. There is satisfactory provision for pupils to develop a cultural awareness of other people in the world. For example, the harvest celebration was linked to harvest in Africa. One class based their work on a pupil who had a grandmother living in Jamaica, and had knitted a jumper. Another class discussed and thought about a pupil who comes from China and speaks Cantonese.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school makes good provision for the health, safety and welfare of all pupils. Parents appreciate the continuing provision in this aspect of school life. There are effective procedures for child protection in place. The headteacher is the named person responsible and has a very good understanding of the issues involved. Staff undertake regular training in child protection and have a clear understanding to report any concerns. The school has improved its provision since the last inspection, when child protection was judged to be an area for development. The governing body is appropriately involved in health and safety matters. Regular checks and assessments ensure that the school is a safe place. However, the regular checks made on fire equipment and the boilers are not recorded systematically. This practice is not satisfactory.
41. Procedures for assessment, monitoring and providing guidance for pupils' personal development are good. They are closely linked to the school's good provision for special educational needs and ensure that individual needs of pupils are promptly identified and met. Circle time³ and assemblies are used positively to support personal development. Pupils joining the school in reception are assessed using a standardised baseline test. The information from this assessment is used to provide a clear picture of each pupil's development and needs as they move through the school. Individual pupils are discussed in regular staff meetings and a common approach to concerns is devised. Staff share information effectively with the adjacent junior school when pupils transfer, and liaise promptly if there are concerns about families with children in both schools. Parents are pleased with provision and confident that the school provides a high level of care.
42. Overall, procedures for the assessment of pupils' attainment and progress are satisfactory. These include assessing children's ability soon after they begin school, middle infant screening and national testing at the end of Year 2. A thorough analysis is made of this information both by the assessment co-ordinator and by the appropriate county service. It includes looking for any significant differences in the way in which boys and girls perform. This analysis of assessment data allows the school to make reasonably accurate predictions and to set reliable targets for its end-of-key-stage national test results. In addition, on-going assessment and testing take place during each term and through this pupils' progress towards individual targets is gauged. However, this process is at an early stage of development. The school now has a wealth of information upon which to draw. Already, this has been used well to identify where, with an extra boost, pupils can

³ A session when pupils can discuss their feelings and give their views on various topics.

achieve at a higher level, and extension groups have been formed accordingly. Assessment procedures are not yet sufficiently embedded in curriculum planning, which for many subjects is in its early days, and have not as yet had an adequate effect upon raising standards.

43. The school is effective in assessing on entry to school pupils for whom English is an additional language. Each child's needs are then met through a plan of support. The progress of the child is regularly monitored and evaluated. The school identifies special educational needs at an early stage. Support is then provided appropriately through the judicious deployment of learning-support assistants and the grouping of pupils. Great care is evident in all aspects of the school to ensure that pupils with identified special educational needs play a full part in school life and have access to the full curriculum. The continuous review and evaluation of the provision and progress of each child are very effective in ensuring that the work provided is in relation to the expectations of each child's age group.
44. Procedures for monitoring and promoting good behaviour are satisfactory. Parents are aware of school policies, sign a home/school agreement and are generally pleased with standards achieved. However, the positive strategies identified in the school's policies to promote good behaviour are not applied consistently by staff. This is understandable as the majority of teachers are new to school and the inspection has taken place very early in the school's academic year. Pupils' learning benefits from the care and guidance they receive and they feel secure in school. This promotes a satisfactory quality of learning.
45. Procedures for promoting good attendance and punctuality are effective. Parents are aware of the rules and expectations. Standards have improved since the last inspection report. Registers are kept carefully and monitored daily by the administrative staff. The headteacher greets families most mornings in the playground, sharing news and chatting to parents. This informal contact ensures that concerns are heard immediately and latecomers noticed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents and carers are generally satisfied with the quality of education that the school provides. They feel confident that their children are happy, well cared for and treated with respect. They report that their children are learning suitable attitudes and values, and recognise the school's caring, Christian ethos. Parents report that pupils are encouraged to do their best and they behave well. Most parents feel welcome and comfortable in school. The team broadly agrees with parents on these points. Parents are less pleased with the high level of staff turnover, the annual reports they receive on pupils' progress, homework, extra-curricular activities and some aspects of communication. The inspection team agrees with parents that the difficulties over staffing have adversely affected standards, but finds that provision in the other areas identified is at least satisfactory. The team found that annual reports are of satisfactory quality and give parents a clear view of pupils' achievements and areas for development. The provision for homework and extra-curricular activities is typical of that found in many infants' schools nationally. Overall the information to parents about the school's work is good.
47. The information provided for parents of children with special educational needs about their children's progress is good. They are invited in to share in reviews of individual educational plans and are generally made to feel welcome to discuss their child's progress at any time on a more informal basis. Celebration of the child's progress is acknowledged in weekly assemblies.
48. Parents have good opportunities to come into school to find out how well their children are achieving. They particularly appreciate the opportunity each Friday when there is an open assembly and a chance to visit classrooms at the end of the afternoon. They greatly enjoy these occasions. The school provides a suitable range of consultation meetings and offers an open-door policy to carers who wish to discuss how their children are getting on. The school's links with parents are satisfactory and some elements are good. The quality of communication with parents of children with English as an additional language is satisfactory. Informal discussions with school staff are ongoing and formal meetings are held termly.
49. Parents are very supportive of the school's work and many regularly come into school to support in classes. They help their children with homework, listen to them reading and send them to school with a positive attitude. The significant involvement of parents in school life has a positive effect on learning. There is an active parent/teacher association that supports the school strongly through fundraising and social events. For example, funds raised have been used to provide

computers, a pond and wild area, and play equipment. This strong parental commitment is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The quality of leadership and management is satisfactory. At the time of the inspection the school had recently resolved major staffing difficulties that included an extra-ordinarily high level of staff turnover. Of the eight classroom teachers, five were new to the school and a further two had only just completed their first year of teaching. Over the past few years the amount of staff change has been very high. In addition, the school has been disrupted by the completion of a large building programme. This situation has been during a time when important national educational developments have needed to be implemented. The impact has been to restrict curriculum developments in some areas and other important school improvements. Consequently, the rate of academic improvement in the last two years has been less than the national trend. In addition, as some classes have been taught by several different teachers not all of the pupils have acquired the skills necessary for learning that are expected for their age. It has not been possible to ensure continual improvements in the school. The headteacher is now at an early stage in ensuring a clear educational direction for the school and in the process of establishing a shared sense of purpose amongst all staff. This includes reaffirming the school's ethos, values and high expectations for all the pupils. Virtually all the curriculum co-ordinators are new to their posts. Some inexperienced teachers have been given substantial curriculum responsibility at an early stage of their career. The teachers are enthusiastic and providing good support for the headteacher. However, much of their management responsibilities are at the very early stages of implementation. The school is now at a watershed of development. There are several indications that it is in a good position to make improvements. For example, the organisation and quality of teaching and learning in the reception classes are effective and should provide pupils with a good start to the next stages of their education.
51. A regular pattern of meetings has been established which involve key personnel in various capacities. Through these meetings, the headteacher and governors are kept aware of issues affecting the functioning of the school. The quality of working relationships is good and staff work well together to plan the curriculum. As a result, the school is developing a supportive and effective learning environment appropriate to the needs of all its pupils.
52. Owing to the high proportion of new staff, the school is at early stages of devising and implementing systems to delegate responsibilities for monitoring teaching and the curriculum to the relevant post holders and senior staff. Subsequently, little monitoring of teaching by current staff has taken place. Procedures for monitoring are as yet mostly untested. Co-ordinators intend to monitor the standards achieved through a review of teachers' plans and a scrutiny of pupils' work.
53. The school has responded positively to National Curriculum initiatives, including the literacy and numeracy strategies. A curriculum review has been undertaken, and policies and schemes of work have been revised. The school is at an early stage of analysing pupil performance data and plans to make use of the information to inform target-setting procedures and the tracking of the performance of various cohorts or individual pupils.
54. The school has a good development plan that identifies relevant priorities. The plan has been created through a process of audit and consultation, which results in an action plan for each subject and each area of focus. Targets have been established, the success criteria are declared and progress towards completion is monitored by the headteacher, governors and relevant staff. Budget proposals and staff development initiatives are closely linked to the school development plan.
55. School governors are conscientious in support of the school. They work hard to make sure that the school can function as effectively as possible, particularly with regard to improvement of the premises and environment. The chair of governors meets regularly with the headteacher and together they share a vision for the school. The governing body is properly constituted, and roles and responsibilities are clear. Meetings, which are properly managed and minuted, are regularly held. A variety of sub-committees oversee different aspects of the school's work. These committees ensure that the main governing body is kept informed of their work through regular reporting arrangements. Some individual governors undertake responsibility for specific aspects of the school's work. They visit the school regularly and provide information for the governing body, based on their valuable first-hand observation of the school at work.
56. Governors have a sound understanding of the overall strengths and weaknesses of the school. In addition to information and insight from sub-committees and individuals, the governing body is

kept informed by reports from the headteacher. As a result, governors can contribute to the making of school policy.

57. Financial planning and budget controls are satisfactory. School decisions are supported through careful financial management. This aspect of financial management has been improved through the appointment of a relatively new finance officer. The headteacher and finance officer create a budget profile, which is submitted for scrutiny before being approved by the governing body. Subsequently, the financial sub-committee monitors the budget on a regular basis with support from the headteacher and school administrative staff.
58. The friendly and helpful office staff manage the arrangements for the daily administration and organisation of the school smoothly and efficiently. Appropriate use of technology supports the school arrangements and ensures that accurate information and sound budget advice are easily available via electronic links with the local education authority. Procedures for the management of the budget and other funds are effective and secure. An efficient system ensures that the procurement of goods or services is properly completed and recorded. Best value is sought through a careful scrutiny of suppliers and a tendering process where appropriate. Financial activities are subject to regular external audit, and action to address the auditor's recommendations is initiated promptly.
59. The school ensures that all specific grants, such as those for pupils with special educational needs and those with English as an additional language, are used appropriately to support the intended provision. The funds are related directly to improving pupils' learning.
60. Although the headteacher is the named co-ordinator for special educational needs (SENCO), the role is very well executed by a shared three-way organisation. The responsibilities are clearly demarcated to ensure that provision is implemented and reviewed. The three members of staff meet weekly to evaluate the provision for special educational needs. The learning-support assistants are deployed according to the outcome of the weekly assessments and evaluation meetings. Altogether the teaching and support assistants provide very good leadership, management and implementation of special educational needs in the school.
61. The management of support for those pupils with English as an additional language is good. Each pupil is assessed on entry to school and any identified needs are met through a support plan that is regularly monitored and reviewed.

Staffing

62. The school is appropriately staffed by qualified teachers and support assistants. There is a good balance of age and experience, but for many their length of service within the school is extremely limited. Teachers are effectively deployed to meet the needs of pupils and the curriculum. However, the co-ordinators for both literacy and numeracy are at early stages of their teaching career and need continual support from senior managers to ensure that they fulfil their responsibilities to a high standard. In addition, the school employs well-qualified support staff who are used very effectively to give extra help to pupils in a variety of learning situations.
63. Performance-management arrangements are in line with statutory requirements. A review of the headteacher's performance is complete. Staff development is closely linked to the school development plan, but individual staff also have access to development opportunities identified as part of their personal professional training needs. Arrangements for the induction of new members of staff are at an early stage of being implemented. It is crucial for the long-term development of the school that the governors now focus on ways of retaining staff to provide continuity for school improvement.

Accommodation

64. The accommodation for learning is good and allows for the effective teaching of the National Curriculum. Particular features are the extensive grounds, pond and wild area, which provide an exciting outside learning environment. The new buildings have provided light, spacious rooms for learning and good storage facilities for pupils to access equipment themselves. There is still some work to be completed. The school now has a library and small computer suite in a separate mobile classroom. This provides good accommodation, but is not yet fully used, as older pupils cannot go there without adult support and some teachers are not ensuring that regular teaching sessions are

time-tabled. Nevertheless, the accommodation has undergone significant improvement since the last inspection. The facilities for administrative and teaching staff are poor. The staff room is far too small and there are no appropriate spaces for confidential or sensitive discussions.

Resources

65. Overall the school has satisfactory resources to teach the National Curriculum and religious education. There are good resources for information and communication technology both in classrooms and in a small computer suite. Resources for science are good and support the curriculum well. There is good access to resources, with suitable storage provided. For example, in classrooms storage is often at a low level for pupils to access independently. Classrooms are well organised and teachers use the available space and equipment well. The last report judged resources to be good.

Value for money

66. Taking into account:

- the progress made by pupils and the average standards achieved;
- the satisfactory quality of teaching and learning;
- the good attitudes of the pupils; and
- the satisfactory quality of leadership and management;

the school is judged to give satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards and improve the quality of education the headteacher, staff and governors should

(1) raise the standards achieved in all subjects** by:

- making effective use of assessment information to set individual pupil targets;
- tracking the progress of individual pupils to ensure early support;
- ensuring consistently high expectation for the achievement of all pupils;
- ensuring that a positive ethos for learning exists in all classrooms;
- providing support and training for the co-ordinators of English, mathematics and science;
- increasing the amount of teaching time given to art and design, history, geography and physical education;

(paragraphs: 2, 3, 28, 42, 50, 62, 86, 87, 90, 94, 98, 99, 109, 117, 121, 139)

(2) ensure a consistently high quality of teaching and learning throughout the school by:

- strengthening the effectiveness of monitoring by the senior managers;
- sharing the good practice that already exists in school;
- providing a sustained programme of induction and support for staff new to the school;
- raising the expectations for the positive response of pupils in and around school;
- rigorously monitoring pupils' attitudes to learning;

(paragraphs: 10, 12, 17, 25, 91, 97, 1101)

(3) develop procedures to ensure that the school's policies and practice are fully understood by all, and implemented consistently throughout the school** by:

- strengthening the corporate vision of the school;
- undertaking a programme of daily monitoring by a senior member of staff;
- ensuring that all who work in the school contribute to regular evaluations;

(paragraphs: 50, 52)

(4) focus on improving staff retention by:

- providing a forum in which staff needs are discussed and positively considered;
- liaising with the local education authority and diocese to improve the accommodation to enhance the provision for administration and management roles.

(paragraphs: 50, 63)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Governors may consider including the following less important issues in their action plan.

- Reviewing the programme of withdrawing pupils from lessons so that they do not miss key aspects of learning and the introduction of new topics.
- Providing appropriate indoor gymnastic equipment for pupils of infant age.
- Reviewing the amount of time allocated to each subject.

(paragraphs: 28, 31,138)

** Already identified in the school's development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	14	21	1	0	0
Percentage	0	16	33	49	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	224
Number of full-time pupils known to be eligible for free school meals	10

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	39	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	35	32	35
	Total	62	59	62
Percentage of pupils at NC level 2 or above	School	90 (90)	86 (80)	90 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	26	24
	Girls	36	36	24
	Total	64	62	48
Percentage of pupils at NC level 2 or above	School	93 (88)	90 (100)	70 (96)
	National	85 (82)	89 (86)	89 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	1
Chinese	1
White	136
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	21.6
Average class size	25.6

Education support staff: YR – Y2

Total number of education support staff	9.0
Total aggregate hours worked per week	182

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	415,573
Total expenditure	402,082
Expenditure per pupil	1,962
Balance brought forward from previous year	23,309
Balance carried forward to next year	36,800

Recruitment of teachers

Number of teachers who left the school during the last two years	8.4
Number of teachers appointed to the school during the last two years	9.0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	1	1	0
My child is making good progress in school.	34	50	7	3	6
Behaviour in the school is good.	45	46	5	2	2
My child gets the right amount of work to do at home.	25	43	24	3	5
The teaching is good.	39	50	5	3	3
I am kept well informed about how my child is getting on.	18	50	25	4	3
I would feel comfortable about approaching the school with questions or a problem.	48	37	8	1	6
The school expects my child to work hard and achieve his or her best.	43	46	7	0	4
The school works closely with parents.	25	46	22	5	2
The school is well led and managed.	40	39	14	4	3
The school is helping my child become mature and responsible.	42	46	4	1	7
The school provides an interesting range of activities outside lessons.	0	22	35	28	12

Other issues raised by parents

Parents expressed their concern at the number of staff who had left recently. They feel that the high teacher turnover has adversely affected pupils' attainment and contentment at school.

Some parents felt that the introduction of the mixed-age class was not implemented very well. This has caused stress and concern for many parents.

The only male teacher had left; parents were disappointed that the male role model was lost.

A young teacher was not supported adequately in school and this led to her resignation.

Teachers work very hard to support the children.

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

68. The 89 children in the Foundation Stage are taught in three reception classes. At the time of the inspection 48 of the children were still attending part-time. All children are admitted into the reception classes in September when they are four years of age. The older children start full-time education, whilst the younger ones attend part-time until Christmas. Most have benefited from attendance at a range of pre-school playgroups and nurseries, but a minority still have poor social skills on entry. The classrooms are sufficiently large for the number of children and are enhanced by an appropriate, secure outside play area.

All three teaching staff, and some of the classroom assistants, are new to the school. The new co-ordinator for the Foundation Stage has very good management skills. Already, she has worked hard to establish effective systems and to build a strong Foundation Stage team which will support the children's learning. She leads by example through very good teaching in her own classroom. All the staff have been involved in improving curriculum planning and providing children with good learning experiences. All classrooms are well-organised, with resources carefully labelled, and are set out in a way that stimulates children's interest and desire to learn. Many interesting activities are planned and organised. As at the time of the last inspection, overall attainment on entry was 'average'. Although a significant number of children are of well above average ability, others are less experienced and confident when they start school. Testing of the children's attainment on entry has been completed recently. There is a similar picture now. Results provide good benchmarks from which the staff can plan appropriate work for children of a range of abilities. Good assessment procedures allow staff to record and track individual children's development and gauge progress over the year. Children with special educational needs receive good support in the classrooms and make good progress, often at a brisk pace. Those for whom English is an additional language are treated sensitively and are well-integrated into classroom activities. Children already make good gains in all six areas of the Foundation Stage curriculum, except physical and creative development, where teaching and learning are satisfactory. Overall, at this early stage in the school year most children are on course to achieve the expectations in all six areas of learning, and in some cases exceed this standard, by the end of the Foundation Stage.

70. In the intervening years since the last inspection, staffing problems have resulted in a dip in the quality of teaching and learning and consequently, on the standards achieved by the children throughout the school. However, the good teaching observed at the time of the last inspection is now firmly in place again and most aspects of planning work well. Nevertheless, some aspects of teaching across the three classes are inconsistent and planning is not always implemented in the same highly effective way. Generally, classroom assistants are deployed well and in most lessons and activities give good support. However, their role in supporting learning when supervising outside activities is not yet fully developed. These aspects have been recognised by the school as areas for improvement.

Personal, social and emotional development

71. Teaching and learning in the area are good and children's personal development is likely to exceed expectations by the time enter Year 1. In the three reception classes, children enjoy their learning activities and the majority sustain good concentration. The school places a strong emphasis on building positive relationships with parents before their children start school and has developed a good induction programme. This results in parents feeling confident about placing children in the school and children settle well to their new environment. The teachers and their classroom assistants are effective in creating a caring and interesting environment in which children develop good attitudes to learning and quickly understand routines and the structure of the day. The children are very secure and satisfy their natural curiosity by confidently looking, touching and questioning. For example, a small group of children wanted to know a visiting inspector's name and what she was doing in their classroom. In return, they responded very well to questions inspectors asked them, willingly showing their work and talking about what they were doing.
72. Good attention is paid to developing children's personal and social skills through a wide range of opportunities to play and learn together, and children show a growing independence when not the

focus of an adult's attention. For example, some can operate a tape recorder themselves when selecting, playing and listening to a story tape or use a simple program on the class computer.

73. Relationships between staff and children are very good. The adults in each class work together well, providing children with good role models on which to base their own contacts with one another. Consequently, the children work effectively with their classmates when, for example, engaged in role play or sharing time on the computer. Due to good classroom management and organisation, children's attitudes to their work are generally good, as is the behaviour of the great majority.

Communication, language and literacy

74. Children's speaking, listening and reading skills are taught well and their learning is good. The standards achieved are often better than expected for their age. Nearly all the children are confident speakers and many listen well, although some find listening for any length of time more difficult. Children are learning to take turns in conversation, although their eagerness to answer their teacher's questions sometimes makes this hard. Most children respond in clearly-spoken, well-formed sentences and have interesting ideas. For example, when answering questions about a balloon mentioned in a story, one child answered, "If you put a pin in the balloon it will bang". Many activities led by adults are effective and give children opportunities to talk and share their knowledge. However, too few opportunities are taken to encourage a richer language of communication, for example, in role-play or to talk to children about what they have been doing in other activities.
75. The teachers make good use of elements of the National Literacy Strategy and often start a lesson by looking at a big book together with their classes. In this enjoyable way children are being introduced to the way in which a book is written and illustrated, as well as being given an opportunity to talk about a story as it unfolds. Additionally, groups of simple words, such as those ending in "at", are introduced and this helps children develop suitable spelling and reading skills for their age. Some children know most letter names and sounds, and recognise familiar words on sight because they practise them in class and at home. Tape recorders are used well to promote children's listening and reading skills. Children take part in the home/school reading scheme and take books home on a regular basis to share with their parents. This makes a valuable contribution to their learning.
76. Teaching places a good emphasis on developing children's handwriting skills. Consequently, most children are beginning to form letters correctly and many can already use a cursive style to write their own names on pieces of work. Role-play situations usefully promote writing skills and, for example, children are ready to have a go at making a written note of an imaginary telephone message received in an "office" area.

Mathematical development

77. Overall, mathematics is well taught and the children make good progress in this area of the curriculum. Most children are likely to achieve standards that are above expectations. There is a suitable promotion of numeracy in all classes through, for example, displays of numbers and objects for pupils to count. Counting is made fun through number songs and rhymes in which the pupils join in enthusiastically. There are useful on-going counting activities, such as hanging out washing on a line in the outside area. In the best lessons, the teacher organises a wide range of number activities closely linked to the initial whole-class input. These tasks include printing an ascending number of petals on a row of flowers, number puzzles and pattern making with pegs and plastic cubes which link together. A well-matched number-recognition program is used on the computer. In other lessons, good introductory sessions by the teacher are not always sufficiently extended with individuals and groups, and opportunities are missed to build on and further extend the children's learning.
78. Most children work confidently with numbers up to ten when, for example, counting coloured spots they stick on the outlines of cows. Many count on further towards 20 and some are proud to show that they can go on well beyond this number. Children are beginning to have an idea about simple addition; for instance "counting on one". Current planning shows that, earlier in the term, work on two-dimensional and three-dimensional shapes has been introduced, together with words which children can use to describe and compare the weight and size of objects, such as "lighter" and "smaller".

Knowledge and understanding of the world

79. Many children enter the school with a good, basic general knowledge. Teaching is good and builds well on what they already know. By the end of the Foundation Stage pupils are likely to exceed expectations. A significant number of children use a simple computer program unaided. Many confidently use the mouse to move the cursor and “click on” to achieve a correct selection of items on the screen. Children’s attainment and progress in this aspect are particularly strong and not only reflect the good access that many children have to computers at home, but also the good teaching in classrooms and the computer room.
80. The children enjoy playing with a wide range of construction kits and are keen to talk to an adult about what they have made. They are curious about how different toys or equipment work. Children show an interest in making things out of other materials; for instance, painted models made out of boxes, telescopes and binoculars from rolled up paper and colourful card mobiles decorated with buttons and brightly-coloured scraps. Through these activities children develop their skills in joining and sticking different materials together.
81. During news and circle times, pupils are encouraged to talk about present events in their lives, for example, the birth of a new baby in the family. As the inspection took place so early in the term this work has not yet been extended to finding out about the past and looking at the local environment. However, these aspects are well covered in future planning.

Physical and creative development

82. Teaching and learning in relation to physical and creative development are sound. Children are likely to achieve the early learning goals by the time they leave the Foundation Stage. During the inspection no physical education lessons were time-tabled in the hall or playground area. Children have only limited opportunities during their first half-term in the school to use small and large apparatus and equipment or to control and develop their physical movements. The important contribution that undressing and dressing make to children’s personal development is not sufficiently in place. During reception-class playtimes, the children have plenty of room in which to run and many enjoy themselves in a lively way. Children use the climbing frame confidently and know when it is their turn to use it. The classroom assistants on duty provide a caring environment, but opportunities are missed to introduce and play games and in this way involve all children in a full range of physical activities.
83. The role-play areas provided in all three classes do not sufficiently encourage high-quality improvisation. However, several children enjoyed playing “house” and one politely offered an inspector a cup of tea.
84. Children take great care when colouring in pictures. Most are appropriately skilled in using simple tools such as scissors and glue spreaders. Many have developed good pencil control and can write their own name with reasonable accuracy in a cursive style. In all three classes, the pupils have satisfactory opportunities to paint and draw. No music lessons were seen during the inspection, but children know a range of well-known songs and sing these enthusiastically. Planning shows that there are opportunities for children to play different musical instruments.

ENGLISH

85. By the age of seven the majority of pupils achieve standards which are similar to those of children of the same age nationally. These findings are broadly in agreement with the standards observed during the last inspection, but the rate of progress is now satisfactory rather than good. Due to the effective support they receive from teachers and support staff, pupils with special educational needs, and those who use English as an additional language, make good progress in their learning.
86. In reading, the results of the national tests in 2001 reflect these standards and are similar to those in most other primary schools. In writing, they are below the national average. Compared to the results for schools with pupils of a similar background, standards in reading are below average and those for writing are well below average. The proportion of pupils achieving the higher Level 3 is above average in reading, but below average in writing. However, overall standards are not sufficiently high. The school has not maintained the strengths in reading and writing observed

during the last inspection. This is due in part to the staffing difficulties that it has encountered in the intervening years. At the time of the last inspection the quality of teaching was good, but it is now satisfactory with some good features. This leads to pupils making satisfactory gains in all aspects of the subject, but not to raising standards to the highest level possible. As a key priority, the school has taken steps to improve standards in written work, and the National Literacy Strategy is now satisfactorily in place throughout the key stage. The actions taken have not yet had a measurable effect on raising standards. Many teachers make effective links between aspects of English and its application to other subjects, including history and geography.

87. Most pupils are very confident in speaking and willingly contribute their ideas to class discussion. Teachers pitch their questions carefully. They are warm in their acceptance of pupils' answers and make sure that their responses are valued. This builds up pupils' confidence and gives them the security to express their ideas. Many pupils can articulate their views well. They draw on a wide vocabulary to express their thoughts and feelings effectively and articulately. The majority of pupils listen carefully to their teachers and follow spoken instructions accurately. However, a significant number of pupils are keener to speak than to listen and find it difficult to concentrate for long, especially when asked to listen to the ideas of other pupils. At times this causes disruption to learning. In 'circle time' the curriculum now provides good opportunities for pupils not only to express their feelings and views but also to practise the skill of listening to others. In addition, the introduction of the National Literacy Strategy has helped the teachers to provide more opportunities for routine discussions about the text of shared books. These activities also develop pupils' ability to listen more carefully to the views of others.
88. In both year groups there is a wide variation in pupils' reading ability. However, by the end of Year 2 standards in reading are close to the national average, judged both by the pupils' performance in national tests and by the evidence from this inspection. In this aspect of the English curriculum the satisfactory progress that has been maintained during recent staffing instability is partly the result of the good partnership the school has with parents. At home many parents hear their children read on a regular basis and the home-school reading record is useful in enabling them to be closely involved in this aspect of their children's learning. The introduction of the National Literacy Strategy, which the school has adapted to suit its own needs, has provided ways of extending opportunities to stimulate pupils' interest in books and their understanding about how authors and illustrators work. The shared use of a variety of books provides opportunities for pupils to summarise story events, predict what might happen and talk about the feelings and actions of the characters concerned. Higher-attaining pupils in Year 2 read fluently and know the conventions of speech bubbles, punctuation and paragraphs. They make responses about the story by referring back to the text. They have a good understanding of the difference between fact and fantasy. Average pupils recognise familiar words easily. They tackle new words mainly through sounding out the letters, which they are taught to do from their first year in the school. They, too, talk about the story and answer simple questions about the characters and events. However, some pupils are at an early stage in the reading process and have few strategies with which to attempt unknown words. There is an adequate number of reading books in the school, but at present the reference library is rather inaccessible and does not sufficiently support pupils' reference skills.
89. Pupils' attainment in writing is below the national expectation for seven-year-olds. The language the pupils use in their writing lacks the thought and liveliness that teaching introduces to them in reading and which their own spoken language displays. Work is well presented, with all pupils encouraged and able to join letters from the start. Higher attainers know the conventions of capital letters and full stops and are developing an increasing confidence in the use of punctuation, but many other pupils are unsure of their use. The spelling of simple, common words is often accurate and that of more complex unfamiliar words often plausible and understandable; for example, "frens" for "friends". Simple dictionary skills are developing and pupils build up a bank of words they want to use themselves. Pupils are taught how to construct stories with a beginning, middle and end, but their writing skills are slow and they do not complete a sufficient quantity or quality of work within a given time. Pupils' writing skills do not sufficiently support other areas of the curriculum. The school has recognised the need to improve standards in written work and has introduced an extended writing session each week. A system whereby pupils learn lists of words appropriate for their age has been introduced and these are taken home so that pupils can practise spelling skills with their parents. Word-processing facilities are not routinely used to draft and edit pupils' work in writing lessons.
90. Overall, the quality of teaching is satisfactory but not as good as that identified during the last inspection. Teachers generally plan their lessons well, provide suitable resources and match tasks

to the needs of groups of pupils. However, teaching is variable within year groups and reflects an inconsistency in implementing the carefully structured planning for parallel classes. In the best lessons imaginative strategies, such as a hand puppet and a fairy wand used as a pointer, keep pupils well motivated and interested during class sessions. Classroom management is very good and tangible class rewards result in pupils' desire to behave well and work hard. Clear explanations are given about follow-up work, and groups of pupils are given activities matched to their different abilities. In such lessons there are few problems with behaviour. In most lessons the initial class session goes well, and teachers introduce pupils to a range of texts and draw their attention to features of language to enrich their own speaking and writing. Group work leads on satisfactorily from the initial input but does not always reflect the quality of the initial session. There is little rigour about completing work, and teachers' expectations, particularly of more-able pupils, are not sufficiently high. In all lessons, learning-support assistants are well deployed and give effective support to individuals and groups of pupils, and this enables them to make good progress towards their targets. Teachers are so keen to improve standards in reading that they allow pupils to be withdrawn from the classroom for individual support. Whilst this is appropriate at some times during the day, it means that pupils can miss the initial part of a lesson and on their return find it difficult to catch up with the rest of the class.

91. Pupils usually respond well, work productively and make good progress when given a variety of stimulating tasks that demands their careful attention and which capture and hold their interest. For example, the pupils in one Year 1 class enjoyed holding up letters which when put into the correct order spelled out a simple word such as "cat". The participants were very enthusiastic about doing this correctly and the rest of the class was eager to offer advice. In the same lesson there was great excitement when the pupils found that some words in the big book they were sharing had been covered up and that they would have to suggest suitable words of their own. Overall, pupils' behaviour is satisfactory. In less successful lessons some pupils do not show sufficient self-control and independence, especially when not the direct focus of an adult. This is partly due to most teachers being new to the school, their lack of classroom management skills and at times their inability to fully motivate pupils. The pupils' under-developed learning skills are also due to insufficient grounding in expected behaviour and response in lessons when the school was experiencing difficulties in staffing.
92. The newly-appointed subject co-ordinator has taken over many examples of good practice from her predecessor. She has been given a clear idea of the strengths and weaknesses in pupils' attainment, but so far has had no opportunity to monitor and evaluate the work in colleagues' classrooms. A detailed analysis has been made of the school's performance and of pupils' attainment from year to year. This has been valuable in enabling the school to target areas of weakness and plan for improvement. In recent years the school has met the targets set for it with regard to national test results at the end of Year 2 and, again, has increased these for the year 2002. Individual pupils' progress is tracked from entry and targets are set for them to meet by the end of the key stage. The oldest pupils know their targets and are working towards them. Information about individual pupils is also used to identify and provide support for those needing extra help or a boost toward the next level of attainment.

MATHEMATICS

93. The results of national tests taken by pupils at the end of Key Stage 1 in 2001 show that standards were close to the national average. The proportion achieving the higher level was above that found nationally. However, performance was below average when compared with the results achieved by schools with pupils from similar backgrounds and this indicates that pupils' achievement is unsatisfactory in relation to their attainment on entry to the school. Overall, present levels of attainment are not sufficiently high. The results of tests from 1998 to 2000 represented a good annual improvement, although attainment dipped significantly in 2001. This is due mostly to major staffing difficulties and a greater proportion of pupils with special educational needs in the year group. There is no significant overall difference between the attainment of boys and girls, but the school has identified a level of under-achievement by more-able girls. The number of pupils from minority ethnic groups is too small to identify any trends in attainment, but school data suggests that they perform to the expectations indicated by their level of language acquisition and prior attainment. The same overall level of attainment was found at the last inspection and subsequent improvements have not been maintained. Most pupils identified as having special educational needs make good progress and achieve well.

94. Evidence from a scrutiny of pupils' work shows that standards by the age of seven are average and confirms the 2001 test results. The proportion of pupils achieving the higher grades has improved since the last inspection. The improved standards for the higher-attaining pupils are due to carefully-planned lessons with work set to challenge the more able and the use made of grouping pupils in ability sets for some of the lessons. Also teachers are now ensuring more emphasis on mental arithmetic, discussions of how to solve mathematical problems through practical work and using correct mathematical language. This is leading to the higher levels being achieved.
95. By the age of seven, most pupils count confidently to 100 in steps of two, five and ten and have a good understanding of place value to 100. They complete grids accurately with missing numbers to 100. Lower-attaining pupils have difficulty counting in tens and are not confident when sequencing and using number patterns up to 100. Most pupils are familiar with mathematical operations and use the vocabulary associated with them confidently. For example, most know that multiplication is 'repeated addition' and division means 'sharing'. In a Year 2 class pupils were confidently counting in fours, and the higher-attaining pupils successfully reached 40. They use signs correctly to write number sentences and then make up number stories, which they clearly explain to others in the class. Most pupils have sound mental arithmetic skills and are confident in recognising odd and even numbers. The majority of pupils know the names of common two- and three-dimensional shapes, and recognise and use coins up to one pound in shopping activities. Most understand simple bar charts and can explain their findings. Throughout the key stage, emphasis is placed on providing interesting practical activities such as cutting out and labelling two-dimensional shapes, seen in a Year 1 lesson.
96. Overall, the quality of teaching and learning is satisfactory. During the inspection it was consistently satisfactory and often good. One very good lesson was seen in Year 1 when pupils made and learnt about symmetrical patterns and two-dimensional shapes. The teacher had very high expectations of what could be achieved and provided exciting resources that motivated the class and ensured that they worked hard throughout the session. Teachers have a sound knowledge and understanding of numeracy and teach the basic skills well. Lessons are carefully planned to ensure that tasks are challenging and appropriate to the needs of different groups within the class. Teachers usually share learning intentions with pupils well so that they understand what they will be learning. Lessons usually begin with a mental activity which makes pupils think about mathematical concepts. The main activity is then introduced. The most effective lessons proceed at a brisk pace providing good motivation and interest so that pupils approach the tasks enthusiastically and maintain their concentration. In a few satisfactory lessons teachers did not have sufficiently high expectations about what could be achieved in the session and the pace of work dropped and some pupils became restless. However, most pupils respond well so that behaviour is usually good. Owing to the recent high level of teacher turnover many pupils have not acquired the learning skills which ensure that they work at a good pace and show high levels of concentration and persistence. Several teachers are still having to work hard in order to establish their class rules and conventions. Although pupils are enthusiastic, there is still frequently too much calling out of turn, fidgeting during discussions and unsatisfactory presentation of work. Lessons are usually purposeful, focused and well organised, with resources used well to support and extend pupils' learning. Lessons usually end with a review of what has been learnt when pupils are given the opportunity to explain their learning. Teachers ensure that pupils use correct mathematical words and terms, and this extends their understanding and vocabulary.
97. The co-ordinator for mathematics is newly appointed. She is very enthusiastic and knowledgeable, and has already helped to produce an action plan for future developments and undertaken an audit of resources. Due to the timing of the inspection she has not yet monitored the quality of colleagues' planning or the standards of work being achieved by pupils, but this is planned for later in the term. The school is just beginning to monitor assessment data to look for weaknesses so that these can be addressed. Teachers have been well trained in the requirements of the National Numeracy Strategy and this is becoming firmly embedded. The mathematics curriculum is well planned so that pupils have the opportunity to extend their knowledge, skills and understanding through a range of practical activities. Teachers plan carefully together in year groups to ensure that pupils in similar-aged classes have a comparable range of learning activities.

SCIENCE

98. The results of the 2001 Key Stage 1 teacher assessments indicate that pupils' achievements in science were unsatisfactory by the end of the key stage. The percentage of pupils attaining Level 2 and above shows that attainment was well below both the national average and the average of

similar schools. This shows a decline in standards since the previous inspection report. The percentage of pupils attaining Level 3 shows that attainment was above the national average and broadly in line with the average attainment of similar schools. This shows some improvement on the findings in the previous inspection relating to the need to address the attainment of the more able pupils. During this inspection the work seen both in lessons and in displays reflects that standards of attainment are in line with expectations for this stage of the academic year. Consequently, standards now are higher than those indicated in the previous assessment results. This is mostly due to the thoughtful lesson planning and a greater emphasis on practical investigations.

99. Throughout the school there are many opportunities for pupils to explore and begin to understand the world about them. Year 1 pupils study a topic on healthy eating, and Year 2 study a topic on animals and babies to show changes in growth. The work of the pupils is reflected in displays around the school. There is informative work on *Miss Fats* and *Mr Protein*, skeletons and body labels, table-top autumn artefacts with magnifying glasses, prints of autumn fruits, different type of exercise, and animals and their young. Children are motivated, confident and articulate in discussing their current and previous work. By the end of Year 2 they are able to investigate, hypothesise, justify and record their findings. They can relate their learning to their own lives and experiences.
100. The quality of teaching is satisfactory overall and sometimes good. Teaching and learning are good when pupils are given opportunities to investigate, think and decide for themselves. An example of this was seen in a lesson on investigating living and non-living things, where children were taken outside with a chart and an agreed checklist of criteria to explore and investigate and to record their findings. This led to some very scientific language and some interesting discussions on whether leaves are living or non-living when they are on trees or on the ground, and whether the sun is living as it moves. Learning was less effective when pupils were given worksheets and books, and the pace of the lesson was too slow. The marking of worksheets is not always useful as it does not include confirmation of the learning or comments on how the learning could be improved. Teachers do not sufficiently increase pupils' progress by planning for outcomes from higher levels of the National Curriculum for the more able pupils and by asking challenging questions. As part of the school's commitment to improve pupils' writing, attention should be given to introducing models of writing that encourage them to record their scientific learning more independently and in ways that reflect their growing skills and understanding.
101. Most pupils are well behaved and show good attitudes to their work. Pupils are articulate in explaining their work and most maintain concentration well. They usually make a sustained effort, but several still do not consistently conform to class rules and conventions. Pupils who have special educational needs are supported well by the teaching assistants and this ensures pupils make good progress.
102. The school has a useful policy for science. Resources are good and support the policy. The national science guidance forms the basis of the topic approach to implement science. Planning indicates that, although interesting activities are planned around current topics, there is an over-emphasis on teacher-led activities and insufficient opportunity for pupils to conduct practical investigations. An over-use of worksheets results in limiting the pupils' skills in recording investigations. After each block of work is taught the pupils are assessed. Too little analysis is undertaken of the national test results. There is insufficient focus on raising attainment by an analysis of results as part of the science monitoring procedures.
103. There is a new science co-ordinator. She has helped to write an action plan to improve the standards in science and to monitor the subject through planning, work sampling and observing lessons. This action plan has yet to be systematically implemented with clear measurable targets to raise the proportion of pupils attaining Level 2 and above to above national averages. The school has the capacity to enable pupils to achieve very high standards and should set itself challenging, measurable targets to ensure that success is a long-term feature.

ART AND DESIGN

104. Standards in art at the end of Year 2 are broadly similar to those found in most schools and in line with those observed in the last inspection. Only one art lesson was observed during the inspection and it is not possible to make judgements about the overall standards of teaching and learning.

105. Work on display shows that pupils' work is often too teacher-directed and does not allow them the freedom to express their own ideas or to choose from a suitable variety of materials. Work of this nature includes screwed-up tissue paper representations of national flowers and daffodils with identical egg-box section trumpets. However, the work in the entrance hall inspired by study of the Impressionists, and completed by previous Year 2 pupils, shows quality and originality. An introduction to a good breadth of printing skills and techniques is evident in another display. There are few examples of close observational work, but in one Year 1 class the pupils had produced reasonable small drawings of fruit and vegetables as part of their topic on healthy living. In another class, the pupils had made some good collages depicting owls, using feathers, layered tissue paper and crayons to achieve a good effect.
106. The school has adopted the national guidelines for the subject and, as suggested in this, pupils have been drawing and painting self-portraits. In the one lesson seen, the teacher made good references to similar work by well-known artists, including *Van Gogh* and *Rembrandt*. However, pupils had no opportunity to mix the paint for themselves, as their teacher had prepared it beforehand, and this resulted in a poor match of colour to their different skin tones. Pupils enjoyed the lesson and carefully used the equipment provided. They were mindful about wearing aprons to protect their clothes.
107. Artwork is used in support of several areas of the curriculum, including mathematics, and drawings are often used to illustrate pupils' writing. However, in Key Stage 1 insufficient use is made of information and communication technology to produce colourful patterns and pictures using an appropriate program.
108. Art lessons are short and the weekly time allocation to the subject is small. Overall, there is insufficient time to allow pupils to explore for themselves the use of different skills, techniques and materials to an appropriate extent. A new co-ordinator for the subject has been appointed, but as yet she has had little opportunity to establish good practice, and ensure a progression in skills across the school. She recognises that improvement is needed in this subject in order to raise standards higher.

DESIGN AND TECHNOLOGY

109. Pupils by the age of seven attain standards in design and technology that are broadly in line with national expectations. Standards achieved at the last inspection have therefore been maintained, but not improved. There is no significant difference between the attainment of boys and girls, or that of pupils of differing abilities or backgrounds. Consequently, the more-able pupils are not being sufficiently challenged to achieve the highest possible standards. Displays around the school show that pupils in Year 1 can write out instructions for making musical instruments before making them. In Year 2 classes pupils have used reclaimed materials to construct their designs. Most pupils are able to talk confidently about their work. Throughout the school pupils competently use scissors, glue, simple tools and equipment in their work. A good development has been the use of construction kits and information and communication technology programs such as 'Jigsaw Sid' and 'Sammy Snake sequencing' to support their learning.
110. During the inspection it was possible to observe only one lesson of design and technology because of the way in which class timetables and the curriculum are organised. In this lesson pupils designed a sandwich face and then made it using bread, carrots, cucumber, tomatoes and lettuce. The pupils were encouraged to evaluate what they had made, comparing it to their original design. The evaluation was quite challenging for some pupils and provided a good learning opportunity. Teachers plan the curriculum using topics recommended from the Qualifications and Curriculum Authority guidance materials.
111. Using a range of evidence such as teachers' planning and assessments, displays, samples of pupils' work, interviews with staff and discussions with pupils, it is possible to judge that teaching is satisfactory. During the lesson seen pupils were enthusiastic and responded well to questions about their work.
112. There are adequate resources to teach design and technology, but the construction material is not sufficient to ensure that pupils are always suitably challenged. The school has a design and technology policy that was agreed in May 1998. There is a newly-appointed co-ordinator for the subject, but she has not had sufficient time to influence standards across the school. She has

devised a clear action plan to develop the subject to raise achievement, to monitor and to create a portfolio of annotated work.

GEOGRAPHY

113. It was only possible to observe one geography lesson in Year 1 during the inspection. Consequently, it is not possible to judge the quality of teaching or learning throughout the school. In addition, because the inspection took place so early in the academic year, there were very few examples of pupils' work on display or available for scrutiny. However, evidence obtained from other sources, such as teachers' planning and discussions with pupils, shows that attainment is close to average by the time pupils reach the age of seven. This represents a similar picture to standards reported during the last inspection. By the time pupils leave school, they show confidence in differentiating physical and human features and appreciate the reasons for differences found in contrasting environments. Pupils of all ability, including those with special educational needs, make satisfactory progress due to detailed lesson planning and curriculum organisation.
114. Pupils gain experience in using maps to locate places in and around their school and the local area. From their walk around Epsom, Year 1 pupils were able to discuss the different features in the environment, such as types of buildings, road layouts, a park, shops and other buildings and note their uses. They walked to a post box to post a letter they had written. They also share the first-hand knowledge of pupils who have experienced travel to different parts of the world and extend their knowledge and understanding of how climatic and other factors affect people's lives.
115. Although there is insufficient evidence to make an overall judgement on the quality of geography teaching in the school, in the one Year 1 lesson observed during the inspection, the quality of teaching was good and pupils achieved well. The teacher had clear expectations of what pupils had to do and set suitably focused tasks of recording and drawing pictures from photographs she had taken of their walk. Through selective questioning and prompts, pupils began to recall the recent walk and the key features of the environment. The lesson was well planned and pupils' learning was skilfully supported by the class learning assistant who made timely interventions when some pupils lost their concentration.
116. The co-ordinator is new to her role. She has a clear vision for the development of the subject. The school has adopted a scheme of work based on National Curriculum guidance and planned the topics to be taught during each year. The topics are taught on a two-year programme to ensure that the pupils in the mixed-age class can adequately cover all the work. The time allocated to geography is minimal and the topics are not covered in sufficient depth. Resources have recently been increased. The Internet is now beginning to be used to enhance the teaching of geography. However, the computer resources available are limited.

HISTORY

117. During the inspection, only two lessons of history were observed and consequently it is not possible to make judgements about the quality of teaching and learning throughout the school. In addition, because the inspection took place so early in the academic year there were very few examples of pupils' work on display or available for scrutiny. Evidence about pupils' attainment was gathered from reviewing teachers' planning documents and by talking to teachers and pupils. The standard of attainment is close to national expectations for pupils of a similar age. Most pupils, including those with special educational needs, achieve well. The standards reported at the previous inspection have been maintained; improvement in the subject has been satisfactory.
118. Pupils develop an awareness of time scale by comparing the past and the present. For example, they compare the experiences of their parents and grandparents when they were children, with their own experiences. In their project on comparing current seaside holidays to those in Edwardian times, they discuss the differences between then and now and examine a range of resources. They understand that things and circumstances change over time and know some of the reasons why people acted the way they did.
119. Pupils make satisfactory progress. From a simple understanding of the passing of time, through changes in the life of familiar adults, family and themselves, pupils can sequence some major events in history. They gain confidence in the use of different sources such as photographs and artefacts in reconstructing historical events. Pupils enjoy history. They are keen to share their knowledge of the lives and experiences of their parents and grandparents with their teacher and the class.

120. There is insufficient evidence to judge the quality of history teaching and learning throughout the school. Teachers plan according to government-approved schemes, although the suggested time allocations are often squeezed because of pressure to meet other requirements in literacy and numeracy. The past staffing difficulties have resulted in many pupils having learning skills that are less developed than expected for their age. This has resulted in an insufficient degree of independent research by older and more-able pupils in Year 2, in which they are asked to explore more searching historical questions. Sometimes, pupils' written work is also limited in scope and nature. During the lessons observed, teaching was satisfactory and pupils worked co-operatively in pairs and groups, and showed respect for resources used.
121. The subject co-ordinator is new to the role, but areas for improvement have been planned. The quantity and quality of resources are adequate for the teaching of the history.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. The standards pupils achieve by the age of seven in information and communication technology are in line with expectations. This is similar to the judgements made at the time of the last inspection. There is no significant difference between the attainment of boys or girls or pupils with English as an additional language.
123. Since the previous inspection the school has made considerable investment in new computer facilities and other information technology applications. A computer suite has been established in the library to enable groups of pupils to develop specific skills in information and communication technology or to research on the Internet. There are website pages displayed to support their learning in all subjects. Classes are time-tabled to regularly use this resource. In addition each classroom has a computer that is also linked to the Internet.
124. During the inspection only a few groups were seen to use the information and communication technology suite and it is therefore not possible to judge the quality of teaching across the school. The teaching observed was satisfactory and pupils gained confidence in their use of a computer. Pupils said that they did not get to use the computers in their classrooms very often. This appeared to reflect the situation during the inspection, when the computers were seen to support learning in only a few lessons. When the computer is used it is used well. For example, a CD ROM on Bible stories, a sequencing programme and a matching program all ensured that pupils made significant progress.
125. Many pupils have computers at home and this helps their knowledge and understanding of information and communication technology. All pupils, including those with special educational needs, have very positive attitudes and use a range of information and communication technology applications confidently. Those pupils observed using computers demonstrated a satisfactory understanding of the keyboard and of how to use the mouse. Evidence from past work on display shows that, by Year 2, most can use the computer as a simple word processor for simple sentences, input data to obtain graphs from surveys that they have undertaken and use paint programs. Pupils observed could start up the computer, open the correct program and print their finished work. Pupils are able to use tape recorders correctly as a tool to support literacy. Pupils' skills in research and composing on screen are under-developed and this has yet to become a part of their use of information and communication technology.
126. The school has appointed a new co-ordinator for information and communication technology who has very good subject knowledge. She has already worked successfully to analyse the needs of the subject. She has produced a clear plan of action to use information and communication technology in raising standards and to include it more as a teaching and learning tool in all subjects. The staff are currently undertaking a government training programme in information and communication technology to improve their skills. To ensure that plans are fully implemented there now needs to be more formal monitoring of information and communication technology in the school.

MUSIC

127. By the time the pupils leave the school their attainment is in line with that expected for pupils of seven years of age, and their achievement is satisfactory. There has been a drop in standards

since the last inspection, when pupils' attainment and progress were good. Whilst the support of a part-time teacher with a personal interest in music enhances the provision for this subject, there is currently no co-ordinator to develop the subject.

128. The national scheme of work for the subject has been adopted and teachers provide a satisfactory range of opportunities based on its recommendations. These suitably involve pupils in using a range of musical instruments, singing a variety of songs, composing simple tunes of their own, performing to an audience and listening to music in different contexts.
129. Only two music lessons were seen during the inspection and there is not enough evidence on which to base an overall judgement on teaching. In one of these lessons, the majority of pupils satisfactorily used percussion instruments to make sounds which appropriately expressed the story line in "Peace at Last". Pupils worked collaboratively in small groups and were keen to perform to the rest of the class. However, a significant minority found it difficult to listen to others and were inclined to fidget and disrupt the lesson. This lesson was held in the hall and at the end was interrupted by pupils preparing for assembly.
130. In a Year 1 class the standard of teaching music is high. In the one lesson observed, pupils listened carefully and quietly to a piece of music – in this case *The Aquarium from Saint Saens' Carnival of the Animals* – and made extremely imaginative comments about what it made them feel. Articulate suggestions included "snow falling", "really small ladybirds falling down a hole" and "a ballerina dancing". All these were received with words of praise, so that the pupils grew in confidence about contributing such responses. Pupils made very good progress in their understanding of how music evokes atmosphere. Both the learning-support assistant and the teacher contributed their own ideas and this gave the whole lesson a warm feeling of "togetherness" in the learning process. With firm but kind classroom management, the pupils behaved very well and listened carefully to what others had to say.
131. Pupils sing in assemblies and, whilst some are not sure about the words of well-known hymns, all join in the refrain with enthusiasm. Their singing skills on these occasions are only just satisfactory and, as no-one suggests how they could do better, they make little progress in improving their performance. Taped music is played when pupils enter and leave the hall, but during the inspection only limited reference was made to this and it made little contribution to the music curriculum.
132. The pupils sing during special services in the church; for example, at harvest time and Christmas. The school is lucky to have a staff member who is able to play both the piano and the organ and whose skills are well deployed as an accompanist. It is planned to start a recorder club after half-term so that Year 2 pupils can have the opportunity of playing a tuned instrument for themselves.

PHYSICAL EDUCATION

133. By the time pupils reach the age of seven, standards in physical education are close to national expectations. Pupils of all abilities, including those with special educational needs and those speaking English as an additional language, achieve well and make satisfactory progress in their acquisition of knowledge, practical skills and understanding of physical education. The satisfactory standards identified during the last inspection have been maintained. During the inspection it was possible to observe four lessons of physical education being taught and these included sessions of gymnastics, dance and games.
134. By the end of Year 2, pupils know the importance of a warm-up at the start of lessons. They understand the need for exercise to keep their bodies fit and healthy. Pupils' basic skills in ball games are as expected for their age and many can send and receive a ball with confidence, as was demonstrated in a Year 1 lesson. Most pupils move with sound athletic ability and show good co-ordination in throwing and fielding skills. They play fairly, show an understanding of simple rules and work together co-operatively.
135. In Year 2, pupils demonstrate sound skills in gymnastics. In a Year 2 lesson, pupils were confident in planning and performing short movement sequences using mats, benches and indoor climbing equipment. The higher-attaining pupils had good body control and used their flexibility well to make good jumps, landings and rolls. Pupils in Year 2 were observed in a dance lesson making imaginative movements to a range of music stimuli. Pupils enjoy the subject and take pleasure in

improving their skills and performance levels. Some pupils, even in Year 2, take too long to change their clothing and this restricts the amount of activity time in the hall.

136. The quality of teaching and learning is satisfactory. Teachers plan appropriate work for the pupils. Lessons have suitable objectives, which focus on developing skills, then using them to secure improvement. Learning is usually effective, because attention is given to warm-up activities, safety issues are raised, and questioning is used to develop pupils' understanding. Good relationships between the teacher and pupils are also a positive feature of lessons. In many lessons the teachers' expectations of what can be achieved are restricted by the short duration of the session. In some instances the pupils are physically active for much less than 15 minutes. Consequently, there is insufficient time to repeat, refine and improve the quality of the practical skills. This was the case in a Year 2 gymnastics lesson when pupils had only a limited opportunity to learn and then improve their movement sequences.
137. The curriculum has an adequate range of activities to meet the National Curriculum requirements. Physical education contributes well to pupils' personal development as it promotes self-esteem and teamwork. The subject has a scheme of work, based on the National Curriculum guidance. Resources are satisfactory, but the gymnastic equipment fixed in the hall is not appropriate for infant-aged pupils.
138. The co-ordinator has many whole-school and subject responsibilities. The school has yet to consider the length of time given to physical education lessons and ensure that the amount of practical activity is increased. Patterns of staff training are not adequately established in order to have a positive effect on standards and teacher confidence.

RELIGIOUS EDUCATION

139. During the inspection two lessons were observed. Judgements on the standards achieved and the quality of teaching and learning are based on these observations, a sample of pupils' previous work, discussions with pupils and staff and an analysis of school documentation.
140. Pupils' attainment in religious education by the age of seven is close to the expectations of the locally agreed syllabus and this is largely in line with the findings of the previous inspection, showing little improvement.
141. Overall, teaching is satisfactory. In Year 1, pupils successfully study stories from the Bible. They consider what is right and wrong through discussing what they have learnt. For example, 'I like the story of Noah because it showed me that God looks after good people and animals.' The quality of discussion is high and the opinions pupils express show how they can draw on and use their own experiences to aid understanding. The pupils knew the difference between the teachings of the Old and New Testaments. However, in a lesson on psalms and appreciating the world about us the religious dimension got lost in the activity.
142. Overall, pupils' attitude and behaviour in lessons are good. They are interested and take an active part in lessons. In discussions about their work on display they are able to recall what they have learnt in previous lessons. Due to effective teaching and an adequate range of resources, pupils make satisfactory progress. Pupils with special educational needs are well supported in class by the learning-support assistants and this ensures that they frequently make good progress. The quality of written work varies and some is poorly presented. Although pupils' work is marked, the quality and usefulness of marking do not always highlight how pupils can improve their knowledge and understanding of the subject.
143. The school successfully follows the locally agreed syllabus. Resources in the school for religious education are satisfactory, but mostly Christian. However, the school does have some books and artefacts from different religions. It visits the local church, for example, for the harvest celebration.
144. The co-ordinator for religious education has only recently been appointed. She has helped to devise an appropriate action plan to develop the subject, particularly in the area of different religions. She has shown a clear commitment to exploring other faiths through a particularly informative display comparing the similarities and differences of harvest in Britain and Africa. All books and resources have been put on a database and there are plans to develop topic boxes. Planning is being monitored to match short- to long-term planning but is yet to have an impact on raising standards.

