

INSPECTION REPORT

HAWKEDALE INFANTS - A FOUNDATION SCHOOL

Sunbury-on-Thames

LEA area: Surrey

Unique reference number: 125284

Headteacher: Mrs Lindsay Pavitt

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 11th and 12th February 2002

Inspection number: 196909

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Stratton Road Sunbury-on-Thames Middlesex
Postcode:	TW16 6PG
Telephone number:	(01932) 789412
Fax number:	(01932) 770319
e-mail:	admin@hawkedale.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Judith Forget
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Mathematics Music Physical education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
8991	Mrs P Goldsack	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
2009	Mr D Cann	Team inspector	Special educational needs English as an additional language English Geography History Religious education	How well does the school care for its pupils?
1710	Mrs T Edwards	Team inspector	Areas of learning in the Foundation Stage Equal opportunities Science Information and communication technology Art and design Design and technology	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22 - 31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves an established area of Sunbury-on-Thames with a mix of privately owned and rented housing. Overall, the socio-economic background of the area is above average and children's learning skills when they enter the Reception class are above those found in most schools.

The school has 79 pupils on roll which means that it is much smaller than the average primary school. The numbers of boys and girls are broadly equal. Just under 15 per cent of pupils are from minority ethnic backgrounds which is above the national average. The proportion of pupils speaking English as an additional language (15 per cent) is also above average. Three pupils are known to be eligible for free school meals and, at just under four per cent, this is below the national average. Nine pupils are on the school's register of special educational needs (11 per cent) and this is below the national average. One pupil has a statement of special educational needs and, at just over one per cent, this, too, is below the national average. The nature of special educational needs includes moderate learning difficulties, emotional and behavioural difficulties and speech and communication difficulties. During the last school year, about nine per cent of pupils left or joined the school during the course of the year which is below average and had no significant effect on attainment.

HOW GOOD THE SCHOOL IS

This is a good school. By the time they leave the school, pupils are attaining standards which are well above the national average overall and they make good progress in their learning throughout the school. The quality of teaching is good and the school meets all legal requirements with regard to the curriculum. Pupils are very well cared for. The headteacher, well supported by her colleagues and the governing body, is providing very good leadership and management. Given the good progress made since the school was first inspected and the good quality of the education provided, the school provides good value for money.

What the school does well

- Results in the National Curriculum tests at the end of Year 2 are very good overall.
- Good quality teaching results in effective learning, especially in English, mathematics, science and information and communication technology.
- Pupils have good attitudes to learning and behave well: relationships are very good.
- Teachers plan interesting lessons which motivate pupils successfully so that they are eager to learn.
- There is very good provision for pupils' cultural development.
- The school provides a very good quality of care for its pupils which is appreciated by parents who have very positive views of the school.
- The headteacher, ably supported by her colleagues and the governing body, is providing very good leadership and management.

What could be improved

- Resources for reference resources both in the library and through information and communication technology provision.
- The management of, and the tracking of pupils' progress in art and design, design and technology, geography, history, music, physical education and religious education.

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 July 1997 when it was going through a period of considerable uncertainty. There has been good progress since that inspection. This is now a more open school with better communication systems and its links with parents are much improved. Leadership and management are now more focused and strategic planning is more secure. Assessment procedures are now effective in some, but not in all, subjects. The school's financial difficulties have been resolved and

the school's finances are now healthy. There is a healthy culture of self-evaluation and a very good commitment to further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	A	A	C
Writing	A	B	B	C
Mathematics	A*	A*	A	A

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

Since its first inspection, the school has maintained standards in the National Curriculum tests for seven-year-olds which are well above the national average overall. Mathematics is a particular strength. Science is not tested at the age of seven. In 2001, teacher assessments placed science below the national average. Evidence from the inspection is that science is now at the level found in most schools. Attainment in art and design, geography, history and physical education is at the level normally found, while attainment in design and technology and information and communication technology is better than is usually found. In religious education, attainment matches that expected for seven-year-olds following the Surrey Agreed Syllabus for religious education. It is not possible to make a judgement on music. Pupils with special educational needs and those who speak English as an additional language make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. Most pupils enjoy their work and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is good in and out of class. Pupils are sensitive to the needs of others.
Personal development and relationships	The school provides well for the personal development of its pupils. Relationships between pupils, and between pupils and adults, are very good.
Attendance	Attendance was slightly better than the national average in the last full school year (2000-01).

Pupils are well motivated and enjoy their work. Their conduct reflects this. Good attitudes and behaviour and very good relationships have a positive impact on attainment and progress. No pupils have been excluded since the school's first inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1-2
------------------------	-----------	-----------

Quality of teaching	Good	Good
---------------------	------	------

The quality of teaching is good overall and has improved well since the school was first inspected. Then, 98 per cent of teaching was satisfactory or good and two per cent was unsatisfactory. In this inspection, no unsatisfactory teaching was observed, 32 per cent of teaching was satisfactory, 47 per cent was good and 21 per cent was very good. Teaching is particularly effective in English and mathematics and also in science and information and communication technology. A particular strength is the way in which teachers and non-teaching assistants work closely together. As a result, all pupils are supported well and make good progress in their learning. The school is very successful in ensuring that all pupils are fully included in learning. Pupils who have special educational needs receive very good support and those who speak English as an additional language are supported well. Carefully planned teaching results in pupils throughout the school making good progress in their learning. They have an above average understanding of the work that they are learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and teachers work hard to plan lessons which interest all pupils. All pupils have full access to the curriculum.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs. As a result, they make good progress in their learning.
Provision for pupils with English as an additional language	There is good provision for pupils who speak English as an additional language and this enables them to attain in line with their abilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision for pupils' spiritual, moral and social development is good; for cultural development, it is very good.
How well the school cares for its pupils	Educational and personal support for pupils is good. Very good care is taken to promote the welfare of all pupils.

The school's curriculum is carefully planned, meets all legal requirements and is relevant to the needs of all pupils. All pupils are well known to all adults in the school and parents appreciate the very good quality of care that their children receive. The school has very good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management. In this small school all adults work together as a closely-knit team and this is very effective.
How well the governors fulfil their responsibilities	Governors have a good grasp of the school's strengths and needs. They fulfil their statutory duties effectively.
The school's evaluation of its performance	The school has good procedures for monitoring and evaluating its work and for identifying priorities for future development.
The strategic use of	The school uses its human and physical resources well. It is very

resources	effective in getting best value from its expenditure.
-----------	---

When the headteacher took up her appointment in April 1998, the school had experienced a turbulent period and morale was low. As a result of the headteacher's leadership, the school is now confident and forward-looking. It is very effective in ensuring that all pupils have full access to all its activities. It is very well staffed to teach the National Curriculum and religious education, has good resources for learning and adequate accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good and children make good progress. • Behaviour is good and children become more mature and responsible. • Homework is effective. • Parents feel comfortable when approaching the school with concerns. • The school works well with parents. • The school is led and managed well. • Children like school. 	<p>Of the parents who responded to the questionnaires:</p> <ul style="list-style-type: none"> • 18 per cent question if they are sufficiently well informed about progress. • 18 per cent question if the school provides an interesting range of activities outside lessons.

The school distributed 79 questionnaires and 34 were returned (43 per cent). Seventeen parents attended the meeting held before the inspection. These views represent under half of all parents and carers.

Inspectors support the many positive views held by parents. In comparison with many schools, this school is very effective in informing parents about their children's progress and provides more activities outside lessons than most infant schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests in 2001 at the end of Year 2 in reading, 96 per cent of the school's pupils attained at least the national expectation of Level 2, with 36 per cent attaining the higher than expected Level 3. Nationally, 84 per cent of pupils attained at least Level 2, with 29 per cent attaining Level 3. The school's attainment was well above the national average and matched the average attained in schools which draw their pupils from similar backgrounds. In reading, boys matched the level achieved by all boys nationally, but girls were well ahead of the level achieved by all girls.
2. In writing in 2001 in the National Curriculum tests at the end of Year 2, all the school's pupils attained at least the national expectation of Level 2, with seven per cent attaining Level 3. Nationally, 86 per cent of pupils attained Level 2 at least, with nine per cent attaining Level 3. The school's results were above the national average, and matched the average attained in similar schools. The attainment of boys in the school was marginally above the attainment of boys nationally, while the attainment of girls was above that of all girls.
3. In the National Curriculum tests in mathematics in 2001 at the end of Year 2, all the school's pupils attained at least the expected Level 2 and 50 per cent attained Level 3. This compares with 91 per cent of pupils attaining Level 2 nationally, and 28 per cent attaining Level 3. The school's attainment was well above the national average and the average attained in similar schools. Both boys and girls achieved results which were well ahead of those achieved by all boys and girls nationally, but girls in this school still out-performed boys.
4. In science, teacher assessments judged attainment to be below the national average and the school has responded to this. The school analyses the results of the tests carefully. As a result of this analysis, boys' reading and attainment in science have been identified as areas for development and measures have been taken to raise attainment in these areas. Evidence from the inspection is that these measures are beginning to have a positive effect on attainment.
5. In the Reception class, evidence from the inspection is that children are well above the level normally found in communication, language and literacy and mathematical development, and above the level normally found in personal, social and cultural development, knowledge and understanding of the world, creative development and physical development. Children make good progress in the Foundation Stage and many have already reached the levels normally expected by the end of the Reception Year. The rest are on course to do so by the end of the year. Children are well prepared to begin work on the National Curriculum when they join Year 1.
6. In English, evidence from the inspection is that attainment in speaking and listening is well above that normally found. In Year 2, pupils express themselves confidently and use a wide range of vocabulary. Attainment in reading and writing is above the level normally found and the school is taking steps to improve the quality of the writing of higher attaining pupils. In mathematics, attainment is well above the level normally found and, in science, attainment is now in line with that normally found. In information and communication technology and design and technology attainment is above the expected level while, in art and design, geography, history and physical education, attainment is at the level expected. There is insufficient evidence to make a judgement about music because no lessons were observed. Pupils sing tunefully in assemblies with an awareness of tempo and volume. In religious education, pupils attain the levels expected for pupils following the Surrey Agreed Syllabus for religious education. Pupils make good progress in Years 1 and 2.
7. Pupils with special educational needs make good progress overall. While the attainment of the majority is below national expectations many of those with learning difficulties attain levels close

to those expected for their age. Pupils receive good support in class from teaching and class assistants. Where pupils receive help in individual or group sessions, this is very well planned and focused and the pupils are helped to make progress as fast as they can. Pupils who speak English as an additional language receive good support and make good progress. Those with a low level of English knowledge on entry are helped to achieve standards which are close to national expectations by the end of Year 2. However, many of these pupils have good English skills on entry to the school and achieve standards which are in line with those expected nationally by Year 2 and a few pupils exceed them.

8. The school has introduced the National Strategies for Literacy and Numeracy successfully. Teachers have a secure understanding of the principles underlying these strategies, which they use very effectively to improve attainment and promote progress. Good opportunities are taken to practise the skills of English in subjects such as history and religious education, and the skills of mathematics in science and design and technology. These opportunities improve attainment and progress. Information and communication technology is used well to support learning in English and mathematics.
9. As a result of the carefully planned provision for all pupils, no significant differences in the standards achieved by pupils of different genders and educational backgrounds were observed in lessons. The school uses its human resources effectively, and its support assistants very effectively, to ensure that all pupils are fully included in all aspects of the school's work. As a result, pupils, including those with special educational needs and those who speak English as an additional language, make good progress as they move through the year groups. The school achieves good added value.

Pupils' attitudes, values and personal development

10. Pupils' attitudes towards learning are good, which maintains the situation found when the school was first inspected. Pupils are interested in their lessons and try hard to do well. Pupils ask and answer questions readily. They generally listen well but, on occasions, some older pupils become high-spirited and call out and interrupt. Pupils respond well to the good teaching that is provided for them. Children under the age of five make satisfactory progress in personal, social and emotional development. There were many examples during the inspection where pupils' positive attitudes contributed to their progress. In a Year 2 literacy lesson, pupils enjoyed the story they were reading, raised their hands to answer questions and generated good ideas during the discussion. Similarly, pupils in a Year 1 numeracy lesson settled down to work quickly, displayed initiative in dealing with the assigned tasks and concentrated well throughout. Pupils' enthusiasm is also reflected in their active participation in the extra tennis and soccer activities. Parents who expressed their opinions were unanimous in their view that their children enjoy school.
11. Pupils' behaviour also continues to be good. The school is an orderly and pleasant community where pupils respond well to the staff's high expectations for their behaviour. There have been no exclusions since the school was inspected previously. Parents are very pleased with the behaviour of their children at school. Pupils support the behaviour policy and their signatures are included in the home-school partnership agreement. Each class has formulated its own rules to complement the school's 'Golden Rules'. Pupils look forward to having their successes and good behaviour celebrated at the weekly 'Good Work' assembly. Boys and girls play well together, move around the school and grounds sensibly and treat equipment and displays with care. There is no evidence of bullying, but good evidence of sensitive and supportive behaviour.
12. The quality of personal development and relationships continues to be good overall. However, relationships throughout the school are now even better than they were at the previous inspection. The very good relationships that exist in this school are based on mutual respect between pupils and between pupils and adults. Pupils share equipment very well during lessons, speak politely to adults and each other and thrive in the stimulating environment that all adults have worked hard to create. The committed teamwork evident among all members of the staff means that they set very good examples for the pupils to follow. Pupils throughout the school are sensitive and positive about the special needs of some of their classmates. The quality of racial tolerance is exemplary.

13. The range of school trips and cultural activities helps to support the pupils' good levels of personal development. In classrooms, pupils take turns distributing equipment and in helping to tidy up. Pupils in Year 2 respond well to the extra monitoring jobs that are assigned to them, such as collecting and locking up outdoor play equipment and distributing class registers. Pupils enjoy home-cooked and nutritious school lunches in the hall. The different age groups sit together and social skills are extended as older pupils help the younger ones by pouring water, cutting food and encouraging them to join in conversation.
14. The school's good attendance record is similar to that reported at the time of the school's first inspection. The attendance rate for the school year 2000-2001 was 94.5 per cent, which was slightly better than the national average. There were no unauthorised absences and, in this inspection, most pupils arrived promptly each morning.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall. During the inspection, 19 lessons were observed. In six of these, the quality of teaching was judged to be satisfactory, in nine, it was good and, in four, it was very good. No teaching was found to be unsatisfactory. This is a good improvement on the school's first inspection when two per cent of teaching was unsatisfactory, and no teaching was judged to be very good.
16. Teaching in the Foundation Stage is securely based in a clear understanding of how young children learn. As a result, children make good progress, especially in language, literacy and communication and in mathematics. All the areas of learning designed for children under the age of five are covered well and many children have already reached the levels expected by the end of the Reception Year with others being well on the way towards these levels. Children are well prepared to begin their work on the National Curriculum when they move into Year 1.
17. In Years 1 and 2, in the core subjects of English, mathematics and science, almost 60 per cent of the teaching observed was good and the rest was very good. The key skills of literacy and numeracy are taught very well. As a result, attainment in speaking, listening and mathematics is well above average in Years 1 and 2, while attainment in reading and writing is above average. A current priority for the school is to improve writing and this is beginning to have a positive effect on standards. The school is also targeting learning in science as a priority and attainment in this subject is also improving.
18. Teachers have a good knowledge and understanding of the subjects that they are teaching and put considerable thought into planning interesting lessons. As a result, pupils find their work interesting and put in above-average effort. Good lesson organisation means that little time is lost and pupils work at a very good pace. At the same time, teachers ensure that pupils have a good understanding of what they are learning and, in discussion, it is clear that they mostly understand what they are doing and why. Teachers have high expectations for their pupils' effort and behaviour and, in meeting these expectations, pupils are learning to concentrate well and to take some initiatives in their work. Classes are managed well and, in the best lessons, adults and pupils combine together in the enjoyment of learning. A particular strength is the effective way in which teachers and non-teaching assistants work together to ensure that learning is effective for all individuals and groups of pupils.
19. Pupils with special educational needs respond well to lessons both in class and in group activities. Teachers have very good working relationships with these pupils and this stimulates their interest and enthusiasm for learning. Pupils benefit from the encouragement which teachers and learning assistants give them and develop their confidence well as result. Pupils with English as an additional language are also fully involved in the work of the classes and are given opportunities to talk about their own experiences, for example, by describing visits to their homes in India. They readily participate in group work and respond to the supportive approach of other pupils evident in all classes, but especially among pupils in Year 1.

20. In a very good lesson in the Reception class, the purpose of the lesson was to develop the children's ability to use everyday words to describe position. This was made clear to the children at the start of the lesson and clear questioning and a sequence of linked activities built up the children's understanding. A volunteer parent helper was effective in supporting learning. When one member of the class was unsure about the meaning of 'behind you' the teacher quickly intervened and clarified the meaning using appropriate language. There was very good progress in learning during the lesson because it was very effectively planned and organised. The teacher ensured that all children were given an appropriate level of challenge and this ensured that all were fully involved in learning. High expectations resulted in very effective learning.
21. Similarly, in a very good science lesson, the purpose of the lesson was made clear to the class. Again, high expectations for behaviour and effort resulted in a high work rate and a very good level of precision in thinking for this age group as they made sure that their investigation met the conditions required for a 'fair' scientific test. Interesting activities captured the pupils' interest and imagination and resulted in effective learning. Very good questioning tested and reinforced understanding.
22. In contrast, in a satisfactory lesson, the teacher's good knowledge and understanding of her subject did not have a full impact on learning because of the need to remind a few pupils to concentrate. This slowed the pace of the lesson. Further, the use of a world globe to demonstrate lost its effect when many pupils could not see how the teacher's finger was tracing the journey. Occasional interruptions were to do with the subject being discussed, but slowed the pace further. As a result, there was satisfactory reinforcement of previous learning, but little new learning.
23. Work is marked regularly and there is evidence that teachers have discussed with pupils how attainment can be improved further. In some subjects, targets for improvement for individual pupils are pasted in the front of their books. Teachers use homework well to promote learning.
24. Pupils make good progress in their learning throughout the school because of the carefully planned and executed teaching. The school now has a stable teaching and non-teaching staff and is in a position to build further on its existing good practice and to raise attainment further in its targeted areas.

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

25. The curriculum is broad, balanced and relevant and provides interesting activities to enhance pupils' learning. All areas of the Foundation Stage curriculum are taught, including religious education. In Years 1 and 2, the curriculum meets all legal requirements and the content of the religious education curriculum is in line with what is required by the locally agreed syllabus. There is good provision for pupils' personal, social and health education. Sex education is taught sensitively as issues arise and pupils learn about safe and healthy ways of living. The school's provision for pupils who have special educational needs is very good and there is good provision for pupils who are learning English as an additional language. All pupils take a full part in lessons and the school is successfully providing equality of opportunity and access to the curriculum for all pupils.
26. The school has comprehensive schemes of work for the Foundation Stage and for all subjects except art and design. This is an improvement since the last inspection. Effective use is made of the latest government guidance for the curriculum in nearly all areas, although the school plans to produce its own scheme for art and design.
27. Since the last inspection, the provision for pupils with special educational needs has been maintained at a good level and strengthened in some respects. Teachers plan for pupils with special educational needs as individuals and as groups. Classroom assistants prepare activities for small groups in literacy and numeracy in Years 1 and 2 and work closely with the teachers to make sure that they promote learning effectively. The Early Years Literacy programme is well

integrated into teaching and pupils benefit from working in small groups to concentrate on aspects such as spelling and letter sounds. The pupils have the opportunity to share their work with the whole class at the end of the lesson and to take part in the activities of the other class members. Teachers also plan well for pupils with English as an additional language and provide them with a good level of support.

Higher ability pupils are given appropriately challenging work in literacy and numeracy and this extends their learning effectively.

28. The programme which the school organises for pupils ensures they develop a good understanding of spiritual, moral and social issues and a very good awareness of their own and other cultures. Pupils develop a good understanding of spirituality through a well-balanced programme of daily assemblies and classroom teaching. Teachers explain the importance of God in religious education lessons and introduce pupils to the beliefs of other religions. Pupils develop an appreciation of the forces of nature through their studies in science and geography. In considering the story of the Turtle and the Crane, for example, pupils accepted the importance of maintaining contact with forces which are beyond their immediate understanding. Visitors to assemblies, such as the local vicar, help pupils to recognise the major Christian festivals as well as to appreciate the celebrations of other faiths.
29. Teachers are successful in extending pupils' moral awareness through discussions both in assembly and in class and they make a point of underlining how pupils can provide help to those less fortunate than themselves. Pupils are encouraged to raise funds for several local and national charities and are in touch with a school for children with visual impairments. They contribute to drawing up their own class rules and readily accept the principles embodied in them. Teachers make sure that pupils understand right from wrong and follow the code of conduct which the school expects.
30. The school promotes social development well. Pupils respond to a clear behaviour policy with understanding. They know what is expected of them and how to behave appropriately. Good manners, such as remembering to say "Please" and "Thank you" are emphasised by all staff. There are good caring relationships between staff and pupils and between pupils. Lunchtime is a pleasant communal occasion. The effectiveness of the provision is seen in the good standards of behaviour in class, around the school and in the playground.
31. Pupils are given a very good exposure to a range of cultural activities. As well as timetabled music lessons they take part in singing on a weekly basis. They visit the theatre and take part in local events such as the Queen's recent visit to the area. They study the local environment as part of their learning in geography. They develop a good understanding of festivals such as Chinese New Year and draw on the experience of pupils and parents to help to add a personal dimension to their understanding. Pupils who have travelled abroad bring back photographs of themselves which are displayed and the pupils explain their experiences to class mates. Pupils with other beliefs talk about their special observances such as Ramadan as well as about the celebrations and festivals which are important to them.
32. Strategies for teaching literacy and numeracy are firmly in place. They are effective in teaching literacy skills and very effective in teaching numeracy. The school makes good provision for pupils' personal, social and health education, both through the curriculum and by the provision of opportunities for whole-class discussion.
33. The school makes good provision for extra-curricular activities consistent with the age of the pupils. Football and short tennis take place after school and all available places are filled.
34. The curriculum is enriched well by visits and visitors. Pupils are taken to the local theatre for the Christmas pantomime and theatre groups and musicians come into school to perform for the pupils. A 'book week' encourages reading and pupils are able to discuss books with local librarians and to buy books to take home.

35. Parents make an important contribution to the curriculum. Many have helped to provide new computers and some have donated their own computers from home. Two volunteer musicians regularly support the enjoyment of music both in assemblies and in school singing sessions.
36. The school is very much part of the local community. The local vicar takes assemblies on a regular basis and the school has good contact with the local senior citizens, some of whom visit the school. Police and fire officers also come into the school to talk to the pupils.

During the recent Millennium celebration the school played its part by contributing to the Millennium Tapestry, with some pupils meeting Her Majesty the Queen.

37. There are good relationships with partner institutions. The headteacher visits all five nurseries in the area, prior to children entering the Reception class, and also has discussions with the headteacher of the primary school to which most pupils transfer at the age of seven. Pupils who are about to transfer visit their new school and teachers also visit Hawkedale to talk with pupils and their teachers.
38. The curriculum is securely planned and this is an improvement in the situation when the school was first inspected. The school has plans to improve the management of the curriculum so as to be sure that what is provided is having its full impact on learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This is a very caring school where the well-being of all pupils is paramount. The procedures for child protection and ensuring pupils' welfare are very good and have improved significantly since the previous inspection. The school's own policy for child protection is well written and follows the local authority's guidelines. Staff members review procedures on a regular basis and all are sure of their roles. The headteacher is the named teacher with responsibility in this area. The governors' premises committee carries out regular risk assessments of the building and site and its findings are reported to the full governing body. A distinctive feature of this school is its proactive approach to caring for its pupils. For example, a recent scientific study highlighted how important it is for children to drink water throughout the day. In response, every child is provided with his or her own full bottle of drinking water each day in the classroom.
40. All members of staff are trained to administer first aid and have had further training in the use of an 'epi-pen' to treat severe allergic reactions. There are very well-established routines in place to care for pupils who have ongoing medical needs or who become ill at school. However, there is no medical room and pupils are cared for either in the staff room or in a corner of the library. These arrangements are inappropriate for the needs of sick pupils. There is no sink designated solely for first aid use. The dedicated team of cooks and mid-day supervisors takes pride justifiably in the very high level of care they provide for the pupils. In contrast to the findings of the last inspection, arrangements to supervise pupils during lunchtime and outdoor break times are now very good.
41. Procedures for monitoring and improving attendance continue to be good. Parents are regularly reminded about the importance of prompt, regular attendance. However, the end-of-year report to parents does not include the required information about each child's attendance rate and the school recognises the need to include this.
42. High expectations, along with very good management of pupils within interesting lessons, are the basis of the school's very successful arrangements to support discipline. The school rules are positive and very well suited to these young pupils. There is consistency in the way all members of staff support good behaviour and, as a result, pupils know what is expected of them. Classroom displays and the 'Good Work' assembly on Fridays provide very good opportunities for the school community to recognise and reward pupils' successes. The effect of these procedures is that the personal development of pupils is well provided for.
43. Pupils with special educational needs are identified early in the Reception Year or in Year 1. Their needs are quickly assessed and clear and specific targets are identified in their individual

education plans. These targets are reviewed each term. Regular meetings between the special educational needs co-ordinator, teachers and learning support assistants ensure that support continues to be focused efficiently.

44. The school has good systems in place for assessing pupils' attainment. These include initial assessment and reading and spelling assessments as well as the National Curriculum tests at the end of Year 2. While assessment is good in English, mathematics, science and information and communication technology, it is not satisfactorily developed in the other foundation subjects of the curriculum to ensure that pupils' progress is properly recorded and checked.
45. The headteacher has introduced new procedures for recording pupils' attainment and progress. She maintains a detailed file of the data collected by the school. Teachers analyse this and are using it to set individual targets in English and mathematics for pupils from one year to another. The data is also used to set school targets for year groups of pupils. These enable the school to plot trends and to adjust planning so as to ensure complete coverage of the curriculum in the core subjects of English, mathematics and science. Assessment is used effectively by subject co-ordinators to check pupils' performance in English, mathematics, science and information and communication technology. In these subjects, teachers also use the information well to adjust their planning. However, systems for using informal assessment data in other subjects are not yet formalised and thus the information is not yet consistently used to guide the planning of future learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The headteacher has played a leading role in improving the school's links with parents. As a result, the weaknesses that were identified in the last inspection report have all been addressed successfully and the school has strong support from parents. As one parent wrote, 'this is a lovely little school'. Parents are justified in their very positive views of the school. The welcome for new children and their parents begins even before the start of their Reception Year. The induction programme is planned well and includes the offer of a home visit by the child's new teacher accompanied by the headteacher. This important preliminary meeting sets the scene for the very good partnership arrangements that follow.
47. The impact of parental involvement on the work of the school continues to be very effective. Parents and retired volunteers from the community help in school with reading, cooking and in the library. Teachers can rely on their commitment and so are able to plan a wider range of learning activities for the pupils. The parent-teacher association continues to be an active support group that organises a range of fund-raising activities throughout the year. Their most recent donation was an additional supply of books for the library.
48. Parents are kept properly informed about the progress of their children with special educational needs by their contact with teachers and the special educational needs co-ordinator. There are termly reviews of individual education plans and a good level of consultation between parents and teachers. A yearly review of individual education plans is held for pupils with statements of special educational needs and parents are formally invited to attend this together with the outside agencies involved. The school makes good use of outside help to support pupils, especially those with medical conditions where specialist advice is important.
49. The quality of information provided for parents has also greatly improved since the last inspection and is now very good. The school maintains an open door policy and parents are very welcome to come into school to discuss any concerns. All members of staff are friendly and easy to approach. The school values the views of parents. In response to a recent survey, the school now provides a curriculum meeting for parents each year. Information about the current curriculum content and activities to be undertaken is sent home to parents on a termly basis. The prospectus and governors' annual report to parents provide an in-depth and informative profile of all aspects of school life. There are regular newsletters from the headteacher. Written materials provided for new parents are very comprehensive and informative. Pupils' end-of-year reports to parents are well written and informative and provide targets for pupils' future improvement. Parents are invited to

arrange a meeting to discuss these reports at the end of the school year. In addition, there are planned meetings in the autumn and spring terms for parents and class teachers to discuss each pupil's progress.

50. The contribution that parents make to their children's learning at home is also very good. Homework is supported well and nearly all parents read with their children on a regular basis and exchange library books. Parents who read with their children make a useful contribution to levels of attainment in literacy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school has a positive ethos and a clear vision for what it is trying to achieve for its pupils. Basically, it is to offer pupils a high standard of care so that they gain in confidence and go on to attain their potential in what they achieve academically and in how they develop as individuals. These aims are reflected effectively in the school's work.
52. The headteacher took up her post in April 1998, after the school had experienced a period of considerable change and uncertainty. She has been central to the development of this positive and caring ethos. The result has been to re-establish the school well in the local community so that it is now over-subscribed. At the time of the previous inspection, parents had lost confidence in the school. This feeling has been reversed and parents now express a high level of confidence in the school. The headteacher and governing body took the key issues identified in the school's first inspection seriously and have addressed them all successfully.
53. The headteacher and her colleagues see equality of access and opportunity as a key entitlement. Care is taken to ensure that all pupils are fully included in all the school's activities, and the school is very successful in achieving this. All pupils have full access to the school's curriculum and great care is taken to ensure that none are excluded because they have special educational needs or speak English as an additional language. High attaining pupils are identified and the school takes care to ensure that they are given work which challenges them appropriately.
54. The school aims to achieve high standards of teaching and learning and the headteacher is rigorous in analysing all aspects of the school's work in order to achieve this. She monitors and evaluates teaching and learning throughout the school and supports the managers in English, mathematics, science, special educational needs and information and communication technology in their own monitoring. She analyses data from assessments and uses these to identify priorities for future developments. This process has resulted in writing and science being targets for this year and there is evidence that strategies being adopted are beginning to have a positive effect on attainment. The school development plan is a useful working document for addressing these issues for development and for monitoring and evaluating progress towards them.
55. The headteacher recognises that, in a small school, the teamwork of the whole staff is a key element in the school's success. She works closely with her senior teacher and is developing her role well, but also involves other colleagues in the decision making process. As a result, other colleagues have a very good awareness of the school's aims and objectives and there is a clear unity of purpose among all adults in the school. All are committed to improvement and the school has a very good capacity to go on to improve further. The headteacher recognises that all staff are the school's major resource and the school uses the professional development of staff very well to increase its effectiveness.
56. Following a time of rapid staff change, the headteacher took steps to ensure that the major areas of English, mathematics, science, information and communication technology, special educational needs and the Foundation Stage were managed effectively. The management of the other subjects of art and design, design and technology, geography, history, music, physical education

and religious education became a joint responsibility. The result is that, while the requirements of the National Curriculum and the Surrey Agreed Syllabus for religious education are being met, these subjects are managed with less rigour. In particular, the assessment of pupils' attainment and progress in these subjects is less thorough and there is less use of information from assessments to guide future planning and learning.

57. The special educational needs co-ordinator works well with teachers and learning support assistants to provide very effective support for pupils with special educational needs and those who speak English as an additional language. The records kept on pupils are well organised and there are clear objectives in their individual education plans. There are good contacts between the staff involved and their training needs have been identified to ensure that all have the skills needed to carry out their tasks. The school is aware of the impact of new legislation and the co-ordinator is undergoing training to understand and implement the new requirements. The school has managed the full inclusion of a pupil with specialised medical needs very effectively. This has been organised in a way which has involved all staff and has gained the confidence of parents and pupils. It has had a positive impact on the experience, attitudes and learning of other pupils.
58. The governing body is effective. At the time of the school's first inspection, it was trying to manage the school in a period of change when the future seemed very unclear. It successfully brought the school through that period and into one of stability. Governors, led by their committed and enthusiastic chair, have a good awareness of the school's strengths and possibilities for development. They have overseen a major improvement in communication throughout the school which is now much more open and inclusive. Governors feel that the school has improved well since its first inspection and has the capacity to improve further.
59. One problem that the governors found themselves facing unexpectedly at around the time of the school's first inspection was a budget deficit. Led by the imaginative chair of finance, governors tackled this problem robustly. In particular, they generated a significant rental income and sought grants from a range of sources. The employment of a bursar proved a cost-effective measure. Finances are now very well managed and an audit of the school's accounts in December 1999 confirmed that its procedures are now secure. The school has a substantial under-spend because of its high rental income and prudent management and the school development plan has identified how this will be invested in resources for learning. The finance committee of the governing body oversees the school's finances and ensures that sums received for particular purposes, for example for special educational needs, are used appropriately.
60. The school runs efficiently on a day-to-day basis. Its routines are straightforward and well understood. Pupils move smoothly from one activity to the next and little time is lost. The school uses new technology well in administration and it is used well to support learning in English and mathematics. Its use to support learning in other subjects is less well developed.
61. The school is very well staffed to teach the National Curriculum and religious education. Teachers are deployed effectively and the very good provision of non-teaching assistants is highly effective in raising attainment and progress and in ensuring equality of access and opportunity for all pupils. Teachers and other staff work very effectively together and this is a key factor in achieving the quality of learning that the school provides. New staff are inducted effectively into the school which gives good support to initial teacher training.
62. The school's accommodation is satisfactory to teach the National Curriculum and religious education. However, there is insufficient storage space. The library is inadequate and books are not easily accessible. The computer suite is very cramped so that very few pupils can use it at any time. It is in an outside de-mountable building which is only accessible via the Year 1 classroom so that any pupils using it disturb learning of pupils in Year 1. There is no separate medical room. The school is kept impressively clean by the caretaker and her colleague and the fact that they double as the cook and her assistant reinforces the quality of the care that pupils receive from all adults in the school. Resources for learning are good overall, with the notable exceptions of the library and computer suite.

63. Clear-sighted leadership has meant that the school has improved well since its first inspection. Its confidence and reputation are now restored and it is in a good position to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:-
- (1) improve facilities for pupils to use reference materials to support their learning by
 - up-grading the library;
 - improving the facilities for information and communication technology.
(see paragraphs 62, 83, 86, 108, 110, 111, 116);

 - (2) make the management of art and design, design and technology, geography, history, music, physical education and religious education more systematic by
 - developing the systems for assessing pupils' attainment and keeping track of their progress in these subjects;
 - using this information to guide the planning of future learning so that pupils make further progress.
(see paragraphs 44, 45, 56, 101, 105, 108, 111, 118, 123).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	9	6	0	0	0
Percentage	0	21	47	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five 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)	79
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
--	--------------

Number of pupils with English as an additional language	9
---	---

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	7

Attendance**Authorised absence**

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	17	17	17
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	96 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	8
	Girls	17	17	17
	Total	27	28	25
Percentage of pupils at NC level 2 or above	School	96 (77)	100 (95)	89 (77)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	1
Chinese	1
White	47
Any other minority ethnic group	2

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)	4
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	96.25

Financial information

Financial year	2000-01
	£
Total income	246,417
Total expenditure	246,720
Expenditure per pupil	2,903
Balance brought forward from previous year	45,085
Balance carried forward to next year	44,782

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	79
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	50	50	0	0	0
My child gets the right amount of work to do at home.	38	50	6	3	3
The teaching is good.	76	21	3	0	0
I am kept well informed about how my child is getting on.	41	41	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	18	9	0	0
The school expects my child to work hard and achieve his or her best.	76	21	0	3	0
The school works closely with parents.	62	29	6	3	0
The school is well led and managed.	68	20	6	0	6
The school is helping my child become mature and responsible.	71	26	3	0	0
The school provides an interesting range of activities outside lessons.	50	32	18	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. Children enter the Reception class in September at the beginning of the school year in which they will be five. Home visits are offered to each family before the children come to school. This is helpful in developing the good relationships which the school has with its parents and in helping to identify any particular needs which the children may have. The teacher observes the children closely when they join the school and makes a more formal assessment of their attainment in the first half term. Most children have been to a nursery or have had some other form of pre-school experience and the majority enter the school with attainment above that usually found in their language and mathematical skills and in their personal and social development.
66. Children make good progress in the Reception class because the teaching is good overall and very good in the way in which it develops children's mathematical knowledge and understanding. Children who have special educational needs or who speak another language at home are well supported and make as much progress as their peers. Observations show that many of the children have now reached the expected standards (the early learning goals) or are well on the way to achieving them in all areas of their learning, but especially in communication, language and literacy and in mathematical development. This judgement is broadly in line with the judgements of the last inspection, though progress overall has improved.
67. The school has established an interesting Foundation Stage curriculum which challenges children of all levels of understanding. Activities are stimulating and gradually lead the children towards the National Curriculum. Records are kept carefully and provide clear information about children's achievements. Children are well prepared to begin their work on the National Curriculum when they leave the Reception class.

Personal, social and emotional development

68. Children make good progress in their personal, social and emotional development. There is a wide age range in the class, but children appreciate their secure environment and all know what is expected of them. They work alone or in groups, sharing books, equipment and materials and learning to take turns. They respond well to classroom routines, show a good level of concentration and most organise themselves well to do their work.
69. The teaching of this important area of learning is good. The room is well arranged and materials are to hand so that children settle to work easily and without anxiety. Classroom routines are well established, relationships are good and children are helped to feel secure.

Communication, language and literacy

70. Children enjoy listening to stories and looking at books. They take their books home every evening to share with people at home. Their early reading skills are developing well and the most able readers talk about their favourite characters and recount what happens next in a story. Nearly all children listen attentively and respond well to questions and instructions. They talk together and to adults who work with them about the work they are doing and most speak clearly. Early writing skills are being developed, with some children writing short sentences where most of the letters are correctly formed. They make a good attempt at spelling and are beginning to understand that letters have names and particular sounds.
71. The teaching of communication, language and literacy is good, though occasionally children spend too long seated on the carpet. The teacher spends much time talking with the children, helping them to use and develop different kinds of language. In a mathematics session, for example, the teacher was careful to take every opportunity to use and show particular words which the children needed to know for their mathematics. The role-play areas are well organised and attractive and

are used both inside the classroom and in the outside area.

The stories told are well chosen so that children listen carefully and study the illustrations. Their responses show that they have a good understanding of the story line. Their interest in books is enhanced by the use of audio-tapes which are often used to accompany the story. Around the classroom the written word is very evident with the teacher using labels, words, questions, instructions and suggestions as part of the bright and enticing displays. Writing activities, such as writing letters to the invisible 'fairy' who then replies to them, are well chosen to interest and motivate both boys and girls in their writing development.

Mathematical development

72. Children make good progress in their mathematical development. They are very confident as they count objects and have a good understanding of the sequence of number on the number line, identifying those numbers which come before or after a given number or naming the number at the end of the line. Many are confident in counting and matching objects; some up to 15. In a particularly good lesson, children correctly understood everyday words to show position, such as 'next to', 'behind', 'through' and 'past'. In studies of shapes, most children correctly name two-dimensional shapes and make patterns or pictures from them. Children use sand and water to fill and pour from containers, gaining an understanding of capacity.
73. The teaching of mathematics is very good. Adults provide a good range of activities and link mathematics to other areas of work, such as language and art. The work presents a challenge to children of all levels of understanding. Those who need more experience or extra support are taught in small groups. This ensures that children have a secure understanding of what they are doing. The introduction of a class session is very well managed and organised, leading children towards the work of the National Numeracy Strategy, which they will meet in Year 1.

Knowledge and understanding of the world

74. Children make good progress in their knowledge of the world. They enjoy working with computers and use the keyboard and mouse successfully to work their way through a program. Sometimes, they produce colourful pictures. A few children show that they can use the icons correctly. The class has written to, and received, letters from children in a school for blind and partially sighted children as part of their studies of Louis Braille. They are fascinated by the concept of the Braille script. As part of their religious education they are learning stories from the Bible, have heard about Shrove Tuesday and have celebrated Diwali. During the inspection, children were preparing to celebrate the Chinese New Year.
75. Teaching is good and the Reception staff provide a range of interesting activities and experiences for the children. The enticing classroom displays reinforce this learning and help children to recall work done previously, for example, on how bulbs can light up when they are part of an electrical circuit.

Physical development

76. Progress in physical development is good. Children show good physical co-ordination as they handle small objects, such as toys, pencils or straws. In a music and movement lesson observed during the inspection, children moved their bodies in different ways as they travelled around the hall; balancing carefully, devising their own movements, watching carefully and repeating the movements of others. This resulted in a very effective dragon dance.
77. Teaching in this area of learning is good. The activities are sometimes challenging and children respond well, working with enthusiasm and trying hard. They are learning how tools should be used and to be aware of others' space as well as their own. Further activities which require children to work with equipment, such as bicycles, designed to promote their physical development, are provided in the outside area but, due to bad weather during the inspection, these were not observed.

Creative development

78. Children make good progress in their creative development, learning to use different media and tools. Their work with paint, crayons and pencils helps to make the classroom a colourful and stimulating environment. Children have successfully used printing techniques when working with paint in the style of Kandinsky and also when producing clay tiles. In a link with mathematics, they have made sticky paper pictures using basic shapes. In collage work, children have successfully used a range of materials to produce three-dimensional fish and have contributed to a Christmas picture. They are successfully developing a range of techniques and an understanding of what can be done with different materials. In assemblies, children participated enthusiastically in singing.
79. Teaching of this area of work is good. Activities present some challenge and children are taught to work in group projects as well as individually. The teacher provides a good selection of activities to help to develop children's skills.

ENGLISH

80. Pupils' attainment is above the levels expected nationally by the end of Year 2. In 2001, results in the National Curriculum tests for seven-year-olds were well above the national average in reading and above the national average in writing. These results were in line with those achieved in similar schools. High standards have been maintained since the previous inspection and pupils make good progress through the school. Boys achieve lower standards than girls in reading and the school is taking steps to improve their attainment by introducing non-fiction and illustrated books to develop their interest. In writing, boys and girls achieve similar standards. The current Year 2 pupils are attaining levels which are above those expected in reading and writing.
81. Pupils with special educational needs make good progress and are supported effectively by teachers and learning assistants. Those pupils who speak English as an additional language make good progress and are given help according to their needs. Teaching is of a very good quality overall and makes effective use of the National Literacy Strategy with time set aside to concentrate on developing pupils' writing skills. This programme has raised pupils' skills and, in 2001, all pupils achieved the level expected nationally. There were fewer pupils achieving the higher Level 3 in writing than the national average, but the writing of current pupils indicates that more are on course to achieve this standard in this year's tests.
82. Pupils in Year 2 listen well both to teachers and to each other and their skills in speaking are above those normally found. They benefit from well-focused discussion sessions in which adults encourage pupils' comments and observations. In a very good lesson, pupils in Year 1 joined in guessing the possible rhymes in the story of the king's socks. They predicted how the story might develop and explained how the king and his courtiers would feel in choosing gifts for his birthday. They expressed themselves well and took turns to answer and listen to ideas. In a good Year 2 lesson, pupils suggested ways in which a man at the bottom of the sea might send messages to his mother. They suggested sending notes in a bottle or by boat and even wondered whether a bird might swim to the surface before flying off with a letter! They showed a very sensitive approach when discussing the mother's distress at not hearing from her son before they settled to write a letter themselves. They were good at maintaining their attention during the discussion. Pupils are confident in expressing their ideas in front of the class, with each other and with adults, and they use a good range of vocabulary.
83. Pupils' standards in reading are above those normally found. Throughout the school there is a well-maintained home-school reading programme and pupils change their books regularly. Comments in pupils' diaries indicate that parents support the programme well and take a lively interest in fiction. Teachers encourage a positive attitude to reading and make good use of the

wide range of big books to develop younger pupils' enthusiasm. Younger pupils know the letters of the alphabet and most know how to sound out and build up words. They correct mis-readings with reasonable confidence and most use pictures, context and meaning to help them to read unfamiliar words. Teachers monitor the progress of pupils' skills effectively through shared reading activities and maintain good records of the reading books covered.

Pupils with special educational needs are well supported in group sessions which focus on their identified needs. Lower attaining pupils receive valuable assistance in sessions with a trained learning assistant who takes pupils through the Early Literacy Programme, developing their recognition of words and sounds well. However, while pupils do read non-fiction books and know, for example, what an index is, they have insufficient access to reference books in the library.

84. Pupils are achieving standards in writing which are above those expected for their age at the end of Year 2. Pupils in Year 1 write their news in short recognisable phrases and their handwriting is generally well formed. They want to express their ideas and are keen to use spelling guides to write common words accurately. Higher ability pupils are challenged well to develop their writing and some produce well developed stories with a clear and appropriate moral such as "Don't leave home without a grown-up". Many pupils in Year 2 work independently, for example, when writing the introduction to a story or in composing a letter. Samples of work show that pupils write good factual accounts of their pets and create character sketches from books they have read. They are learning to produce extended stories with some understanding of structure. Pupils in both Years 1 and 2 use their writing skills in science and history to describe some of the aspects which they have studied. In Year 2, pupils describe an experiment on how ice melts in different conditions. They write well about the life of Florence Nightingale and the lives of people on a Scottish island. In design and technology, pupils write very good clear descriptions of how they designed model land yachts and evaluate how effective they were. This emphasis on using writing skills is having a very positive effect on improving standards.
85. The quality of teaching is very good overall. Teachers have consistently high expectations for pupils' behaviour and attainment. Pupils are keen to tackle the tasks set and maintain a high level of concentration as was evident, for example, in writing activities in both Years 1 and 2. The way that teachers question pupils prompts them to reflect and participate in discussion in a mature fashion. Planning is good and detailed for all groups of pupils. Teachers make very good use of the classroom assistants who play an active part in supporting the learning of groups and individuals in the classes. Pupils with English as an additional language are carefully supported to make sure that they understand instructions and have no problems with necessary vocabulary. In addition, classroom assistants play an important part in changing pupils' reading books and checking the records and diary entries. Information and communication technology is used well to extend pupils' learning and many examples of word processed work are evident. Pupils compose their work on computer in class with confidence and set it out well. Homework is used well to support learning.
86. There have been important improvements in the way the subject is currently managed and this is now more effective than at the time of the school's first inspection. The school analyses National Curriculum test results and sets clear objectives to try to improve aspects such as writing and boys' reading. These are having a positive effect although the programme has not run long enough to make a conclusive judgement on its effectiveness. The quality and use of assessment is good and is the subject of whole school discussion. Teachers are analysing much more closely how pupils' writing and spelling skills are developing and using this information to set targets for themselves and pupils. They are good at sharing lesson objectives with pupils and evaluating how successful their learning has been. Teachers keep accurate and helpful records of pupils' reading and writing. The co-ordinator has had a positive impact on raising standards generally and has a clear understanding of what needs to be done to maintain improvements. She has had time to observe and support colleagues as well as to monitor planning and evaluate pupils' progress. She is also conscious of the deficiencies in the current library. The space is limited but the way books are stored in boxes does not make them attractive or accessible to pupils. In addition, the quantity of non-fiction books is unsatisfactory and does not help pupils, especially higher ability readers, to browse and research for information.

MATHEMATICS

87. Mathematics is a strength of the school. Since the school's first inspection, attainment in mathematics has been consistently high. In 2001, in the National Curriculum tests for seven-year-olds, attainment in mathematics was well above the national average and the average attained in similar schools. Half of the school's pupils attained the higher than expected Level 3, and all pupils attained the national expectation of Level 2 at least. All pupils including those with special educational needs and those who speak English as an additional language make good progress in mathematics.
88. Pupils in Year 2 have a very secure understanding of numbers and their application. They sequence numbers to 100, for example, in tens, and understand that one more than 100 will be 101. They recognise number patterns easily, for example, counting forwards and backwards to 100 in tens, and know what is meant by odd and even numbers and by doubling and halving. They add three numbers successfully and know that subtraction is the inverse of addition. They apply number successfully to money and recognise coins to £1.00. They estimate likely outcomes of calculations and successfully round up and down. They know the basic fractions and understand time in quarter hours. They have a very secure grasp of what their number operations mean, as opposed to simply doing them mechanically, and tackle mathematical problems expressed in words with a good level of understanding.
89. There is also a secure understanding of other aspects of mathematics. Pupils know that data can be represented in graphical form and can interpret the meaning of simple bar graphs. They measure length accurately in centimetres. They recognise the basic two- and three-dimensional shapes and describe their properties accurately. High attaining pupils work with impressive accuracy but average and lower attaining pupils are more prone to error. For example, a lower attaining pupil has difficulty when adding three numbers.
90. There are examples of high quality work in Year 1. A higher attaining pupil is very secure in her use of numbers and clearly has a very good understanding of how the number system works. Average and lower attaining pupils also work with a good level of accuracy in tasks which match their present levels of attainment. This concentration on accuracy enables pupils to make at least good progress and often very good progress in their learning. Pupils in Year 2 are attaining at levels above those normally found at this stage of the school year and pupils in Year 1 are attaining well ahead of the levels normally found. This attainment is enhanced by opportunities which are provided for pupils to practise aspects of their mathematics in subjects such as design and technology, information and communication technology and science.
91. This impressive attainment reflects the very positive attitudes that pupils have towards their learning in mathematics. Pupils in Year 1 maintained a good level of sustained concentration during their lesson and moved smoothly between the different phases of the lesson, wasting a minimum of time. They showed some good initiative in dealing with the work that had been set for them. They listened carefully to each other's ideas and supported each other well when working. During group work, conversation was about the work that they were doing. In the Year 2 class, there was a good level of concentration overall, although a few pupils have relatively short concentration spans. Pupils worked well together and showed some initiative in their approach to work, although some higher attaining pupils had to be reminded of the need for care and accuracy when drawing complex geometrical shapes.
92. The quality of teaching is good and has some very good features. Teachers have a clear understanding of the National Numeracy Strategy and use it well to raise attainment. This results in effectively planned lessons with clear learning objectives which are shared with pupils. However, they are not routinely re-visited at the end of the lesson so that pupils can say if they have been achieved. Teachers expect a good level of behaviour and effort and these high expectations have a positive effect on attainment and progress. Good use is made of information and communication technology to support teaching and learning in mathematics. Lessons move at a good pace and teachers question pupils well to test and reinforce their understanding. Praise is used well to maintain motivation. A particular strength is the way in which teachers deploy their non-teaching

colleagues to support learning. This, together with the careful matching of the work set to the needs of different groups of pupils, results in pupils of different levels of attainment making good progress in their learning. This good progress is reinforced by the individual targets set for pupils and by the careful marking of their work.

93. During the inspection, the teacher responsible for mathematics was absent from the school. Discussion with the headteacher confirms that the subject is managed effectively. Teaching and learning are monitored and evaluated systematically and the progress of all pupils is assessed each half term. These assessments are used to evaluate the level at which pupils are currently attaining so that future learning can be planned.

This rigorous management is enabling the school to maintain learning at an impressive level, and the school has the capacity to continue at this level.

SCIENCE

94. By the age of seven, pupils' attainment is in line with national expectations overall, with some pupils doing better. This is not as high as during the previous inspection, when pupils were judged to be attaining above national expectations, but is an improvement on the last two years, when teachers judged pupils to be below the expectations for most seven-year-olds.
95. Pupils are making good progress in Years 1 and 2. They have been studying how things move. They have pushed and pulled different objects and, in a good link with mathematics, have run cars on different surfaces to see how far they will travel. They understand that there are different kinds of forces, such as gravity and magnetism, that friction is caused when two things are rubbed together, and that push and pull forces can make some materials like paper or blu-tack change shape. They have studied different materials and know that some can be changed when heated, for example, observing what happens to wax when a candle is lit. In learning about life processes and living things, they understand what animals and plants need to grow and to be healthy. Pupils are successfully learning how to observe carefully and to record the results of their investigations. They understand the importance of a test being 'fair' and explain how this might be achieved.
96. Teaching is good and, sometimes, very good. Teachers plan interesting activities for their pupils and lessons are well organised and managed. Teachers have appropriate expectations for how their pupils will learn and understand. They and their classroom assistants support pupils well, including those who have special educational needs and those who are learning to speak English as an additional language. Adults work well as a team and, as a result, both boys and girls are successfully acquiring knowledge in all aspects of science and are developing the skills needed to work as scientists. They build successfully on previous learning and work well in collaboration with other pupils. Teachers are paying particular attention to teaching pupils how to write up investigations but too many worksheets are being used for pupils to record what they have learned. Pupils are eager and interested in their work and enjoy it and this has a positive effect on attainment and progress.
97. The subject is well organised and the knowledgeable subject manager gives a good lead by the quality of her own teaching. She is able to support her colleagues by making some observations of their teaching. The scheme of work suggested in the latest advice from the government is being implemented successfully and records are kept well. A recent action plan, aiming to improve standards further, is being put into effect and is beginning to have a positive effect on attainment.

ART AND DESIGN

98. Attainment in art and design is in line with national expectations as pupils approach the end of Year 2 and they make satisfactory progress. This is in line with the judgements made at the last inspection.
99. Pupils select colours and mix paint successfully as they produce bright pictures of plants, animals and the world around them. They regularly use pencils and crayons to produce pictures which

illustrate and enhance their written work. Some very good close observational art work in pencil of musical instruments decorates the music area in the hall. In their three-dimensional work, pupils have produced bright collages of people in history, such as Florence Nightingale, and characters and scenes from stories, such as 'The Lighthouse Keeper's Lunch'. Pupils are learning about other artists and have produced work in the style of Picasso.

100. Teaching is satisfactory and pupils are making satisfactory progress in their understanding of materials and techniques. They produce their own pictures as well as working well in collaboration with their partners. Teachers develop pupils' skills through activities which are enjoyable for the class and sometimes link them to a special celebration, such as the Chinese New Year. In one lesson, pupils cut out and decorated Chinese paper lanterns in the traditional red and gold to decorate their classroom. Resources are used well and the management and organisation of activities in lessons is good.
101. There is no identified subject manager for the subject and the school has yet to produce a scheme of work for art and design. As a result, work is not developing systematically and this is inhibiting progress. There are few examples of close observation art work and there is little work with clay to be seen.

DESIGN AND TECHNOLOGY

102. Standards of attainment in design and technology are above expectations for pupils as they approach the end of Year 2. This is an improvement since the previous inspection.
103. Both boys and girls make good progress in their designing and making skills. They design by drawing, keeping in mind the use to which the object will be put and the resources that they will need. When making, they show that they can join materials together securely. Their designs are usually clearly labelled and show what they wish the finished product to look like. When making, they assemble, cut and manipulate materials well, handling tools with care and developing further their skills of physical co-ordination. Work on display shows that classes have made attractive clocks which work using batteries, and land yachts with wooden wheels which 'sail' down a ramp. In a lesson observed during the inspection, pupils successfully cut dowelling rods with a small saw, bound them together with wool into a kite shape, and then used sticky tape and clips to make sure that they were stable. Pupils are successfully learning a range of techniques for joining materials and components. In their evaluations, pupils describe the making process in detail and how the finished product might be improved. Land yachts were tested to see how far they would run.
104. The quality of teaching is good. Skills are being taught carefully and pupils find the projects interesting. They settle to work very readily and behave sensibly when handling tools. Organisation and management are good and resources are chosen well for the task in hand. As a result, pupils waste no time and collaborate effectively when working in small groups. Pupils who have special educational needs receive good support and progress as well as their classmates, being given every opportunity to succeed.
105. The curriculum is interesting and links well with other subjects, such as art and design, science and mathematics. There is no designated subject manager for design and technology but the school makes good use of the scheme of work suggested in the latest government guidelines. Resources are good and readily available to teachers and pupils. Teachers assess how well individual pupils are learning and keep a suitable record to guide the planning of future learning. However, assessment is not yet systematic enough to enable the progress of individual pupils to be tracked in sufficient detail.

GEOGRAPHY

106. The standards which pupils achieve by Year 2 are in line with those expected nationally and have remained the same as those recorded at the previous inspection. During the inspection, only one lesson took place and was observed. Further evidence is based on discussions with pupils and

staff and a scrutiny of pupils' work and teachers' planning.

107. Pupils know a variety of locations locally and around the world from studying the travels of 'Barnaby Bear'. They understand something of the distances between places in general terms associated with the time spent in travel. For example, pupils know that India is a day's journey away and France is not that far. Pupils develop a sound basic understanding of how to create plans and read maps. They draw plans of a village and find locations such as Surrey and London. They understand that the environment of the Scottish islands is very different from the mainland and their own area in Surrey. They study the conditions of living in Scotland from an imaginary account of people living on 'The Isle of Struay'. They read from books about this island and the material is used well to help them develop both geographical and literacy skills. Pupils write thoughtful and well-constructed accounts of the characters on the island. They enjoy geography and are eager to talk about their work.

They know that the United Kingdom is an island and understand that they must cross the sea to get to France

108. Teaching is generally well planned to ensure that all areas of learning are covered. Teaching assistants are used well to support pupils with special educational needs, so that they achieve well. In the one lesson observed, pupils were attentive and commented with insight on the country being studied. They know something of the way land and settlements have been developed but they have only a limited understanding of how the environment can be improved and sustained. The planning of lessons is satisfactory but the learning goals for each session do not always define exactly the skills which are to be developed. Assessment is carried out informally and is not linked to monitoring how well pupils are acquiring these skills. Resources are adequate but there are not enough maps or reference books to help pupils to develop research skills.

HISTORY

109. Pupils achieve the expected standards for their age by the time they leave the school. Their attainment has been maintained at a satisfactory level since the previous inspection. Pupils develop an interest in events of the past and are learning to appreciate the distinction between past and present. During the inspection, only one lesson took place and evidence is based on examining teachers' plans and pupils' work and from discussions with teachers and pupils. There is insufficient evidence to make a judgement on the quality of teaching.
110. Pupils have a clear understanding of chronology and identify toys and buildings from different times. They appreciate that materials used in building and manufacture have changed. Pupils make sound progress in their knowledge and understanding of changes over time in people and places. They make sensible comparisons between their own lives with those of children living in the past. They understand that they can acquire historical knowledge by examining artefacts and looking at pictures and buildings. The use of artefacts and the memories of older people help their learning effectively, but they have few opportunities to develop research skills by consulting a wide range of books. In the one lesson observed, pupils had a good understanding of the fact that many thought the Earth was flat before people began to explore the globe in Tudor times. They know the problems of Florence Nightingale in setting up hospitals in the Crimean War. Pupils write with insight on the difficulties and prejudices which she faced. One pupil wrote that the role of women was very much more restricted in her time compared with women's opportunities today.
111. Teachers make good use of a variety of sources to stimulate learning, including video, personal accounts and information stored on computer. Pupils are encouraged to use accurate vocabulary such as hygiene, beliefs, Tudors and Victorians, and they include these in their writing. The study of history is well managed to develop pupils' writing skills. There is good support for all pupils to take part in the work which promotes the progress of those with special educational needs and those for whom English is an additional language. Resources for the subject are adequate but there are few reference books in the library. In planning their lessons, teachers cover all the elements of the subject effectively. However, assessment procedures are not organised consistently to ensure that pupils' progress is carefully monitored.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Pupils' attainment in information and communication technology is above expectations by the age of seven and they make good progress in Years 1 and 2. This is an improvement since the last inspection.
113. Pupils are acquiring appropriate skills in word-processing, modelling and controlling equipment. Pupils in Years 1 and 2 were seen to use the mouse and keyboard successfully and they have learned to control a programmable toy, giving the 'Roamer' instructions to 'draw' different shapes. When using the mouse, they confidently position the cursor and click and drag items from one part of the screen to another. They are developing a good understanding of how icons are used and save and print their own work. Pupils were seen to use computers as part of their work in English, mathematics and art.

The 'listening areas' in all classrooms are used well by pupils and give good help in furthering their progress in language skills, in particular in listening and reading.

114. All pupils, both boys and girls, are making good progress because teaching is good and teachers and classroom assistants work well together as they support pupils. Teaching is well organised and managed and pupils develop skills quickly. They show an increasing confidence and a knowledge of different kinds of programs as they move through the year groups. Pupils with special educational needs and who speak English as an additional language are well supported in class and enjoy using the computers. They make good progress. Higher attaining pupils write directly on to the screen. They confidently change text and font.
115. Reading is supported with the use of software which links to the school's reading scheme and boys, in particular, were seen to benefit from this program. All pupils concentrate well and evidently enjoy their work, whether working alone or in pairs. Teachers make sure that the work is well matched to the understanding of different groups of pupils, ensuring that there is equality of access and opportunity for all pupils.
116. The subject is co-ordinated effectively. Teachers are advised well by the knowledgeable and interested subject manager. The curriculum follows that suggested by the latest government guidelines and suitable records are kept of pupils' progress. Each classroom has two computers. The small computer suite, with five computers in a separate room, is a useful addition for group work, but is inconveniently sited in a small building outside the main school. Pupils and teachers have to walk through another class to reach it. There is good provision of software for the development of skills and there are sufficient programs to support learning in English and mathematics. However, the school has a comparatively small amount of software for use with other subjects so that the contribution that information and communication technology is making to learning in these subjects is less well developed.

MUSIC

117. During the inspection, it was not possible to see music being taught. In an assembly, a number of songs were accompanied on guitar by a former parent who regularly helps with music in the school. Whole-school singing is satisfactory. Pupils sing tunefully and have an awareness of tempo and volume. There is appropriate emphasis on pulse and rhythm so that pupils learn that successful music making depends on discipline, for example, in being sensitive to the rhythm of the guitar. Pupils learn a range of songs and singing such songs as 'Frere Jacques' as a round develops their skills in listening to others. The occasional use of tonic sol-fa in songs such as 'Doh a deer' from 'The Sound of Music' reinforces their skills further.
118. Since no lessons were observed, it is not possible to judge attainment or the quality of teaching. Medium term planning indicates that the programmes of study of the National Curriculum are covered. No teacher has specific responsibility for music and there is no systematic assessment of pupils' attainment and progress. While pupils benefit from occasional visitors such as a pianist/percussionist, music does not have a high profile in the school. The school is now in a

position to raise the profile of music further, make arrangements for the subject to be managed with greater purpose and to assess pupils' attainment and progress in the subject systematically as a means of determining the subjects future needs.

PHYSICAL EDUCATION

119. Attainment in physical education is at the level normally found for pupils of this age and the satisfactory standards found at the time of the school's first inspection have been maintained. Pupils, including those with special educational needs and those who speak English as an additional language, make sound progress. During the inspection, it was possible to observe one lesson in gymnastics, but medium term planning shows that games and dance are also covered.
120. Pupils have a clear understanding of the need to warm up before physical exercise. They are also aware of the need for safety in physical activity and that others have a need for their own space. In warming up, pupils walked and trotted sensibly and most skipped successfully.

On apparatus, pupils had a satisfactory sense of balance in a range of movements. Most are capable of successful forward rolls, although some do not follow adults' instructions to 'tuck your head under'. One pupil performed a very good backward roll and a few others made worthwhile efforts. Some pupils created good sequences of different rolls. Pupils showed impressive maturity when cooling down.

121. Pupils' attainment and progress benefited from their mature and sensible attitudes. They worked with a good level of effort and concentration and were courteous to each other and to adults. There were good examples of initiative as pupils created sequences of movements. Pupils respected each other's ideas and demonstrations. Six pupils were very sensible when putting equipment away with a classroom assistant.
122. It is not possible to make an overall judgement about the quality of teaching although, in the lesson observed, it was good. The teacher's good subject knowledge and understanding were enabling her to build up pupils' skills over a sequence of linked lessons. She had high expectations for pupils' efforts and behaviour and her impressive management of the pupils was firmly rooted in good relationships. She used pupils well to demonstrate, but did not ask them to comment on what was impressive about the demonstration. The lesson was paced sensibly and the good resources available were used well. The teacher's good questioning ensured that pupils knew what they were doing and why. The two non-teaching assistants were used very effectively to support learning and ensured that all pupils were fully included in the lesson.
123. No member of staff has specific responsibility for physical education and there is no systematic monitoring of pupils' progress. Extra-curricular activities are provided in soccer and short tennis and these are well supported. The school benefits from a good hall, hard play area and grassed area to support learning in physical education. Resources for learning are good.

RELIGIOUS EDUCATION

124. The levels reached by the time that pupils are seven are in line with those expected in the Surrey Agreed Syllabus for religious education and these standards have been maintained since the time of the school's first inspection. Only one lesson took place and was observed during the inspection and evidence is based on talking to pupils and examining their work and teachers' plans. Pupils name places, objects and people from different religious traditions with a satisfactory level of understanding. For example, they have a basic understanding of the significance of Ramadan to Muslims. They know some of the artefacts revered by Jews and why they celebrate the Passover. In studying the Christian calendar, pupils know about the onset of Lent and name other major festivals like Christmas and Easter. They know the parable of the sower and relate to the story of Zaccheus and Jesus. Pupils gave their own ideas about religions to a sound level. For example, they explained that praying is talking to God and that He should be thanked for all the good things around them.

125. Insufficient teaching was seen to give an overall judgement on the quality of teaching, although the lesson observed was good. The teacher and classroom assistant maintained pupils' interest and attention. Through careful questioning, the teacher made pupils think about how they would feel if they were to witness Zaccheus' change of heart on meeting Jesus. Pupils are regularly encouraged to think about their responsibility to one another and to those less fortunate than themselves. In assemblies, pupils are praised for their contributions to charities and support for good causes such as that given to children who are visually impaired. This helps to promote an important aspect of the learning programme which aims to make pupils understand the beliefs and values of religion. Pupils' writing skills are developed well in composing and writing up their own prayers which are displayed in the hall for assembly time. Resources are satisfactory and displays are well designed to stimulate pupils' interest and learning, especially of faiths other than Christianity.