

INSPECTION REPORT

AUDLEY PRIMARY SCHOOL

Caterham, Surrey

LEA area: Surrey

Unique reference number: 125060

Headteacher: Mr R Gandolfo

Reporting inspector: Peter Payne
12155

Dates of inspection: 26 - 29 March 2001

Inspection number: 197582

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Whyteleafe Road Caterham Surrey
Postcode:	CR3 5ED
Telephone number:	01883 342330
Fax number:	01883 348563
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Barnes
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12155	Peter Payne	Registered inspector	Information and communications technology Art Physical education Equal opportunities	What sort of school is it? How high are standards? – the school's results and achievements How well is the school led and managed? What should the school do to improve further?
9586	Sandra Goddard	Lay inspector		How high are standards? – pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
14508	Krysia Baczala	Team inspector	Science Design and technology Under fives	
3578	Mike Aylen	Team inspector	English Music English as an additional language	
15345	Lyn Bettaney	Team inspector	Mathematics Religious education Special educational needs	How well are pupils taught?
13228	Marcia Foley	Team inspector	Geography History	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Kent Curriculum Services Agency
Kroner House
Eurogate Business Park
Ashford
Kent TN24 8XU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Audley Primary School is a mixed 4 to 11 primary school with 203 pupils on roll, situated on the outskirts of Caterham. It is organised in seven classes and is about the same size as other primary schools nationally. The majority of pupils live close to the school. The attainment of pupils on entry to the school is slightly above that for similar schools. The percentage of pupils eligible for free school meals (8.4 per cent) is broadly in line with the national average and the percentage with special educational needs, including statements (12.8 per cent) is well below the national average, though the percentage of pupils with statements (1.5 per cent) is in line with the national average. One pupil speaks English as an additional language.

HOW GOOD THE SCHOOL IS

The school is a vibrant place where pupils enjoy their experiences in and out of class. Teaching is interesting and good. This contributes to the positive attitudes of the pupils, their very good relationships and the standards that they achieve. The leadership and management of the school are very good. The headteacher, governors, staff and parents are committed to a very real partnership to raise standards further. The income of the school is about average and when set against the quality of teaching, learning, care and support, the school gives satisfactory value for money.

What the school does well

- Quality of teaching and learning is good, particularly of the basic skills
- Promotion of equal opportunity and very good relationships
- Leadership and management are very good
- It gives children a very good start to formal education
- Pastoral care
- Partnership and communication with parents
- Extra curricular and out of school activities

What could be improved

- The management of the foundation subjects
- Standards in geography and history

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 September 1997. Since then, good progress has been made in addressing the issues that were raised. Schemes of work have been developed or reviewed, although some need to be adjusted to address the coverage of the revised National Curriculum. The subject programmes published by the Qualifications and Curriculum Authority have been consulted. The quality of teaching has been substantially improved, particularly in Key Stage 1. At the last inspection, 15 per cent of teaching was considered to be unsatisfactory. This has been eliminated and no unsatisfactory teaching was seen. The majority of teaching was judged to be at least good. The performance of potentially higher attaining pupils has been addressed and there is some evidence of improved attainment, particularly in English, although the percentage of pupils reaching the higher levels in mathematics and science remains below average when compared to schools in similar circumstances. The planning and teaching of art has improved. The skills of art are taught in a logical progression and work of a good standard is produced throughout the key stages. The investment in staff training and provision of modern equipment and resources for information and communications technology have transformed the pupils' access to, and use of, computers and other equipment to support their work in all the subjects of the curriculum. The status of geography was a key issue at the last inspection and, while there have been some improvements, it remains an area for improvement. The issue of the

presentation of work has been addressed and there has been a general increase in quality, although a small number of pupils' books still leave room for improvement.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	C	B	A	A
Mathematics	D	C	C	C
Science	D	D	D	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that the standards achieved at the end of Key Stage 2 in English in 2000 were well above the national average, in mathematics were about the national average and in science were below the national average. At the end of Key Stage 1 the standards achieved in reading, writing and mathematics were all above the national average. When compared to the results of similar schools, the pattern is the same. The standards achieved in these subjects over the last five years are broadly in line with the national trend in both key stages. The school has agreed challenging targets for the performance of 11 year olds in 2001. Children in the foundation stage make good progress and their achievement is high, preparing them well for the start of their formal education. In the other subjects, pupils at the end of both key stages achieve above expected standards in art and design and physical education. Their achievement is as expected in design and technology, geography, history, music and religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. Pupils of all ages are proud of their school and pleased to be there.
Behaviour, in and out of classrooms	Behaviour is good, both in the classrooms and about the school at breaks and lunchtime. Pupils are courteous, orderly and considerate.
Personal development and relationships	The personal development of the pupils is good. Relationships between pupils and with adults are very good. They respect each other's views.
Attendance	Attendance is well above the national average, with no unauthorised absence. Lessons begin promptly and no time is wasted between lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

The quality of teaching is now a strength of the school and shows a considerable improvement since the last inspection. Teachers provide interesting lessons and, because of the good teaching, learning is effective. Teaching of the basic skills of English and mathematics is consistently good. Particular strengths of teaching include good subject knowledge, high expectations, good use of time and sharing of learning objectives with the pupils so that they are clear about what they are going to learn and how successful they have been. Pupils of all ages are able to increase their knowledge and understanding and develop their skills. The provision for pupils with special needs is good. Good teamwork between teachers and teaching assistants ensures that pupils with special educational needs make good progress. All of the lessons observed were at least satisfactory, with 72 per cent graded as good or better, 16 per cent very good or better and 2 per cent excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum is good. It is very good in the foundation stage. The provision for extra-curricular and out of school activities is very good.
Provision for pupils with special educational needs	This is good. Pupils with special educational needs have full access to all aspects of the curriculum and, where necessary, receive good quality support from their teachers and teaching assistants. They are able to develop confidence and make good progress. The school complies with the special needs code of practice.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' personal development is good. It is a strength of the school. The caring ethos is a significant feature of school life and is valued by all those who teach and learn there. Provision for spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	Provision for securing the general well being of pupils is good. Pupils feel safe and secure because of the good levels of pastoral support. There are good procedures for promoting positive behaviour and child protection.

The school has a very good relationship with its parents and maintains an effective partnership with them. They are very supportive of the school and appreciate the high expectations of work and behaviour. Arrangements for sharing information about their children's progress are very good, although a minority of parents would value more precise information about what is going to be taught in the near future and about their child's progress. Parents value the "open door" policy to which the school subscribes. They feel that their concerns are taken seriously and are acted upon quickly and effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher provides a sense of direction for the school. Staff are encouraged and enabled to contribute to the development of the school.
How well the governors fulfil their responsibilities	The governors meet their statutory duties. They are very committed to the success of the school and provide effective support. They know what the school does well and how it might improve
The school's evaluation of its performance	Formal monitoring of the quality of teaching and learning by the headteacher and the senior staff is well established. Targets for the performance of the headteacher and deputy have been agreed. Good use is made of statutory and non-statutory tests to monitor the progress of individuals and groups and to compare them with similar schools. Challenging targets for the achievement of 11 year olds in 2001 have been determined.
The strategic use of resources	The deployment and management of the resources available to the school are good. Very good use is made of new technology and budgetary decisions are made prudently. The school is well aware of the availability of supplementary grants and is very successful in bidding for them.

There are sufficient, suitably qualified and experienced teachers and teaching assistants to deliver the National Curriculum across the foundation stage and both key stages. Good use is made of the available accommodation and some imaginative moving of internal walls has increased the space available for the older classes. It is maintained to a very high standard. Displays celebrate the achievements of pupils and their work. Outdoor areas for play are good and there is ready access to the playing fields of the neighbouring school. Teaching resources are satisfactory, although the quality and range of the fiction book stock is limited. Governors have a policy of achieving the best value in their transactions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Leadership and management • The strength of the partnership with parents • The school is open and approachable • Children like school and make good progress • Behaviour is good • The school helps children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework • Information about how their child is getting on

The inspectors endorse the parents' positive views about the school. Homework was found to be used appropriately to reinforce and extend learning, particularly in the core subjects. Inspectors reviewed the quality of information available to parents, particularly about the progress of their children, and found it to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The levels of attainment of the children upon entry to the foundation stage are consistent with the full range of ability, including children with learning difficulties and potentially high attainers. The overall level is marginally above that in other local schools. Children make good progress in the Reception class and, by the age of five, almost all will have achieved the early learning goals and have started work in the early stages of the National Curriculum. Because of their positive attitudes and the commitment and expectation of their teachers, most children work at or near to their capacity.
- 2 The results of the 2000 tests taken in reading, writing and mathematics by seven year olds were above the national average for all schools and when compared to the performance of similar schools. The standards achieved by higher attaining pupils were above the national average in reading and writing, but just below the national average in mathematics. Performance in science was very high. Over the last five years, the performance of seven year olds has consistently exceeded the national trend, with the exception of writing in 1998. The relative performance of boys and girls over this period shows no significant difference.
- 3 The 2000 results for 11 year olds were well above the national average in English, close to the national average in mathematics and below the national average in science. The same pattern is found when compared to the performance of similar schools. The performance of higher attaining pupils was similarly above the national average in English, close to the national average in mathematics and below average in science. Over the last five years, the performance of 11 year olds has been broadly in line with the national trend, although in the last two years, the trend in English and mathematics has exceeded it. The trend in science has been in line, but just below the national picture. In 2000 girls outperformed boys in all three subjects, but particularly in mathematics and science.
- 4 The school has set challenging targets for 11 year olds in 2001. These were carefully established and reflect the performance of the year group through the school, including the proportion of pupils with special needs. Inspection evidence suggests that they will be achieved.
- 5 Pupils with special educational needs make good progress in learning and achieve standards which are at least in line with their individual abilities in both key stages. The quality of support provided often allows these pupils to achieve higher standards than expected. They meet the targets set in their individual education plans. Pupils with statements of educational need meet the targets set at their annual reviews. Gifted and talented pupils are able to make good progress.
- 6 In the other subjects of the National Curriculum, standards are above expectation at the end of both key stages in art, information and communications technology and physical education. They are as expected in both key stages in design and technology, geography, history, music and religious education. Standards in art and information and communications technology have improved since the last inspection. Although standards in information and communications technology are at least as expected, some pupils have developed skills which are well above the national

expectation and recent investments in new equipment and training mean that the school is well placed to improve standards still further.

- 7 The skills developed through the literacy hour are evident across the curriculum and both key stages. There are impressive examples of speaking and listening skills used to promote and extend thinking and to clarify the pupils' understanding of their work. Good quality discussion takes place, particularly in science, history, geography and religious education where the thoughts and ideas of the pupils are developed and valued. Their numeracy skills are used in the production of graphs in science and geography, the use of nets in design and technology and in data handling using computers. As the facilities are extended, pupils are able to make increasing use of information technology to support their learning, for example by using desktop publishing to present work in design and technology and the Internet and CD-ROMs to find information for a growing range of subjects.

Pupils' attitudes, values and personal development

- 8 Pupils are keen to come to the school. They are courteous, orderly, demonstrate self-confidence and have good social skills. They act responsibly and are willing to take on responsibility, for example, when given the opportunity to serve on the school council. The quality of relationships is very good between pupils and staff and other adults as well as with each other. Pupils mix well and show respect and consideration for each other within their peer group, between genders and between younger and older children. The school population is not racially mixed and pupils' attitudes to children of a different race, culture and with a lower material standard of living are being positively developed, particularly through partnership links with a Zambian village school.
- 9 Pupils show enthusiasm and pride in their work and a clear willingness to learn. Their behaviour is good during lessons, lunchtimes and at play. Most pupils are able to work independently either as a whole class or in smaller groups. Pupils sustain their concentration on the task although some need more frequent attention or direct supervision and are supported in the classroom by teaching assistants. The impact that their poor behaviour might have on others' learning is effectively minimised by good practices by teachers and teaching assistants, using a range of tailored behaviour management strategies in the classroom. There have been no exclusions in the last year.
- 10 The school promotes a strongly positive ethos and children know what is expected of them. Clear emphasis is placed on reinforcing positive behaviour and caring, yet firm, orientation to improving behaviour. Pupils are aware of the range of rewards for good work and good behaviour and the sanctions for unacceptable behaviour. All pupils are involved in defining a class code. Although bullying is only rarely an issue for the school there are clear strategies for dealing with incidents promptly. This includes social support for the perpetrator as well as the victim by their peers.
- 11 Attendance in the 1999–2000 academic year was well above average at 96.3 per cent. This is an improvement since the last inspection. Legal requirements for recording and reporting attendance are met. There is a clear procedure for teachers to record and monitor lateness and absence that is applied effectively. Incidences of lateness and absence are monitored and managed. Problems are discussed with the Education Welfare Officer and followed up when appropriate. The school continues to emphasise the importance of attendance to parents and is concerned

about the continuing demand for absence for holidays taken during term time by a significant minority of families.

HOW WELL ARE PUPILS TAUGHT?

- 12 Teaching is good throughout the school and very good in the foundation stage. This is a significant improvement from the last inspection when 85 per cent of teaching was found to be satisfactory and 15 per cent was unsatisfactory with some weaknesses evident. The unsatisfactory teaching has been eliminated and all teaching is now satisfactory or better, with 72 per cent of lessons being graded as good or better and 16 per cent judged to be very good. Analysis by key stage shows that nearly three quarters of the lessons in Key Stage 1 were judged to be good or better and two thirds of those seen in Key Stage 2. The overall quality of teaching of children in the foundation stage was very good. Literacy and numeracy skills are well taught across the school and staff make good use of the wider curriculum to reinforce these skills. The staff work hard and are committed to promoting good quality learning for their pupils. As a result pupils' attitudes to work are positive and they try hard.
- 13 Teachers' knowledge and understanding of the curriculum is good. The recent developments in literacy and numeracy have supported staff in their teaching of basic skills. Good practice is evident in the teaching of information and communications technology. The characteristics of the lessons are good planning, teachers setting clear learning objectives and the use of a variety of teaching styles to maintain interest and motivation. The continual sharing of learning objectives with pupils helps to focus attention on what is to be learnt. Teachers manage pupils well in lessons, using praise to reinforce good behaviour. This is in line with the school's behaviour policy. There is a mutual respect between teachers and pupils, enabling the pupils to ask questions when they are unsure. This was evident during an additional numeracy lesson where pupils uncertain of converting fractions to decimals asked for further help which led to full understanding. The pace of successful lessons is good and expectations are high. Attention to health and safety issues is good. For example, during a physical education lesson the teaching assistant led a late arrival through appropriate warm up activities before she joined the class.
- 14 In the majority of lessons, good interactive teaching is followed by appropriately differentiated tasks, with a review of learning at the close. The school has worked hard to produce guidance on the coverage of all subjects. However in mathematics and science there is a lack of independent investigational work and further work is required to ensure all subjects are experienced consistently throughout the year. Teachers plan well from the schemes of work. This is an improvement since the last inspection, when the lack of guidance was a contributing factor to the unsatisfactory teaching. Marking of pupils' work is regular and pupils respond well to the assessment of their work. Developmental comments, intended to help pupils understand how they could improve, are inconsistently used. The presentation of work is generally good although some work in books is untidy and left unchallenged. Staff work hard to create an interesting working environment for their pupils through the use of informative displays and the provision of resources and artefacts. Pupils share their achievements in many ways, through the use of displays, assemblies and in the Excellence Room.
- 15 The acquisition of skills, knowledge and understanding by all pupils, including those with special needs, is good. The pace of acquisition is often good because of focused teaching and learning objectives. Pupils' intellectual development is good.

They are challenged to think clearly about the specific targets for the lesson and supported to follow these through. Pupils are very interested in their work and can concentrate for extended periods.

- 16 Pupils' physical and creative effort is good overall and very good in the foundation stage. They enjoy well-structured activities, especially where they well are paced and where clear challenges are set by the teachers. Discussions are usually interesting and wide-ranging, with pupils eager to take part and contribute their ideas. They concentrate well because there are high expectations from the teachers. Pupils put good effort into practical activities. They enjoy them and respond well to the challenges set in science, design and technology and mathematics. Learning in physical education, including extra-curricular activities is good. Pupils of all abilities are stretched and enjoy their physical effort. Their response to creative work is very good. They appreciate the work of other artists and create their own interpretations in a wide variety of media.
- 17 The pupils own knowledge of their learning is good. They are able to discuss previous learning and how to apply this to new situations. Contributory factors include the ways in which teachers support pupils through sharing objectives and the way in which they review the lesson's activities to make sure that the learning objectives have been met.
- 18 Special needs pupils are taught well and provided with high quality additional support. During whole class lessons, tasks are suitably modified to meet individual needs. Individual education programmes are carefully and sensitively constructed in partnership with the special needs co-ordinator, class teacher and parents. The targets identified cover literacy, numeracy, behavioural and emotional needs. A regular review of the targets takes place. Parents are able to discuss progress with the co-ordinator and the class teacher. Good contacts are made with other support agents to provide a meaningful programme of support. Talented and gifted pupils are identified on the schools' special needs register. Their needs are successfully addressed through more challenging work within class activities and through attendance at County led activities.

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

- 19 The curriculum is broad, balanced and has many strengths. All the requirements of the National Curriculum and religious education are met. The school has reviewed its curriculum time and the distribution of subjects taught over the year to try to achieve as stimulating a curriculum as possible for pupils. The national strategies for literacy and numeracy have been effectively implemented. The school has decided to give a higher than average amount of time to English. Information and communications technology is used as a very effective tool for learning across the whole curriculum. Physical education is given a good time allocation. Educational visits linked to subjects are provided in all years to make aspects of their subjects really come alive. For example, Year 6 make a geography-based visit to the Isle of Wight and Year 4 visit and stay over night on a replica of the Golden Hinde to experience at first hand the life of a Tudor sailor.
- 20 The development of schemes of work for all subjects has improved since the last inspection. In long term planning, subjects, apart from those listed above, are largely grouped together with science as the topic lead. Medium term planning focuses on the objectives of each subject before teachers make links with the other subjects.

This new approach does not always work as well as it should. Sometimes, for example, when science and art are grouped, the essence of the subject learning is watered down in the effort to make links between subjects. This, together with the strategy of allocating a high amount of time to English, makes it difficult to develop real continuity and extension of skills in subjects such as history, geography and design and technology. Opportunities to develop investigative work in these subjects and mathematics are limited.

- 21 Audley is a welcoming school that operates an inclusive admissions policy. Pupils with special educational needs are very well supported and the school ensures that they are included in every activity. Teaching assistants make a real difference by providing additional support in lessons. Booster classes provide very effective additional support for literacy and numeracy for those who need assistance. Pupils from special schools are seamlessly included in Audley lessons on occasions and are clearly happy in their learning. Gifted and talented pupils are given access to more challenging tasks in numeracy and literacy through working with older pupils, enabling them to work at levels that are more appropriate to their ability. The views of parents of pupils from other faiths are respected and arrangements are made for some pupils to be withdrawn from Christian assemblies.
- 22 There are no gender issues. Boys and girls work and play well together and both sexes have the same opportunities in all lessons, including games. Pupils with physical disabilities take part in the whole curriculum, including physical education, and are helped to succeed by the effective support of teaching assistants and their classmates. The school analyses test results to identify any differences in attainment between boys and girls. The 2000 SATs results indicated a small variance at the end of Key Stage 2 where girls slightly outperformed boys, but no evidence of any difference in progress was seen during the inspection.
- 23 As at the time of the last inspection, the number and range of extra-curricular activities provided by this small school are very good, encompassing sport, the arts and the environment. Activities take place in the school building and grounds and further afield. There are very good links with the local community. Physical education is a good example of this, where professional sports men and women visit the school to coach the skills of their sport and where pupils participate in a range of inter-school competitions. Pupils visit dramatic performances at a theatre in Croydon. These activities enrich and extend the already good curriculum provision.
- 24 The development of the pupils' spiritual, moral, social and cultural development continues to be a strength of the school. The pupils' social development is nurtured effectively through co-operative and collaborative class work and daily personal contact with all staff. Opportunities are planned and taken in the subjects of the curriculum, the daily assembly themes, the use of visiting speakers and the behaviour policies to foster and reinforce the pupils' experience and development of a social and moral code. Spiritual development is fostered in assemblies, art, music and religious education where pupils are able to reflect about the world in which they live. The good relationships and secure environment in the classrooms encourage pupils to share their thoughts with one another. Cultural understanding is particularly well developed through celebration of all faiths, circle time, visitors to the school and out of school visits. Opportunities are taken in art, music, history and geography to experience and consider the cultural heritage of other countries and faiths. Their attitudes to children of a different race, culture and with a lower material standard of living are being positively developed through partnership links with an African primary school.

- 25 There is a very good personal, social and health education programme. Issues of personal safety are taught formally to all pupils and Year 6 are taught first aid and receive cycling proficiency training. There are effective policies for sex education and drugs awareness. The school has been awarded the Surrey Health promotion award, adheres to a “no nut” policy for pupils’ meals eaten on the premises and is monitoring whether drinking water has an active link to learning and achievement.
- 26 Many links with the local and wider community add to pupils' knowledge and progress. Both video and Internet are increasingly used to help pupils link with distant places. Local residents and organisations make a very good contribution to pupils’ learning. Relationships with pre-school and secondary schools are good. One particular link is helping to stretch pupils' already good attainment in information and communications technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 27 The provision for support, guidance and pupils’ welfare is good. The school promotes a positive ethos and children know what is expected from them. There is a positive orientation to behaviour management which includes a range of incentives for good effort, achievement and good behaviour. The behaviour policy clearly defines acceptable and unacceptable behaviour and is implemented effectively by all staff. The ethos of developing and reinforcing positive social skills amongst children as well as respect for property is effective in practice. Specific incidents of misbehaviour are dealt with promptly and calmly. Continuous monitoring by the headteacher ensures that the behaviour policy is effective and applied consistently by all staff. This is supplemented by the governors’ observations of behaviour when visiting the school. All pupils are well known to staff and pastoral care is a strong feature of the school.
- 28 Pupils with special needs, including gifted and talented pupils, are well cared for. There are clear procedures in place for the identification of specific needs. The co-ordinator liaises with class teachers, parents and other support agencies to provide realistic support for pupils. The support given by the teaching assistants is impressive. Training is provided for teachers and teaching assistants to enable them to meet pupils’ needs successfully.
- 29 The school has a good safety policy and promotes a secure and safe environment throughout the school day. The procedure for pupil medication is clear to teachers, non-teaching staff and parents. The deputy headteacher is the designated child protection officer. The headteacher is also trained and will be retraining later in the year. The school provides basic training for all staff, including mid-day supervisors, on child protection. All staff have had first aid training.
- 30 There are good procedures for monitoring and promoting attendance. Registers are taken promptly at the start of morning and afternoon sessions. Attendance is recorded according to the Surrey LEA guidelines. The school has a good relationship with the education welfare officer who visits half-termly and who is notified promptly of any problem of recurring lateness. Authorised absence is below the national average. However, the headteacher and governors are still concerned at the amount of family holiday taken during term time, with pupils missing areas of the curriculum because of their absence.
- 31 The school meets all the statutory assessment requirements for baseline on entry and the National Curriculum. Senior managers are thorough in analysing assessment data in English and mathematics and work with teachers to adjust the

curriculum. Teachers in each key stage review pupils' attainment to set individual targets that inform the appropriately challenging school targets. In addition to analysing the information from statutory tests and teacher assessment, good use is made of information from non-statutory tests, local authority data and the school's own regular assessment to track pupils' progress as they pass through the school. There is a good understanding of the potential, in English and mathematics, of all pupils in the school and this is used to monitor and target their learning. Building effectively on pupils' prior knowledge and skills in the majority of foundation subjects is often inhibited since assessment is insufficiently focused upon National Curriculum level descriptors.

- 32 Learning targets set with pupils for English and mathematics, and to establish positive attitudes to learning, are shared with parents. These are used to report upon progress. Pupils are also appropriately encouraged to review their achievements against the learning objectives that they record in their exercise books. The oldest pupils are motivated further by opportunities to make a computer record of concerns about aspects of their learning. The teacher uses this information and a note is made once the difficulty is resolved. Pupils' work is marked regularly. A developing system to identify and address specific aspects of pupils' written work that require improvement has been introduced in two classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 33 The partnership with parents is a strong feature of the school. The parents are very pleased with what the school provides and achieves. There are very good channels of communication between the school and parents via the prospectus, fortnightly newsletters, supplementary letters, pupils' reading 'logs' and termly meetings to discuss children's progress. The headteacher operates an 'open door' policy, as do class teachers. Records of achievement are detailed, providing an individual picture of children's achievement at both key stages and include a profile of personal progress. Arrangements for sharing information about their children's progress are very good, although a minority of parents would value more precise information about what is going to be taught in the near future and about their children's progress. Annual reports to parents are explained and discussed at individual parent-teacher meetings. There is very good liaison with the parents of pupils with special needs. The special needs co-ordinator is available to meet with parents each Thursday afternoon to discuss their children's progress. Individual pupil's targets are discussed and agreed with parents.
- 34 The parent governors are an effective bridge between the school and parents. There is a thriving parent-teacher association that raises substantial amounts of money to enhance the learning environment and purchase additional resources as well as fulfilling an effective social role. Parents are very supportive of all initiatives and events although work commitments constrain many parents from involvement in daily school life. Evening curriculum events to induct or update parents are poorly attended. Extension of learning into the home is actively encouraged and effective. Parents support homework, lend materials and artefacts and add their comments to their children's reading logs and homework books.
- 35 Parents are very confident in the school and are strongly supportive of its non-discriminatory and inclusive policy, particularly in taking pupils with special needs. They believe that it is easy to approach the school when they have problems or questions about their children's progress. They applaud the quality of teaching, the

high standards that are achieved and the way in which it develops maturity and responsibility in their children.

- 36 The procedure for welcoming new pupils to the school is very good. There is an effective induction procedure for children into the Reception class. The school has very good relationships with the main receiving secondary schools. Familiarisation between the head, teachers and pupils is emphasised. This includes liaison between staff from both schools, parent and pupil evenings as well as pupil visits to the schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 37 Leadership and management of the school are very good. The headteacher provides strong and purposeful leadership that has contributed to the success of the school. He is supported by the staff and governors who share a firm commitment to the development of the school and raising of standards. There is a clear sense of direction and purpose.
- 38 The school's aims and values are published and widely distributed. The diligence and high quality of relationships at all levels about the school demonstrate the commitment of pupils and adults to live up to them. Significant features of the aims are explicit commitment to realise each pupil's potential and to foster positive attitudes and values.
- 39 The headteacher, deputy headteacher and the core subject co-ordinators monitor the quality of teaching in classrooms by observation and by evaluation of the work of pupils. Outside agencies are also brought in to validate the quality of work in the classrooms. This is a significant development since the last inspection, although monitoring of the teaching of the foundation subjects by subject-co-ordinators is under-developed. The school evaluates the performance data produced by national tests and its own internal testing. This information is used to establish realistic and challenging performance targets at the end of each key stage.
- 40 The day to day management of the school is good. All staff have current job descriptions which establish their roles and the expectations of them. The headteacher is supported by an effective deputy who has clearly defined areas of responsibility. There is good delegation of responsibility to the co-ordinators, enabling them to manage their own areas of operation. Limited non-contact time is achieved so that the core subject co-ordinators can develop and monitor standards in their subjects. They have a regular appraisal meeting with a manager and their targets are reviewed and agreed. Training needs are identified with regard to both the individual and the school's needs.
- 41 The governing body is effective. Governors play an active part in the school life and provide strong and highly committed support. The committee structure is logical and well organised. Committees have clear terms of reference which are regularly reviewed to confirm their continuing effectiveness. The governors have a clear vision for the development of the school and make an appropriate contribution to the construction of the school's development plan and priorities. They receive good quality information about the school's performance and have recently strengthened their involvement by establishing the data group to consider issues about the comparative performance of the school. The governors' role in establishing targets for the headteacher and deputy indicates an understanding of the school's current needs.

- 42 Educational priorities are established by staff and governors in the development plan and supported by the prudent use of funds. There is a well-established process for constructing the plan and a number of strategies are used to identify priorities for future years.
- 43 The school is well staffed and there is a satisfactory match of qualifications and experience to deliver the curriculum. Very good induction processes are in place to support teachers and teaching assistants who are new to the school. Teaching assistants and mid-day supervisors are effectively trained and deployed. They play an important part in ensuring the quality of learning and good behaviour. One of the supervisors is a trained play leader and helps pupils to structure their activities.
- 44 The quality and extent of the accommodation is satisfactory, although the size of classrooms for the older pupils is only just sufficient. The outdoor play spaces and sports facilities are good. With the exception of the fiction book stock, resources for teaching are satisfactory and readily accessible. The quality of the learning environment and the school surroundings owe much to the standards achieved by the caretaker and her staff and to the care and pride in their school shown by the pupils and adults.
- 45 The financial management of the school is good. A recent LEA financial audit confirmed good practice and their advice has been implemented. The finance committee of governors is provided with good quality information through analysis of the monitoring statements provided by the local authority, suitably annotated by the administration officer. Very good use is made of new technologies to track and monitor the budget and for other administrative purposes. When it is necessary, firm action is taken to avoid overspending. The governors have a policy of achieving best value in their transactions although there are no systematic procedures to evaluate and confirm the impact of spending decisions on the standards of achievement and the quality of education.
- 46 The school has been successful in attracting additional funding and specific grants, such as the New Opportunities Fund and the National Grid for Learning. Additional funds and grants are wholly applied to their designated purposes and usually supplemented from the school's budget. The members of the administrative staff are effective, enabling the day-to-day procedures of the school to operate smoothly, allowing the headteacher and staff to focus upon teaching and learning. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 47 In order to continue the successful development of the school and to raise standards further, the governors, headteacher and staff should:
- (1) Continue to develop the role of the subject co-ordinators in the foundation subjects by:
- enabling them to monitor and evaluate the quality of teaching, using some of the processes which are used in the core subjects;
 - identifying ways in which pupils' attainment and progress can be assessed and recorded;

- assembling examples of pupils' work in their subject and forming an explicit understanding of the National Curriculum level of performance that each item demonstrates.

(paragraphs 36, 97, 101, 103, 109, 114, 123, 128 and 137)

(2) Improve the quality of learning and assessment of progress in geography and history, by:

- reviewing the way in which the subjects are planned, to ensure that pupils experience both more regularly throughout the year;
- identifying clear benchmarks for assessing the progress and achievement of pupils;
- Providing suitable challenges for the higher attaining pupils.

(paragraphs 17, 107, 109, 114, 115 and 116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	14	56	28	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	203
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	11	11	10
	Total	24	25	26
Percentage of pupils at NC level 2 or above	School	89 (87)	93 (87)	96 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	11	11	11
	Total	25	27	27
Percentage of pupils at NC level 2 or above	School	93 (87)	100 (87)	100 (90)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	14	12	14
	Total	22	20	22
Percentage of pupils at NC level 4 or above	School	81 (80)	74 (73)	81 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	7
	Girls	13	11	11
	Total	19	19	18
Percentage of pupils at NC level 4 or above	School	70 (73)	70 (70)	69 (60)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24.2
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	183

Financial information

Financial year	1999-2000
	£
Total income	407,325
Total expenditure	401,699
Expenditure per pupil	1,978
Balance brought forward from previous year	9,371
Balance carried forward to next year	14,997

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	53	43	4	0	0
Behaviour in the school is good.	31	67	1	1	0
My child gets the right amount of work to do at home.	35	51	14	0	0
The teaching is good.	56	42	1	0	1
I am kept well informed about how my child is getting on.	35	51	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	23	1	0	0
The school expects my child to work hard and achieve his or her best.	60	35	4	0	1
The school works closely with parents.	42	52	5	0	1
The school is well led and managed.	78	20	1	0	1
The school is helping my child become mature and responsible.	61	38	0	1	0
The school provides an interesting range of activities outside lessons.	40	38	5	4	13

Other issues raised by parents

At their meeting with the registered inspector, the parents were very strongly supportive of the school and its staff. They applauded the warmth and strength of relationships and described the school as inclusive. The attitudes and values of the school were seen as a very powerful attraction for parents. They were very positive about the open door policy and their ability to have good quality information about their children's progress. They expressed a sense of genuine partnership. They raised no issues that require additional comment.

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

- 48 The quality of provision in the foundation stage is very good. Children are very well cared for by suitably qualified and experienced staff. The curriculum is broad and provides an excellent range of activities that are suitable for young children. It is fully planned in accordance with the requirements of the foundation stage curriculum.
- 49 According to Baseline Assessment (assessment on entry to school) the attainment of the majority of children is marginally above that in other local schools. There are a few individual children with very high attainment for their age and only two or three of the children have below average attainment and may need to be assessed to see if they have special educational needs. At the time of the inspection, just before Easter in the spring term, almost all of the children had already reached or exceeded the early learning goals for children aged 5 and had gone on to work in the early stages of the National Curriculum.
- 50 Standards and the quality of teaching have risen in the foundation stage since the last inspection. The quality of teaching is very good. The early years co-ordinator manages the whole teaching team very well. Teachers use a good variety of teaching methods that are well matched to the age of the children, offering them many practical “hands-on” activities. Teachers assess children’s work accurately and regularly and use their observations to plan thoroughly for next steps in learning. The teaching assistants, who make every effort to care for the welfare of the children and help them with their activities, make a very positive contribution to standards and the quality of learning in the foundation stage. Parents’ views of the work of the school are very positive and the excellent co-operation between the parents and teaching team in the Reception class helps to establish a pleasant and purposeful learning atmosphere. Behaviour in the foundation stage is very good. The children have very good attitudes to attending school, are happy and secure in the school environment and respond well to an ethos of encouragement and support.

Personal, social and emotional development

- 51 The teaching of personal, social and emotional development is very good. The teachers provide a wide range of activities, which offer the children new experiences, stimulate curiosity and encourage them to role-play. For example during the inspection, groups of children were taking it in turns to look after “babies” in a “baby clinic” that had been set up in a corner of the classroom.
- 52 Children could say that the babies needed to be fed, washed, changed and weighed and could act this out. They could name body parts such as hands and feet and learned new words such as ankle and wrist. They played co-operatively, organised and thought about the activities and took turns well. They watched mothers with real babies who came to visit the class and could observe and explain the difference between the needs and abilities of a young baby and a toddler.
- 53 Most children have a positive self-image and make very good progress in personal development. They become increasingly independent in organising their own belongings such as coats and book bags, they can attend to matters of personal hygiene and most can change their clothes for physical education unaided, although some still take a very long time to dress. They gain confidence in finding their way

around the school such as when taking it in turns to take the register to the office and learn from older pupils how they should behave in shared areas of the school during assemblies and meal times.

Communication, language and literacy

- 54 Teachers plan and teach the part of the curriculum that deals with communication, language and literacy very well. On entering school, the children display attainment that is marginally above the expected level, although groups vary. A few individual children can speak, read and write well for their age, sounding out simple words and writing some letters. Most of the children can say the sound of a few letters and have had some experience of handling books and being read to by an adult, although a few do not know any letters or sounds. By the time they reach the end of foundation stage, pupils have reached their early learning goals. The majority of pupils listen well when people speak or read to them, express their own ideas, speak clearly in sentences and have significantly extended their vocabulary. The majority of children can hear, say and write the sounds at the beginning and end of words and most of them know the sounds two letters make when joined together and can recognise and read common words. Children are confident in their early attempts at handwriting. Most can write letters clearly and a few children can write recognisable words and sentences. Most children recognise and write their own name and they can recite nursery rhymes and short poems from memory.
- 55 The teachers provide a good range of activities that promote the development of spoken and written communication. They are highly competent in teaching the basic skills such as phonics. For example during the inspection, children were told a story that contained many words simple words ending with the sound "t". They were able to hear which words these were, repeat them, suggest others that rhymed with them and sort pictures in to groups of objects that did or did not end in the sound they were learning. The most able children made good attempts to write a list of the words they had learned. All the children make very good progress.

Mathematical development

- 56 The majority of children reach the expected standard in mathematical development by the end of the second term in the foundation stage and most go on to exceed this level. They can say, use and recognise the numbers 1 to 10 and most can put these in order. A few children can count to 20 or more. The most able can identify number bonds to five and can say which number is one or two more than or less than a given number. Children can use an increasing range of words associated with mathematical language such as longer or shorter, higher or lower and can name simple shapes. They can follow patterns and arrange objects in sequence well.
- 57 The teaching of mathematical development is very good and has a very positive impact on the progress made by the children. For example in one lesson observed during the inspection, children were learning about the sequencing of time. They were asked to put the events of the day in order. Good questioning by the teacher probed their understanding of why people need to know about time. The children had the confidence to speak about their own experiences because of the praise and encouragement from the teacher. A variety of activities such as singing, demonstration and stories, reinforced time associated words such as o'clock. The children then went on to learn the sequence of the days of the week and count that there were seven of them. The lesson was enjoyable and the children made good progress. In the Reception classroom teachers use a range of resources which

promote mathematical understanding well. There are objects to sort and count, number lines and number squares, clocks, shapes, measuring and weighing equipment and coins. Overall, the provision for mathematical development is very good.

Knowledge and understanding of the world

- 58 Teachers in the reception class provide very well for the development of children's knowledge and understanding of the world. A wide range of activities is planned to help children find out more about their surroundings and how they interact with them. During the inspection some very good teaching was seen which promoted progress towards this early learning goal very well.
- 59 Children can make sensible observations and use their ideas to help them group things, for example they are able to say which foods are sweet and which are savoury. They can say that their eyes need light in order to see and can report what they have observed, for example that ice floats on water. They can describe the effects of the passing of the seasons, such as some trees having buds in the spring. The children have an early geographical understanding. They look with interest at big atlas books, maps and globes, can say the name of the town in which they live and that this is in England. They can speak about changes in the weather and describe correctly when it is sunny, windy or raining.
- 60 Children are given many opportunities to design and make things and most can cut out, arrange and stick simple pictures. During the inspection, one group was making good quality pictures of people by cutting out and sticking fabric in the shape of clothes. They used their imagination well by applying materials such as wool in order to represent hair.
- 61 Some good opportunities are created for children to increase their computer awareness. Children know that they can locate a cursor on a screen by using a mouse and know they must click to make something happen. They can choose from a range of computer generated activities related to the practice of reading sounds and most children can work through a whole sequence unaided.
- 62 Children respond well to early opportunities to reflect on life, to consider the importance of significant events in peoples' lives and to begin to understand about relationships with other people. For example during one lesson, a candle was lit and pupils knew this was to remind them to behave quietly and think about things. They joined in a purposeful discussion about Mothers' Day, about how people show they care for each other and discussed special occasions in a family such as a Christening. The children respond with interest to these activities and behave very well when they occur.

Physical development

- 63 Children's physical skills are developed well through a range of appropriate activities. The children have many opportunities to practise fine manipulation skills by drawing, cutting, threading, sorting, sticking and building. They gain increasing control when using crayon, pencil and paint and in using tools such as scissors.
- 64 Many opportunities are provided for children to increase their awareness of space, their physical co-ordination and their strength and stamina. In physical education lessons they move over, under and between objects, improve their ability to climb,

balance, catch, throw, jump and hop. The outdoor area offers children some opportunities to balance on blocks, ride tricycles, climb and slide, but these activities are limited.

- 65 In one lesson observed during the inspection children were practising movement in sequence to music played to them. The teacher organised the session well to provide activities which enabled them to develop a range of skills. Most children could follow a sequence of simple steps in time to the music. The more self-assured children could develop their own sequences. The lesson was conducted at a brisk pace and children could follow instructions carefully and sensibly. Pupils enjoy and look forward to active lessons and behave very well. They have already achieved the expected standard and are embarking on activities within the Key Stage 1 programme.

Creative development

- 66 Children make very good progress in creative development and will have achieved the expected standard by the end of the key stage. Many have already done so. Activities are well resourced and planned to offer a diverse and stimulating programme. This promotes progress in all aspects of this early learning goal such as art and music. Children are able to use a wide range of artistic materials sensibly. They can use pencils, pens and crayons with which to draw and can use paint to fill in shapes and to print. There are some excellent examples of paintings and observational drawings done by the children on display in the classroom. Children can make pictures using jigsaws, complete patterns using a range of coloured shapes and say the names of most colours. A few can say which two colours they would mix in order to make another they would like to use. Children can explain the difference between simple textures such as rough, soft or smooth. The majority of children reach the early learning goals for creative development before the end of the foundation stage.
- 67 Children learn new songs enthusiastically, can remember the words to several songs and hymns and can clap and do other simple actions in time to music. They can name several musical instruments and recognise the sounds they make.
- 68 The quality of teaching in creative development is very good. The teachers plan for a really good variety of activities which the children enjoy and which enable the children to have the widest possible range of creative experiences. The teachers have high expectations of the children and instruct them well. As a result, the quality of learning in creative development is very good.

ENGLISH

- 69 In the most recent Key Stage 1 National Curriculum tests in 2000, pupils attained standards in reading and writing that were above the national average compared with all schools nationally and also with similar schools. These results represent an improvement since 1999 when standards in reading and writing were in line with national averages. In the 2000 Key Stage 2 tests, pupils attained standards in English that were well above the average nationally and for similar schools, and a greater proportion reached higher levels of attainment. Standards have been rising faster than the national trend. Findings from this inspection indicate that pupils at the end of both Key Stage 1 and Key Stage 2 are attaining standards that are above the national expectation. This is an improvement upon the last inspection when attainment in English was judged satisfactory at the end of both key stages. Literacy skills are now promoted well across the curriculum.

- 70 Speaking and listening skills are developing well throughout Key Stage 1. Pupils are given opportunities to listen carefully, particularly when engaged in whole class work with a shared text. They respond well to questions and are frequently asked to contribute orally. In one literacy session they were able to describe key characteristics of the grandfather in the story of "Peter and the Wolf" and add original ideas in their own writing. They use relevant, carefully selected appropriate vocabulary and can take turns in discussions. These skills are extended well in Key Stage 2 where pupils enjoy engaging in discussion during lessons and speak confidently to each other and to adults to develop key ideas being taught. In one lesson, where an extract from "Children of the New Forest" was studied, pupils discussed the text and developed a good understanding of the feelings and actions of key characters. Pupils are able to speak confidently to an audience, for example presenting information clearly about the Ancient Greeks during a school assembly for children and parents. A lesson studying the use of rhyming words in couplets was most successfully concluded by individual and unison voices presenting a poem "Summer versus Autumn".
- 71 Reading standards are above the national expectations at the end of both key stages with many pupils reading at above average levels. A sample of pupils from across the school, representing all levels of ability, was heard reading during the inspection. During both key stages pupils make good progress, with good links between their reading and personal experience. In Key Stage 1 pupils learn to read well and are soon able to recognise combinations of letter sounds and to read familiar words. These skills are built upon so that by the end of this key stage most pupils are reading confidently. They use picture and context cues to help them read unfamiliar words. The more confident readers can predict what might happen next in a story and can recall the main points of a previously read text. They respond to punctuation and read aloud with expression. The National Literacy Strategy is having a positive effect on pupils' early reading skills. As they move into Key Stage 2, this strategy continues and they are exposed to more challenging tests. As a result they are able to read with fluency and accuracy at higher levels. They express preferences for favourite authors and recognise particular styles of writing. Pupils use their reading skills effectively to support their learning, for example in analysing information from the Internet. Less confident readers use a variety of strategies to maintain fluency and understanding, making sensible attempts at the meanings of unfamiliar words or phrases. The most able readers are good at drawing inferences from texts and understand figurative language. Wider application of these higher-order reading skills will enable pupils to read at increasingly demanding levels and to raise standards further.
- 72 Standards in writing are above national expectations at the end of both key stages and a significant number of pupils achieve well above average levels. At all levels of ability they make sound progress in developing their writing skills. In Key Stage 1 pupils write mostly in simple sentences and know and use basic punctuation conventions such as full stops and capital letters. Some can use speech marks. By the end of the key stage many are able to write from experience and recount personal events such as a visit to the Science Museum or write simple poetry on themes such as "Wild Water". They create simple stories of their own, often stimulated by stories the whole class has shared, although some less able pupils are a little slow in completing some written tasks. Spelling is developing soundly with pupils being able to form most familiar words correctly. Letters are shaped accurately so that their writing by the end of this key stage is legible and often fluent. Lower attaining pupils copy and read sentences accurately. Writing skills are further developed in Key Stage 2. More complex punctuation is used, including consolidated use of speech marks and

commas. Pupils write for a wide range of purposes and in differing styles. In a lesson reviewing a poem about spring, pupils quickly identified rhyming couplets, internal rhyme, patterns of syllables and the use of compound words. They used these techniques, adding original ideas and imagery to produce and share their own poems. Such approaches indicate an improvement since the last inspection that identified a lack of excitement in pupils' creative work. There are examples of extended writing as pupils create their own stories and accounts or record autobiographical details. This could be developed further, particularly in upper Key Stage 2, for example through writing tasks involving several chapters. Spelling is mainly accurate with pupils developing an awareness of word roots. Handwriting is legible and most pupils are able to use a joined script. There are good examples of thoughtful and imaginative presentation of writing displayed around the school. The previous inspection highlighted variable and often poor levels of neatness in pupils' work. There has been an improvement, but this aspect requires further attention in some pupils' exercise books.

- 73 Teaching is good overall. It is never less than satisfactory and helps pupils to achieve well. Often it is good or very good. This is an improvement since the last inspection when teaching was judged to be satisfactory. There are now also examples of more imaginative approaches. Planning is secure with clear intentions for learning laid out for every lesson. Plenary sessions at the end of lessons are used well to check and consolidate pupils' learning. Literacy lessons are well structured and organised effectively. A good feature of teaching is in the range and quality of questions often used by staff to extend pupils' thinking. The questions asked ensure that all pupils contribute and help them to develop as learners. Teaching assistants make positive contributions to pupils' learning, particularly those with special needs who, as a consequence, make good progress. Teachers have a secure knowledge and understanding of the National Literacy Strategy and this helps them to plan effective lessons. In most lessons, the challenge of the activities given to pupils is good and helps to extend their knowledge and skills well. By changing the direction of learning and approach, teachers often manage effectively a small minority of pupils in both key stages who experience difficulties in sustaining sufficient concentration.
- 74 Sound subject leadership has enabled effective development of the National Literacy Strategy, providing well-targeted training for staff. Pupils enjoy the additional literacy support programme and booster classes. These help to improve the attainment of small comparatively lower achieving groups in Key Stage 2. Time has been made available for monitoring provision and standards across the school and this has helped staff make good use of literacy lessons. Portfolios of pupils' work provide appropriate and helpful examples of National Curriculum level benchmarks to guide teachers' judgements. Assessments of pupils' progress are recorded thoroughly. Pupils' work is marked regularly. A system to identify and address particular aspects of written work that require improvement has been introduced successfully in two classes.
- 75 Appropriately challenging targets for higher attainment have been set for 2001. Given the good teaching, a well-planned curriculum and a commitment to improve further, the school is well placed to meet these targets. School assemblies and productions provide opportunities for pupils to develop their skills and understanding through drama, but this aspect of English does not feature consistently in teachers' planning. Homework tasks help to consolidate pupils' understanding and to develop their skills in English. Information and communications technology is being used well to support pupils' learning. Library provision and resources to support English teaching are satisfactory and are organised effectively.

- 76 There were no pupils at the time of the inspection for whom support for English as an additional language was required.

MATHEMATICS

- 77 Standards in mathematics have shown improvement in both key stages over the last three years. In 2000, Key Stage 1 standards were above the nationally expected levels when compared to all schools. There is no significant difference between the achievement of boys and girls. The number of pupils achieving the higher than expected levels was below the national levels. At the end of Key Stage 2 in the same year, standards were not significantly different from the nationally expected levels. The number of pupils achieving the higher than expected levels was close to the national average when compared to all schools and to similar schools.
- 78 Pupils with special educational needs achieve standards that are at least in line with their individual abilities and they make good progress. This is achieved through careful planning of tasks by staff and the availability of additional support. Standards seen in work during the inspection are in line with national expectations in both key stages. Many pupils are on line to achieve higher levels. In Year 6 majority of pupils are on line to reach the required levels by the end of the key stage, with over a quarter of pupils predicted to achieve higher levels.
- 79 By the age of seven pupils apply their numeracy skills well in a range of subjects and in all parts of the National Curriculum. They can mentally calculate 10 more or 10 less than a two-digit number, accurately read four-digit numbers and count forwards or backwards in steps from a given number. Pupils identify objects to illustrate measurements of 1cm, 10cm and 100cm. They can interpret information from a variety of graphs and charts and used correct mathematical language when describing two and three-dimensional shapes. Many pupils are beginning to establish the foundations of algebra when successfully identifying missing signs in calculations.
- 80 By the time they reach the end of Key Stage 2, the majority of pupils are confident in numeracy and are able to apply their skills to a variety of tasks. They can recall table facts and use these to solve number problems accurately, can double fractions and decimals, calculate percentages and ratios and explain the strategies used. Pupils use correct mathematical language to describe shapes. During discussion, Year 6 pupils explained the need to be numerate and quoted many everyday activities which require numeracy skills. As a result, they saw a purpose of the lessons and enjoyed them. They work hard, concentrate, join in class activities and are eager to offer answers.
- 81 The quality of teaching and learning in mathematics is good in both key stages. In Key Stage 1 there is no unsatisfactory teaching. All of the teaching is good. This is an improvement since the last inspection when a significant amount of teaching was unsatisfactory. Teachers in both key stages plan their lessons thoroughly, following the guidance of the National Numeracy Strategy. Resources and time are used well and the pace of lessons is good. Lessons are planned in detail to ensure delivery of the three-part lesson. Teachers make sure they communicate to pupils exactly what it is they are expected to learn. They return to these objectives continually throughout the lessons to keep the learning focused. During the last inspection the use of mental activities was judged to be inconsistent. This is no longer the case. The commitment to the use of correct mathematical language is a strength of the teaching of mathematics.

- 82 Teachers' planning is based on the guidance given by the National Numeracy Strategy. During the week of the inspection pupils were observed working on tasks to develop number skills, knowledge of shape, measurement and data handling. There was evidence in teachers' planning and in pupils' books that all elements of the National Curriculum are being taught. The balance between the various elements of the curriculum is appropriate with the greater emphasis being on the acquisition of numeracy skills. The teaching, learning and application of numeracy skills are a strength of the school. Pupils have many opportunities to use their numeracy skills in other subjects. For example they produced graphs and charts in science to record the distances travelled by cars rolling down a ramp. Other instances included the plotting of positions using co-ordinates. In one lesson the introduction to the use of the computer was coupled with the teaching of how to construct a block graph. The setting of homework was not observed during the inspection. In some lessons reference was made to it. Teachers' planning and work in pupils' books provided evidence that it is an integral part of the learning programme.
- 83 Pupils with special educational needs are well supported during mathematics lessons. Tasks are suitably adapted to meet their needs and additional support given by highly committed teaching assistants. The needs of gifted pupils are similarly addressed. At times they work alongside older pupils which challenges them appropriately. Older pupils have access to booster classes to reinforce the understanding of key aspects of mathematics. During discussion with pupils they commented that they found these sessions both useful and enjoyable.
- 84 Observations of lessons and scrutiny of work in both key stages showed very little evidence of independent investigational work. Tasks are not being selected which enable pupils to investigate mathematical situation, collect information, analyse, check, predict and make generalisations. The lack of this type of work is recognised by the school.
- 85 Behaviour is good in most lessons. Pupils work well and are eager to join in discussions, answer questions and demonstrate the strategies they have used. The presentation of work in lessons seen was satisfactory, but some work in books is untidy. Teachers use an assessment process based upon the yearly key learning objectives outlined in the National Numeracy Strategy. Targets are set for individual pupils, are reviewed throughout the year and are shared with parents. Older pupils can set their own targets by registering problems on the class computer. Marking of work is regular, but often basic in nature. There is inconsistent use of written comments to tell pupils how they can improve their work.
- 86 The mathematics co-ordinator has good subject knowledge and is well placed to support staff in subject content, strategies, planning and assessment. He has given good support to the staff during the implementation of the National Numeracy Strategy and taken advantage of the support offered by the local authority. Each class is well resourced with equipment to deliver the strategy. Teaching of mathematics is monitored regularly by the co-ordinator and the headteacher. Development points following the observations are discussed with individual staff and support offered. Feedback from the staff is positive and has strengthened confidence.

SCIENCE

- 87 In science, all the pupils reach the expected standard by the end of Key Stage 1 and the majority reach the expected standard by the end of Key Stage 2.

- 88 In 2000, the last year for which national figures are available for comparison, according to teacher assessments, 100 per cent of pupils reached the expected standard by the end of Key Stage 1. This is very high in comparison to the national average of 88 per cent. About a quarter of the pupils reached standards that are above the expected level, which is close to the national average.
- 89 Pupils in Key Stage 1 successfully carry out simple investigations and can make sensible observations. They know about and can discuss the differences between materials and can describe some properties of these. For example they can say which materials will float or sink or which are best able to reflect light. They understand the conditions needed for life and the differences between plants and animals. They can explain and write about the differences between mammals, reptiles and amphibians. They can design and carry out simple experiments, such as an experiment to find out which of several paper and plastic bags is the strongest.
- 90 Pupils can explain that to predict means to say what is likely to happen and the majority make successful attempts at drawing conclusions from their experiments. Pupils are able to record their results in writing and by using a range of simple charts, tables and graphs. Most can explain their thoughts well. Standards remain high.
- 91 At the end of Key Stage 2 in 2000, according to standard assessment tasks, the percentage of pupils reaching the expected standard was broadly in line with the national average. The percentage of pupils that reached a level above the national average, 22 per cent, was well below the national average of 34 per cent.
- 92 By the end of Key Stage 2, pupils' scientific knowledge is satisfactory. For example they can explain the life cycles of living things and group them accordingly. They understand the process of pollination in flowering plants and the structure and purpose of the organs in the human body. They know about solids, liquids and gases and can speak about changes of state. They are less confident when applying their scientific knowledge in unfamiliar contexts. Pupils make good use of basic skills such as numeracy and literacy in their science work, for example when drawing graphs or interpreting measurements and data. Science work also makes a significant contribution to pupils' literacy as they add words such as texture and friction to their vocabulary.
- 93 Standards have improved since the last inspection. They match the upward national trend, but school results remain consistently just below those in other schools. Standards fluctuate from year to year, but only by a very small percentage, representing one or two pupils in each year group. Girls do very slightly better than boys in science. In the last inspection teacher expectations were reported as low in science in Key Stage 1. There has been significant improvement in this, resulting in an increase in standards.
- 94 The quality of teaching in science is good in Key Stage 1 and satisfactory in Key Stage 2. It has a positive impact on pupils' learning and the standards they achieve. Where teaching is at its best, teachers have good subject knowledge, plan their lessons thoroughly and make efficient use of resources and materials. Teachers have high expectations of their pupils, are clear about the science they want their pupils to learn from each lesson and communicate this to them well. They give clear introductions and conclusions to lessons and use good questioning strategies. For example in one very good lesson observed during the inspection, younger pupils were investigating change by examining samples of bread that were fresh, frozen and

toasted. Pupils were encouraged to use their senses of sight, touch, smell and hearing to make careful observations. The teacher asked very good questions which encouraged pupils to think carefully about what they noticed. As a result, pupils made a number of careful observations of the differences between the samples and were able to explain which changes were reversible and which were not. They were able to link this work to previous experiments they had done with water and ice. As a result, they made good progress in understanding the concept of change and learned many new words.

- 95 Although teaching in Key Stage 2 is satisfactory, it nevertheless has some weaker features. Teachers do not always make the best use of time available to promote scientific enquiry in lessons. For example, in one science lesson observed, pupils were working in groups, taking it in turns to do a scientific investigation. While they were waiting, the remainder of the children were doing a written task which did little to progress their scientific knowledge or skill. As a result, the progress made by some of the pupils was unsatisfactory. Pupils would have benefited more if the time available had been used to encourage them to discuss exactly what they would do when it was their turn to carry out the science investigation, or to discuss and record what they had found out afterwards. Older pupils would benefit from greater opportunity to discuss amongst themselves and with their teachers the scientific concepts they are exploring.
- 96 Pupils behave satisfactorily in science lessons and are sensible with equipment and materials. They co-operate with their teachers, put effort in to their work and concentrate well on the activities. When working together, older pupils do not always work co-operatively. They are organised in groups, but do not always discuss their plans together effectively. Sometimes the dominant personalities get their own way, even if this is not the appropriate course of action to carry out the investigation properly.
- 97 Sufficient time is given to science and there is balance and breadth in the science curriculum. All attainment targets of the National Curriculum are addressed. A new policy and scheme of work have been written recently by the school. Early indications are that it provides effectively for the teaching of science, but this will need to be closely monitored as pupils move through the school. The subject is led well by the science co-ordinator. Monitoring of the subject is effective and useful feedback is offered to teachers about how they might improve science teaching. Resources and books for science are adequate to ensure delivery of the National Curriculum. All pupils have equal access to the science curriculum.

ART AND DESIGN

- 98 The standards achieved in art and design at the end of both key stages are above expectations and pupils make good progress. This is an improvement since the last inspection. Some of the work seen was of a very high quality. Pupils in Key Stage 1 use colour and materials confidently. Children in Year R use paint as part of their technology activity, creating faces from found materials. They have been helped to paint some very striking studies of primulas from close observation. Pupils in Year 1 have observed the nature and shape of faces in detail and then drawn and painted portraits of each other. They are using modelling clay to reproduce the huts of their Zambian friends. Pupils have created and printed pictures on computer using appropriate painting programs. In Key Stage 2 there is a good development of skills with some good examples of observational drawing with very close attention to details of shape, colour, light and shade, using pencil and pastels. In Year 4 there are some

particularly effective paintings using water colours to depict the moods of the weather, following research of similar images in books and via the Internet. Art techniques are used throughout both key stages to support work in other subjects. Sketchbooks are used in both key stages, but the quality of work in them varies from class to class.

- 99 Only one lesson could be observed during the inspection, which was in Key Stage 1. However this, together with evidence from teachers' planning, scrutiny of work displayed in classrooms and work displayed about the school indicate that the quality of teaching is at least satisfactory. In the lesson seen, the quality of teaching was good. The teacher had a good understanding of the activity, challenged the pupils to reflect upon their work and to discuss it with others in the class. The pupils were keen to succeed and all of them, including the higher-attaining pupils and those with special needs, were able to do so because the work was carefully chosen and they received good support. Their response to the tasks set and their ability to co-operate with one another were good.
- 100 The policy and scheme of work for art and design is based on a logical progression of acquisition and development of the various skills of the artist. It would benefit from a review and comparison with the recent advice of the Qualifications and Curriculum Authority. Planning for art across the key stages is logical and well structured, which is an improvement since the last inspection. The co-ordinator provides good support to the non-specialist staff, but is not able to monitor the quality of teaching in classrooms. Resources are adequate for drawing, painting and printing activities, but limited for three-dimensional work. Although a structure for evaluation and assessment through the use of a sketchbook and portfolio of work is proposed in the policy, there is little evidence of structured assessment in practice.

DESIGN AND TECHNOLOGY

- 101 Within the inspection only a limited sample of lessons could be observed and the judgements have been made following scrutiny of teachers' planning, pupils' work, photographic records and discussion with pupils and teachers.
- 102 Standards are broadly in line with the national expectation throughout the school. By the end of Key Stage 1 the majority of pupils are able to generate simple ideas and use a range of products and techniques in the correct way. They know how to design simple items, for example puppets with parts that can move made out of card, or clay houses linked to a project on Zambia. They can use cutting tools such as scissors and age appropriate saws. They can choose suitable materials like paper, card, straws or fabric from which to make products. They know how to join things in a variety of ways such as gluing, taping, stapling or tying. They can use skills they have learned in other subjects to help them create three-dimensional objects. For example pupils in one class had made a model lighthouse linked to a project on light. They measured carefully in order to cut out and assemble the model and used knowledge from their science work to install a battery and bulb to make the light operate.
- 103 By the end of Key Stage 2 pupils can explain the design process. They understand the importance of planning, saying that ideas need to be drawn out first in case they should go wrong. They can use words such as improve or modify correctly when speaking about designing. They can evaluate the performance of the things they have made. For example pupils could explain how 'bridges' they had constructed out of rolled up paper could be made to have greater structural strength when the shape of the base was changed. Pupils can work with an increased range of materials such

as wood, plastic and construction kits. They can explain and demonstrate how tools such as glue guns, Stanley knives, screwdrivers and saws are to be used safely. Around the school and in photographic records, there are examples of finished products of reasonable quality such as instruments designed to measure changes in the weather and a model of a Greek temple made as part of a historical study.

- 104 During the inspection it was only possible to see a very limited sample of teaching in design and technology and this was satisfactory. Teachers' planning is detailed and teachers are clear about what it was they want the children to learn and why. Tasks set are appropriate for the age of the pupils and resources are well prepared and organised. Assessment is underdeveloped in this subject and there is as yet no whole school routine for judging the level at which pupils are working. Teachers do not make assessments of pupil achievement against level descriptors and plan pupils' next activities accordingly. The school is aware of this and the further development of design and technology is identified in the school improvement plan.
- 105 Pupils have positive attitudes to design and technology. They enjoy the lessons and work well individually or in groups. They speak enthusiastically about activities they have done such as sewing tapestries and making model cars which can move forward and backward using simple electric motors. On some occasions, pupils are frustrated because there is insufficient time to actually carry out their ideas. For example, in one class pupils were making designs for musical instruments that could produce two different sounds. Although they did their best to produce a good design, most knew there would be little time left to actually make the instruments, so their efforts became half-hearted.
- 106 The curriculum provides satisfactory coverage of the National Curriculum, but time for practical activities is very limited and food technology and control technology are not well developed. A new policy and scheme of work for design and technology have recently been adopted and have been implemented effectively. The subject is satisfactorily led by the subject leader who has a good understanding of the requirements of the curriculum, but monitoring of standards and pupil progress are not fully developed. All classrooms have running water and power points. Some of the classrooms have limited space for storage of materials and for practical activities and teachers do well to manage pupils and activities in these limited spaces.

GEOGRAPHY

- 107 Because of the way in which the timetable is constructed, only two geography lessons were observed, but pupils' books, display work and resources were evaluated and discussions held with pupils in Year 2 and Year 6, the headteacher and subject co-ordinator in order to make judgements about the subject.
- 108 Standards in geography in both key stages meet the national expectations for age and ability. This represents an improvement since the last inspection when standards were judged to be unsatisfactory. Standards are more secure in Key Stage 1 than Key Stage 2 where geographical enquiry is not as consistently developed as it should be given the overall ability of the pupils. By the end of Key Stage 1 pupils understand how to locate features on a simple map using a pictorial key and can indicate the various countries which make up the British Isles. They have some knowledge of the wider world through their work with their linked school in a Zambian village. This has given a real focus to their work as they are able to investigate in a simple way what the features and lifestyle of a far-away place are like. They have been able to use e-mail with a sense of purpose to ask simple geographical questions of their link school

in order to further their knowledge and understanding. Pupils can describe the various temporary changes brought about in Caterham due to the impact of the weather this winter.

- 109 By the end of Key Stage 2 pupils are able to briefly describe coastal processes and have some understanding of the ways in which the impact of erosion can be slowed down, through first hand observation on the Isle of Wight. They are able to describe and categorise the main activities and characteristics of Caterham or Isle of Wight locations, but have not made individual comparisons of both in order to draw out the contrasts and similarities in the physical landscape and human activities in both places. For example, they know the simple geology of the Isle of Wight, but seem unaware of nature of the hilly chalkland area in which they live. They have not been challenged to explain the reasons for what they have seen. They have been introduced to six figure grid references.
- 110 The very limited amount of teaching observed was satisfactory with teachers using good strategies to motivate pupils and involve them in their learning. In Key Stage 1 the teacher clearly used the subject vocabulary such as "features", "pictorial" and "co-ordinate" showing appropriate expectations. Pupils behaved well in lessons and were prepared to co-operate and share ideas. Although pupils with special needs are included well in lessons, there is little evidence of designing tasks to extend the most able, except in Year 4 where pupils have the opportunity to devise some questions of their own. This technique, part of geographical investigation, a requirement of fully developing individual investigations for the most able, is not systematically developed as pupils move up the school.
- 111 Advice has been sought to improve planning and put a suitable policy in place, significantly improving the geography curriculum since the last inspection. Resources such as atlases, aerial photographs and other resources linked to study units have been purchased. A real strength of the subject is the Zambian link that was set up by the headteacher. This enables the pupils to gain a real sense of place as they move through the school by the use of videos, artefacts and visiting speakers. It makes a direct contribution to pupils' cultural, social and moral education as they can feel that they have made a difference to other children's lives by their actions. There are relevant fieldwork opportunities in most years and an excellent residential course which pupils enjoy in Year 6.
- 112 The progress of the subject has been intermittent because of the gaps in leadership through maternity leave and the amount of time and energy taken by the literacy and numeracy hours. Assessment is under-developed and work is not marked against the expectations of the lesson or unit. The scrutiny of work and observation of teaching indicate that some teachers are insecure in their subject knowledge. Some planned units of work in Key Stage 2 do not develop learning in enough depth, for example in their work on rivers and environmental sustainability. Whilst the geography curriculum has been logically fitted into the school's 2000 framework for learning, teachers need to take care to make all activities properly geographical rather than choosing some with vague links, for example, about in a study of the distribution of animals in Key Stage 2 which did not focus on the geographical concepts. However, a good example was found in Year 4 where place knowledge is developed through news events and used to link in with their work on weather. When subject leadership is resumed, the continuity of standards and consistency of depth of study in Key Stage 2 to extend the more able pupils should be addressed.

HISTORY

- 113 The school's curriculum organisation meant that few classes were studying history at the time of the inspection. Consequently one lesson and one class assembly prepared to celebrate and communicate their learning in history were seen. This was insufficient evidence on which to base a judgement about the quality of teaching in history. Pupils' work was scrutinised and discussions held with Year 2 and Year 6 pupils. They had their workbooks to refer to along with opportunities to remember earlier work. The subject leader provided information and policy and planning was examined in order to form a view on standards.
- 114 Standards for seven year olds are as expected, as they were at the time of the last inspection. Pupils develop their knowledge and understanding of the lives of famous people of the past beyond living memory, communicating by writing and drawing. They are able to suggest ways in which they can find out about the past including using museums and objects.
- 115 At the end of Key Stage 2, the pupils' level of attainment is as expected. Their knowledge and understanding of periods and events of British history is sound. Year 6 pupils are able to communicate their investigations into daily life in ancient Greece in a very good range of ways. These include the use of high-level information technology skills, oral skills and writing. They understand that a structure of relevant questions is a good way to investigate a history topic, but have not had the opportunity to devise such questions themselves. The most able do not reach the highest standards of which they are capable in this aspect of the subject.
- 116 Evidence from Year 6 interviews and looking at work throughout the school shows that teaching makes pupils aware of the full range of primary and secondary sources which young history detectives can use to investigate periods and events in Key Stage 2. For example, pupils can use portraits of people from the past to gain clues about clothing and other differences with life today. Year 5 have opportunities to learn from the first hand account of a local person about life in World War II. Pupils are given some opportunities to learn that people at a particular time may have interpreted what was happening in different ways and that we may look back on such events differently from our own time.
- 117 However, these opportunities are not consistent throughout Key Stage 2. In some years the depth and quality of recorded work is too variable and limited. Pupils are not sufficiently challenged to learn at differing levels according to their ability, although pupils with special educational needs make reasonable progress. This is partly because there is no formal method of assessing and tracking their progress through the school.
- 118 Use of time in the subject is not satisfactory. The school's subject framework sometimes links other subjects to history. This is not done with sufficient care and rigour. Sometimes the other subjects, for example art, tend to lose their focus and take up time allocated to history.
- 119 Lack of continuity in subject leadership and the recent focus on the implementation of the literacy and numeracy initiatives has meant that the development of the subject has marked time since the last inspection. Nevertheless, resources have been improved and an excellent residential visit introduced in Year 4 to motivate pupils and improve their understanding of life as a Tudor seafarer.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

- 120 The tools of information and communications technology (ICT) are used to support all of the subjects of the curriculum and pupils were seen using computers in all stages and most subjects throughout the inspection. This is an improvement since the last inspection. During the inspection it was only possible to observe one formal lesson taught to half of Year 5 while the other half visited the local secondary school to work in their computer suite. Evidence from this lesson, scrutiny of the extensive range of work produced using information technology tools, observation of individuals or pairs of pupils working at computers during lessons and discussion with them about their work confirms that attainment is above the national expectation at the end of both key stages, and that many pupils have developed considerable skills and expertise. They are keen to learn, take great pride in their work and are excited about the potential of ICT.
- 121 There is a well-constructed programme of activities and topics introduced and reinforced across the key stages, emphasising the acquisition of basic skills. In the foundation stage, children were observed giving simple instructions to a programmable floor robot, speculating about what it might do and being delighted with their success. By the end of Key Stage 1, pupils have developed good manipulative skills and know the layout of the keyboard. They can use a mouse with confidence to select, open and close programs, carry out simple word processing activities and use art packages to create and colour pictures. They can save their work and close down the computer properly. Skills building programs are used effectively to support areas such as number and calculation.
- 122 By the end of Key Stage 2 pupils have well-developed keyboard and mouse skills. They approach the range of facilities that are open to them with confidence. They are able to load diskettes, open files and move about the menu on the screen with confidence. They use computers extensively for word processing and simple desktop publishing. They know how to use the various formatting facilities, importing text and graphic images by cutting and pasting. Pupils carry out tasks that derive from their work in a range of subjects. They process text from their literacy work and their writing in history and geography, handle data in mathematics and science, use a simple database for their physical education fitness performances and experiment with control technology using "Logo". A notable feature of their work in Key Stage 2 is their ability to recognise errors and self-correct. They are knowledgeable and confident about finding and producing information from CD-ROMs, appreciate the extent of information that is available to them and understand the need to select from it when producing their own version. Pupils in Year 6 planned and produced a multi-media presentation of their studies of the Ancient Greeks in history to a family assembly. This involved the use of a range of tools and techniques and was very impressive.
- 123 Pupils in both key stages use e-mail, particularly to communicate with their friends in Zambia and they are beginning to explore the ways in which they can gather information from the Internet
- 124 There is no evident difference between the attainment of boys and girls. The provision for pupils with special educational needs is good. They have the same opportunities to use the computers as their peers and they are able to make satisfactory progress with the informed support of teaching assistants and other pupils.

- 125 Pupils' attitudes towards the computers and software are very good. They appreciate the value of computers and the efficiency with which tasks can be carried out. Their behaviour is excellent. They listen carefully to instructions and are attentive when processes are demonstrated. Much of their work is in carefully selected pairs in which at least one partner is confident about the general use of the computer. The quality of their co-operative learning is very good and they make good gains in their learning.
- 126 In the one lesson observed in Key Stage 2, the quality of the teaching was good. Pupils were exploring a task using control technology, which included the very assured use of an interactive whiteboard. The teacher's knowledge and understanding of the operation of the various machines was good. A programme of training for teachers and teaching assistants is developing their own skills, understanding and personal confidence. This is a positive development since the last inspection. Although individual teachers maintain a record of the achievement of their pupils, this is, at present, little more than a list of tasks undertaken.
- 127 The co-ordination of information and communications technology is good. The subject is currently led by the headteacher, though the demands of the subject in terms of maintaining machines and setting them up for lessons takes a disproportionate amount of his time, which is difficult to justify in view of his other duties. The programme of work is logically organised and supported by modern machines capable of operating good quality software. The ratio of machines to pupils is good and is a significant improvement since the last inspection. There is a strong commitment to improving and extending the use of ICT by all staff and a good capacity to succeed. The use of ICT is a developing strength of the school and it is in a good position to move forward and provide every pupil with the skills and knowledge of information and communications technology essential to his or her own learning.

MUSIC

- 128 Just two music lessons were seen during the inspection. Judgements are based upon these, analysis of pupils' work displayed relating to music, discussion with the pupils and staff and observation of singing in assemblies.
- 129 Pupils attain standards that are in line with the national expectation in singing. In both key stages they sing tunefully with enthusiasm and commitment. By the end of Key Stage 2 they can control the pitch of their voices well. Boys and girls enjoyed taking turns in singing verses during assembly. They perform and become actively involved in creating music. In one lesson pupils performed a simple spoken round, clapping rhythmically and responding to tempo changes. They composed thoughtful sound sequences, selecting their own themes such as "In the Forest" or "Pet Shop", building upon earlier tuned and non-tuned percussion work. These were performed effectively using simple systems of grid notation. Most pupils recognised and understood key musical terms and quickly identified examples of these from the music of the film Titanic that had been carefully selected by the teacher. They made sound progress in developing important aspect of their skills, knowledge and understanding.
- 130 Pupils at both key stages listen to and appreciate a variety of music. They describe and record confidently in words or pictures images evoked by the music of Vivaldi and Glazonov on the theme of Spring. By the end of Key Stage 1 some are able to comment accurately upon the tempo of music, identify different levels of pitch and name and recognise common orchestral instruments. Pupils also listened and responded well to changes in the mood of music during a dance lesson.

- 131 Too few lessons were observed to make secure judgements about the quality of teaching and learning across the school. It is not possible, therefore, to assess the improvement since the last inspection when standards were judged satisfactory at the end of both key stages with sound progress in all aspects. In the lessons seen in this inspection, carefully planned teaching and secure teacher subject knowledge led pupils to new skills and understanding, and secured sound progress by building successfully upon earlier learning. The standards achieved were satisfactory. Music features in the timetable for all classes and some pupils also benefit from peripatetic instrumental tuition. Resources for teaching music are satisfactory. Leadership in the subject has previously involved the organisation of such features as orchestral demonstrations, a musical performance in the community to raise money for charity, school recorder groups and a school choir. Given the temporary absence of the music co-ordinator, there is currently no effective leadership and therefore insufficient monitoring and staff guidance.

PHYSICAL EDUCATION

- 132 Pupils at the end of both key stages achieve standards that are above expectation for their ages. This represents an improvement since the last inspection in both key stages. From an early age pupils are taught to work safely and co-operatively. This means that they are able to use small apparatus showing good levels of confidence. They are aware of space and use it well in lessons. At Key Stage 1, pupils know the importance of warming up and cooling down after exercise. They take part in the activities enthusiastically and make good progress. They are good at performing basic skills and actions in gymnastics. They can balance, take off and land, turn and roll. They are able to perform short sequences to link these actions, move in different directions and vary the speed. They observe their partners and other members of the class perform and can suggest ways in which improvements can be made. This helps them to improve their own performance.
- 133 At Key Stage 2, good progress continues and their sequences in gymnastics are more fluent, using the floor and apparatus. In games lessons they are able to play small-sided games and have a good understanding of attacking and defending. They are able to work well with others and understand the need to use team members through passing a ball and moving to gain an advantage. They are able to vary the pace and technique of passing and receiving a ball in a rugby skills lesson. They are very enthusiastic and able to sustain a high work rate throughout lessons.
- 134 Teaching is good overall with very good and excellent teaching observed in Key Stage 2. The main strength of the teaching is a good knowledge and understanding of the subject that enables the teachers to plan effective lessons, coupled with a genuine enthusiasm to take part and extend the skills of their pupils. They have high expectations of behaviour and performance, manage pupils very well and match activities to the pupils' needs. Teachers explain clearly what they want pupils to do, help them to reflect on what they have learned and discuss what they can do to improve their performance. Teachers use time particularly well and have a particularly good awareness of safety issues. The pupils change quickly, move to and from the hall in an orderly fashion and are ready to work.
- 135 Pupils learn well and make good progress because of the consistently good teaching. Their attitude to all aspects of the subject is very good. They work hard in lessons and really try hard to improve their skills and level of performance. Their behaviour is good. Boys and girls perform equally well and this subject makes a very strong

contribution to the school's aim for inclusion and equal opportunity for all. Pupils of all abilities participate and those with special needs are effectively supported by their teaching assistants. They make good progress and derive a real sense of achievement. There is a very wide range of extra-curricular activities for pupils that includes athletics, cricket, football, hockey, netball and cross-country running. Professional sportsmen and women visit to coach the skills of their sport and add esteem to the subject. Teams take part in competitions with other local schools.

- 136 The range of opportunities in physical education is good. The school provides the full range of activities required for the National Curriculum and offers swimming, both on and off site, as part of the programme. The co-ordinator has a good knowledge of physical education and leads the subject well. The range and quality of resources and facilities for gymnastics, dance and games lessons are good.

RELIGIOUS EDUCATION

- 137 During the inspection only two lessons of religious education could be observed. From the scrutiny of teachers' planning, pupils' work and the achievement seen during the lessons, attainment in both key stages was judged to be in line with the standards expected in the Surrey LEA Agreed Syllabus.
- 138 Teachers plan well and construct interesting and thought provoking lessons for their pupils. The good use of resources and artefacts allows pupils to have "hands-on" experience when studying abstract issues. This was evident in a lesson for younger pupils on the story of the events of Palm Sunday where the presence of actual palm fronds allowed pupils to imagine the scene being related to them. Sensitive issues such as death are addressed very well. During a very good lesson with older pupils the class teacher used stories to initiate reflection, carefully and sensitively leading pupils through the exploration of their own feeling about the subject. In the limited number of lessons observed, the pupils' attitude to their work was good. They were attentive, thoughtful and keen to contribute.
- 139 Assemblies meet the statutory requirements. They are well planned and link with the religious education scheme. They make a very real contribution to the pupils' spiritual, social and moral development. Behaviour during assemblies was consistently very good.
- 140 The subject is managed well by the co-ordinator. A regular review of planning and pupils' work ensures the curriculum is being covered. Support is given to staff in selecting resources and materials although it has not been possible to monitor the quality of teaching and learning in the classrooms. New resources and artefacts have been acquired since the last inspection. These provide good opportunities for first hand experience.