

INSPECTION REPORT

Kenley Primary School
Surrey

LEA area: Croydon

Unique Reference Number: 101753

Headteacher: Mrs Georgina Catanach

Reporting inspector: Mr David Cann
20009

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 708527

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
Type of control:	County
Age range of pupils:	4 – 11 Years
Gender of pupils:	Mixed
School address:	New Barn Lane Whyteleafe Surrey CR3 0EX
Telephone number:	0181 660 7501
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Brian Roper
Date of previous inspection:	5 – 9 December 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
D Cann, RgI	Mathematics	Attainment and progress
	Information and communication technology	Quality of teaching
	Physical education	Efficiency
		Staffing, accommodation and learning resources
E Cooke, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
C Kadir	Under Fives	Curriculum and assessment
	Science	Leadership and management
	Design and technology	Special educational needs
	Music	
B Townley	English	Pupils' spiritual, moral, social and cultural development
	Religious education	Equal opportunities
	Art	
	History	
	Geography	

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MAIN FINDINGS

What the school does well

- By the age of eleven, pupils attain very good standards in English and science and good standards in mathematics, information and communication technology and religious education. They make good progress overall as they proceed through the school.
- Pupils have very good attitudes to their work and develop a real interest in learning. Behaviour around the school and in class is good and pupils work very well with each other and members of staff.
- The headteacher and assistant headteacher provide the school with good leadership which has helped to maintain the school's very positive ethos.
- Teachers show high levels of professional commitment. They value and respect pupils as individuals and create a caring and supportive environment. In 60 per cent of the lessons observed the quality of teaching was good. It was very good and occasionally excellent at Key Stage 2 in nearly a quarter of lessons.
- There is a good range of sporting and out-of-school activities.
- The school gives pupils clear guidance on what is right and wrong and is very good at developing pupils' understanding of social issues.
- The school is run efficiently and offers good value for money.

Where the school has weaknesses

- Pupils do not always make satisfactory progress in writing by the age of seven.
- Children under five do not have sufficient opportunities for outdoor learning.
- Currently, pupils do not have regular access to a library in order to locate books and carry out research.

The school has many more strengths than weaknesses. The weaknesses identified in this report will form the basis of the governors' action plan. A copy of this plan will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

The school has addressed all the points raised at the last inspection. Standards in music have risen and a good scheme of work is being used throughout the school. The school has made significant progress in raising attainment in design and technology and by the age of eleven pupils have a good range of skills. In art and religious education, pupils now achieve good results by the age of eleven. There is a well organised programme of teaching religious education which is distinct from the acts of collective worship. The school has implemented an effective programme of self-evaluation and is in a strong position to maintain the good standard of education which it offers.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	A	A	<i>well above average</i> A <i>above average</i> B <i>average</i> C
Mathematics	B	A	<i>below average</i> D
Science	A	A	<i>well below average</i> E

Most pupils enter the school with skills which are above average. By the age of five, they attain levels which are often above those expected from children of their age nationally. They have good speaking and listening skills and use language well in mathematics and talking about the world in which they live. Their creative, personal and social skills are good but regular opportunities for physical development are restricted. By the age of seven, pupils attain levels in tests and assessments in reading, writing, mathematics and science which are above the national average. Inspection evidence confirms these results except in writing, where pupils' skills are generally in line with national expectations. By the age of eleven, pupils attain levels in English and science tests which are well above both the national average and results attained in similar schools. In mathematics, information and

communication technology and religious education, pupils attain levels which are above the national average and which, in mathematics, are well above those attained in similar schools. Inspection evidence confirms these findings and shows that pupils make good progress through the school.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Not observed	Good
Religious education		Satisfactory	Good
Other subjects	Satisfactory	Satisfactory	Good

Overall, sixteen per cent of the lessons observed were judged to be very good, 43 per cent were good, 38 per cent were satisfactory and three per cent were unsatisfactory. For pupils aged seven to eleven years nearly a quarter of lessons were very good and ninety per cent were good. For younger pupils teaching is predominantly satisfactory with some good lessons and two which were judged unsatisfactory.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good in class and around the school.
Attendance	In line with the national average.
Ethos*	A very positive and caring atmosphere promotes learning and pupils' attainment; relationships are very good.
Leadership and management	The headteacher and assistant headteacher provide good leadership, work very well with all members of staff and are well supported by the governors.
Curriculum	Generally, broad and balanced but does not include outdoor learning opportunities for children under five. There are a good range of out-of-school clubs and activities.
Pupils with special educational needs	Pupils generally make good progress and are well supported.
Spiritual, moral, social & cultural development	Very good provision for pupils' moral and social development and good spiritual provision. Pupils' cultural awareness is satisfactory but does not include enough multi-cultural elements.
Staffing, resources and accommodation	Staffing is good, resources are satisfactory but the accommodation does not currently provide outdoor learning for under fives nor a library for older pupils.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">• they feel welcome in the school• they find it easy to approach the school with problems• children like school• the school encourages good standards of attainment• behaviour is good• Parents have a clear understanding of what is taught	<ul style="list-style-type: none">• a small percentage felt that issues raised with the school were not dealt with totally to their satisfaction

Inspectors agree with parents' positive comments and have brought the negative point to the attention of the headteacher.

KEY ISSUES FOR ACTION

In order to maintain and improve the good standards in the school, the governors, headteacher and staff should:

- improve the teaching of writing skills at Key Stage 1 in order to raise pupils' attainment by
 - providing more structured tasks which develop pupils' understanding of different styles, broaden their vocabulary, build on the ideas and expressions which they learn in their reading and give them experience of extended writing;
 - meeting the needs of higher attainers.
(Paragraphs 17, 37, 98, 107)
- provide regular opportunities for children under five to develop their learning through outdoor play and activities;
(Paragraphs 40, 75, 79, 82, 89)
- review the contents and location of the library in order to provide pupils with an appropriate resource in which to develop their research and library skills.
(Paragraphs 76, 79, 109)

As well as meeting the priorities currently identified in the development plan, the school should also consider establishing the role of the early years co-ordinator more clearly in order to ensure that the policy and scheme of work are complete and satisfactorily implemented.

(Paragraphs 42,43)

INTRODUCTION

Characteristics of the school

1. The school is situated in Whyteleafe, Croydon and the majority of pupils live in the immediate neighbourhood. Since the last inspection the number of pupils on roll [177 pupils: 89 boys, 88 girls] has declined by 12 per cent but the number of staff has remained the same. The school's community is drawn from a wide range of socio-economic backgrounds. The number of pupils eligible for free school meals is in line with the national average at 21 per cent. There are 32 pupils on the school's register of pupils with special educational needs, none of whom have statements. Three per cent of pupils learn English as an additional language.

2. The school occupies a spacious site and purpose-built accommodation, constructed in 1936 and subsequently extended and improved. The headteacher and assistant headteacher were appointed in 1998. There are five other full-time and one part-time qualified teachers and one newly qualified teacher. There are three educational assistants who support pupils in class and those on the special educational needs register. There is one full-time and one part-time administration officer.
3. The school's stated aims are:
 - to create a happy school
 - to encourage every child to strive for excellence
 - to provide broad and balanced programmes of study through which pupils are enabled to achieve their maximum potential
 - to help pupils to develop self-discipline and confidence
 - to develop respect and understanding of different cultural values and to help pupils to appreciate our multi-cultural society
 - to foster a close parent-teachers partnership for the benefit of all pupils
 - to encourage a spirit of co-operation within the school and community.
4. The following have been identified by the school as areas for immediate development:
 - maintain and improve the process of evaluating the school's performance;
 - implement the home-school agreements;
 - promote the school within the local community;
 - reorganise the school library;
 - develop further opportunities for multi-cultural education;
 - implement improvements in the teaching of information and communication technology and the Numeracy Strategy.
5. At the last inspection the following key issues were identified:
 - raise standards in music and skills in design and technology throughout the school and in art at Key Stages 1 and 2;
 - implement the very good collective worship policy statement, monitor the quality of assemblies, carry out an audit of religious education at Key Stage 2 and ensure that religious education is distinctive from collective worship, particularly at Key Stage 2.

Key indicators

6. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	14
	Girls	10	11	11
	Total	24	25	25
Percentage at NC Level 2 or above	School	89(96)	93(100)	93(96)
	National	82(80)	83(81)	87(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	14	15
	Girls	11	11	11
	Total	25	25	26
Percentage at NC Level 2 or above	School	93(96)	93(96)	96(100)
	National	82(81)	86(85)	87(86)

¹Percentages in parentheses refer to the year before the latest reporting year

7. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	17	15	32

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	13	16
	Girls	15	12	15
	Total	30	25	31
Percentage at NC Level 4 or above	School	94(75)	78(46)	97(67)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	13	16
	Girls	15	13	15
	Total	30	26	31
Percentage at NC Level 4 or above	School	94(63)	81(58)	97(83)
	National	68(65)	69(65)	75(72)

² Percentages in parentheses refer to the year before the latest reporting year

8. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.5
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

9. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

10. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	16
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

11. By the age of eleven, pupils' attainment in English and science is well above both national expectations and the levels attained in similar schools. In mathematics, information and communication technology and religious education, pupils attain levels which are above national expectations and which, in mathematics, are well above those attained in similar schools. By the age of seven, pupils' attainment is above national expectations in reading, mathematics and science and in line with national expectations in writing, information and communication technology and religious education. Pupils' attainment has risen in nearly all subjects since the last inspection and they make good progress overall.
12. Most pupils enter the school with skills which are above average. Baseline assessment shows that the attainment of the majority of children is above expectations for their age and above the local authority average. By the age of five most have achieved the desirable learning outcomes of pre-school education and are working towards Level One of the National Curriculum. They have good speaking and listening skills and use language well in mathematics and in talking about the world in which they live. Their personal and social skills are good but regular opportunities for physical development are restricted. Pupils make particularly good progress in their creative, personal and social development. Their good basic skills on entry, high levels of motivation and application contribute to this good progress.
13. In the 1999 tests and assessments for pupils aged seven, pupils attained levels in reading, writing, mathematics and science which were above the national average. Inspection evidence confirms these results except in writing, where pupils' skills are generally in line with national expectations. In information and communication technology and religious education pupils attain levels which are in line with those expected from pupils of their age.
14. In the 1999 tests for pupils aged eleven, pupils attained levels in English and science tests which were well above both the national average and those attained in similar schools. In mathematics tests, pupils attained levels which were above the national average and well above the levels attained in similar schools. Inspection evidence confirms these results, which indicate that pupils' attainment in all three subjects has risen significantly since the last inspection. While there have been variations in certain years the trend in attainment shows a steady rise over time. The attainment of boys and girls in all core subjects is above national averages to a similar degree. The school has set targets for attainment in English and mathematics over the next two years which reflect a close analysis of pupils' current progress. They are ambitious in mathematics but modest in English.
15. At Key Stage 1, pupils generally listen well and are confident speakers. They enjoy opportunities to share ideas and express their views coherently. Progress is satisfactory although some younger pupils do not listen carefully enough to what is said to them. Pupils' attainment and progress in reading are satisfactory. They read with good levels of fluency and accuracy. Many are confident readers and are beginning to read with expression. Pupils generally progress well when they share texts in the Literacy Hour. However, progress is less than satisfactory where direct teaching does not focus sufficiently on developing pupils' skills and understanding. The vast majority of pupils write at levels appropriate for their age but progress is unsatisfactory. They write about events that are important to them in their news books but do not develop skills in a wide enough range of writing skills. They often use the same phrases and sentences in their work week after week and do not significantly develop their ideas or vocabulary nor improve their use of full stops and capitals.
16. At Key Stage 2, pupils show enthusiasm in discussion and speak confidently. They listen very carefully during class discussions and present the results of research using appropriate vocabulary and technical terms. Most pupils read with confidence, fluency and understanding. They read with a good degree of expression which improves over the key stage. They have a very good understanding of different types of text and of the devices used by authors to write in a particular style. They recognise a wide range of vocabulary and their knowledge and understanding of non-fiction is good. Pupils achieve good standards in writing make good progress. They use a range of different styles and produce well-structured stories in which they use interesting vocabulary to express their emotions. Pupils' handwriting and spelling are

good. Pupils make very good use of information and communication technology to extend their experience of writing for different purposes such as presenting information, producing newspapers and letters.

17. Pupils' literacy skills are sound at Key Stage 1 and well developed at Key Stage 2. Pupils of all attainment levels develop reading skills well throughout the school. They take an increasing interest in both fiction and non-fiction and learn to skim and scan texts to find information and quote from them. Pupils with special educational needs generally make good progress at both key stages in their reading and writing and reach the targets set in their individual educational plans. Writing skills at Key Stage 1 are not well developed among middle and higher achievers where group tasks do not fully develop pupils' skills and understanding. At Key Stage 2, teachers use the National Literacy Strategy well and extend pupils' understanding of different techniques and vocabulary used in writing. Pupils of average and above average attainment make good progress in their writing. They develop their skills very effectively through work in information and communication technology, science, history and geography.
18. In mathematics at both key stages, pupils attain particularly good standards in number and in the way they use and apply their knowledge. At Key Stage 1 all pupils have a sound understanding of addition, subtraction and simple multiplication and division. Higher attainers explain different methods for sharing numbers and identify the patterns which occur in number sequences. Overall, pupils make satisfactory progress. Higher attainers make relatively slow progress in Year 1 but make good progress in Year 2 where they are particularly good at using language correctly and in discussing their methods. Pupils of average and lower ability, progress satisfactorily across both years. Lower attaining pupils and those with special educational needs make progress at a similar rate.
19. At Key Stage 2 pupils make good progress and are strong at mental arithmetic. They explain a variety of methods for carrying out calculations in their heads. Year 6 pupils work confidently in positive and negative numbers and higher attainers have a good understanding of elementary algebra. Pupils are highly competent in handling data and compile charts to present data graphically. Pupils increasingly use technical terms accurately, which helps them define and explain their ideas clearly. They make good use of information and communication technology to help them produce their results.
20. Pupils' numeracy skills are well developed through the National Numeracy Strategy and through applying their knowledge in many other areas of study. Numeracy lessons place appropriate emphasis on mental arithmetic and pupils develop confidence in carrying out calculations and discussing their methods. Pupils are particularly good at using terminology accurately. They apply their number skills well to solving puzzles, carrying out investigations and practical activities. These take place in mathematics, when investigating mass and friction and in science and in geography when they measure temperatures and record the weather.
21. At Key Stage 1 pupils have good scientific knowledge across all the attainment targets and make satisfactory progress. They describe properties of materials and make simple predictions about how materials might change. They learn about different animals and hypothesise as to why some animals have bigger ears and how they use them. They identify and classify types of food that are healthy to eat. At Key Stage 2 the majority of pupils have a very good understanding of experimental science and can explain clearly what is needed to carry out a fair test. Pupils are able to plan and carry out scientific investigations, make predictions and interpret results. They record their findings in a variety of forms making effective use of information technology and appropriate vocabulary in their reports. Pupils make good progress at Key Stage 2, where they develop an increasingly open-minded approach to solving problems. Teachers challenge higher attaining pupils to develop their full potential through skilful and challenging questioning. Pupils with special educational needs are appropriately supported to make good progress in relation to their prior attainment.
22. In information and communication technology, pupils use computers confidently at Key Stage 1 and have good skills at Key Stage 2. They make good progress through the school, developing a good command of word processing, graphics and publishing. Pupils are particularly good at data handling. Older pupils learn how to use databases and spreadsheets and present their findings in a variety of graphical forms. Many are good at using technology to present their ideas on paper, printing well laid out and illustrated news items, and others create very effective animated presentations on TV. Pupils apply their knowledge across a number of subject areas very well.

23. In religious education, pupils attain levels which are in line with the expectations of the locally agreed syllabus by the end of Key Stage 1. At Key Stage 2 pupils make good progress and achieve levels of attainment above those expected from pupils of their age. Pupils make satisfactory progress at Key Stage 1 and develop a basic understanding of the Christian faith and other religions. At Key Stage 2 pupils develop a good understanding of the beliefs and practices of the major world faiths. They know the places in which people worship and the significance of artefacts which they use. They have a very sensitive appreciation of the differences and similarities between different faiths.
24. Pupils' progress in all other subjects is sound at Key Stage 1. At Key Stage 2 pupils make very good progress in history, progress well in art, design and technology and geography and make satisfactory progress in all other subjects. They have a very good factual knowledge of the lives of those who lived in the Roman, Tudor and Victorian periods. They use a range of sources to find out about the past including information books, the Internet, computer programs, artefacts, visits and visitors. In art pupils learn to use a variety of materials and media, including printing techniques. Their observational skills and drawing techniques are well developed, as when they produce well-proportioned sketches of faces. They have a good knowledge of the work of artists and copy their styles well. In design and technology, pupils increase their skills well. More able pupils draw upon a range of sources to influence their designs, drawing and modelling them carefully before starting to construct them. In geography, pupils make good progress in locating and learning about different countries in the world, often through their own research. They decide their own questions and use newspapers and the Internet in looking at phenomena such as global warming.
25. Pupils with special educational needs achieve the targets set for them in their individual educational plans. They make good progress overall and progress particularly well when assisted by support staff. Pupils focus on class activities with the emphasis on developing their linguistic, literacy and numeracy skills.

Attitudes, behaviour and personal development

26. Pupils' attitudes to learning are very good overall. They show great interest in all subjects, persevere and generally co-operate well with each other and their teachers. They are keen to answer and ask questions, listen well to adults and each other and enjoy their work. Pupils at Key Stage 2 consistently show concentration and are capable of sustained independent work. Pupils at Key Stage 1 are less successful at maintaining concentration. In a few lessons they become easily distracted especially when working in groups that are not directly supervised, as in the Literacy Hours. Children under five approach their work with interest and relate well to each other and adults. Pupils throughout are articulate and discuss their work thoughtfully. They are happy to share their ideas and ask questions if they are unsure. Their attitudes have a very positive effect on their learning. Pupils with special educational needs respond well to the good support they receive.
27. Behaviour in classes and around the school is good. There have been no exclusions recently and parents are pleased with the school's efforts in this area. Relationships throughout the school are very good and are characterised by respect, kindness and consideration. This is particularly evident in relationships between the eldest and youngest pupils when they share reading and in the mutual respect seen between pupils and all adults in school. A minority of parents expressed a view that some teachers were not consistently positive in their dealings with pupils; the inspection team saw no evidence to support this view. Pupils have a well-developed sense of right and wrong and they understand the school's expectations and rules. Some of the younger pupils have not yet developed sufficient self-discipline to live up to the teachers' high expectations. Pupils with special educational needs in behaviour are well managed and integrated. Pupils are courteous and friendly to visitors and offer help and information unprompted. They show respect for property and the school environment and are considerate of people's feelings, values and beliefs. This aspect of the school's work is a strength.
28. Pupil's personal development is very good. They show initiative and older pupils especially are very willing to take responsibility. Opportunities offered include caring for pets, helping to organise the hall for assemblies, physical education and activities, sharing reading with younger children as well as sorting out minor problems with computers. Pupils help to develop school rules and their own personal learning targets. Older pupils work very co-operatively with each other and their teachers to plan investigations,

suggest methods of working and make presentations. The school has successfully maintained this aspect of school life since the last inspection.

Attendance

29. Attendance at the school is satisfactory, with overall rates of attendance broadly in line with national averages. Current attendance is very similar to that reported in the previous inspection. Parents are satisfied with attendance rates. Nearly all pupils are punctual at the beginning of the school day. Registers are carefully and consistently kept by a computerised system. Registration takes place promptly at the beginning of sessions. Rates of attendance are adversely affected by a minority of families taking holidays in term time. The satisfactory rates of attendance have a positive effect on attainment because most pupils miss few sessions.

QUALITY OF EDUCATION PROVIDED

Teaching

30. The overall quality of teaching has improved since the last inspection with much high quality teaching observed at Key Stage 2. Of all the lessons observed, sixteen per cent were judged to be very good, 43 per cent were good, 38 per cent were satisfactory and three per cent were unsatisfactory. For children under five years of age, teaching was never less than satisfactory and 13 per cent was judged to be good. For pupils aged 5 to 7 years, 18 per cent of teaching was judged to be good or better, 70 per cent was satisfactory and 12 per cent was unsatisfactory. For pupils aged 7 to 11 years, 24 per cent of teaching was judged to be very good or excellent, 67 per cent was judged to be good and the rest was satisfactory. The school has maintained the quality of teaching observed at the last inspection for children under five and at Key Stage 1 and significantly improved the teaching at Key Stage 2.
31. The quality of teaching for children under five is satisfactory overall. Teachers and support assistants work together closely and effectively. They are good at attending to the less mature and lower attaining children to ensure that they participate fully in the group. They create a warm and supportive environment and guide, question and praise children to promote learning. Adults show good respect for children, and encourage their personal development and independent learning by providing choice at some times. On other occasions activities are set to be completed at the pace of the individual. Whole class literacy and numeracy work is effective and the teacher and classroom assistant support groups well during part of each lesson. However, teaching time is not always used effectively when focused group work comes to an end.
32. The main strengths of teaching arise from the very good relationships which teachers have with their pupils. In many classes, particularly at Key Stage 2, teachers create a very positive learning atmosphere in their classes. They expect and obtain good behaviour in the majority of lessons and this creates a purposeful and supportive environment. Many teachers have excellent class management skills. They value and encourage pupils' ideas and contributions and in this way they have won pupils' respect. There is a sense of partnership in which teachers and pupils work together to solve problems. Pupils respond to this by enthusiastically accepting challenges, working profitably with their peers and making suggestions without fear of ridicule.
33. Teachers are well aware of what they want pupils to achieve during a programme of study and include clear learning objectives in their planning. At Key Stage 2 teachers are often good at sharing these with pupils, which is effective in focusing their attention on the skills and learning to be acquired. It also helps pupils to become aware of the progress which they are making. This makes an important contribution to creating the sense of partnership which the best teachers have generated in their classes.
34. Teachers are particularly good at getting pupils to work in pairs and groups to develop skills across a mixture of subject areas. To achieve this, they make good use of investigations, information and communication technology, discussions and role play. In mathematics, pupils in every class have investigated how many handshakes would occur if all pupils shook hands with each other. Younger pupils have concentrated on their own class before trying to count the whole school. Older pupils have

worked out the formula for calculating such a problem. In a number of other investigations at Key Stage 2 pupils try to create the formula for calculating the answers to problems and share their findings with other classes. They significantly develop their speaking and listening skills by working with each other and presenting their findings to others. Pupils use computers to generate graphs and print out their written presentations. Speaking and listening skills are well developed when pupils present the weather on TV or interview their teacher as Henry VIII about his divorce.

35. Teachers make very good use of local initiatives and competitions to focus pupils' attention and motivate them. For the past three years, Key Stage 2 pupils have entered a local competition designed to promote their awareness of environmental issues. Pupils have had to research a subject such as energy-saving, carry out detailed investigations and measurements, interview adults from business and conservation groups and finally draw up their proposals and present them. Their work has extended their knowledge across a broad spectrum of subjects and has won them awards every year. For the last three years, pupils from both key stages have taken part in mathematics competitions with local schools and have won prizes. These activities have been important in developing pupils' confidence and social skills as well as their imagination, skills of analysis and capacity for perseverance. They make learning relevant to pupils' daily lives and involve a considerable amount of practical work to which pupils of all levels of attainment can contribute.
36. Teachers carry out regular and effective assessment of pupils' progress in core and foundation subjects. Marking is generally good and indicates ways in which pupils can improve their work. Teachers discuss and set targets for pupils which are generally valuable in focusing pupils' attention on ways to make progress. Teachers set appropriate amounts of homework which extend pupils' learning and research skills. Home reading is well supported by parents and pupils have spellings and mathematics tasks to complete on a regular basis.
37. Where lessons are less effective, there is unsatisfactory management of younger pupils, which means that time is lost. Clear class routines have not been properly established which set appropriately high expectations of behaviour. In some lessons tasks are not always sufficiently demanding for the ability of the pupils which means that they lose interest and distract others. In English at Key Stage 1, teachers do not give pupils enough guidance or sufficiently structured tasks to develop their writing skills appropriately.
38. Teachers generally have high expectations of pupils' attainment and provide useful targets for them during lessons and over time. They are particularly good at promoting the correct use of language. Through regular discussions and question and answer sessions pupils are encouraged to express their ideas clearly and concisely. Pupils are confident about presenting their work and findings to the whole class which teachers regularly organise at the end of lessons. Teachers' subject knowledge is generally good. Recent training has raised their confidence in teaching mathematics and information and communication technology.
39. Pupils with special educational needs are supported very effectively, both through appropriate teaching methods and through the effective support provided by classroom assistants. In mathematics lessons in Years 2 and 6, an additional part-time teacher provides very good support for higher attaining pupils. In these sessions, the class teachers are able to provide valuable support for pupils of average attainment and those with special educational needs. Throughout the school, teachers use appropriate resources which meet pupils' individual needs. They organise classes well and in most lessons, they effectively match activities to the needs of individual pupils. They generally have good behaviour strategies to encourage pupils to learn and make progress.

The curriculum and assessment

40. The curriculum for children under five, whilst satisfactory overall, is not sufficiently documented and does not provide adequate opportunity for outdoor learning. However, it is based upon the appropriate areas of learning, and enables children to progress towards and beyond the desirable outcomes of pre-school education. It provides sound preparation for working on the National Curriculum at the appropriate age.

41. The curriculum currently provided at Key Stages 1 and 2 is broad and relevant to the needs, age and prior attainment of the pupils. As a whole, it successfully promotes pupils' intellectual, physical and personal development although it does not fully develop pupils' writing skills at Key Stage 1. There is a suitable balance between the time allocated to subjects and the curriculum prepares pupils for the next stage of their education. The programme of personal, social and health education is good and well integrated into all areas of the curriculum. The school provides an appropriate programme of sex education and information about drug abuse.
42. The school has recently formalised arrangements for monitoring the curriculum. However, the role of the early years co-ordinator is not clearly established nor are the responsibilities formally defined for senior management to oversee the curriculum. Classroom observation, although planned to form part of the monitoring process, has not yet been properly timetabled. The school is aware of these deficiencies and has plans to address them.
43. There are policies and schemes of work for most subjects but not for the education of the under fives or for speaking and listening in English. Completed policies and schemes of work give a good degree of support to teachers' planning. Teachers have developed effective systems for planning their weekly and half-termly objectives although these sometimes cause unnecessary repetition. However, they do ensure that pupils benefit from a continuity of learning and make appropriate progress as they move through the school.
44. Provision for extra-curricular activities is good and includes sporting activities such as football and netball, choir, guitar and recorder clubs, line dancing and aerobics. Clubs are well supported and staff including the headteacher as well as some parents give freely of their time.
45. The assessment of children under five is used effectively to support planning for individuals, the curriculum, and for tracking pupils' progress. Baseline assessment is used to identify areas for focused development of individual children and is used to determine progress during the course of the year. Assessment of children's skills in all areas is made and assessment is made against intended learning outcomes.
46. The procedures for assessing pupils' development at Key Stage 1 are good. While the use of assessment to inform planning is satisfactory overall it is not always used to match tasks to the needs of all pupils. At Key Stage 2 procedures for assessment and the use of assessment to inform planning are consistently good. Overall assessment of pupils' attainment and progress against schemes of work is good. In some subjects, such as music, it is at an early stage of development. At Key Stage 2 teachers have made a good start at involving pupils in self-assessment. Teachers are beginning to develop portfolios of pupils' work, which is accurately assessed although there are no helpful comments to describe why the work is judged to be at a particular level in the writing portfolio, for example.
47. The assessment co-ordinator is knowledgeable and gives strong leadership and guidance in the use of assessment procedures and practice. Together with the headteacher she has ensured substantial development and improvement in this vital area. This has had a strong impact on improving pupils' achievement and especially in raising attainment in the key skills of literacy, numeracy and science. Both the co-ordinator and headteacher monitor assessment procedures and practice on a regular basis.
48. Assessment information is used effectively and the results of tests are analysed and compared year on year. The data on what individual pupils have learned is utilised appropriately to inform future planning for the year group, class and individual pupils. This is an efficient use of staff time and knowledge and ensures pupils' best progress.
49. The school makes good overall provision for pupils with special educational needs and ensures that all pupils have equal access to the curriculum. Where appropriate, pupils have individual targets, which are realistic and provide specific guidance for pupils, teachers and parents. Progress towards these targets is monitored regularly. Pupils are given extra teaching or support almost always within class.

Pupils' spiritual, moral, social and cultural development

50. The provision which the school makes for pupils' spiritual, moral, social and cultural development is good overall, with some very good features. This mirrors the standard of provision reported at the time of the last inspection, when it was described as very effective.
51. The provision for pupils' spiritual development is good. The collective worship policy is fully implemented and the quality of assemblies is good. This is an improvement since the last report, and confusion no longer exists about the distinctive roles of religious education and collective worship. The acts of collective worship meet statutory requirements. A quiet, respectful atmosphere is created in assemblies. Teachers and visitors help pupils understand and appreciate the spiritual or moral significance of the theme chosen. They carefully pitch stories and explanations at a level pupils can understand. There are opportunities for pupils to reflect and pray. There are a reasonable number of lessons which excite and move pupils and give them the opportunity to reflect, particularly in religious education. In Year 3, pupils sat very still, concentrating on a candle flame and reflecting on their feelings. In a mathematics lesson one pupil was full of awe when she found that there are more than eight lines of symmetry in a circle. In a history lesson, pupils reflected on the reasons for the movement of refugees. In several literacy lessons pupils were given the opportunity to reflect on the feelings of characters in books they were reading.
52. Provision for pupils' moral development is very good. Teachers and support staff are good role models and effectively teach pupils to appreciate what is right and wrong. A framework of values is displayed throughout the school in language that is easily understood by pupils. This is discussed in assemblies at the beginning of term. Teachers give pupils the opportunity to make up their own class rules which are clearly displayed and generally consistently implemented. The whole school contributes to the writing of playground rules in a special assembly. These rules give a clear lead to pupils on how to behave and they are promoted well by teachers, classroom support staff and lunchtime supervisory staff.
53. The school makes very good provision for the social development of its pupils. A personal, social and health education week is organised each half-term which focuses on important themes to help pupils understand social relationships and rights and responsibilities. The most recent theme was 'Family Relationships'. Adults in school work hard to ensure that pupils have the necessary social skills to enable them to work and play well together. Regular opportunities are provided in lessons for pupils to work together in pairs or small groups. Teachers promote very good relationships which enable pupils to relate effectively to one another and to adults in the school. Pupils in Year 6 have the opportunity to participate in a residential visit to Dorset which provides them with a valuable opportunity for social interaction outside the classroom. Pupils are given good opportunities to take and show responsibility. Older pupils are allocated a 'buddy' from among the younger pupils. This responsibility is taken seriously and involves reading to them and looking after them in the playground. Year 6 pupils are given responsibility for looking after the pets in the school. Pupils develop a sense of citizenship through their 'Environmental Challenge' work such as designing a wildlife-friendly area around an industrial site.
54. Provision for pupils' cultural development is satisfactory. The school does not frequently help pupils to appreciate the diversity and richness of other cultures except through religious education lessons and art topics linked to them. There are few musical instruments from other cultures in the school, for example, and pupils do not often listen to music from other cultures. Pupils learn about their own culture through the curriculum. They read plays, poems and other literature in English. They study the work of a range of artists and in history they learn about their own cultural heritage. They enjoy trips to museums and the theatre and other places of cultural interest.

Support, guidance and pupils' welfare

55. The school has maintained the good standards reported at the last inspection and continues to provide a secure, caring and well-ordered environment where pupils are ready to learn. The pupils are happy, confident and secure and they enjoy being in school. They have very good relationships with staff who treat them with kindness and respect. The teachers have a good level of knowledge and understanding about pupils' individual backgrounds. There are effective systems in place to monitor pupils' academic and personal development. All adults in school work as a team to ensure a consistent, informed response to individual learning needs; this is particularly successful in Key Stage 2. Pupils with special

educational needs are well supported both in class and outside, where necessary. They participate fully in all aspects of school life.

56. The school has a very positive ethos and high expectations of pupils in standards of behaviour. There are very good policies and procedures in place to promote discipline and good behaviour, parents recognise the school's success in this area. There are many opportunities for staff to recognise and praise pupils' efforts in all areas of school life. Pupils expect a positive response from all adults in school, this promotes an effective learning environment that has a beneficial effect on standards achieved. A few parents expressed the view that staff are not always positive and helpful in the way they approach pupils but nothing was seen during the inspection to support this view. There is very little bullying behaviour at the school. There are satisfactory procedures in place to deal with racist or oppressive behaviour. Parents and children report that the school is a harmonious place, and behaviour on the playground was observed to be friendly and co-operative.
57. Procedures for child protection and for promoting pupils' welfare and general wellbeing are good. There are effective, well understood procedures in place for child protection; the headteacher is the named person responsible for this area. The school has good procedures for dealing with illness, injuries and accidents and maintains good records of incidents. Fire safety procedures are up to date, records are very good. Fire equipment is in place and health and safety matters are effectively overseen by the governing body. The school pays due regard to security matters. The recent health and safety audit raised some issues concerning the site which have yet to be fully addressed by the governors and local authority. Provision for pupils eating lunch in school is satisfactory: the separate dining room provides a pleasant environment and supervision is calm and friendly.

Partnership with parents and the community

58. Parents of under fives are encouraged to be involved in their children's education and are informed about the work which they cover each term. Some parents help in class and most take a close interest in sharing books and stories with their children at home. Parents are welcome in school at all times.
59. The school has successfully maintained the good partnership with parents and the community noted in the previous report. This has a positive impact on pupils' learning and the progress they make in their work. Business links are still underdeveloped, comprising local support for school fundraising events.
60. The school provides good information to parents on the school's work and life, including curriculum information and newsletters. Parents appreciate this as it gives them a useful idea of what children are learning and how they can offer support at home. The school prospectus and the governors' report to parents are readable, informative documents. The reports to parents on children's progress are felt by parents to lack detail, judgements and benchmarks. This view is generally shared by inspectors, although reports do meet legal requirements and are overall satisfactory. Reporting on mathematics, English and science is good, as is the inclusion of parents' and pupils' comments in all reports.
61. The level of involvement of carers in pupils' learning is good. Parents feel comfortable in school and recognise the school's efforts to make them feel welcome. A few parents were unhappy about the way problems or concerns have been dealt with by the school. Inspectors were unable to assess individual cases. They judged that the school's responses were sound but that parents should be given as much information as possible about the actions taken.
62. Parents regularly help out in classes, accompany pupils on trips and attend assemblies and school events. They are well involved in the work children do at home, sharing books regularly and supporting topic work. Parents support the school in social and fundraising events. The parent-teacher association is well supported and accessible following the review of its constitution recently.
63. Arrangements for formal consultations with parents are suitable and comply with requirements. Pupils with special educational needs and their families are closely involved in planning for and reviewing their progress. Parents are always informed of meetings and usually attend. Parents and pupils participate in setting individual learning targets.

64. Links with the local community are sound; pupils participate in competitive sport, enjoy visits from Croydon Sports Partnership and visit a local secondary school to work on computers. The school welcomes local clergy, the local librarian, the community police officer and road and rail safety officers. Pupils make trips to local amenities and cultural centres, visit Godstone for topic work and take part in local competitions. These links make a sound contribution to learning. Pupils participate in collections for charities including Comic Relief and Alzheimers' Disease research. The school is seeking to improve links with local pre-school groups to increase interest in the school and thus boost the roll. A local playgroup is currently temporarily based at the school. There is no link secondary school at present; pupils transfer to many local schools at age 11. Arrangements for choosing and visiting these schools are satisfactory. The school has good links with the local education welfare officer, who is supportive and accessible, and sound links with other outside agencies.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

65. The headteacher provides the school with good, positive leadership. She works closely with the assistant headteacher and together they have brought about considerable developments since their appointment a year ago. The governing body and school staff are committed to creating an ethos which provides pupils with a secure, stimulating educational environment in which they can flourish and achieve well. Through its programme of self-evaluation the school has clearly identified priorities for development which are promoting pupils' learning. It is in a strong position to further raise the quality of education provided. The school is also working to publicise itself to the wider community in order to attract more pupils.
66. All staff have job descriptions and understand their various roles. Staff complete an annual self-appraisal form, which encourages them to evaluate their performance and set targets for development. This is shared with the headteacher who offers support and advice. Staff are increasingly working together to fulfil the aims of the school. Lines of management are developing satisfactorily with staff taking increasing responsibility for their managerial roles in relation to their subject responsibilities, although not all yet take full responsibility. Subject co-ordinators are involved in the drafting of the school development plan and setting appropriate targets for their subjects. This development is promoted by the senior management team through whom day-to-day organisation and decisions are channelled.
67. The school's monitoring and evaluation policy has only recently been introduced and although monitoring, including classroom observation, in some subjects has happened in the past, currently there is no timetabled commitment for this to take place. Subject co-ordinators are responsible for monitoring their area of the curriculum. They do this by looking at teachers' planning, evaluating learning outcomes and through discussions with teachers. They have not yet had the opportunity to include classroom observation in the monitoring process. The headteacher and assistant headteacher recognise the need to fully implement the school's monitoring and evaluation policy which includes the evaluation of teaching.
68. The governing body has a sound understanding of its roles and responsibilities and governors are developing a clearer understanding of the working of the school. Well-structured committees meet regularly to facilitate working. The governing body meets its responsibility for strategic planning through its involvement in agreeing the school development plan. It has started to monitor the quality of education provided and the standards attained by pupils through discussions with the senior management team and planned classroom observation. Governors are united in supporting the school and give freely of their time. They value and appreciate the hard work and commitment of staff and are keen to support the work they do in the classroom. Statutory requirements are fully met.
69. The school effectively manages the support for pupils with special educational needs. Resources are used well and staff deployment is good. Pupils have equal opportunities for learning through good assessment of their needs and through effective planning and teaching. The special educational needs governor visits each class once every term to observe the quality of special needs provision. She also has regular discussions with the headteacher who is the school's special educational needs co-ordinator. The co-ordinator is effective in discharging her responsibilities. She regularly monitors individual education plans and discusses these with teachers.

Staffing, accommodation and learning resources

70. The good quality and number of teaching and non-teaching staff have been maintained since the last inspection. Resources for learning have been maintained at a generally appropriate level and have significantly improved in religious education. The accommodation is still well maintained and there have been improvements in some facilities such as storage and lavatories for pupils. However, since the last inspection, the quality of the library has declined and the school does not fully meet the outdoor play requirements for pupils under five.
71. In relation to the number of pupils on roll, the number of teachers is above the national average. There is an appropriate number of support staff who are well trained and work closely with teachers in planning and preparing activities. They are well integrated into the work of the school. Recent staff training has focused on the National Literacy and Numeracy Strategies and information technology. Teachers usefully share information gained on training courses with other members of staff. Learning assistants and administrative staff attend training courses as well.
72. There is an appropriate system for supporting newly-qualified teachers, who have a mentor and are given support by colleagues teaching in the same age range. The induction process is further supported through a handbook and staff meetings. Staff appraisal forms part of the school's self-evaluation programme; this helps to establish individual and school priorities for development and encourages staff to evaluate their performance and set targets for development.
73. Caretaking and midday supervisory staff all contribute effectively to the smooth running of the school. The administrative staff undertake a wide range of duties very reliably. They work closely with other members of staff and maintain an effective line of communication between parents and teachers. They make an important contribution to the efficiency and to the welcoming atmosphere of the school.
74. The accommodation is sufficient to meet the needs of pupils at Key Stages 1 and 2 and the external facilities are good. Staff make sensible use of the available space including corridors and the hall. Pupils' work is well displayed and clearly valued. External maintenance of the building is deficient in some areas, with paintwork and guttering in need of attention. The caretaker makes a significant contribution to maintaining the accommodation by undertaking building and maintenance works and ensuring that the school is clean and safe.
75. The indoor accommodation for under fives is satisfactory but there are no outdoor learning facilities. The school has made two classrooms into one to enable staff to lay out the large room into attractive activity areas. These are adequate to provide children with activities associated with all the indoor areas of learning. However, outside learning activities and resources are insufficient.
76. In general, resources for learning are satisfactory but the school does not have large play equipment for under fives nor a school library. Resources are generally good for literacy, numeracy and religious education. In all other subjects they are satisfactory. There are enough computers for the needs of the curriculum and they are well used, but there is a shortage of appropriate equipment for all aspects of control technology. The planned development of the library has been delayed while the room is used by a local playgroup. The range and accessibility of books are unsatisfactory and, while pupils have opportunities to use information books in classrooms, they cannot currently develop proper library skills.

The efficiency of the school

77. The school has improved the standards of pupils' attainment and the quality of education provided since the last inspection and has maintained its efficiency well. The quality of financial planning is good and takes account of the priorities in the school's development plan. Expenditure is well balanced across staffing, resources and other principal areas. In the current year the school has maintained its expenditure on staffing and resources in spite of reduced income caused by a lower number of pupils on roll. It intends to finance this out of an accumulated surplus, which will leave it with a small contingency reserve. The school is making appropriate preparations to maintain this level of expenditure into the next financial year and thus keep the good quality of education which it currently enjoys.

78. Financial controls in the school are good and day-to-day accounting is most effectively managed by the school's administrative officers. The most recent audit of the school accounts was completed in 1998 and found administration to be of good quality. The school has implemented the minor recommendations which were made. There is a clear separation of responsibilities for the ordering, receipt and payment of goods. Service contracts are reviewed and the school seeks value for money in its purchases. The school fund account is properly administered and audited annually.
79. The school makes effective use of the staff and resources available. However, the current use of accommodation is unsatisfactory as there is no outdoor play area for under fives nor do pupils have access to a library. The school makes very good use of part-time teaching support and analyses how best to deploy this on a regular basis. In the same way, good use is made of teaching assistants and volunteers who provide support in classes or to pupils with special educational needs. Assistants are well briefed and make an effective contribution to pupils' learning. Funds allocated for staff development are spent effectively and are appropriately accounted for. The school makes appropriate use of the money it receives for pupils with special educational needs and effectively deploys the welfare assistant assigned to support a pupil.
80. The school has maintained the satisfactory levels of financial planning and administration since the last inspection. Governors continue to have a proper overview of the school's strategic planning. They receive regular financial statements and maintain a satisfactory level of monitoring. However, they do not thoroughly evaluate the cost-effectiveness of all areas of staff deployment.
81. The school's unit costs are in line with the average for outer London schools. Given the level of skills which pupils have on entry, the good progress which they make in the core subjects and the quality of education provided, the school represents good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

82. The reception class makes satisfactory provision for children under five in all areas of development except in outdoor learning. They are well prepared for working on the National Curriculum at the appropriate age. Admission to the reception class is staggered over the first half of the autumn term but all children, including very young ones, born in the summer attend full-time after an initial part-time settling in period. Children show very different levels of maturity but that is to be expected considering that approximately one fifth are only just four. However, children settle quickly into class routines and behave with considerable confidence. Assessment of children on entry to the school shows that the majority attain levels which are above expectations for their age and above the local authority average. By the time they move into Year 1, most have achieved the desirable outcomes of pre-school education, and most are working towards, and some have achieved Level One of the National Curriculum.
83. Children make satisfactory progress overall when working in independent groups and with a classroom assistant. They make good progress when working with the class teacher on focused or assessment tasks. Pupils make particularly good progress in their creative, personal and social development. Their good basic skills on entry and their high levels of motivation and application contribute to this good progress.

Personal and social development

84. The children are enthusiastic and work and play well together. They are able to share resources and have good relationships with each other and staff. They develop considerable self-discipline and understanding of what is appropriate and inappropriate behaviour. For example, at the end of lessons the majority stop their play or assigned tasks to help with the tidying up and do this with speed and independence. Children are learning to understand customs and symbols such as the meaning of Christmas and relate the event of Jesus' birth to the happiness experienced when a new baby is born to their own family. They demonstrate understanding and empathy when asked what special gifts they would wish a new baby to have. Apart from the usual presents a few children suggest that the baby might like love and happiness. Children explored figures of authority in their own community, during a visit from their local police liaison officer. They listened with concentration and enthusiasm to his talk about his work in the community and asked perceptive questions. Opportunities for children's spiritual, moral and social development are good and they are satisfactory for their cultural development.

Language and Literacy

85. Almost all children have very good listening skills. They respond to questions and in some cases enter into more complex discussion. They describe pictures and talk at some length about their own experiences such as a visit to Legoland. They use language freely and creatively when playing in the dressing-up corner following the visit of the police officer and when describing what policemen and women wear and carry with them when they are on duty. All children understand the importance of books and handle them carefully and correctly. Many choose to look at books on their own but are just as keen to share them with a visitor to their class. Some read very simple books, using pictures and familiarity to read from memory but a few decipher words. Most children recognise their own name and by the time they move into Year 1, their reading skills are at the beginning stages of Level 1 of the National Curriculum.
86. Most children know the difference between writing and drawing. A few are already able to write their own name from memory and most are able to use strings of letters to express ideas. During one lesson a child wrote a string of letters and said, 'This says, I think this school is fantastic', he had copied the word fantastic correctly from a storybook cover.

Mathematics

87. Children have a good understanding of mathematical language. They make comparisons in size, using words like big, bigger, small, and smaller. Most name simple two-dimensional shapes and a few know the names of common solid shapes. They can sort objects by shape and colour. Almost all count by heart to 10 and many count to 18, which is the number of pupils in the class. Several are able to calculate in their heads the number of children absent each day. All enjoy number rhymes and participate with enjoyment and understanding, counting in ascending or descending order. Many have developed a good sense of time and estimate what time of day it is by familiarity with the routines.

Knowledge and understanding of the world

88. Children make good progress as they play creatively with bricks, toys and construction materials. They talk about where they live, their families and features of the school day. They use simple computer programs on their own such as number and word games. They operate a tape recorder to listen to the tape of the 'Owl Babies'. Children recognise the difference between day and night and the majority understand that light comes from a variety of sources. They understand that colours and shades vary in brightness and sequence them accordingly. Children shape, rearrange and assemble using glue, scissors, boxes and collage materials, making a suitcase with a hole in it so the clothes inside can breathe or a tower block with many windows.

Physical development

89. Only one physical education lesson was observed during the inspection. Children were taken through a warm-up followed by floor work designed to develop their spatial awareness and the lesson ended with a cool-down. Children listened attentively to very detailed and quite numerous instructions and interpreted these with care. They walked, tip-toed, hopped, stamped, skipped, came together into a circle and worked in pairs. In other activities, children manipulate scissors, paintbrushes and pencils with increasing accuracy as they mature. Many are competent at threading beads and building models with construction kits. However, no outdoor learning opportunities are planned as part of children's regular programme and only two physical education lessons are timetabled in the hall each week. This is inadequate for the needs of the under-five age group.

Creative development

90. Children have good skills in art, collage and modelling. They make pictures and objects to their own design using real objects as models or using their imagination. Children's drawings often show good levels of maturity. Some are very detailed, as for example their drawings of a policeman and police woman, more able children included the different parts of the uniform, hand cuffs and baton and used correct colours for the different parts. Children experiment with a variety of techniques and resources, mixing paint, using felt and colouring pencils and achieve very good results, as in their paintings of the Owl Babies from their Literacy Hour story. Children use their imagination well when playing in the dressing up corner or when responding to a tape of a 'snowflake dance'. They responded with enthusiasm and considerable accuracy during a music lesson, copying notes and sounds and clapping patterns. They know the words to their Christmas carols and understand the concept of high and low sounds. One child related the terminology to what he had learned in the Literacy Hour and called the low note 'lower case'. They enjoy listening to music and join in with songs with a developing sense of rhythm.

Factors affecting achievement

91. The quality of education offered to children has been maintained at a satisfactory level since the last inspection. Children's response to lessons is good overall, which effectively promotes their learning. They are well motivated and generally make the most of their lessons. However, when they are given insufficient guidance or attention they become distracted from the task in hand and miss valuable learning opportunities. Most children concentrate well for their age and show good levels of independence in their work and play. They sit well in a circle or group, wait their turn and are well behaved and calm.
92. The quality of teaching is satisfactory overall. At best, it is warm and supportive of children's individual needs. Adults are good at attending to the less mature and lower attaining children to ensure they participate fully in the group. Staff have appropriate expectations of children's work and behaviour and prompt, question, guide and praise them to promote learning. Adults show good respect for children, and encourage their personal development and independent learning by providing choice at some times. On other occasions activities are set to be completed at the pace of the individual. Whole class literacy and numeracy work is effective and the teacher and classroom assistant support groups well during part of each lesson. However, teaching time is not always used effectively when focused group work comes to an end. Support staff contribute significantly to children's learning, class organisation and management.

ENGLISH, MATHEMATICS AND SCIENCE

English

93. Results of national tests and assessments in 1999, indicate that at the end of Key Stage 1, pupils' attainment in reading and writing is in line with the national average. Attainment is above average when compared with the results of similar schools. The number of pupils achieving or exceeding the expected level in reading and writing is slightly lower than in 1998. The number of children achieving the higher Level 3 grade has declined since 1997 and no children achieved Level 3 in writing in 1999. Inspection evidence shows that attainment is above average overall in speaking and listening and reading, and that in writing attainment is in line with national expectations. However, higher and average attaining pupils are not making satisfactory progress in writing to ensure that they achieve Level 3 or a good Level 2 standard.
94. By the end of Key Stage 1, pupils are confident speakers and enjoy opportunities to share ideas in class discussions and with their teachers. They express their views coherently, using full sentences and a good range of vocabulary. They make appropriate and relevant comments on the texts used in class literacy sessions. Pupils generally listen well, and higher attaining pupils readily comment on what has been said before. Progress in speaking through the key stage is satisfactory. Even from an early age, in Year 1, pupils speak clearly and learn to present their ideas to the rest of the class through sharing their 'news'. However, many of these younger pupils make unsatisfactory progress in listening as they often do not listen carefully to what is being said by their teacher or others.
95. By the end of Key Stage 1, pupils read with good levels of fluency and accuracy. They read from a range of schemes and appropriate texts. Many are confident readers and are beginning to read with expression. They talk about stories, show an understanding of the main points, and talk in a simple way about characters in the story. Their knowledge of letter sounds is secure and used well and they recognise an appropriate number of words for their age. They are beginning to understand how information books are organised and know the significance of a contents page. They understand that the instructions in a recipe about Gingerbread Men are sequential steps to be taken to make the biscuits.
96. The progress of pupils across Key Stage 1 in reading is satisfactory. They generally make good progress when pupils share texts in the Literacy Hour. However, some pupils make unsatisfactory progress when working in small groups with their teacher. This is because the direct teaching time in these sessions is too short and does not focus sufficiently on developing pupils' reading skills and understanding of the text. In Year 2 better progress is made during these sessions, and pupils learn specific skills which they can apply to their own reading. Lower attaining pupils use picture clues to help them understand the text and learn to look at and sound out the first letters of a word. Higher attaining pupils make satisfactory progress through exposure to a range of texts during the Literacy Hour. They are helped to choose sufficiently challenging books to read in class and at home. They make progress in reading more difficult words by breaking them down into simpler sections.
97. By the end of Key Stage 1 the vast majority of pupils are able to write at a level appropriate for their age. They write about events that are important to them in their news books in a reasonably coherent way and they write sequentially. They spell a reasonable range of common words correctly and more difficult words are recognisable. They use full stops and capitals, but not consistently. They are beginning to write for a range of purposes, such as recording observations in science and expressing ideas in religious education. They plan and draft their work during extended writing sessions, but there is little evidence of this skill being applied to other areas of their work. Handwriting is legible, although sometimes erratic in terms of size and accuracy. Some pupils are beginning to use a cursive style.
98. At Key Stage 1, pupils do not satisfactorily develop their skills in writing in a range of styles. They spend too much time writing 'news' during Literacy Hour group sessions and make insufficient progress. They often use the same phrases and sentences in their work week after week. They do not significantly develop their ideas or vocabulary and do not noticeably improve their use of full stops and capitals. In extended writing sessions, pupils write on a range of subjects, but do not build on the ideas and expressions which they have read to develop their writing. In a lesson on writing a recipe, pupils found it difficult to translate their understanding of the layout and instructions into their own writing. Many confused ingredients and instructions for example, and wrote sentences like "Get 2 pieces of bread." Higher attaining pupils make unsatisfactory progress and do not develop their skills significantly as they

move through the key stage. Lower attaining pupils make satisfactory progress overall and good progress when given support by their teacher or teaching assistant. They learn to think about their ideas carefully before writing, and use their knowledge of letter sounds and words to record appropriately.

99. Results of the 1999 tests at the end of Key Stage 2 indicate that pupils' attainment is well above the national average and the levels achieved in similar schools. The results were significantly higher than in 1998 and the overall trend over the last three years shows a significant improvement, particularly in the number of pupils achieving the higher Level 5 grade. Inspection findings confirm the large numbers of pupils reaching or exceeding the expected level in all aspects of the subject.
100. Pupils show enthusiasm in discussions and speak confidently. They are prepared to offer ideas about a topic or book they are reading. They listen very carefully during class discussions and make appropriate comments or ask relevant questions. They present the results of research which they have undertaken using appropriate vocabulary and technical terms when necessary. They make good progress in structured speaking and listening lessons, such as in a Year 4 lesson where pupils gave a prepared presentation to the rest of the class. During this session, pupils made progress in speaking formally to an audience and in responding, by asking the speaker to clarify points or give more information.
101. By the end of Key Stage 2, most pupils read with confidence, fluency and understanding. They read with a good degree of expression which improves over the key stage. They talk in detail about the main characters in a book and use examples from the text to highlight their opinions. They summarise the plot, or talk about main events. They have a very good understanding of different types of text and the devices and features used by authors to write in a particular style. They recognise a wide range of words and use context well to understand the meaning of unfamiliar words. Many correct their own mistakes well and become increasingly confident about working out the meaning of words from the context. Their knowledge and understanding of non-fiction are good. They use reference books well with a very secure understanding of how they are organised. They skim and scan for relevant information. Pupils have a suitable technical vocabulary with which to discuss their reading, knowing terms such as recount and synopsis and being able to assess whether a text is written in the 1st or 3rd person. They are able to identify different kinds of punctuation used in a text and explain how they are used to create a particular effect.
102. Pupils make good progress in reading across the key stage. They read increasingly difficult texts and extend their vocabulary. Most develop a real interest in books and read with enjoyment. They choose their books carefully and with discrimination. They are able to express preferences in terms of the types of books and the authors they like to read.
103. Pupils plan, draft and revise their work well. They produce well-structured writing and use interesting vocabulary to express emotions, or set the scene for a story. They use features of different genres such as writing a biography in the third person and in chronological order. Year 6 pupils were able to apply different styles of writing in an exercise. First they used a 'chatty', diary style, and then they used a disjointed style of writing to indicate the event of an earthquake and the author's feelings of fear and disorientation. Pupils understand the use of paragraphs and are beginning to use them in their own work. Spelling is good. Handwriting is satisfactory when pupils are doing handwriting exercises, but is less good when pupils are writing in their own books. Many pupils do not use a cursive style. Pupils use word processing and publishing packages well to support their writing.
104. Throughout the key stage pupils make good progress in writing. They learn to write in a wide range of genres, such as play scripts, stories and poetry. They make good progress in developing interesting beginnings to their stories, by, for example, setting the scene well, and in using powerful endings. Pupils make good progress in spelling and in learning to use a wider range of vocabulary in their work. They use an increasing range of punctuation in their work, both for accuracy and for effect. Higher attaining pupils make good progress in achieving dramatic effect, such as using a flashback to grip the reader's attention when writing a story about abandoning a sinking ship. Lower attaining pupils make good progress in achieving carefully selected targets for improvement in their work.
105. Pupils have many opportunities to use and develop their literacy skills in other subjects of the curriculum, particularly in history, geography, religious education and science. Their good literacy skills enhance their progress in these subjects. They carry out research effectively and record their ideas in well-structured narratives and descriptions.

106. In most lessons pupils' response and behaviour is very good. In Year 1 pupils do not always concentrate and listen well. However, all pupils are keen to offer their own ideas and answer questions during class discussions. They willingly read when asked to do so, participate in speaking and listening sessions, or talk about their own work in plenary sessions. Pupils generally work hard during group work, especially when work is challenging. They share ideas and work collaboratively. They have very good relationships with one another and with the adults who work with them.
107. The quality of teaching at Key Stage 1 is satisfactory in just over half of lessons, but unsatisfactory in the rest. The management of pupils' behaviour is unsatisfactory in some lessons, which means that time is lost. A general weakness across the key stage is the unsatisfactory planning of group tasks in order to develop pupils' skills and understanding. Teachers do not give pupils enough guidance or sufficiently structured tasks to develop their writing skills appropriately. Strengths in teaching at this key stage are the good guidance teachers give to the class during the reading of class texts, and the questions they ask which give pupils an opportunity to express their views and opinions. Older and higher attaining pupils are encouraged to use evidence from the text to support their views. Class assistants are used very well to support groups of children during whole class sessions and group work.
108. At Key Stage 2 teaching is good in just over half of lessons and very good in the rest. Teachers demonstrate good subject knowledge and expertise in the National Literacy Strategy. They use this expertise to structure class discussions about shared texts well and have high expectations in terms of pupils' responses to them. Pupils' suggestions are valued and teachers use the responses to promote a deeper understanding of the text. Teachers explain clearly to pupils what is the purpose of the task and challenge them well. They plan lessons thoroughly and use good resources effectively. They introduce new vocabulary well and encourage pupils to use it. Teachers produce good quality worksheets for group work, enabling pupils to work independently. Teachers set appropriately challenging tasks for different groups and explain them clearly. They use plenary sessions well to highlight and reinforce a particular learning objective of the lesson. Teachers have established good relationships with pupils which encourage good discussions and a quiet, calm working atmosphere during group work.
109. The school is not using the library at present, and this is detrimental to the development of pupils' library skills. The best books are now in classrooms and being used well for research. Many of the books which are left are old and inappropriate for pupils to use, some of them containing pictures and text which give inappropriate images of people from different races and cultures.

Mathematics

110. Pupils' attainment is above national expectations by the end of both Key Stage 1 and Key Stage 2. In the 1999 tests and assessments at both key stages, pupils attained levels which were above the national average and well above those achieved in similar schools. At the last inspection, pupils' attainment was broadly average and this has significantly improved since. There has been a good standard of training and discussion to prepare teachers for the early implementation of the Numeracy Strategy. This and close analysis of pupils' strengths and weaknesses have enabled staff to make teaching stimulating and effective.
111. By the end of Key Stage 1, pupils can recall addition and subtraction facts to ten and beyond. They have generally good skills in mental arithmetic and apply their knowledge of number bonds to add three numbers correctly and quickly. Most recognise tens, hundreds and units, and round up and down to the nearest ten. They use a range of vocabulary well and many explain their methods using simple terminology accurately. All pupils can measure using non-standard units, such as cubes, and are good at estimating length. Higher attainers make good use of the most common standard units, such as centimetres. Pupils name and describe the properties of two-dimensional shapes such as squares and rectangles as well as pentagons and hexagons. All pupils have a sound understanding of simple multiplication and division. Higher attainers explain different methods for sharing numbers and observe the patterns which arise from multiplication. They apply their knowledge well to problems involving money and time and have a basic understanding of fractions. Pupils are good at identifying the patterns in number puzzles and predicting the next number in different sequences. The majority of pupils can represent information in charts and tables

112. Overall, pupils make satisfactory progress at Key Stage 1. On entry to the key stage they have skills which are generally above average. Higher attainers make relatively slow progress in Year 1 but make good progress in Year 2. They are particularly good at recognising number patterns, using symbols and language correctly and explaining their methods to one another and their teachers. Pupils of average and lower ability, progress satisfactorily across both years. Lower attaining pupils and those with special educational needs make progress at a similar rate, and, by the end of Key Stage 1, are confident in their recognition of numbers up to 20 and in their addition of single units.
113. By the end of Key Stage 2, pupils reach levels which are above the national average in all aspects of the subject. Pupils are particularly strong in their understanding of number and in using and applying their knowledge to identify patterns in their work. Pupils have good skills in mental arithmetic and explain a variety of methods for carrying out calculations in their heads. Year 6 pupils work confidently in positive and negative numbers and higher attainers have a good understanding of elementary algebra. Pupils understand shape and space well and manipulate co-ordinates in four quadrants, plotting reflections and rotations. Pupils multiply and divide whole numbers up to 1000, acquiring confidence in using different methods. They are able to check their work and many recognise and correct their mistakes. Pupils are highly competent in handling data and compile charts to present data graphically. They make good use of information and communication technology to help them produce their results.
114. Pupils make good progress at Key Stage 2. Year 3 pupils work methodically to extend their understanding of two-dimensional shapes. They apply their knowledge to differentiate the properties of shapes and higher attainers recognise angles which are greater and smaller than 90 degrees. Year 4 pupils develop their understanding of symmetry. They propose and test out hypotheses as to why different shapes have different lines of symmetry. Year 5 pupils have a good understanding of prime and square numbers. They correctly use terms such as factors and multiples. In Year 6, pupils explore patterns which arise from adding odd and even numbers or the complexities of the Fibonacci sequence. Pupils increasingly use technical terms accurately, which helps them define and explain their ideas clearly.
115. Pupils' attitudes to learning are generally good and often very good. They are enthusiastic and enjoy trying to meet the challenges which are given to them. Pupils work very supportively in pairs and groups as when asked to identify lines of symmetry or the properties of shapes. They take pride in working out number sequences within a regular square pattern and in explaining their working to the rest of the class. In group discussions, pupils are often very considerate in taking turns to answer and in making their own thoughtful suggestions about the work in hand.
116. Teaching is generally sound at Key Stage 1 and good at Key Stage 2. Whole class sessions are well managed at both key stages. Teachers are good at setting out clear objectives which they share with pupils. Lessons generally start by recalling previous learning with good questioning of pupils. There is a good balance between whole class, group and individual work and teachers organise plenary sessions to discuss findings and reinforce learning. They use a stimulating range of activities such as number puzzles, games and practical activities. These greatly interest pupils and help them to learn the language of number. In the last three years, games which pupils have devised have won local competitions. Teaching is less effective where tasks do not fully challenge pupils' abilities. However, in the vast majority of lessons activities are pitched at just the right level to make pupils think and teachers are good at providing extension activities to stretch higher attainers. In Years 2 and 6, very good use is made of specialist teaching to meet the needs of higher and average ability pupils; this allows class teachers to support those who need more explanation and practice.
117. The National Numeracy Strategy forms the basis of curriculum planning and co-ordinators have produced a good scheme of work. The main and 'shadow' co-ordinator work together well to implement the strategy and there has been good training in new approaches. Teachers have a good understanding of the strategy and planning is in line with its recommendations. Assessment is completed regularly and used to adjust planning. Pupils' numeracy skills are well developed in other subjects for example recording temperatures in an environmental survey, measuring in scientific investigations and designing and making in design and technology. There are good displays of pupils' work and their findings and teachers make very good use of information and communication technology to extend pupils' learning and skills.

Science

118. In the 1999 tests and assessments, pupils' attainment was above the national average at the end of Key Stage 1 and well above the national average at the end of Key Stage 2. Inspection observations confirm this. The results of tests and assessments indicate that pupils achieve levels which are well above those attained in similar schools at both key stages. At the last inspection assessment and test results were found to be satisfactory with some high achievement; the school clearly has achieved a considerable improvement on those results.
119. By the end of Key Stage 1 pupils demonstrate good scientific skills and knowledge across all the attainment targets. They describe properties of materials and make simple predictions about how materials might change. For example, they know that ice cubes will melt once they are taken out of the freezer. Pupils learn about their senses and the relationship between sound and hearing. In Year 1 they learn about different animals and hypothesise as to why some animals have bigger ears and how they use these in different ways and why. Pupils experiment with making different sized ears from card and test how they improve their ability to hear sounds more clearly. In Year 2 they begin to develop an understanding of the relationship between health and growth. They identify and classify types of food that are healthy to eat and those that are less likely to improve healthy growth. They describe how babies differ from children, the different foods they need to eat and why they need to have different diets.
120. At the end of Key Stage 2 the majority of pupils have a very good understanding of experimental science and can explain clearly what is needed to carry out a fair test. They make predictions such as which changes are reversible and which are irreversible. They know that melted candle wax can be reused but burned wood cannot. They successfully investigate what happens to different solids in water and apply their knowledge of fair testing to an experiment. More able pupils extend the basic experiment by posing and testing out further questions, for example, "What will happen if I keep adding more and more sugar to the water?" Pupils are able to plan and carry out scientific investigations, make predictions and interpret results. They record their findings in a variety of forms including pie charts, line and bar graphs and make effective use of information technology and appropriate vocabulary in their reports. Pupils' attainment in the other aspects of the subject is also good. They demonstrate an increasing understanding of the variety of life forms and their needs. They know about food chains and understand the meaning of producers, primary and secondary consumers. In a practical lesson in Year 5, pupils worked in groups, constructing different food chains. More able pupils extended their understanding, relating their study to real life events by posing questions such as, 'what happens if natural chains are interfered with either deliberately by human action or by accidents such as a fire?' Pupils know the main functions of the principal human organs such as the lungs and heart. They give clear descriptions and produce excellent detailed drawings explaining how muscles work. They have a good understanding of friction and the effect of gravity. In Year 4 pupils use their knowledge about conductors and insulators to solve problems with circuits that do not function.
121. Pupils make satisfactory progress at Key Stage 1 and very good progress at Key Stage 2. They develop their scientific skills, knowledge and understanding until they are able to hypothesise and apply them to new situations. In particular they make very good progress in experimental and investigative science at Key Stage 2 where good teaching helps pupils to develop an increasingly open-minded approach to solving problems. Higher attaining pupils are challenged to develop their full potential through skilful and challenging questioning by their teachers. Pupils with special educational needs are appropriately supported to make good progress in relation to their prior attainment.
122. Pupils are interested in the subject and their response is generally very good. They enjoy carrying out experiments and are keen to solve problems. They work well in pairs, in groups or as a whole class. The approach of older pupils is methodical and they persevere until the task is completed. Behaviour is generally good, which contributes well to the productive atmosphere.
123. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In the best lessons teachers have good subject knowledge and develop pupils' understanding by careful questioning to extend their observations and hypothesis. They allow pupils to develop their own lines of thinking and to research them in books or by experimentation which sustains pupils' interest and motivation. Lessons begin with a re-cap of past work, an outline of today's objectives and end with what will follow next time. Teachers use a very logical approach to helping pupils design fair tests with a clear focus on one variable. Scientific processes and facts are well reinforced throughout lessons. There is a good balance

between teacher-led, group and individual work, and theory and practice. Pupils are well managed and organised and relationships in the classroom are mature and positive. Activities are well matched to the needs of pupils who are sufficiently challenged and supported. There was no unsatisfactory teaching, however less effective lessons contain insufficient explanation about the purpose of the activities. They lack scientific focus and concentrate too much on the language aspects of recording.

OTHER SUBJECTS OR COURSES

Information technology

124. The last inspection found that pupils attained levels which were in line with national expectations and in some respects were better. The current attainment of pupils indicate that they are achieving at least the expected levels at Key Stage 1 and exceeding them at Key Stage 2. Attainment is good among pupils of all abilities. Higher attaining pupils and those with computer experience from home, make good progress in extending their skills. In some respects, lower attaining pupils make very good progress because their general confidence is clearly increased by their level of success. The school provides extra access to computers in a lunchtime club for those older pupils who do not have a computer at home which makes an important contribution to their progress.
125. Younger pupils at Key Stage 1 are confident in using computers. They easily load software and give commands to save and print their work. They have well developed keyboard skills and select icons with accurate control of the mouse. They are very much at ease with word processing and graphics software which they use to produce display work. They are familiar with a number of programs to help them with their learning particularly in mathematics and English.
126. At Key Stage 2, pupils combine graphics and text to produce newspapers and reports on their activities. They use a variety of fonts and layouts and demonstrate very polished presentational skills. Pupils compile databases on subjects such as their physical characteristics and healthy eating habits. They interrogate these, draw conclusions and present their results well, using a variety of printed displays such as pie charts and 3-D graphs. Year 5 pupils are learning how to use a spreadsheet. They create and use formulae to help them carry out calculations. Working under supervision, they use computer software to print out graphs and illustrate the data which they have entered. Pupils carry out on-screen simulations but their experience of control technology is comparatively limited. Year 6 pupils achieve impressively high levels of attainment in presenting and communicating information through animated displays. They have recently presented their mathematics work to pupils and visiting parents, illustrating the key points through computer generated graphics linked to a TV monitor. Pupils use the Internet confidently and effectively to research a number of topics, especially in subjects like history, geography and science.
127. Both boys and girls respond very well to the learning opportunities in the subject. Younger pupils use the keyboard and mouse with confidence and learn to co-operate with others as they work on programs together. Older pupils work well in pairs and groups to enter material on a spreadsheet and to find information from the Internet. In describing their presentation to the school, Year 6 pupils were keen to explain the choices and decisions which they had to make to achieve the finished result. Pupils of all ages clearly enjoy and are stimulated by the challenges offered to them and respond positively in a way which extends their independent learning skills. For the second year running, Year 6 pupils have won a locally funded scholarship through which to extend their skills which can then be passed on to others.
128. Although little direct teaching was observed during the inspection, it is highly effective. Nearly all teachers are confident about using the hardware and software available. They have a clear scheme of work to follow and currently implement it very successfully in all aspects except control and modelling where resources are limited. They provide regular short instruction sessions on subjects such as how to use a spreadsheet or the potential of a CD Rom for research. They reinforce pupils' learning by giving them all "hands-on" opportunities to practise. Pupils in reception play number games with enthusiasm while Y3 pupils explored the CD Rom to find information about the Romans. Teachers make good use of the internet as a source of information for pupils which helps their reading and research skills. Teachers also make good use of video and the school's digital camera to extend learning. Pupils made short presentations on TV to forecast the weather in geography. Photos of school events and visits are incorporated into pupils' writing for display. The subject is very well led by a knowledgeable co-ordinator who provides valuable support for teaching and on a technical level.

Religious Education

129. Attainment is in line with the expectations of the locally agreed syllabus by the end of Key Stage 1, and pupils make satisfactory progress. Throughout Key Stage 2 pupils make good progress and by age 11 pupils are achieving above expectations. The last report judged standards to be in line at both key stages with evidence of higher attainment in Key Stage 1.
130. By the end of Key Stage 1, pupils have developed a basic understanding of the Christian faith and know about other religions, including some of their important festivals such as the Jewish Festival of Hanukkah. Pupils are reasonably knowledgeable about the stories and symbols associated with other religions and show an understanding of customs and how they affect family life. They know that people worship in different places depending upon their religion. Progress across the key stage is satisfactory. They learn that different groups of people believe different things and they talk about other people's special times with respect. Through looking at a range of pictures and artefacts such as those associated with Diwali, they learn to visualise aspects of worship and celebration in the religions they study.
131. By the end of Key Stage 2 pupils have a good understanding of the beliefs and practices of the major world faiths. They have a good factual knowledge of Islam, Buddhism, Hinduism, Sikhism and Christianity. They recognise similarities and differences between them, for example through comparing Diwali celebrations to Christmas. They understand the significance of artefacts used by different faiths. Their ability to think deeply about the meaning of worship is shown by their ability to express the Lord's Prayer in their own words. Progress throughout Key Stage 2 is good. They gain great depth of knowledge and understanding about the faiths they study and the places in which people worship. They are increasingly able to compare and contrast what they find out about different religions such as the life of Jesus, Guru Nanak and Krishna. They compare the commandments Buddhists live by to the Ten Commandments. They make good progress in relating their own personal experience to what they are learning. Year 3 pupils developed an idea about trying hard to do the right thing through studying the attributes which Buddhists believe they need to reach Nirvana.
132. Pupils are very attentive during discussions in class and are keen to offer answers or share their ideas and thoughts. They are good at listening to their teacher or to stories from different faiths and reflecting on what they hear or feel. They respect each other's views. They are willing to ask questions to clarify their understanding. They work collaboratively on tasks they are set.
133. Only one lesson was seen in Key Stage 1. Evidence from this lesson and from a scrutiny of pupils' work and teachers' planning shows that the quality of teaching at this key stage is sound overall. A strength in teaching at both key stages is the use of resources such as artefacts and pictures, which has a good impact on pupils' progress. At Key Stage 2 teaching is good and occasionally very good. Lessons are well planned with teachers having a clear idea what they want pupils to learn. Teachers use their depth of knowledge about different religions to effectively introduce new concepts and ideas through clear expositions or well-structured discussions. In the best lessons, teachers ask questions that encourage pupils to think deeply about important religious and spiritual questions. In a number of lessons teachers use effects such as lighting a candle or quiet music to encourage a calm, reflective atmosphere in the class. Occasionally individual pupil tasks are unimaginative and require pupils to record what they have learnt in class discussion rather than extending their knowledge and understanding.

Art

134. Due to timetabling arrangements it was only possible to observe one lesson at Key Stage 1 and two lessons at Key Stage 2. Judgements are based on these observations, a scrutiny of pupils' work and teachers' planning and discussions with pupils. All the evidence shows that pupils make satisfactory progress through Key Stage 1. Through Key Stage 2 pupils make good progress, with evidence of higher attaining pupils making very good progress. This represents significant improvement since the last report when standards in art were judged to be below average.
135. At Key Stage 1 pupils develop an understanding of the work of other artists such as Lowry and Van Gogh and learn to apply that knowledge to their own work using a variety of media. Using pastels, Year 2 pupils produced some very good likenesses of Van Gogh's painting 'Sunflowers' which showed good use

of colour and careful observation of the original painting. Pupils' growing awareness of the use of colour in works of art, and their careful choice of colour for their own work is a strength. Pupils learn to observe light and dark shades on an object and to use pencils or pastels to shade their own pictures. They learn about artistic traditions from other countries through links to religious education. Pupils in Year 1 make their own Rangoli patterns using a variety of materials.

136. At Key Stage 2 pupils make good progress in all aspects of the subject. They learn about the visual elements used by artists and apply them well to their own work. Year 6 pupils made their own fabric prints in the style of William Morris by first carefully sketching plants and using colour and pattern well. Pupils learn how to plan and refine their work. They use sketch books well to experiment with their ideas, such as the choice of colours, or the images they will use. This process was evident in Year 6 work following an examination of the work of Escher. They used magazines with pictures of animals as an inspiration for their own designs, experimented with these designs and colours in their sketch books and produced some very interesting pictures. Pupils use colour imaginatively and carefully and learn to use tools such as sketching pencils and brushes accurately. Some three dimensional animal camouflage paintings demonstrate careful use of colour and brushes. Through the key stage pupils learn to use a variety of materials and media, including printing techniques to design an Anglo-Saxon style cover for a history project book. Older pupils make confident choices about the materials and media they will use in their work. Pupils make good progress in lessons by following the guidance of their teachers when learning new techniques. In a Year 3 lesson pupils made very good progress in using observational skills and sketching techniques to produce well-proportioned sketches of faces. Their observational skills are well-developed and are shown in their ability to accurately sketch a building or copy the work of a famous artist.
137. Pupils enjoy their lessons. Although some pupils in Year 1 do not always give the teacher their full attention, most pupils listen very carefully. They settle down to their own work enthusiastically and there is an atmosphere of creativity in classes with pupils generating their own ideas and discussing them with their teachers or others in the class.
138. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers are clear in their planning about what they want pupils to learn. At Key Stage 2 there are high expectations of pupils' attainment and behaviour. Time and resources are used well. Teachers have a great deal of expertise in the subject and this has a positive impact on the progress pupils make.
139. The school has exhibited work in the local magistrates' court and at borough exhibitions and has been commended for its work by the local education authority.

Design and technology

140. Pupils' attainment has improved considerably since the last inspection. Pupils attain satisfactory standards at the end of Key Stage 1 and good levels at the end of Key Stage 2. During the inspection, teaching only took place at Key Stage 1 as part of other activities. Judgements are based on a scrutiny of pupils' work, teachers' planning and discussions with staff and pupils.
141. In Year 1 pupils select materials and equipment with confidence. As part of their science project on sound they designed and made different sized ears from card as well as telephones from recyclable materials. This year group has just completed a design and technology teaching block, designing and making musical instruments. Pupils explained how they made their models and why they selected particular materials. At Key Stage 2 pupils have increased their designing and making skills and can apply them with accuracy. For example, in Year 3 pupils design and made a bridge and photo frames. They explain and record the process of designing and making these objects in detailed stages. In Year 4 pupils design and make their own switches. They understand that torches are designed with particular users in mind and therefore the design varies. In Year 5 pupils successfully make bread and biscuits and record the process accurately. More able pupils in Year six draw upon external sources to design and make shelters. They clarify their ideas through drawing and modelling, showing an understanding of the situations in which their designs have to function.

142. Progress is sound across Key Stage 1 and good at Key Stage 2. As pupils mature they build upon their skills and understanding of making, using and selecting from an increasing range of tools and materials and construct items for a given purpose.
143. Pupils are enthusiastic about the subject. They enjoy practical work and show respect for others' ideas and opinions and achievements. They are aware of safety procedures and know that tools must be used carefully. They work well together, sharing materials and tools and behaviour is good.
144. Teachers have a good understanding of the requirements of the subject and they encourage pupils to discuss and plan carefully. Pupils are encouraged to appraise their designs and products to make modifications where needed. Lessons are well planned and pupils appropriately challenged by projects that capture their imagination.
145. The policy and the new scheme of work meet National Curriculum requirements and provide pupils with progressively challenging work as they move through the school. The scheme of work makes good provision for assessing pupils' attainment at each stage and at the end of each teaching block. Following the school's last inspection, the co-ordinator arranged for in-service training of all staff. The training improved staff skill and confidence and has had a positive effect on the teaching of the subject. The co-ordinator monitors teachers' planning and evaluates pupils' completed designs. Monitoring through classroom observation has as yet not taken place but this has been planned for as part of the schools' monitoring and evaluation programme. Resources are satisfactory, with day-to-day resources well distributed around the classrooms, and more specialised ones kept centrally and readily accessible to staff.

Geography

146. Progress is satisfactory at Key Stage 1 and good at Key Stage 2. Timetabling arrangements meant that only one lesson was seen in each of the key stages and judgements are based mainly on a scrutiny of pupils' work, discussions with pupils and an examination of teachers' planning. The last report judged standards to be good at Key Stage 1 and satisfactory at Key Stage 2.
147. Pupils make satisfactory progress at Key Stage 1. They make and use maps and plans through tasks such as mapping their route from home to school, looking at a map of Kenley and finding their house on it, or drawing a plan of the school. By Year 2 pupils understand that a map is an aerial view of an area. They have a reasonable knowledge of the main features in their locality. They gain a reasonable knowledge of the location of countries in the British Isles and can identify London. They make good progress in learning about the location and features of different countries in the world through their ongoing work following the travels of a bear. Year 1 pupils made particularly good progress in one lesson during the inspection in locating Nepal on a world map. They understand some of the features of the country such as the mountains, the weather, the food people eat and ways of travelling to and around the country. They have an opportunity to study the features of other places, such as a seaside town, and contrast it with their own locality.
148. At Key Stage 2 pupils make good progress in locating and learning about different countries in the world, often through their own research. Year 5 pupils are currently involved in researching news topics from around the world, such as the breaking away of a large iceberg from Antarctica. Pupils make good progress in setting their own research questions and using newspapers, the internet and books to find out the background to the event and setting it in context, such as looking at the phenomenon of global warming. Pupils make good progress in each of their thematic areas of study, such as weather. They use weather reports to obtain information about different areas of the world and make judgements from this information as to whether the temperature at noon would be the highest temperature of the day. They develop a good understanding of different climatic regions, such as an equatorial climate. They can interpret weather maps through their understanding of symbols and features such as wind direction. Pupils' understanding of settlements is developed through visits and fieldwork such as the Year 4 trip to Godstone Village. They are given the opportunity to study a contrasting village in India. Pupils develop their knowledge and skills in fieldwork very well during their residential trip to Dorset. They learn, for example, to use four figure grid references and use and draw maps of a variety of scales. Higher attaining pupils make very good progress in understanding some complex physical processes such as erosion and deposition relating to the coastline. They gain a good understanding of environmental change through

their work for the 'Environmental Challenge', such as looking at how they could stop pollution of rivers in their water saving project.

149. The good quality of display work, particularly at Key Stage 2, shows the enthusiasm pupils have for the subject. Discussions with Year 6 pupils revealed the interest they have in the work they do. They enjoy the visits which are relevant to their geographical studies and learn much from them.
150. Evidence from lesson observations, the scrutiny of pupils' work and planning shows that there are good aspects to teaching at both key stages. Teachers plan lessons well and use resources well. In a Year 1 lesson, the teacher had some excellent colour photographs of Nepal. To gain pupils' interest, the class bear featured in some of them which helped them to make good progress in learning about the country. In Year 5, the teacher used resources very well including a video recorder so that pupils could present their own weather forecast. At Key Stage 2 teachers plan the development of pupils' research skills well, and encourage them to develop good fieldwork skills through visits.

History

151. Due to timetabling arrangements, no lessons were seen at Key Stage 1 and very little work was available for scrutiny. Discussions with pupils show that their progress is satisfactory at this key stage, which reflects the findings of the last report. At Key Stage 2 the progress of all pupils is very good, which is an improvement since the last report.
152. At Key Stage 1 pupils make satisfactory progress in learning about events and people in the past in appropriate detail, such as Guy Fawkes and the Gunpowder Plot and Florence Nightingale. They make satisfactory progress in learning to use a variety of sources such as pictures and written descriptions to understand everyday life in the past. They compare conditions in hospitals during the Crimean War and now. They learn an appropriate range of historical vocabulary and terms, such as past and month, day, week, and are able to sequence events in their own lives. The higher attaining pupils make good progress in retelling events from the past in their own words, with appropriate attention to detail. They are able to give reasons for the actions of individuals involved, such as why Guy Fawkes acted as he did.
153. During Key Stage 2 pupils make very good progress in learning about periods in the past. They have a very good factual knowledge of these periods and learn about the beliefs and values of people who lived in them. Pupils in Year 6, for example, are able to talk in a great deal of detail about the Victorian period. Pupils in Year 4 develop an understanding of attitudes in Tudor times to having a woman on the throne. They have a secure understanding of terms associated with the passage of time and can place events in a chronological framework. From the beginning of the key stage they are frequently involved in doing their own research, asking and answering relevant questions about a period and they acquire the skills they need to participate in active historical enquiry. They acquire an understanding of changes across a period, such as how Henry VIII changed during his reign. They also develop an ability to examine the reasons for historical events, such as why Henry VIII become head of the Church of England. They use a range of sources to find out about the past including information books, the Internet, encyclopaedia programs, artefacts, visits to museums and buildings. They learn a great deal from visitors to the school, such as a curator of a museum who brought along artefacts from Victorian times and World War II. They develop a sophisticated ability to interpret evidence. Year 4 pupils felt that a statement about Henry VIII being 'as pretty as a girl' was considered very flattering then, but may be considered less so now. They organise their findings and historical information into well-structured pieces of writing, which are often presented in topic books. The very good progress which pupils make was evident in Year 3 during the inspection week. At the beginning of the week pupils had very little knowledge about the Romans. By the end, they had found out a great deal about everyday life from their own research and understood the reasons for the invasion and settlement in other countries, including Britain.
154. Pupils are very enthusiastic about their work. They enjoy opportunities to research and their topic books illustrate the pride they have in their work and the interest they have in the periods they study. They contribute thoughtfully to class discussions and respect the views and comments of others. They work collaboratively together on projects and work with sustained concentration.

155. No judgement on teaching can be made at Key Stage 1 except that teachers plan work appropriately and develop a suitable range of skills and depth of knowledge. At Key Stage 2 teaching is good in most lessons, very good in some and, occasionally, excellent. Teachers plan their lessons thoroughly and have a clear understanding of what they want the pupils to learn. They have very good expertise in the subject and they use this knowledge and understanding to develop well-structured and purposeful discussions and explanations during whole class sessions. In one lesson in Year 4 a teacher used her very good expertise to pretend to be Henry VIII and had organised pupils to ask her questions about his divorce from Catherine of Aragon. During this session pupils made very good progress in understanding attitudes of people in the past and the reasons for their actions. Teachers use a variety of methods to develop pupils' skills, and are particularly successful in organising research activities, giving good guidance to younger pupils in order that they can develop these skills.

Music

156. Only two class music lessons took place during the inspection and were observed. Evidence is also drawn from the observation of key stage singing practices, concert videos, choir practice, the school's scheme of work and discussion with the co-ordinator.
157. Standards in music have improved since the last inspection and for most pupils achievement in music is satisfactory. By the end of Key Stage 1 pupils sing a variety of songs as a class group and during singing practice in the hall with other year groups. Pupils sing with confidence and awareness of basic pulse. They are able to listen attentively to taped music and join in at the appropriate time, showing an awareness of other performers.
158. By the end of Key Stage 2 pupils sing songs with attention to detail such as dynamics and the use of crescendo and diminuendo. When singing as a large group pitch is generally well maintained and diction is good as observed during choir practice. Pupils' sense of rhythm and pulse is in line with expectations for their age. They control sounds made by the voice, develop control of pitch when singing and are able to improvise rhythmic ideas to accompany singing. They accurately use musical vocabulary and are able to explain that pitch is 'high' and 'low', not 'loud' and 'soft'.
159. Pupils can perform structured musical compositions and have the ability to refine their performance as observed in the school's performances of 'Cinders', Noah' and 'Red Riding hood'.
160. A small number of pupils have the opportunity to learn to play the flute, violin and trumpet. Peripatetic teachers are made available by the local authority; this service has to be paid for by parents and is subsidised by the school. Pupils attending these lessons make sound progress and share their achievement with the rest of the school during assemblies and performances at school concerts. In addition to this other pupils in the school are offered the opportunity to join a guitar or recorder club, which are planned and taught by the co-ordinator and other teachers as extra-curricular activities. She prepares homework practice sheets explaining the different parts of instruments, posture, chords and strumming chords exercises for the Christmas holidays to prepare for the start up of the new clubs in the spring term.
161. Pupils generally make satisfactory progress in music in both key stages. Progress is evident in some individual lesson where practice improves performance. In the long term, singing improves, as pupils grow older; they learn to maintain pitch more accurately, and follow a conductor with precision. Progress is best where teachers are confident in the subject. Pupils react well to lessons and take part with enthusiasm. Behaviour is good in nearly all lessons; pupils concentrate well in whole class and year group lessons
162. The quality of teaching is at least satisfactory but varies in relation to teachers' expertise. Where teachers feel competent in their own musical ability sound standards of performance are attained. Music lessons are generally well planned and prepared for.
163. The co-ordination of the subject is sound. The co-ordinator has developed a good scheme of work, which provides clear guidance for the non-specialist teacher. Music is taught in blocks of six weeks and the programme ensures pupils at each key stage are taught all the elements included in the two National

Curriculum attainment targets. The scheme of work makes sound provision for assessment. The co-ordinator monitors the subject through teachers' planning and when teaching choir or taking children for singing practice. Music resource provision is barely satisfactory, with a limited range of tuned and untuned instruments.

Physical education

164. Pupils make sound progress at both key stages. They follow a well-balanced programme which covers all aspects of the subject and, as observed at the last inspection, they attain satisfactory levels. They benefit from a wide range of extra-curricular activities which are particularly effective in extending their games skills. At both key stages, many pupils develop good games skills and at Key Stage 2 pupils often achieve good standards in gymnastics.
165. At Key Stage 1, pupils work safely in gymnastics with a good sense of space. They follow instructions well and understand how to work in groups and pairs. In games activities, pupils catch and throw with a high level of accuracy and control. They work well with partners, throwing and catching balls while moving in a circle. In dance, pupils are good at using their imagination in order to interpret the mood of music. In one lesson, they responded well to the idea of riding on a magic carpet and took up good positions, moving their hands expressively.
166. At Key Stage 2, pupils are very good at working together to set up equipment and do so thoughtfully and safely with minimum supervision. They perform forward and backward rolls carefully and many achieve good positions in head-stands. Most have a good sense of balance. They carry out short sequences of moves with a clear understanding of how to link them together and achieve a correct finish. Pupils use equipment with a good understanding of how to work safely and respond very well to their teachers' instructions. In developing games skills, pupils listen to instruction well and have a good appreciation of how to work in teams and use attack and defence skills effectively. In swimming, pupils are learning confidence in the water and refine their strokes well. In all activities, pupils are keen to demonstrate their skills but opportunities to evaluate the performances of others are insufficiently developed.
167. Pupils' response to lessons is nearly always good or very good. In some lessons at Key Stage 2, pupils are very co-operative and show a high degree of initiative in setting up equipment. They wait patiently for others to complete their tasks and behave impeccably. Younger pupils at Key Stage 1 however, do not attend well and chatter among themselves which interrupts the pace of instruction. Throughout the school, pupils are generally keen to contribute and enjoy demonstrating their skills.
168. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have a sound knowledge of the subject. They plan their lessons well and make good use of resources. They set appropriate tasks for pupils which give them good opportunities to develop their skills. Since teachers know their pupils well and monitor their progress closely, they are good at setting challenges for individuals in order to extend their learning. Pupils who were nervous climbing the wall-bars were appropriately encouraged and given guidance as to what to do. Well co-ordinated pupils who could throw and catch balls easily were paired together to practise using one hand. Class management at Key Stage 2 is very good and teachers and pupils work very well together. At Key Stage 1, teachers do not always control pupils' behaviour as well and learning is interrupted by the need to calm pupils down and regain their attention. Teachers make good use of pupils to demonstrate movements and skills but they do not often ask for other pupils to comment and evaluate the performances in order to identify ways of improving.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

169. The inspection team comprised four inspectors, including a lay inspector who spent a total of 14 inspection days in the school: Members of the team
- observed 58 lessons,
 - attended registration sessions,
 - attended whole school and key stage assemblies,
 - had lunch with pupils and observed behaviour in playgrounds at playtimes and lunchtimes,
 - held discussions with the headteacher, assistant headteacher, all teaching staff with subject responsibilities, the chair of governors and three other governors,
 - reviewed the written work of a representative sample of pupils in each year group and heard them read,
 - held informal discussions with pupils and analysed a large amount of documentation provided by the school before and during the inspection.
170. Before the inspection the registered inspector held a meeting attended by 25 parents and the inspection team considered responses from parents to a questionnaire asking for their views of the school.

DATA AND INDICATORS

171. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	177	0	32	36

172. **Teachers and classes**

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

8.6

Number of pupils per qualified teacher:

21

Education support staff (YR – Y6)

Total number of education support staff:

3

Total aggregate hours worked each week:

55

Average class size:

24

173. **Financial data**

Financial year:

1998/99

	£
Total Income	394577
Total Expenditure	388554
Expenditure per pupil	1992.58
Balance brought forward from previous year	23164
Balance carried forward to next year	29187

174. **PARENTAL SURVEY**

Number of questionnaires sent out:

145

Number of questionnaires returned:

60

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	55	35	7	1	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	32	2	1	7
The school handles complaints from parents well	22	40	28	5	5
The school gives me a clear understanding of what is taught	33	55	5	5	2
The school keeps me well informed about my child(ren)'s progress	22	61	12	5	0
The school enables my child(ren) to achieve a good standard of work	35	55	8	2	0
The school encourages children to get involved in more than just their daily lessons	35	52	12	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	55	7	6	0
The school's values and attitudes have a positive effect on my child(ren)	32	55	11	2	0
The school achieves high standards of good behaviour	38	51	8	3	0
My child(ren) like(s) school	62	35	3	0	0