

INSPECTION REPORT

Hinchley Wood Primary School

Esher, Surrey

LEA area: Surrey

Unique reference number: 124965

Headteacher: Mrs S P Wareham

Reporting inspector: Dennis Maxwell
Ofsted No: 8798

Dates of inspection: 16 – 19 October 2000

Inspection number: 224190

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 Years

Gender of pupils: Mixed

School address: Claygate Lane
Hinchley Wood
Esher
Surrey

Postcode: KT10 0AQ

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R Evans

Date of previous inspection: 23 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dennis Maxwell (Ofsted No: 8798)	Registered inspector	Mathematics	What sort of school is it?
		Music	The school's results and achievements.
			How well is the school led and managed?
John Edmond (Ofsted No: 9472)	Lay Inspector		Pupils' attitudes, values and personal development.
			How well does the school work in partnership with parents?
Mo Ashby (Ofsted No: 22861)	Team inspector	Foundation stage	How well does the school care for its pupils?
		English	
		Physical education	
		English as an additional language	
Jacqueline Cousins (Ofsted No: 22942)	Team inspector	Science	How well are pupils taught?
		Art	
		Design and technology	
Jim Howard (Ofsted No: 20875)	Team Inspector	Information technology	How good are the curricular and other opportunities offered to pupils?
		History	
		Special educational needs	
Pat Lowe (Ofsted No: 11901)	Team Inspector	Religious education	
		Geography	How well is the school led and managed?
		Modern foreign languages (French)	
		Equal opportunities	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hinchley Wood Primary school is a large two-form entry school for pupils aged 4 to 11 years. It is situated centrally in the village of Hinchley Wood, close to Esher in Surrey, and provides education for children in the village and nearby area. There are 419 pupils on roll, of whom around a quarter attend from outside the immediate area through parental choice. A very small number of pupils are from ethnic minority heritages, although the percentage of pupils speaking English as an additional language is high relative to national figures. The percentage of pupils entitled to free school meals at 4 per cent, is below the national average. The percentage of pupils identified as having special educational needs is broadly average. Pupils' attainment on entry is above average, and forty three pupils were under the age of five at the time of the inspection.

HOW GOOD THE SCHOOL IS

This is a very successful school. It provides a stimulating education that enables the pupils to make good progress and reach well above average standards. The head teacher provides high quality, purposeful leadership that has resulted in excellent improvements in the school as a whole, and good improvements to the specific issues identified at the previous inspection. The governing body has a good vision for the development of the school, and provides very good sense of direction. The professional dedication and care of all of the staff leads to very good relationships and sense of purpose. The parents and many other adults are highly involved in the work of the school. The school fosters the personal development of the pupils effectively, so that they gain in maturity and take on tasks responsibly. Teaching is a major strength of the school, at all key stages, but particularly by the high quality teachers at the end of Key Stage 2. The school provides good value for money.

What the school does well

- The school achieves well above average standards in English, mathematics and science through effective teaching and a well-structured and interesting curriculum. The good range of extra-curricular activities enhances and extends the pupils' experiences well.
- The head teacher brings high quality leadership to the work of the school. With the support of the deputy, governing body and all staff, she has established an effective school that continues to improve.
- The quality of teaching is a strength of the school at all key stages, and enables the pupils to make good progress.
- The pupils have very good attitudes and are eager to learn. Behaviour in lessons and around the school is very good. Relationships between the pupils and with adults are very good.
- Support and guidance are very good, as are procedures for monitoring the pupils' academic performance. The provision for pupils' personal development is a strength of the school.
- Parents have a very good view of the school, and they support the school in many ways.

What could be improved

- Despite the very good effect of the new building developments on some parts of the school, the poor condition of the separate outside temporary classrooms has an adverse effect on the children's learning, and they give rise to concerns over health and safety. In addition, the annex, which houses two classes and the computer suite, is some distance from the main building and this causes organisational problems and difficulties over access during bad weather and flooding.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. The school has made excellent improvement overall and good improvements in the key issues identified during the last inspection. The management of the school is very good. The headteacher and all staff have made a remarkable turnaround in the school, supported strongly by the governing body. Standards have improved through the school and the subject policies and schemes of work provide a good structure for the curriculum. The school has also made good improvements to lesson planning, although daily assessment arrangements require further work. There are excellent procedures for monitoring pupils' academic progress in the core subjects. The governing body is very effective in giving a clear sense of direction. The headteacher has established good practice in observing lessons to monitor standards. The school provides a high quality education for the pupils, with challenging and worthwhile tasks. Provision for information technology is now very good.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	A	A	B
Mathematics	A	B	B	C
Science	A	B	A*	A

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

Attainment in English, mathematics and science is well above average by the end of Key Stages 1 and 2. Standards in the national tests by the end of Key Stage 2 in English in 1999 were well above the national average and above the average for similar schools. This reflects the good focus given to writing during the past two years. Standards in mathematics were above the national average, and in line with the average for similar schools, as a result of the very good teaching and grouping arrangements. However, problem-solving and investigational work is not yet a strong feature. Standards in science were very high in comparison with the national average, that is in the top 5 per cent nationally, and well above the average for similar schools, as a result of the well-planned and challenging lessons. The trend in the school's results at Key Stage 2 was broadly in line with the national trend over the past four years. The unpublished results for summer 2000 show continued improvement, with 95, 86 and 98 per cent of pupils gaining Level 4 or above in English, mathematics and science respectively. The school has set challenging targets for pupils in Year 6 for 88 per cent in English, and 92 per cent in mathematics to gain level 4 or above in summer 2001. By the end of Key Stage 1 standards in information technology, geography and religious education are above average, and standards in art, design and technology, history, music and physical education meet the expectation. By the end of Key Stage 2, standards in information technology, geography, French and religious education exceed the expectation while standards in art, design and technology, history, music and physical education meet the level expected. Standards have been maintained or improved in all subjects since the last inspection. The rate of pupils' achievement is very good. The way that teachers motivate pupils has a positive impact on their learning, although there is still room for improvement in the reading and writing skills of a few higher attaining pupils throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils greatly enjoy coming to school. They are very keen to learn and have a very strong interest in school life.
Behaviour, in and out of classrooms	The pupils' very good behaviour makes a major contribution to their learning. Behaviour round the school is usually civilised and sensible.
Personal development and relationships	The school has been very successful in developing good relationships. Pupils react very positively to the friendly classroom atmosphere set by teachers.
Attendance	Pupils' attendance was well above the national average last year.

Parents consider that staff successfully maintain high standards of behaviour and the inspection findings support this view, apart from some occasional immature behaviour. Pupils have a very strong interest in school life, as evidenced by their high attendance at after school clubs. Pupils concentrate very well and their

brisk pace of working and very good relationships help promote good order. They have a strong desire to improve their work and take pride in the finished product, shown for example in their writing. Last year the school excluded only one pupil. Year 6 pupils carry out their many responsibilities very willingly, especially those which involve caring for younger pupils. The school has been successful during 1999/2000 in maintaining the level of attendance at 96 per cent, and has managed to reduce the level of unauthorised absence slightly. Their very high attendance makes a significant contribution to the pupils' attainment and progress.

TEACHING AND LEARNING

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

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

The quality of teaching is very good overall. There is a high proportion of very good and excellent teaching. This has a very good effect on pupils' learning. The percentage of satisfactory or better lessons was 100 per cent. The proportion of very good or better teaching was 32 per cent. In English and mathematics the teaching is good, with some excellent teaching in English in years 3 and 6. Teaching and learning are clearly benefiting from the introduction of the national strategies for literacy and numeracy. The school meets the needs of all pupils well on most occasions, with planning that recognises the range of differing abilities and needs of most pupils. The school's setting arrangements help to provide a good match of work to the pupils. However extension work for the most able pupils is not always provided, for example in mathematics and science lessons. Pupils with special educational needs are supported sensitively and encouraged to work hard, so that they make good progress. Teaching for information technology is good and the new computer suite has enabled teachers to focus on skills teaching that enables pupils to make rapid progress. However, the use of computers in other subjects in the classroom, while satisfactory, is still developing.

Teachers match their methods well to the learning needs of the pupils and they usually have well chosen resources to promote learning. Teachers achieve a good balance between whole-class, small group and individual teaching so that pupils have a good variety of opportunities for learning. Teachers often use skilled questioning to help pupils to reflect on and share what they have learnt. Homework is set regularly and is used sensibly to enhance pupils' learning in both key stages. Both teachers and support staff use strategies well that help pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum provision is good. Careful planning ensures all subjects receive sufficient attention to give good quality learning experiences.
Provision for pupils with special educational needs	Pupils' needs are catered for well. The individual plans specify appropriate targets and teaching is focused well towards achieving them.
Provision for pupils with English as an additional language	The pupils receive good support that enables them to take part in lessons and make good progress in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is a strength of the school. Arrangements to promote moral and social development are very good. Teachers choose good activities for personal and social development although the scheme of work is not always used.
How well the school cares for its pupils	The school provides its pupils with a high standard of care. It is very effective in promoting their personal development and in eliminating oppressive behaviour.

The school has implemented the new curriculum for the foundation stage thoroughly and imaginatively to provide interesting experiences. The curriculum is broad and balanced and fully meets national requirements. A particular strength of the curriculum is the links made between subjects, so that Year 6 pupils, for example, are developing a slideshow presentation of their work on the Ancient Greeks using skills learnt in ICT.

The strategies that the school has adopted for the teaching of literacy and numeracy are effective. The needs of pupils with special educational needs are catered for well and the school complies fully with the Code of Practice. Personal and social education forms an important part of the school's curriculum although the content of the scheme is not always followed. Sex education and drugs awareness are taught appropriately. The school has very good links with parents and the community, which contribute to pupils' learning. The school now complies fully with child protection guidelines and the legal requirements for health and safety. Liaison arrangements with external agencies are very good. All pupils have a personal profile, which records significant achievements. The school meets statutory requirements for assessment but the lack of individual assessment records and targets in all except English, mathematics and science reduces the effectiveness of teachers' information about individual pupils for planning activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership for the direction and development of the school. She is supported very well in promoting a high quality education by the dedicated and professional staff.
How well the governors fulfil their responsibilities	The governing body is very effective, and gives a high quality sense of direction for the development of the school.
The school's evaluation of its performance	The school carries out a thorough evaluation prior to preparing bids for the development plan. The governing body has good monitoring procedures. The school has excellent procedures to monitor and track its performance.
The strategic use of resources	Good. The school uses resources to good effect, other than in a few lessons. The school provides good value for money.

The previous inspection found the school to have serious weaknesses since progress in several subjects was unsatisfactory, as was the quality of teaching in both key stages. The school has made excellent improvements under the leadership of the present headteacher, ably supported by the governing body and key staff. The school meets statutory requirements in all respects. Checking the quality of teachers' work is well established and helps target further improvements. The school has set up an excellent system for tracking pupils' attainment and progress through recording and analysing assessment data. This provides a powerful tool for checking individual pupils' progress in the core subjects as well as for making predictions and setting cohort targets. The process of development planning is very good though not entirely clear to those outside the arrangements. The staff and governing body evaluate the progress of agreed priorities through the year carefully and evaluate the effectiveness of their spending decisions. The governing body is very effective in its work and fulfils its statutory duties very well. Specific grants are applied well for the purposes for which they are intended.

The qualifications and experience of the teaching and support staff are very good. The accommodation is satisfactory overall, but there are difficulties with the building since the outside temporary classrooms are in poor condition. Much of the development to the grounds results from the commitment and hard work of the parents' association. Learning resources are good overall. The computer suite is very good. The school adds value educationally for the pupils and applies the principles of best value well to their decisions. The overall effectiveness of the school is very good, and it gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents think the school is managed well• Parents think that teaching is good, and they appreciate the teachers' hard work.• Parents feel that behaviour in the school is good, and that the children are expected to work hard.• Parents recognise that the school is helping their children to become mature and responsible.	<ul style="list-style-type: none">• Several parents think they are not kept well informed about how their children are getting on.• A very small minority of parents feel that the school does not work closely with them.• A very small minority of parents does not think the school provides sufficiently for activities out of lessons.

The inspection team agrees with the aspects that please parents and recognises the professional quality of leadership and teaching. The school provides daily informal opportunities for parents to discuss their children's progress. However, the annual reports to parents give little information about what the pupils have learnt and can do, and do not give sufficient attention, particularly in the foundation subjects, on how the pupils should improve. Discussions with parents and the evidence of the inspection indicate that the school works closely with parents. There is a good range of activities outside lessons, although, for example, the school orchestra has much scope for development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment in English, mathematics and science is well above average by the end of Key Stages 1 and 2. Pupils' attainment overall on entry to the school is above average, although the attainment of individual pupils varies considerably. The good teaching and well planned tasks enable pupils to make above average progress through the school to reach well above average standards by the end of Key Stage 2. The very positive learning ethos that all staff promote, together with challenging activities, encourages pupils to work hard so that by Year 6 they achieve well above what would be expected in English, mathematics and science. Pupils' attainment in information technology (IT) also exceeds the national expectation by the end of both key stages through the effective teaching and access to a well-equipped computer room.
2. Standards in reading and writing in the end of Key Stage 1 national tests for summer 1999 were well above the national average. The good standards in writing follow upon the work and focus for improvement over the past two years. In mathematics standards were above average. The percentage of pupils gaining the higher Level 3 was well above average in reading, writing and in mathematics, indicating that the higher attaining pupils are challenged to succeed through the choice of tasks. Reading standards have been steady since the previous inspection. In writing and mathematics standards have increased broadly in line with the national trend.
3. The unpublished results for summer 2000 are above those for the previous two years. The results for mathematics and science are particularly good, since 100 per cent of pupils gained Level 2 or above, and pupils' attainment in speaking and listening, reading and writing were also very high at 98 per cent. Nearly half the pupils gained Level 3 in reading and mathematics, and over half gained Level 3 in science. One quarter of pupils gained Level 3 in writing, which is a good improvement over 1999 and well above the national average. The performance of boys and girls has been similar over the past four years, although girls gained more Level 3 grades than boys in 2000.
4. In comparison with schools in similar contexts, with up to and including 8 per cent free school meals, performance in reading was above average; in writing was below average; and in mathematics was average. The proportions of pupils gaining Level 3 or above were well above in reading, and above average in writing and mathematics. Using teachers' assessment for science at Key Stage 1, pupils' attainment was below the national average for the percentage of pupils gaining level 2 and above.
5. Standards in the end of Key Stage 2 national tests of summer 1999 in English were well above the national average. In mathematics standards were above average, while for science they were very high and in the top 5 per cent nationally. The percentage reaching the higher Level 5 was well above the national average in English and science, and close to the average in mathematics. Since the last inspection, test results for these subjects have followed an improving trend that is broadly in line with the national trend. Results for science indicate good improvement ahead of the national trend. The unconfirmed results for summer 2000 show continuing improvements in all three subjects through the very effective teaching at the end of Key Stage 2.
6. In comparison with schools having a similar percentage of free school meals, attainment in the 1999 national tests at age 11 was above average in English, average in mathematics and well above in science. In comparison with schools which had a similar performance in the Key Stage 1 tests four years ago, attainment was well above average in English, above average in mathematics, and very high in science. These results show clearly that the pupils made above average progress from Year 2 to Year 6. The results demonstrate the effects of thorough curriculum planning and effective teaching over the past two years.
7. The school sets carefully considered targets related to the abilities of the pupils. The target percentage of pupils expected to achieve Level 4 or above in English is 88 per cent, and in mathematics is 92 for the summer 2001 national tests. These targets are very challenging, but follow on from the good standards earlier in the school and high expectations.
8. Pupils of different attainment make appropriate progress. There is no significant difference in the

performance of boys and girls over the past four years taken together at Key Stage 1, and the higher performance of girls over boys at Key Stage 2 is largely explained by the ability profiles of the pupils. The requirements of pupils with special educational needs are identified early and accurately. They are integrated well into lessons and receive well-targeted support, which enables them to make good progress towards the targets on their individual education plans. There are no significant variations in attainment among pupils of different ethnic groups or background.

9. By the end of both key stages attainment in speaking and listening is above average. In Key Stage 1 younger pupils listen well to their teachers and peers and are learning to contribute in discussion. By Year 6 pupils talk sensibly to work out solutions to problems and the great majority of pupils are confident and articulate in presenting their ideas, information and opinions. Attainment in reading is good overall by the end of both key stages. By the end of Key Stage 2 pupils generally understand about different authors and styles of books, and they can explain their own preferences. Pupils' research skills are satisfactory, but because they are not able to access the library easily most pupils do not have sufficient opportunity to carry out their own research and practice these skills regularly enough. By the end of Key Stage 1, attainment in reading is good overall through using various scheme books and by learning to recognise commonly used words. The most able pupils explain the plot and their favourite part of the story but the majority of pupils are not so confident. Throughout the school pupils who are catching up or have special needs are given good support and they make good progress.
10. By the end of both key stages attainment in writing is above average. In Year 1 pupils try to write several sentences independently, and by year 2 pupils structure a story well. By the end of Key Stage 2, all pupils write narrative and other pieces to a good standard through the good attention that teachers give to basic skills. Punctuation is accurate, and most pupils have a good cursive style. The standard of spelling is above average, but, as in the last inspection, the use of dictionaries is still not routine. Support staff successfully involve pupils learning English as an additional language and the support given to those at early stage of language acquisition is effective. Pupils are beginning to use word processing to help with redrafting their work.
11. Pupils in Year 2 have a very good understanding of number and place value that is promoted very well by the teachers. Well-planned and executed mental mathematics sessions lead to good numeracy skills. In Year 2 the pupils took great delight in the story of the King's Bed and understood the need to use the same person's foot for measuring. In Year 5 pupils showed intense interest in finding a new number between 50 and 49.999, enjoying the challenge and demonstrating very secure understanding of decimal numbers. By Year 6, pupils have a very good understanding of number and are challenged well by the teachers' good use of word problems to develop strategies and speed. Pupils understand the difference between different types of data and that each point on a line graph of continuous data has meaning. The very good problem-solving approach of a teacher in Year 6 led to good discussions, high level exposition and secure understanding by the pupils. However, problem-solving and investigational work is not yet a strong feature of the school generally. Pupils make satisfactory use of numeracy skills across the curriculum, for example, in graphs for science.
12. In science by age seven pupils have a range of investigational skills, and know how several materials change, such as water to steam. By the age of eleven, pupils understand the conditions needed for fair tests and give reasons for their findings. They make sensible predictions and use scientific language with growing confidence, for example about the effects of the earth's movement and how sound waves travel.
13. By the end of Key Stage 1 standards in information technology, geography and religious education are above average, and standards in art, design and technology, history, music and physical education meet the expectation. By the end of Key Stage 2, standards in information technology, geography, French and religious education exceed the expectation while standards in art, design and technology, history, music and physical education meet the expectation. The previous inspection reported that attainment in the various subjects was variable across both key stages, noting weaknesses in information technology, French, geography, history and music that have now been corrected.
14. Pupils show increasing confidence through the school in art. Pupils use crayons and other media to develop skills with colour, texture and form, but skills with paint and clay are not well developed. Pupils work carefully with printing techniques. Art Nouveau patterns are used to good effect to inspire printing blocks in Year 5. Beautiful class wall hangings are achieved when each pupil's printed patterns are joined together. In design and technology, pupils in Key Stage 1 plan their work carefully and produce designs, but do not always produce products which focus on the quality of the final article. A strength of

the pupils' work in Key Stage 2 is the design stage although their skills for food technology or mouldable materials are less well developed.

15. In geography at Key Stage 1, pupils have the skills to take photographs with a digital camera and produce a comprehensive photographic record of a local walk. During the year pupils in Year 2 identify features on a local map and make valuable visits to Guildford to make comparisons with their own area. By Year 6, pupils locate and compare mountain environments, produce weather data for each location and analyse the results. They study the simple land formation of coastal areas, and the erosion and deposition of rocks and land. Through their work in history pupils in Key Stage 1 develop a good sense of the passage of time. A particular strength is the development of research skills. By the time pupils leave school they can distinguish between historical fact and legend. Pupils develop a good factual knowledge of the periods of history that they study. Literacy skills are promoted well through work in history, for example the skills of skimming and scanning during research. Older pupils develop their IT skills to access CD-ROMS. Pupils present their written work carefully, taking a pride in its content and appearance and working to meet the high expectations of the teachers.
16. Pupils demonstrate increasing confidence with keyboard and mouse skills in IT, and by the end of Key Stage 1 they save and retrieve their work well. By Year 6 pupils have a thorough understanding of the importance of technology in the modern world. The potential to use computers across the curriculum is not yet fully in place, and as a consequence the opportunities to apply IT skills in other subjects is still limited.
17. In Key Stage 1 in music, pupils are gaining appropriate skills in singing and instrumental work, usually in connection with composing simple pieces and listening to well-chosen examples. In Key Stage 2 pupils play percussion instruments during composing and have broadly satisfactory skills and understanding of rhythm and dynamics. In physical education, pupils in Key Stage 1 have appropriate accuracy and ball skills for their age. Pupils in Key Stage 2 work enthusiastically to improve their skills in five a side mixed football and in striking, sending and receiving a ball with a hockey stick. Many pupils achieve county swimming awards for water skills. Individual pupils represent the county or district at squash, tennis and athletics. Many pupils attend activities to promote physical skills in the local community. The school came first in the district cross country and third in the field and track events and six aside football in summer 2000 events.
18. In Key Stage 1 pupils have a sound knowledge of Jesus's life and ministry. In Year 3, pupils considered the many things that we have to be thankful for, in relation to harvest, and in Year 4 pupils explored the parable of the prodigal son, and understand the interpretation. Pupils in Year 6 begin to examine key Christian values and ways of life and continue to develop the ability to think more deeply about philosophical questions that are posed and developed well by the teacher. One child cited Nelson Mandela as a good example of loving one's neighbour because, although he was imprisoned for many years, he did not bear a grudge.

Pupils' attitudes, values and personal development

19. The behaviour and attitudes of pupils are very good and support their learning well. Parents consider that staff successfully maintain high standards of behaviour and the inspection findings support this view. There is occasional immature and attention-seeking behaviour, and teachers are not completely consistent in applying the school's behaviour and discipline policies at these times. The pupils' attitudes and behaviour were satisfactory or better in all but one of the lessons seen during the inspection. They were good in 54 per cent, and very good or excellent in 30 per cent.
20. Pupils greatly enjoy coming to school. They are very keen to learn, especially when the teacher has high expectations. This was seen, for example, in a Year 6 history lesson and in two mathematics lessons in Years 1 and 3. They have a very strong interest in school life, as evidenced by their high attendance at after school clubs. Pupils concentrate very well and their brisk pace of working and very good relationships with the teacher and with each other help promote good order. Pupils co-operate well in pairs and in groups. They work well independently of the teacher and their capacity to persevere is good. They have a strong desire to improve their work and take pride in the finished product, which is shown well by the displays of writing around the school. The good behaviour makes a major contribution to the pupils' learning.
21. Behaviour round the school is orderly and civilised. Pupils behave well when arriving at and leaving

school. They walk quietly between lessons and the hall and are sensible at dinner. They play constructively at break time and line up well to return to class. There were many examples of mature behaviour during wet dinner times. Bullying is very rare. Respect for property is high, and there is a pleasing absence of graffiti or litter around the site.

22. Last year the school excluded one pupil for a fixed period. The school has introduced good practical measures for identifying those pupils at risk of exclusion and for working with staff and parents to do everything possible to keep them in school.
23. The school impresses on new pupils and their parents the need to consider others, and this is reflected in their behaviour. Respect for others' feelings, values and beliefs is high, and pupils respond immediately when their attention is drawn to lapses in consideration for others. They are very supportive of those with special educational needs.
24. Pupils take an active part in school life. Year 6 pupils carry out their many responsibilities very willingly, especially those which involve caring for younger pupils. All pupils, including the youngest ones, are very responsible in performing their classroom tasks. The levels of take-up of the school's many extra-curricular activities are very good.
25. The school's ethos lays great emphasis on respect for self and others and on good relationships between staff and pupils. It has been very successful in this throughout the school, and this ensures that pupils learn well in an atmosphere of mutual trust. Pupils react very positively to the friendly classroom atmosphere set by teachers. There was one very pleasant instance of a teacher in the lower junior school laughing and joking with pupils in a lesson without any loss of authority. Pupils are courteous to each other and friendly to staff. They get on well together and work effectively with other pupils in lessons. Pupils react politely when addressed and are friendly and helpful to visitors; they are eager to show them round and to tell them about their work.
26. By improving the quality of teaching and providing playground games to occupy pupils positively, the school has built on its earlier achievement and improved the standards of behaviour. The last inspection report noted that behaviour was good, but it tended to deteriorate into restlessness when lessons were poorly planned or presented, and this aspect has improved.
27. Pupils' attendance at 96 per cent in 1998/1999 was well above the national average. The rate of unauthorised absence at 0.5 per cent was average. The school has been successful during 1999/2000 in maintaining the level of attendance at 96 per cent, but has managed to reduce the level of unauthorised absence slightly. Registers are properly kept. Very high attendance makes a significant contribution to the attainment and progress of pupils.
28. Teachers are in their classrooms in good time. Lessons start punctually in the morning and after breaks. Pupils are almost invariably on time at the start of the day and display a very responsible attitude to punctuality. The last inspection report made similar comments.

HOW WELL ARE PUPILS TAUGHT?

29. The quality of teaching is very good overall. There is a high percentage of very good and excellent teaching. Teaching for under fives and Key Stage 1 is good, and it is very good in Key Stage 2. Teaching in Year 6 was particularly strong with a high percentage of excellent teaching. There was no unsatisfactory teaching. It was good or better in 75 per cent of lessons and very good in 32 per cent. This is a significant improvement from the last inspection when only 33 per cent of teaching was good or better and 25 per cent of teaching was unsatisfactory. Teachers' planning and expectations are now very good, whereas the previous inspection found weaknesses in these aspects of teaching.
30. The consistently good quality of teaching in English, mathematics and science is an important factor in the levels of attainment being reached. Indeed in English teaching in 88 per cent of lessons was good or better and 44 per cent was very good. The development of oral skills, reading and writing is good. The school has identified writing as an area to develop, and is thorough in the monitoring arrangements. In mathematics 92 per cent of lessons were good or better and half were very good or excellent. The school has understandably concentrated on establishing the numeracy strategy as a priority and investigative aspects of mathematics have received less attention. The overall very good teaching of basic skills in

these subjects equips pupils well for their work in these key areas.

31. In science over three-quarters of teaching was good or better and one fifth was very good. Effective teaching methods with practical activities at appropriate levels mean that pupils make good progress when they learn how to make careful observations. Teaching for information technology is good and the new computer suite has enabled teachers to provide an effective programme of skills teaching that is supporting pupils to make rapid progress. However, at present, less emphasis is given in classrooms to the use of computers in other subjects. The teaching of religious education is good, particularly where the co-ordinator's expertise is used well to develop older pupils' knowledge.
32. The teaching of physical education, history and geography is good. Standards of achievement in physical education are above average due to the well structured approach teachers apply. The lessons seen in French were interesting and enriched the curriculum. The teaching of music is satisfactory overall but good teaching was noted in Key Stage 1. Teaching for art as well as design and technology was sound. Teachers develop skills well in pencil drawing, printing and pastels, but other areas such as painting are not well developed.
33. Teachers' planning demonstrates their professional approach to teaching. The clear learning objectives are usefully shared with pupils. This means pupils understand what the focus is for learning and helps teachers judge their progress at the end of the lesson. Assessment opportunities are noted on most plans and teachers complete evaluations of each lesson. In doing so, teachers have addressed well the key issue of making better use of assessment and monitoring pupils' achievements to inform day-to-day lesson planning. Marking is also used well to explain to pupils what they have been successful with and areas of development are often noted in many subjects, so that pupils make good progress in many areas of the curriculum. However, extension for more able pupils is not consistently planned in science and a few other lessons so that they are occasionally not extended.
34. Teachers' expectations are now good and most pupils are challenged well by the activities planned for them. This was a key issue at the time of the last inspection and in-service training has contributed to a significant improvement in this aspect of teaching. Schemes of work offer guidance for staff which ensures pupils make consistent progress throughout the school. Teachers give good attention to the progressive development of pupils' skills. Effective teaching methods are used which ensure pupils have a variety of learning approaches to subjects and teachers select the most appropriate and effective way to promote knowledge and understanding. This happens in all subjects from religious education, where visitors bring topics to life, to practical activities in science lessons that are used to develop concepts very well. Homework is used to broaden pupils' knowledge and was particularly effectively used in a literacy lesson where pupils brought in and analysed descriptions of characters they had found in books.
35. Teachers' knowledge and understanding is good. Teachers' subject knowledge of physical education is very good and as a result pupils develop high levels of skills. In science lessons teachers explain how materials exist in different states clearly, so that pupils understand how heat affects a variety of materials. Teachers have a deep understanding of many aspects in literacy and numeracy so that pupils have good experiences and learning. Teachers establish a purposeful atmosphere. They often use skilled questioning to help pupils to reflect on and share what they have learnt.
36. Pupils are managed well and teachers have high expectations of behaviour. At the time of the last inspection less successful teaching was characterised by low expectations of behaviour. In the great majority of lessons behaviour is managed very well. However in a few lessons pupils' immature behaviour was not managed consistently to correct it quickly.
37. Teachers match their organisation methods well to the needs of the lessons and of the pupils. They achieve a good balance between whole-class, small group and individual teaching so that pupils have a variety of opportunities for learning. The teachers' classroom organisation is usually good, so that time, support staff and learning resources are used very well. Lessons are well structured and teachers often inform pupils how long they have to complete each task, ensuring that the pace of learning is good. Resources are used very well to make learning more interesting and relevant.

38. A good feature in both key stages is the effective teamwork between all those involved. The support staff plays an important part in promoting pupils' learning through their sensitive discussions. They also follow very good practice by noting which pupils respond to questions during class discussion times to monitor pupils' willingness to answer. Both teachers and support staff use strategies well that help pupils with special educational needs.

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

39. The curriculum for the foundation stage is good. It gives children of all abilities good opportunities to learn in a supportive environment. Curriculum planning provides a cohesive curriculum that includes all the areas of learning for the foundation stage. The work has a good emphasis on learning through purposeful play and exploration, the development of literacy and language and developing positive attitudes.
40. The curriculum is broad and balanced and fully meets the requirements for the National Curriculum and religious education. The school has made considerable strides in developing its curriculum since the time of the last inspection when the planning of the curriculum was judged to be a weakness. The school has adapted very well to the changed requirements of the curriculum and has successfully built on the provision of two years ago. It is receptive to educational developments and has successfully introduced the national strategies for the teaching of literacy and numeracy. A comprehensive 'curriculum map' has been developed which ensures that all subjects receive sufficient coverage with clear progression during the course of a school year.
41. The quality of planning has improved and teachers are supported in their work by the subject coordinators, and policies and schemes of work that clearly identify what should be taught at particular times. This ensures that knowledge is developed systematically. A particular strength of the curriculum is the links made between subjects, so that new learning in one subject consolidates previous learning in another. Year 6 pupils, for example, are developing a slideshow presentation of their work on the Ancient Greeks using skills learnt in information technology.
42. The school has adopted good strategies for the teaching of literacy and numeracy that involve grouping pupils on the basis of prior attainment. The needs of pupils with special educational needs are catered for well. Time-tabling arrangements allow these pupils to be taught in small classes, which allows teaching to be closely targeted so that the pupils make good progress. Similarly, teaching usually challenges pupils of higher attainment and helps them to reach increasingly higher standards, although this is not entirely consistent.
43. Personal and social education forms an important part of the school's curriculum. Sex education and drugs awareness are taught appropriately. Whilst teachers provide a good choice of task on many occasions to support pupils' personal and social education the scheme of work is not always followed. Local Authority guidelines are expected shortly and the school is understandably awaiting these.
44. A wide range of extra-curricular activities enriches the curriculum. These are enjoyed by pupils and valued by parents. In addition to sporting activities other clubs include drama, recorders, orchestra, French, ICT, the environment, gardening and art. Learning outside the school day is supported by a regular pattern of homework, which reinforces what pupils learn at school effectively.
45. Curricular provision for pupils with special educational needs is good. The school complies fully with the Code of Practice. Pupils are carefully assessed and their needs are accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good and activities are well matched to the targets they set. Pupils receive high quality teaching when they are withdrawn from class and good support when they are not. This enables them to follow a broadly similar curriculum to their peers. Records are well maintained and progress is carefully monitored. All reviews and statutory assessments are properly carried out. The school offers all pupils equal access to the curriculum. Although pupils are sometimes withdrawn from classes for additional help, care is taken to ensure that they are able to participate fully when they return to their classes.
46. The provision for pupils' personal development is a strength of the school. Their spiritual development is

fostered, not only through the good quality collective worship, but also in lessons where they are encouraged to reflect and consider the feelings of others and their reaction to them. Year 4 pupils, for example, explored their feelings on loneliness through work in art and poetry. The school's caring ethos further encourages pupils to value both their ideas and those of their classmates.

47. The school's provision for pupils' moral development is very good. Pupils are involved in the formulation of class rules and there is an established system of rewards and sanctions. This enables pupils to develop a clear sense of right and wrong. All adults in the school provide positive role models for the pupils.
48. The provision for social development is very good. Pupils are encouraged to relate positively to one another. There are frequent opportunities for them to work together co-operatively and to take responsibility. The provision of a School Council with elected representatives encourages pupils to consider social responsibility and promotes their understanding of citizenship. The wide range of clubs that the school offers further encourages social development. Sporting activities successfully encourage a sense of teamwork and fair play. Residential trips provide further opportunities for pupils' social development.
49. Pupils' cultural development is encouraged well. Through all subjects of the curriculum teachers seek to increase pupils' understanding of their own culture. Work in geography and religious education develops knowledge and understanding of other cultures. A wide range of visits is arranged to support pupils' studies and to deepen their understanding. Special events are organised such as an annual 'Books and Arts Week' and an 'Egyptian Feast Day'. These serve to enthuse the pupils and to emphasise the enjoyment to be derived from learning. Displays celebrate the work of artists. However, whilst western art is well represented the work of artists from other cultures is less evident.
50. The school has very good links with the community, which contribute to pupils' learning. The school utilises local expertise, including that of parents, to develop and enrich the curriculum. Pupils' grandparents have talked about their experiences of evacuation as part of the study of the Second World War. Although the school is connected to the Internet technical problems have hindered the sending and receiving of electronic mail so that links to other countries to help pupils' knowledge and understanding of other cultures are not yet developed.
51. The school has developed good links with partner institutions. Partnership with parents is good and several regularly offer help in school. There are good links with local playgroups and links are established with local secondary schools to facilitate ease of transfer for pupils at eleven.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school now complies fully with child protection guidelines, and all members of staff are now well trained. The last inspection report commented that the school's arrangements for child protection did not meet statutory requirements and that staff were not aware of the school's procedures. It also noted a number of concerns regarding the school's procedures for promoting the pupils' well-being and the school has taken corrective action on all these matters. Liaison arrangements with external agencies are very good.
53. The school complies with legal requirements for health and safety. One or two minor points were brought to the attention of the head teacher, who has already initiated action. The school has a very good health and safety policy, which was developed in close liaison with the governors. Provision for medical care and first-aid are very good, a notable feature of which is the 'bumped head' label. There is a medical bay in the administrative office where sick pupils can rest, as necessary. Pupils are well supervised during breaks and especially during wet playtimes; each class has its own dinnertime supervisor. Regular tests are carried out on all types of equipment and risks are assessed as they arise.
54. Systems for the support and guidance of pupils and for the provision for their welfare and personal development work very well and make a positive contribution to educational standards and to helping pupils feel happy and secure. Assemblies and the school's emphasis on pupils' social and moral education help pupils to develop a strong moral and social sense. The class discussions together with the liaison activities of the school council help pupils to act responsibly and to learn to communicate. A particularly fine example of this emphasis occurred in a Year 1 geography lesson following from a study walk to the station, where pupils expressed suitable outrage at the anti-social effects of graffiti and litter

and uncontrolled dogs.

55. The school has a very welcoming and friendly atmosphere. Class teachers and learning support assistants look after their pupils well and are very familiar with their strengths and weaknesses. They keep a close eye on personal progress, especially that of pupils with special educational needs, and pupils know that they can turn with confidence to them or other staff for help. All pupils have a personal profile, which records significant achievements and how well they have met negotiated targets. This shows an improvement over the previous inspection when class teachers did not monitor pupils' academic progress.
56. The school's measures for monitoring and improving attendance are good. The school works effectively with the local education welfare service to check on those few pupils with known difficulties in attending.
57. Procedures for monitoring and promoting discipline and good behaviour and for eliminating bullying are extensive and highly effective. They include proper records for noting poor behaviour. Pupils negotiate their own basic class rules and are quite clear about the school's expectations on behaviour. The entry of names in the head-teachers' incident record and the reporting of bad behaviour to parents act as an effective deterrent. The last inspection report noted that good behaviour and regular attendance were actively promoted and reinforced by a system of rewards and sanctions. High standards have generally been maintained, though in one or two classes they are not always consistently implemented.
58. There are good formal procedures for assessing pupils' attainment and progress and the school meets statutory requirements. Data to track pupils' progress in relation to national curriculum levels for English, mathematics and science are recorded very effectively and clear targets are identified to ensure pupils make progress in these areas. In science, class records are just becoming established but for all other subjects, in particular religious education and information technology, there are no individual pupil records of strengths and weaknesses. This reduces the effectiveness of teachers' information about individual pupils. Information from tests is used well to monitor areas where the school is doing well and where the school could do better. The focus on the three main core subjects has been of fundamental importance as the school has successfully sought to raise standards.
59. In the reception classes the children's accomplishments are entered regularly on the child's records. This procedure, together with the base line assessment results, forms the basis of a good range of assessment data. This information is used very well to set individual targets and inform future teaching plans.
60. The teachers are good at recording what pupils generally do not understand through their lesson evaluations and this information is used well to plan for day to day learning. Teachers are also establishing good practice during their marking of pupils' work by identifying what pupils need to do to improve further. There is a good system of recording significant achievements which they use to feed back into their weekly team meetings and to inform their daily plans, although these are not intended to be comprehensive in covering all subjects. Pupils' spelling and reading ages are compared with standardised scores and are used well to identify underachievement and to set targets.
61. Assessment procedures for pupils with special educational needs are good. Pupils' progress is monitored, regular reviews take place and information on assessments is used to inform future targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Parents' views of the school are overwhelmingly positive. They confirm that their children enjoy coming to school and consider that they make good progress. Parents feel that behaviour and teaching are good and are comfortable about approaching the school. They recognise that the school both expects their children to achieve their best and effectively helps them to mature. Most consider that their children are given the right amount of homework and that the school works closely with parents and provides an interesting range of activities outside lessons. One hundred per cent of respondents to the parents' questionnaire consider that the school is well led. These positive views are mainly reflected in the minutes of the parents' meeting and are confirmed by the inspection. However, about one fifth of respondents did not consider they were kept well informed about their children's progress. The inspection supports this minority view to a limited extent, noting that teachers are available daily to talk informally with parents.

63. The school's links with parents are effective. The school consults them when developing new policies or practices, for example the revision of the home-school contract, and uses questionnaires to establish parents' views on its performance and on a range of other matters. There are regular workshops on academic matters such as reading or mathematics. Parents are offered appropriate opportunities for an interview shortly after the start of the academic year to be introduced to their child's new teacher and to find out about planned activities. Parents are also offered the opportunity to discuss the summary report on their child's progress in July. The school has also provided information surgeries, which were poorly supported. The school holds a formal parents' meeting to discuss pupils' progress, and actively encourages informal contact with parents at any time. It invites parents to a range of musical and dramatic productions and to other school activities, such as sports day and the Year 6 leavers' assembly. The School Association is highly effective. It runs a range of well-supported social and fund-raising events, such as the summer fete and weekly cake sales, which bring in substantial sums for the children's benefit. The school has initiated appropriate measures for maintaining contact with parents with disabilities.
64. The previous inspection report noted that the quality of information was satisfactory, but was missing some information required by statute. It commented favourably on the quality of reports, especially those on pupils in the Reception year, but noted that parents of older pupils would like further information on the progress of their children and of the curriculum studied. They were frustrated from helping with homework as the homework policy was not applied consistently. The school has taken action in these areas, but not yet with complete success.
65. The overall quality of information provided for parents is good and the tone of the school's documentation is welcoming and professional. The prospectus and the governors' annual report to parents are readable, informative and of high quality, and both meet statutory requirements. Weekly newsletters keep parents informed on specific school events and requirements, with occasional contributions from pupils, and the school provides a high quality induction pack for new parents. The governing body maintains a close interest in relations with parents through its communications committee.
66. The quality of reporting on pupils aged under five is high. Parents of pupils with individual education plans or statements of special educational need are fully involved in the reviews of their children's progress. There is a very effective homework policy with a helpful reading record, and, for pupils in Years 4, 5 and 6, a homework diary, in both of which parents can record their comments. The main annual report to parents in February on pupils' progress nearly meets statutory requirements, but it omits mention of unauthorised absence. It tells parents, to an extent, what pupils know, can do and understand, and evaluates performance in all subjects, but does not do this in sufficient detail. Also the report does not necessarily relate achievement to a summary of what the class has studied, though parents have been previously advised of this at the start of each term. It provides for pupils to set their own targets and for formal parental comment. There are target boxes for the teacher to record his or her targets for that pupil for the end of the year. The main report is supplemented by an excellent summary report in the summer term, which records the National Curriculum levels reached.
67. The contribution of parents to children's learning at school and at home is good. Parents want their children to do well. Parents have the opportunity to keep themselves informed of their children's homework and to support day-to-day progress through the reading and homework diaries. Most do so. Currently a large number of parents and other volunteers work effectively to broaden pupils' experience in school. They help in class, mostly with reading and general classroom assistance, but they also support with computer training and outings and help run clubs. Some provide volunteer labour in maintaining the school's buildings and environmental facilities.
68. At the time of the last inspection parents were reported to have played an important role in supporting standards by their help in school and in raising funds for their children's benefit. They continue to make a major contribution in these two areas.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The previous inspection found the school to have serious weaknesses since progress in several subjects was unsatisfactory and the quality of teaching was unsatisfactory in both key stages. The school has made excellent improvement since the previous inspection under the leadership of the present headteacher, ably supported by the governing body and key staff. The school meets statutory requirements in all respects.
70. The headteacher has outstanding qualities of leadership and personal skills that she brings to very good effect in promoting high standards and clear direction. She provides strong, effective leadership and, with the positive support of key staff, she gives excellent direction for the development of the school. Since the previous inspection the headteacher and governing body have taken far-sighted management decisions to achieve their vision of a high quality education for the pupils.
71. The school has made excellent improvements since the previous inspection, and has addressed all the issues thoroughly. Teachers' expectations for attainment and progress have been raised across all subjects. Procedures for whole school curriculum planning are secure and provide good progression for pupils' learning. The school has established thorough systems for assessment in the core subjects in order to monitor progress and to help give good levels of challenge in activities. The subject coordinators have appropriate monitoring procedures. There are thorough procedures to check the effectiveness of spending decisions, and the governing body has good procedures to monitor financial planning and spending. The statutory requirements related to child protection are fully in place. Health and safety is a high priority and receives good attention, with risk assessments and regular checks in place.
72. The headteacher has a detailed understanding of all aspects of the school that she gains through a spirit of open discussion as well as formal monitoring systems. Her teaching in Year 6 contributes well to standards and provides her with good insights to pupils' learning. It also helps her understanding of strengths and weaknesses in the school. She has motivated staff in their teaching and coordinator roles through her good understanding of people and positive style. Setting targets for teachers' work is well established and they help target further improvements. Non-contact time is managed well to enable coordinators to monitor and evaluate their subjects in line with the priorities of the school development plan. Their work sampling to monitor the quality of pupils' work helps to set high standards and expectations, particularly in the core subjects. The governing body has developed good links with subject co-ordinators that help to monitor the curriculum and developments. There are good procedures to monitor medium-term curriculum plans, and teachers share preparation of daily lesson plans in a good managed arrangement so that teachers are clear on how to approach the lesson and promote high standards. The coordinators manage their subjects well, in co-operation with the senior management team, so that planning, support and development is secure.
73. The head teacher has strengthened procedures for the support and monitoring of teaching recently by ensuring that classroom observations of all teachers are understood as intending to develop teaching. The positive observations and discussions after the lessons are helping to raise expectations and to identify areas to work on. The school has set up an excellent system for tracking pupils' attainment and progress through recording and analysing assessment data in English, mathematics and science. This provides a powerful tool for checking individual pupils' progress as well as for making predictions and setting cohort targets.
74. The headteacher and key staff have established good procedures for assessment in the core subjects and have discussed the current good practice across the school, but this is not yet fully in place. The annual reports to parents contain helpful comments but for several subjects these are brief, with scope for offering more on pupils' attainments and aspects to improve, with clear targets. While the school makes good provision for the pupils' personal development, the programme of work is not followed consistently, partly because the school is waiting for local authority guidance. The headteacher, with the IT co-ordinator, has helped raise standards in IT significantly and has improved the teachers' personal confidence, but the skills gained in IT lessons are not used yet to best effect in all subjects. The school has very good processes for development planning, but should set out a clear brief that describes the processes they use for others to be informed.
75. Members of the senior management team have a good understanding of current school needs, such as overseeing the behaviour policy or helping to identify priorities for development. This results in their giving effective support for planned improvements. The whole staff forms a very strong team that is committed to

school improvements and works together well under the head teacher's leadership. Staff professional development is planned very well to match school priorities.

76. The process of development planning is very good, and requires all those with responsibilities to put in bids for developments, making them accountable for improvements. The senior management team has a central role in sifting and collating these bids which are passed to the headteacher and governing body for agreement on budget allocations. The staff and governing body evaluate the progress of agreed priorities through the year carefully and evaluate the effectiveness of their spending decisions through seeing the improvements in action. The headteacher and governing body work together well and have a firm handle on the strategic management of the school. Good practice is established, for example, in that the administration officer prepares alternative budgets so that the governing body may consider the effects of spending decisions carefully.
77. The governing body is very effective in its work, is strongly committed to the school and bases its decisions clearly on raising standards within the context of the school's aims. The implementation of the school's aims, values and policies is very good. They are shown through the very good behaviour of the pupils and in their high levels of interest in and commitment to the work. Many members of the governing body gain a good understanding of strengths and weaknesses of the school through their focused visits. For example they are very clear about the greatly improved feel and functioning of the school since the first phase extension was completed. They report back to their committees and have a clear view of priorities that will improve provision. They analyse test results to monitor attainment and have set appropriately challenging targets that the school is on course to meet. The governing body fulfils its statutory duties very well, and ensures that the school provides daily assemblies and opportunities for pupils to pray or reflect on their beliefs and experiences. Specific grants are applied well for the purposes for which they are intended.
78. All members of staff are committed to high standards, following the lead and expectations of the head teacher, resulting in a rich learning environment and a good ethos. The school's usual good practice reflects a concern that all pupils, including those with special educational needs, should have equal access to all activities. There are a few occasions when pupils are withdrawn from class lessons for alternative activities so that they miss class teaching, but this practice is checked to limit any concern.
79. The qualifications and experience of the teaching and support staff are very good. Teachers have appropriate job descriptions and the staffing structure is good. Newly qualified teachers have good support from a colleague acting as a 'mentor' and teachers and other staff new to the school are carefully prepared and supported. The work of the learning support assistants is sensitive and effective, and they work well in partnership with the teachers, making a very positive contribution to pupils' learning. Special educational needs' provision is efficiently managed and organised by the co-ordinator. The school receives good support from the school secretaries to keep the school running smoothly. The site manager and all support staff contribute to the good community ethos of the school, for example through lunch-time supervision. The school ensures that staff attend regular training sessions.
80. The accommodation provided by the school is satisfactory overall, but there are difficulties with the building that adversely affect pupils' learning and skills. The classrooms in the recent extension are good, but others are rather cramped for some junior pupils. The temporary outside classrooms are in poor condition and liable to flooding in wet weather. The separation of the older junior pupils from such facilities as the library limits their development of research skills. The school building is in good condition internally and the attractive decoration is significantly enhanced by interesting displays of pupils' work. The hall is of a fair size and is multi-functional. There is an area for wildlife studies that enables pupils to take part in science and environmental activities. Much of the development to the grounds results from the commitment and hard work of the parents' association.
81. Learning resources are good overall in range, quality and quantity. They are used well by the teachers to support the pupils' learning. The school undertakes a range of outside visits and arranges visitors into school to support topics and the curriculum. The school has improved resources recently, and there is good quality for example in the early years, English, mathematics and science, and very good facilities for information technology. Pupils' learning is supported well by the recently improved library, although the current selection of non-fiction books is rather limited and the older pupils do not have easy access to it to develop their research skills. The computer suite is very good and is making a good contribution to the teaching and learning of information technology.

82. The school adds value educationally from when pupils enter at age 4 years to when they leave in Year 6, with good progress, and provides a good selection and choice of learning activities. The income and expenditure for the school is average. Planning for the efficient expenditure of the budget is good, and budgets reflect the priorities of the school. Improvements are carefully costed and are planned to ensure financially prudent spending. Internal spending and invoicing procedures are good. The school makes a considerable contribution to the pupils' gains in standards and to the good quality of learning. The overall effectiveness of the school is very good, and it gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- In order to improve the quality of learning for all pupils, and to raise standards, the governing body, headteacher and staff should:
 - Continue to press for an early decision to proceed with the next phase of the building extension, emphasising the poor condition of the huts used for teaching in Key Stage 2 and the difficulty of access to school facilities. (paragraph 80)
- Other less significant weaknesses which should be addressed in the action plan, although the school has already identified and made progress in addressing them:
 - The school should implement procedures that are manageable to assess pupils' attainment in all subjects, sharing current good practice. (paragraphs 1, 58, 73-74)
 - The annual reports to parents should include more comments on pupils' attainments and aspects to improve, with clear targets for pupils. (paragraph 74)
 - The scheme of work for the pupils' personal, social and health education is not followed consistently through the school. (paragraphs 43, 74)
 - The school should extend the use of ICT skills that pupils are acquiring well in specific ICT lessons to other subjects of the curriculum. (paragraphs 16, 31, 156)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

85

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	26	42	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		419
Number of full-time pupils eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		56

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	24	28
	Girls	29	29	29
	Total	56	53	57
Percentage of pupils at NC level 2 or above	School	93	88	95
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	24
	Girls	28	28	27
	Total	53	56	51
Percentage of pupils at NC level 2 or above	School	88	93	85
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	16
	Girls	16	14	17
	Total	29	29	33
Percentage of pupils at NC level 4 or above	School	85	85	97
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	12	16
	Girls	15	14	16
	Total	30	26	32
Percentage of pupils at NC level 4 or above	School	88	76	94
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	3
White	400
Any other minority ethnic group	14

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	29.9
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	136

Financial information

Financial year	1999/2000
	£
Total income	768,761
Total expenditure	771,525
Expenditure per pupil	1,608
Balance brought forward from previous year	12,599
Balance carried forward to next year	9,835

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	419
Number of questionnaires returned	167

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	1
My child is making good progress in school.	43	47	5	0	5
Behaviour in the school is good.	45	51	2	0	2
My child gets the right amount of work to do at home.	32	55	7	0	5
The teaching is good.	47	49	1	0	4
I am kept well informed about how my child is getting on.	22	53	20	1	5
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	1	0
The school expects my child to work hard and achieve his or her best.	55	39	3	0	3
The school works closely with parents.	39	49	10	1	2
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	51	45	1	0	3
The school provides an interesting range of activities outside lessons.	38	43	12	1	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

83. The school admits children into the reception class in the September of the year in which they are five. They attend part-time for mornings only. On entry to reception standards of attainment vary so that many pupils have well above average levels of attainment for their age while others are broadly average. The pupils' overall attainment is above national expectations. Children with special needs are assessed carefully to establish their future learning needs. Children with English as an additional language have appropriate support. Children make good progress, particularly in mathematics.
84. The children begin full-time in the reception class in the term of their fifth birthday. All children continue to make good progress and are well prepared for the next stage of education. The majority are ready to begin level 1 of the National Curriculum in all areas of learning especially mathematics by the time they begin Year 1 and many are ready in the summer term prior to this.

Personal social and emotional development

85. By the time they have completed the foundation stage the majority of children reach national expectations in their personal and social development.
86. Most children are eager to come to school. They talk to each other and play well together. They occasionally need staff to remind them to share or take turns and do not always take care of books. They respond well to instructions and questions, and initiate conversation. The children are content and secure. Most children sustain concentration for a satisfactory period of time when they work at something of their own choice. An exception to this is when they are expected to review what they have done after an activity session. The children do not have the interest either to listen to their peers or explain what they have done themselves. This is largely due to the very large group size participating in this activity. Children of all races play harmoniously together for much of the time. They enjoy the special High Scope sessions where they are encouraged to use all the facilities that are available to them. They make independent choices about which area of learning they would like to experience. Children give spontaneous and interested responses to the events in a story. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children use the toilet facilities appropriately although the number of children needing to do this at break times sometimes causes extra noise and confusion. They are learning to get dressed by themselves which gives them more personal independence. When they attend full time children have opportunities to learn how to live amongst a large group of children as they take part in occasional assemblies in the hall and join Key Stage 1 at play in the playground. They accomplish further self-help skills for example as they change into physical education kit.
87. The quality of teaching is satisfactory. Children are encouraged to develop relationships with and sensitivity towards others. Teachers plan good opportunities for children to learn to concentrate or to persevere, with a teacher directed activity for example in their literacy and numeracy lessons. The teachers provide satisfactory opportunities for children to learn through exploration and play. However, groups of children are not always managed effectively and the number involved is not always appropriate to the activity.

Communication language and literacy

88. By the time they have completed the foundation stage children reach the national expectation in this area of learning, with a particular development in writing.
89. Children listen with enthusiasm and offer a response with growing appreciation of the rhyme and meaning of language in stories and poetry. Most children enjoy sharing a book with an adult. The children respond well to their literacy activities. Their ability in speaking is above average, with developing fluency and accuracy about their activities and other things that interest them. Children know that pictures can tell a story and words have meanings and some conventions about books. Children take their books home to share with and 'read' to their family and many do this regularly. As a result these children are making good progress in early reading skills. Children are developing skills in writing and are able to

copy-write many words accurately without support. They know the spellings of some words that they want for their own sentences. They know that writing communicates and will explain what their writing says. The majority write and recognise their name. By the time they begin Year 1 the majority of the children know the names and sounds of most the letters of the alphabet, they use the cursive writing style and can write up to three sentences with very little help.

90. The quality of teaching is very good. Planning is thorough and teachers promote positive attitudes to reading. There are daily opportunities for the children to look at the large picture books with the teacher. One reading area set aside to give pupils opportunities to read at other times is inconveniently positioned, which sometimes prevents its being used effectively to encourage pupils to choose or browse through books. The teachers have set up a 'listening centre' which is a good facility for children to listen to tapes independently. They have also arranged a well-organised area set aside to encourage children to extend and practise their emerging writing skills. In addition, staff in the reception class identify frequent opportunities where they can extend learning and improve children's attainment in speaking, listening and literacy.

Mathematical Development

91. By the time they have completed the foundation stage the majority of children reach the national expectations and many exceed this level.
92. Children do a variety of counting, matching, sorting and sequencing activities. They use shape, colour and size to sort and use their own criteria to do this accurately. The majority makes a good attempt at putting numbers in order and counts to ten accurately matching one-to-one. They can work out more than or less than a given number. They count by rote up to thirty with accuracy. They correctly identify four two-dimensional shapes in a matching game and have made collages of teddy bears using shapes. They can describe features of three dimensional shapes as they build with bricks. Their drawings demonstrate a good understanding of the relative size of family members. They have printed their hands and describe the shapes as thin, fat, little or big. The children are familiar with counting and routinely count and match throughout the day, for example, how many there are in a group or class. The children say counting rhymes with support. They know the days of the week.
93. The quality of teaching is very good. The staff identify many opportunities where they can extend children's learning. The children also take part in a numeracy lesson that gives good opportunities for mental mathematics and a structured whole class time. The children learn to focus on a teacher led activity that usually gives good opportunities to talk about mathematics or to use practical resources specifically designed to promote their mathematical skills.

Knowledge and understanding of the world

94. By the time they have completed the foundation stage the majority of children reach the national expectations in their knowledge and understanding of the world.
95. The children have used their senses to investigate objects such as shells, leaves and bark. They know the names of some animals and can also say where you can find them. They explain where they live, and give directions about the road their home is in. They operate the mouse to use a computer program. They have used a variety of materials to cut join or build models. They have not observed things growing such plants or animals in class although the majority of children know about animal homes and can say for example, what lives in a pond or a nest. They can recall the things they use in their homes. Children do not demonstrate an awareness of the features of living things or non-living things although as a result of their recent topic they can name many parts of the body. They are able to name a plant and an animal successfully. Children choose to use a wide range of equipment and can build small designs with construction kits. Many children with encouragement talk about themselves and name their family members.
96. The quality of teaching is good overall and promotes pupils' learning through many good planned play experiences that develop children's knowledge and understanding. The topic approach used also helps to stimulate the children to learn more about the world around them through well-chosen tasks. The teachers make satisfactory use of the local environment or the school community to stimulate learning about the world and to extend pupils' observations and language development.

Physical Development

97. By the time they have completed the foundation stage the majority of the children reach national expectations in their physical development and many exceed this level. Outside play is always part of the timetable each day and children are eager to join in with this. This good organisation ensures plenty of opportunities for the children to develop their physical skills, although there is only enough space for a small range of physical activities to be arranged. Most pupils move with confidence in their enclosed play area. There are some appropriate activities such as sit and ride toys, hoops, soft play blocks, but there is no climbing frame to enable children to improve their co-ordination. They can pedal, steer and stop a tricycle safely but there is limited scope to improve gymnastic skills. In addition to opportunities to play outside children who are at school full time take part in lessons in the hall. There were no observations of these lessons during the inspection.
98. The quality of teaching is satisfactory overall. The outside accommodation is very small and is overlooked by a temporary classroom for a Year 2 class and shared by the rest of school during outdoor PE lessons. This adversely affects and restricts the curriculum provision and organisation. The additional structured physical education lessons each week further meets the needs of the children and enables them to develop their physical skills effectively.

Creative development

99. By the time they have completed the foundation stage children's attainment is broadly in line with national expectations.
100. There is a satisfactory range of creative materials available. Many children cut stick and fold paper and card. They experience satisfactory opportunities to develop creative ideas. For example, some children did self-portraits carefully applying several colours of paint with thick brushes to represent themselves. Others were taught the correct technique for mixing coloured powder paint to make new colours. They could explain the procedure very well afterwards. The children explore the properties of texture, shape and form using play dough, clay and a variety of everyday substances to create a texture. No observations were made of children playing percussion instruments although they sing well and often sang unaccompanied songs and rhymes together.
101. The quality of teaching is satisfactory. Evidence of previous work shows that teaching is focused sufficiently well on developing skills with different media and tools. All activities give children good experiences but more opportunities for children to talk about them and thereby extend their vocabulary would further improve standards. There are not enough opportunities for children to extend and improve their skills of observation.

ENGLISH

102. The proportion of pupils reaching the level expected of eleven-year-olds in the 1999 national tests was well above the national average. The proportion of pupils reaching the higher level 5 was also well above the national average. Standards have improved further in the summer 2000 tests.
103. The proportion of pupils reaching the level expected of seven-year-olds in the 1999 national tests was well above average for both reading and writing. The proportions of pupils who achieved the higher level 3 for reading and writing were well above average in comparison to the national average. Over the past four years, an improvement has been made in both key stages which is in line with the national trend. The results for 2000 show continued improvement.
104. Standards of attainment seen during the inspection indicate that the great majority of eleven-year old pupils and seven-year-old pupils are currently working at above average levels for their age. There is still room for improvement in both the reading and writing skills of some of the higher attaining pupils throughout the school in order to ensure they reach their full potential. However, the school has made very good improvements since the last inspection to resolve weaknesses in standards of attainment. The school has an excellent new system in place to ensure pupils' attainment is closely monitored against national curriculum levels.
105. By the end of both key stages attainment in speaking and listening is above average. By the end of Key Stage 2 the majority of pupils are confident and articulate when speaking in class. They offer information

and express opinions readily. Pupils' responses are usually in fluent sentences and they often ask questions to find out more. Year 6 take part in presentations during their history lesson, and in one Year 1 lesson pupils enacted a story, but generally pupils do not have enough opportunity for talking for a range of different purposes to different audiences. Teachers are planning to introduce more opportunities for oral work in line with recent guidance. During the Literacy hour the majority of pupils enjoys listening to their teachers read. However they are not given enough opportunities for reading the text aloud with their peers, taking an active part in the shared reading.

106. In Key Stage 1 younger pupils listen to their teachers and peers and try to contribute relevant points in discussions, although on a few occasions in Year 2 pupils do not listen to or show an interest in others' opinions or ideas. Most pupils make good progress in speaking and listening as they move through the school. By Year 6 pupils use talk sensibly to find solutions to problems in all lessons. They work together well in pairs on poetry and excerpts from stories, discussing and reasoning about the text. Pupils make steady progress in their use of vocabulary.
107. By the end of both key stages, attainment in reading is very good overall. By the end of Key Stage 2 pupils generally understand about different authors and styles of books, and they explain their own preferences. They use a classification system in the library to find information books and are developing the skills needed to use a library effectively. Pupils' research skills are satisfactory, but because they are not able to access the library easily pupils do not make as much progress as they are capable of in research skills. By the end of Key Stage 1 the most able pupils explain the plot and their favourite part of the story well but a few pupils are not so confident. The majority of pupils have good skills in the blending of letter sounds to work out unknown text since teachers give good attention to this, but pupils do not use many other strategies.
108. Throughout the school, pupils who are catching up or who have special needs, are given good support and they make good progress. Support teachers and assistants regularly monitor their progress in the withdrawal groups. However, this level of monitoring reading development skills is not widely used across the school so that teachers are not always well informed about the pupils' levels of skill. In Key Stage 1, the use of large picture books during the literacy hour is successful and gives good opportunities for pupils to learn new words. The provision of books in every class has improved since the last inspection although the current storage system limits opportunities for pupils to practise library skills or help to engender a love of reading. There is a wide selection of reading books available in the school library. In both key stages, pupils are expected to take home their book to read to an adult. This practice is now well established and many parents throughout the school hear their children read at home regularly. The home school reading diary is an improvement since the last inspection and is having a positive effect on standards. Group reading activity is managed well in Key Stage 2, providing appropriately challenging text that improves reading skills and gives pupils an opportunity to discuss what they have read. The pupils who are capable of reading independently do so with much enthusiasm. However, although the school has a good selection of books available, procedures to ensure that pupils have experience of reading a wide range of different types of books by different authors are informal. Pupils' choice of books is not monitored to ensure that pupils read, for example, myths, legends, science fiction, information and poetry books.
109. By the end of both key stages attainment in writing is well above average. By the end of Key Stage 2, pupils of all abilities write to a very good standard for their age. They know how to punctuate their work with appropriate accuracy and the large majority use correct letter formation and a cursive style. They are confident in applying their own knowledge of letters and tackle unfamiliar spelling with a good degree of accuracy. As in the last inspection, the use of dictionaries is still not routine. Pupils do not readily check their own spelling in dictionaries although there is a good range of dictionaries in every class. By the end of Key Stage 1 the very great majority of pupils is developing skills in writing which are appropriate for their age, and many exceed this through the good choice of activities. The majority of pupils in Year 1 try to write several sentences without any help. They know the names and sounds of all letters of the alphabet. They spell commonly used words with a good degree of accuracy. By Year 2 some pupils write many sentences demonstrating an understanding of how to structure a sequence of events as in a story.
110. Pupils make good progress in writing overall, including pupils with special needs who are supported individually or in a group. There are good planned opportunities during the literacy hour for pupils to practise writing, spelling and handwriting skills each day. They develop further writing skills such as accounts written up from their own notes, instructions, poetry writing and comprehension. There are

satisfactory opportunities to incorporate writing into other subjects and many pupils improve their skills well when using different styles of writing according to the purpose. Staff successfully involve pupils learning English as an additional language and the support given to those at early stage of language acquisition is effective.

111. Most pupils of high attainment in both key stages produce a good quality and quantity of work. The majority of pupils improve the structure of their writing through careful re-drafting. Their skills in evaluating their own work are improving. A good example of this was seen in Year 3 when pupils rewrote some of their poetry work on colour. Pupils are beginning to use word processing to help redrafting of their work but this activity has only recently been introduced.
112. Pupils' attitudes and behaviour are good overall, and frequently very good, through the good purpose established by the teachers. Many pupils have a good interest in their written tasks which helps their attainment. They enjoy stories and poetry and are very attentive when listening to their teachers' explanations. By the time they are in Year 6 the great majority become quietly absorbed in their work. Pupils take care of their resources and use them sensibly.
113. The quality of teaching in Key Stage 1 is good overall. In Key Stage 2 the quality of teaching is good overall with outstanding teaching seen in two lessons. In the excellent lessons teachers use questions skilfully to break learning down into manageable sections and tease out knowledge and understanding from pupils to move learning forward. Class management is good and there are usually high expectations of pupils to behave well. All teachers plan literacy lessons with clear learning objectives. The pupils are always told what the learning objectives are for each lesson and older pupils have individual targets to accomplish in addition to this. This results in pupils having a good level of interest and motivation and a good knowledge of their own learning. Teachers have good subject knowledge, which has been enhanced by the National Literacy Strategy training. Teachers are more aware of the appropriate expectations for each age and ability group. This is an improvement since the last inspection. There is now an established system of pupils working in ability groups for literacy from Year 2. This is having a good effect on standards especially for the high attainers. The introduction of tracking pupils' levels of attainment through the school and the use of assessment to inform the teachers about pupils' previous accomplishments results in most tasks being well matched to pupils' abilities. Teachers use praise effectively, particularly in their marking of writing. In Key Stage 2 most teachers have high expectations about the quality and amount of writing that pupils, especially those who are more able, should produce.
114. The National Literacy Strategy is having a positive impact on the English curriculum. There is a whole school system for teaching spelling which is an improvement since the last inspection. Test results have recently been analysed and there is a system to raise attainment through target setting for individual pupils that is having a positive effect. The co-ordinator for the subject has a clear educational direction for the subject. Significant improvements have been agreed and implemented. The planning, teaching and learning of English throughout the school and across the curriculum are effectively monitored in order to ensure that good practice is shared. As a result teachers have a clearer understanding of what the pupils are capable of achieving, and usually bring this knowledge to bear in their planning.
115. The majority of pupils who are learning in English as an additional language are sufficiently competent in English to access the curriculum. They attain satisfactory standards for their age and ability. Teachers usually provide appropriate levels of work to suit all levels of ability of bilingual pupils in the literacy and numeracy lessons. Support teachers use Language level descriptors to assess pupils' competency in English and give them additional language tuition if this is needed.

MATHEMATICS

116. The inspection findings indicate well above average attainment in mathematics by the end of both key stages, matching the results of national tests. Improvement since the previous inspection is good at Key Stage 2. In the 1999 national tests at Key Stage 1, pupils' overall performance in mathematics was above the national average. Nearly one third of pupils achieved the higher level 3, which was well above the national average. When considering the years 1996-1999 together, pupils' attainment overall was well above the national average. In comparison with similar schools, pupils' attainment in 1999 was broadly in line with the average. The unpublished results for summer 2000 show that all pupils gained Level 2 or above. Almost half of the pupils gained the higher Level 3. Girls gained 58 per cent and boys gained 39 per cent although this gender difference is said by the school to relate to natural ability

differences within the year group. Within the present Year 3 no significant differences in attainment between boys and girls was observed.

117. In the 1999 national tests for Key Stage 2 for mathematics, pupils' attainment was above the national average. The percentage of pupils gaining the higher Level 5 was close to the national average, and one pupil gained Level 6. The trend is an improving one, matching the national trend over the past few years. In comparison with similar schools, attainment is above average. The percentage of pupils gaining the higher Level 5 was well below average in 1999 but this increased significantly in 2000. Girls and boys achieved similarly in 1999 although the pattern over the past four years shows boys attaining a little higher than girls. The unpublished results for summer 2000 show improvement over 1999, with 86 per cent of pupils gaining Level 4 or above. When the school's results are compared with other schools in Surrey standards are above the expectation, and second out of the 200 primary schools. There are no significant variations in attainment among pupils of different ethnic groups or background. Pupils with special educational needs make good progress against their targets.
118. Pupils in Year 2 have a very good understanding of number and place value that is promoted very well by the teachers. Well planned and executed mental mathematics sessions lead to good numeracy skills. Many pupils work in numbers beyond 100 and read and understand large numbers. They know many facts of the 2, 5 and 10 times tables and are becoming familiar with other tables. In Year 1 pupils demonstrated a good knowledge of two-dimensional shapes, and responded clearly to the teacher's searching questions. In Year 2 the pupils took great delight in the story of the King's Bed and understood the need for feet to be the same size when measuring. Most pupils then used rulers and tapes correctly, the teacher stepping in quickly when errors were noted. The pupils' interest and active learning led to a generally good understanding of measure, although a few pupils with attention-seeking behaviour did not make so much progress. Overall observations in lessons and an analysis of previous work indicates that the pupils are likely to reach well above average standards by the end of the key stage. The pupils are able to work out problems, for example when working with money, and to record their methods, although this type of challenge is not strongly evident from their previously recorded work.
119. Attainment at the end of Key Stage 2 in mathematics is well above average, strongly promoted by some excellent teaching and the pupils' keen interest, leading to further improvements in standards. In Year 5, for example, pupils showed intense interest in finding a new number between 50 and 49.999, enjoying the challenge and demonstrating very secure understanding of decimal numbers. The teachers have very good teaching strategies that are applied to good effect in the number and mental arithmetic tasks, leading to well above average ability in numeracy. In Year 4, for example, pupils explained their strategies for doubling numbers such as 17 and 19 clearly and were challenged well by the focused questioning by the teacher. By Year 5 tasks that were well matched to the pupils' abilities provided good consolidation for numeracy skills. The thorough teaching leads to the good acquisition of skills by all pupils, and mostly good challenge.
120. By Year 6, pupils have a very good understanding of number and place value, knowing decimal notation to thousandths and beyond. Most pupils know their tables fluently, and are challenged well by the teachers' good use of word problems to develop strategies and speed. They have a good knowledge of percentages and fractions, and most pupils know simple equivalent decimals, percentages and fractions. Their understanding of probability is sound, knowing whether outcomes are certain, likely or impossible. Pupils understand the difference between differing types of data and that each point on a line graph of continuous data has meaning. The very good problem-solving approach of a teacher in Year 6 led to good discussions, high level exposition and secure understanding by the pupils. The pupils' previously recorded work shows that the tasks are challenging, including for those of higher attainment, and that most pupils have a very good grasp of the four rules and usually record their methods clearly. Pupils' written calculations are usually correct and presented showing the correct steps, although they still make occasional slips. Many pupils use mathematical language correctly in their explanations, for example about difference. Previous work shows that by Year 6 pupils have well above average standards across all aspects of the mathematics curriculum.
121. The lively teaching in most lessons encourages the pupils to become interested, attentive and to work hard during lessons so that written skills and understanding improve well. Teachers are well prepared and choose most tasks well to challenge and encourage active learning amongst the pupils. Many teachers have a highly skilled questioning style, with good discussions that engage the pupils and promote good learning. Pupils consolidate their previous learning thoroughly through the well-chosen tasks so that they make secure gains in skills and knowledge. Pupils complete most work

successfully, and a few pupils work at a very high rate with good effort. On a few occasions the higher-attaining pupils are given the same tasks as others when they are capable of more difficult work. A few tasks involve problem solving and investigational methods and skills such as searching for patterns and setting out results methodically. These skills, that extend mathematical understanding, are not developed since most tasks require only routine calculations.

122. Pupils in both key stages usually have good interest and attitudes that are encouraged by the motivation established by the teachers. Most pupils are keen to join in the numeracy sessions and want to give answers and explanations. Pupils try hard to complete their written tasks well, and these characteristics promote good learning and progress. The pupils usually work well independently of the teacher when expected, sharing findings and working together, although a few pupils find cooperation difficult.
123. The quality of teaching in mathematics is good in both key stages. The high quality teaching, particularly in Year 6, is the primary factor in the school's well above average standards. Teaching is good in over half the lessons, and occasionally very good or excellent. Teachers prepare plans thoroughly based on the national numeracy strategy, with clear learning objectives. Teachers have good subject knowledge, for example about mental methods or on statistical data, and this gives them confidence during discussions and teaching. The teachers in both key stages give clear explanations and thorough, focused teaching, for example about data. The subject matter and tasks are chosen carefully to match the pupils' learning needs, particularly for the lower-attaining pupils. Teachers employ a lively and searching style of questioning that challenges pupils to explain how they have arrived at answers, but this could be given more attention in a few lessons. Some everyday problem solving is given, but few more open investigations are provided and as a result pupils skills are not always extended.
124. Teachers make good day-to-day assessments of the pupils by noting answers to questions and by seeing the standard of written work. There are good procedures to check and record attainment through observations that inform further teaching. The school has excellent procedures for tracking pupils' mathematical attainment. Teachers set appropriate homework.
125. The subject meets the requirements of the National Curriculum, and has good breadth and balance, with good attention to practical activity in several but not all lessons. The school is using the materials for the National Numeracy Project well, and gives number a good emphasis. Planning for progression is good, with clear expectations as pupils move through the school. There are some good examples of mathematics being applied to subjects across the curriculum, such as in science and design and technology. The coordinator has a good understanding of the role and she conveys her own enthusiasm for the subject well. She has suitable opportunities to monitor standards through seeing subject planning and observing a few lessons. The subject management is good and supports teaching for high standards. The quality and range of resources for mathematics are sound and support pupils' learning, although on a few occasions insufficient use is made of resources. Equality of access to the subject is usually very good.

SCIENCE

126. Standards of attainment by the end of both key stages are very good, in that they are well above the national average. This indicates a considerable improvement since the last inspection. However attainment in Key Stage 1 was below the national average for 1999. In the summer 2000 tests, attainment at the age of 7 years based on teacher assessment was well above the national average. In the 1999 national tests for 11 year olds, attainment was well above average compared to similar schools and the national average. There was a very high number of pupils achieving higher standards in the last two years. Results in the tests have risen significantly over the last four years, and this continued in 2000. There was no significant difference between how well boys and girls are doing.
127. The current Year 6 pupils are in line to attain well above average standards by the time they leave the school. This is due to the practical approach to the teaching of science and the improvement in teachers' expectations and teaching, which has been developed by the school since the last inspection.
128. Overall standards of attainment in Key Stage 1 are well above the national average. At the age of 7 years pupils have very good levels of knowledge about different materials through the teachers' good choice of tasks. They identify stretchy materials and present examples of elastic materials in their books. They write lists of flexible and rigid materials demonstrating clear understanding. Their skills in carrying out

investigations are satisfactory. They explain how they have set up investigations and describe their observations of the changes that happen to water and steam. Less evidence was found of work on the physical processes, but attainment is above average in this aspect.

129. At the age of 11 years, the pupils' knowledge of life and living processes is very good. The characteristics of living things are well explained and recorded as diagrams. Pupils have written about bones in the human skeleton and have measured the lengths of many of their own bones. Their investigations are sound, but a greater emphasis on investigation would deepen pupils' understanding of science concepts. Pupils have a detailed knowledge, for example, of reaction times different people have through their investigations. They form clear conclusions about their work and human pulse rates. Pupils understand and interpret graphs well when they draw a line graph to show how pulse rate is affected by exercise. Pupils with special educational needs and English as an additional language make good progress.
130. The quality of teaching is consistently good at both key stages and pupils make good progress in their learning overall throughout the school. This is an improvement since the last inspection when teaching was satisfactory. The teachers make a good revision of the previous lesson's content and good questioning skills are used to ensure that pupils think deeply about the topic being studied. Teachers' detailed planning is a strength of their preparation for lessons. Learning objectives displayed on the board mean that pupils are focused on what they should be learning. Teachers use good subject knowledge to deepen pupils' understanding and set high expectations of the pupils when they challenge pupils to compare different liquids, for example. Teachers give a good focus to vocabulary so that pupils learn how to explain their observations using scientific language increasingly. They use resources imaginatively to make the lessons interesting and relevant, for example when they utilize ramps and a variety of surfaces to investigate frictions effect on the speed of a toy car. Marking is used well to explain to pupils the strengths of their work, but could be further enhanced by explaining what they could do in the future to improve. Pupils share and handle equipment thoughtfully due to the high expectations teachers have of behaviour. Pupils enjoy science lessons especially when they are involved in practical activities. Plenary sessions are often used well to revisit learning objectives and assess the level of pupils' knowledge. Teachers value all pupils' contributions and ask them to check errors over carefully. The more able pupils are challenged well through many of the activities, but are not extended fully in a few lessons.
131. The management of the subject is very effective and is led enthusiastically by the co-ordinator. She has monitored teachers' planning and has written an action plan on the development of science in the school for staff and governors. The quality of teaching has been monitored by the co-ordinator. All teachers have received training on raising their expectations of pupils and this has improved planning and teaching methods. The school has adopted a detailed scheme of work for teachers and is at present developing teachers' expertise in investigational skills. There is a good programme of assessment, which provides the school with useful information, but the assessment sheets are not always completed and passed on to the next teacher, so limiting their usefulness in raising standards. The school has created a portfolio of levelled work which has been agreed with outside agencies. Resources are good, but there are no sensors or monitoring equipment in the school, so work on this aspect is limited at present. The subject promotes pupils' literacy skills well through the introduction of a science vocabulary and through the written reports of scientific investigation and knowledge. Numeracy skills are consolidated through data collection and the drawing of graphs associated with pupils' work. Information and communication technology was under-used in science lessons during the inspection, and this is currently an area that the school is developing. The subject makes a good contribution to pupils' social development when they work together during practical investigations.

ART

132. Standards are in line with expectations for pupils' at the age of 7 and 11 years and they make satisfactory progress. These findings show that standards have been maintained since the last inspection. Pupils show increasing confidence within a somewhat limited range of materials and media. They talk about a number of different artists and discuss their work. They use paint, pastel, felt tip pens and crayon to explore colour, texture and form, but the use of paint and clay is not so well developed. Pupils in Year 3 develop their drawing skills well by creating sketches of people in the style of Egyptian artists. In Year 4 they used pencils and shading satisfactorily to produce portraits. Most pupils shade their drawings sensitively and they are aware of tone and shades in colours. Pupils work carefully with printing techniques. The teachers use Art Nouveau patterns to good effect to inspire printing blocks in

Year 5. Beautiful class wall hangings are achieved when each pupil's printed patterns are joined together. Creative writing and art are linked well by the teachers when Year 4 pupils print with different objects and create a picture and writing about lonely places. They produce interesting press print designs of leaves and work well to produce a good effect. Paper sculpture is well developed in Year 6, where they experiment with ways to make paper sculptures masks. Coloured paper is used well when pupils design and make two-dimensional models of Greek pottery. Pupils with special educational needs and English as an additional language also make sound progress.

133. The quality of teaching is satisfactory overall. Teachers plan suitable activities that give the pupils a wide range of experience with media and materials, promoting standards appropriately. They set out clear learning objectives. The pupils are given clear instructions and reminded consistently of the aim of the lesson. Basic skills are well developed when pupils have a practise piece of polystyrene to experiment on with different tools. Time is used effectively in well-structured lessons where pupils are given set times to complete tasks and make printing blocks. The pupils work confidently in the Art Nouveau style because the teacher has a very good knowledge and has taught them to observe the essential characteristics. Teachers use plenary sessions well to evaluate pupils' work and praise their efforts. There are some missed opportunities for the pupils to explain how each other's work could be improved. Wall displays demonstrate high teacher expectations and good quality work. Pupils enjoy the subject and concentrate well on their tasks.
134. Pupils study a range of artists, but too few from non-European countries to widen their experience of other cultures. Pupils also have limited opportunities to create their own imaginative work.
135. The leadership and management of this subject is sound. The co-ordinator sets a very good example with her own teaching. She has recently updated the policy and has a clear action plan for the development of the subject. She has created a portfolio of work and plans to develop the subject through in service training, for staff, on organisation in art lessons. There has been considerable improvement in the standards of attainment due to the adoption of a whole school scheme of work, which builds on previous skills. The high quality displays in all areas of the school show the staff commitment to raising standards in art and create an aesthetically pleasing environment where pupils' work is valued.

DESIGN AND TECHNOLOGY

136. Only two lessons in design and technology were observed during the inspection and further evidence was taken from talking to pupils, teachers' planning and a scrutiny of pupils' work. On the basis of this evidence, the standards achieved at both key stages are as expected for the age of the pupils, as was the case at the last inspection.
137. In Key Stage 1 pupils make model rooms inside shoeboxes. Pupils plan their work carefully and produce designs. They produce some products which do not focus sufficiently on the quality of the final product. A strength of the pupils' work in Key Stage 2 is the drawing of labelled diagrams that follow on the emphasis on design by the teachers. Pupils in the school have experience of evaluating their own products. They do not add diagrams consistently to their step-by-step instructions of how products are made or collect their written planning in a folder. Older pupils have not had opportunities to develop skills with food technology or mouldable materials since they were seven years old.
138. The quality of teaching is sound. In most terms, teachers plan a design and technology project linked to other subjects such as history. Most lessons are well planned and give time to revising previous activities as an initial assessment of pupils' levels of knowledge. The resources are used well. The good organisation of pupils and the clear instructions given by teachers have a positive impact on the satisfactory progress made by pupils of all abilities, including those with special educational needs and English as an additional language. Pupils respond well to the teachers and work very hard to make products. Teachers' subject knowledge of food technology and clay is satisfactory. Teachers use effective methods of learning which enable pupils to work safely and at a good pace, when pupils combine materials to make model furniture, for example, but they give insufficient emphasis to developing an investigative approach to the subject. Finished products are highly valued by both teachers and pupils and displayed prominently in classrooms and around the school; this contributes to their self-confidence and sense of self-esteem.
139. The co-ordinator provides satisfactory leadership for the subject. She has only recently become the co-ordinator, but has clear ideas of how to develop this subject. The time allocations and projects are well

laid down in the curriculum map. A detailed action plan has been written for the staff and governors. The co-ordinator is in the process of reviewing the policy and the whole school guidance. Teachers' planning is monitored and forms their scheme of work. However the resources are barely adequate. The wood work and food technology equipment are inadequate. Further emphasis on the uses of food, clay and mechanisms are required to develop pupils' expertise. Health and safety aspects are suitably addressed in lessons and pupils are well supervised when using potentially dangerous tools or equipment. Information technology was under used at the time of the inspection.

GEOGRAPHY

140. Attainment at the end of both key stages is good. This represents a significant improvement since the last inspection when attainment was in line with national expectations at the end of Key Stage 1 but was slightly below national expectations at the end of Key Stage 2. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. During the inspection, two lessons were observed in Key Stage 1. It was not possible to observe any lessons at Key Stage 2. Judgements are based on the lessons seen in Key Stage 1, a scrutiny of pupils' work, teachers' long and medium-term planning, photographic evidence, current displays and a discussion with the co-ordinator.
141. In the two lessons observed in Key Stage 1 classes, pupils recalled a walk that they went on the previous week in the local area. They discussed features they saw, including the local secondary school, the church, the station, the boarded up public house, the parade of shops, the woods, the park and the playground. Pupils in both classes successfully took photographs with a digital camera and produced a comprehensive photographic record of their walk. They identified the features that they liked in the environment, the woods, playground, certain shops and the houses. Many of them have formed views of good features, for example, they do not like the boarded up public house, some of the shops because they do not look nice, the railway station, which they appear to find rather intimidating and the park because there is litter and people have not cleaned up after their dogs. They drew the area as it is now and how they would like it to be. They discussed how it could be improved and who would carry out the improvements. They are beginning to understand that places can change over time, the effect that people have on the environment and to realise that we can improve it. During the year, pupils in Year 2, identify features on a local map and describe the area with satisfactory understanding. They visit Guildford Cathedral and compare it with their local church and the church at Long Ditton. They tour Guildford in their coach and are beginning to understand similarities and differences between Guildford and Hinchley Wood and record them on a chart. On a world map, they identify continents, countries and capital cities. They link postcards from their holidays to the place of origin on the map. They identify geographical features on the postcards, hills, rivers etc. They identify types of weather experienced in different places, seasonal change and its effect on people. They identify the transport used to travel to different places and estimate the time taken to get there.
142. During the year, pupils in Year 3 make appropriate progress. They extend their knowledge of world climatic zones, and choose a holiday destination noting similarities and differences with Hinchley Wood. They decide what they will need to take with them, what the weather will be like and how they will spend their time. Pupils in Year 4 study Kenya and compare and contrast it with Britain. They study the course of a river, identify features such as springs, streams, waterfalls, gorges and flood plains. They extend their knowledge by learning about meanders, tributaries, confluences, interlocking spurs and oxbow lakes. They observe how water erodes material and deposits it in a different place. They consider methods of water conservation. They make daily weather observations and match numbers of degrees Celsius with appropriate descriptions of temperature, for example, 30 degrees Celsius/ very hot. They record changes in the local environment, such as new buildings, extensions and pedestrian crossings.
143. Pupils in Year 5 make good links with history, when studying the location of the allies and the enemy in the Second World War. They use and draw maps, such as a map of the D-Day landings and the coast of south-east England. They identify and understand the benefits of possible safe places to evacuate children, such as the Lake District. They compare aerial and oblique photographs and make sketch maps of vertical views. They study the location and climate of the rain forests and visit a greenhouse at Kew Gardens to experience conditions similar to those in the rain forests. They focus on the indigenous people of the South American rain forest and subsistence farming. They discuss why the rainforests are being destroyed and how the destruction could be prevented, understanding something of the conflicts of interest. They carry out a survey of the High Street in Thames Ditton and identify the main features.

They collect evidence about local traffic issues, record it on a data file and produce graphs to represent the data, linking with their work in mathematics. Pupils in Year 6 locate and compare mountain environments, produce weather data for each location and analyse the results. They examine the reliance of tourism on the weather. They study coastal areas, erosion and deposition, the significance of rock type and coastal issues.

144. Pupils' attitudes to geography are very good. They show considerable interest and involvement in their work. Pupils' very good behaviour and relationships contribute to their progress, and personal development is very good. The pupils are developing a sense of responsibility towards themselves, other people and the environment. The understanding of the impact of their actions on others is good. Pupils show genuine respect for the feelings, values and beliefs of others. They are confident in expressing their ideas. Pupils show understanding of the viewpoints of others.
145. Teaching is good overall at Key Stage 1 and very good at Key Stage 2. This represents a very significant improvement since the last inspection when teaching was either satisfactory or poor at Key Stage 1 and generally satisfactory to poor in Key Stage 2. Teachers' knowledge and understanding of geography is good and supports their planning and choice of tasks. They teach geographical skills, including mapping skills and investigative skills very well, particularly in Key Stage 2, so that pupils reach above average standards. Their expectations and teaching methods are good at Key Stage 1 and very good at Key Stage 2, with a good questioning style that helps pupils to explain and reason. The management of pupils is good at both key stages, helping to maintain interest and pace. The use of time, support staff and resources is good at Key Stage 1 and very good at Key Stage 2 so that pupils usually have good direct learning experiences and useful discussion. The quality and use of ongoing assessment is good. Homework is used, where appropriate, to consolidate and extend the learning in the lesson. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress as a result of good or very good teaching. Pupils apply intellectual and creative effort to their work. Their productivity and pace of working is good through the worthwhile tasks and teachers' good expectations. Their interest and concentration are good at Key Stage 1 and very good at Key Stage 2, and this helps their attainment.
146. The appropriate statutory curriculum is in place. The scheme of work is based upon guidance from the Qualifications and Curriculum Authority. It is supported by good resources and work in the field, as well as an annual residential visit. The provision of support for pupils with special educational needs and those for whom English is an additional language, is good. There is equality of access and opportunity for all pupils. This was not the case at the previous inspection when there was not always equality and access of opportunity for all pupils. Literacy and numeracy skills are used effectively in setting out pupils' geographical descriptions, and in simple calculations about the information. Geography lessons make a good contribution to pupils' spiritual, moral, social and cultural development. There are opportunities for reflection on aspects of nature and natural phenomena, consideration of the moral viewpoint on pollution and conservation and social development through field work in the local environment and further afield. Pupils' cultural development is supported through their studies of different countries and cultures, for example, Kenya and the rainforests of Africa and South America and the indigenous people.
147. Teachers use ongoing assessment well to inform their planning. The introduction of more consistent assessment and recording procedures is under review.
148. Leadership by the co-ordinator is very good. She has been instrumental in the raising of attainment by supporting teachers' planning. The monitoring and evaluation of the subject's performance and the taking of effective action is very good. Resources are good and are readily accessible to pupils to promote their learning.

HISTORY

149. By the end of both key stages, pupils' standards of attainment are in line with national expectations. Despite the changes to the curriculum which resulted in less time being available to teach the subject, standards have been maintained since the time of the last inspection.
150. Through their work in history pupils develop a good sense of the passage of time. They correctly

distinguish between events that took place in the recent past and those that happened long ago. They are beginning to develop an understanding of why people in the past acted as they did. A particular strength is the development of research skills. Pupils use a range of books and pictures to discover more about people and events in the past, and by the time they leave the school they can distinguish between historical fact and legend. They can relate stories that they have heard, for example about Henry VIII, and they understand that the world in which he lived was very different from their own. Pupils develop a good factual knowledge of the periods of history that they study. They learn about how we learn about the past and can distinguish between primary and secondary sources. In addition to learning about British and world history pupils also study the history of Hinchley Wood and Thames Ditton.

151. Literacy skills are promoted well by the teachers through work in history. In learning how to effectively carry out historical research they are taught the skills of skimming and scanning to locate specific information, and the techniques of note-taking to record what they learn. In addition to using books, older pupils utilize their skills in information technology to access CD-ROMS to research further or to prepare a presentation of their work. Pupils present their written work carefully, taking a pride in its content and appearance.
152. Pupils of all abilities, including those with special educational needs, make good progress throughout the school. The curriculum is well planned so that knowledge and skills are developed systematically as pupils progress through the school.
153. The quality of teaching is good. Lessons are well prepared and teachers strike an effective balance between the direct teaching of facts and pupil activity. Teachers make good use of available resources and ensure that lessons have a lively pace, which holds pupils' interest. Good use is made of visits to support learning, such as to Hampton Court when learning about the Tudors. Special events are organised, such as an Egyptian Feast Day, which excite the pupils and help to bring the history they study to life. Teachers plan well, often making links that help pupils' learning in other subjects. Year 3 pupils developed their skills in design and technology by making shadufs in connection with their study of Ancient Egypt. A Year 6 lesson on the Ancient Greeks, for example, focused on democracy, helping promote pupils' understanding of citizenship. Other work on the same topic involved the making of Greek theatre masks, effectively developing both pupils' artistic skills and their cultural development. In a very good lesson groups of pupils gave short talks on specific aspects of Ancient Greek life. This was the culmination of a period of group research and necessitated the preparation of various 'scripts' and a range of pictures and models to illustrate their talk. The effectiveness of this particular lesson lay, not only in the quality of the pupils' work, but in the mature evaluation of each group's efforts and suggestions for further improvement.

INFORMATION TECHNOLOGY

154. Pupils' attainment exceeds national expectations by the end of both key stages. This marks an improvement since the time of the last inspection. Since that time, the school has invested heavily in a determined attempt to raise standards. A well-equipped computer room has been developed, so that a whole class can work together on the computers simultaneously. This allows some very effective teaching to take place. This has had a major impact on the improvement in pupils' attainment. The generous level of provision allows pupils considerably more 'hands on' experience than is seen in many schools and there is more direct teaching of computer skills.
155. The previous report indicated weaknesses in the planning of information technology. The school has adopted a new scheme of work this term and this is ensuring that there is an appropriate balance between the different elements of the subject and that skills are developed systematically. As they progress through Key Stage 1 pupils demonstrate increasing confidence with the functions of the keyboard and the mouse. They learn to draw pictures and to 'cut and paste'. By the end of the key stage they can save and retrieve their work, and have a growing confidence and familiarity with information technology as a tool to aid their learning. They produce block graphs and have experience of a wide range of programs. As they progress through the school pupils master increasingly complex tasks. They learn to improve the appearance of their work by selecting appropriate fonts and experimenting with the layout of the page and use reference materials stored on CD ROMS to further their studies in other subjects. The school provides pupils with a broad and balanced curriculum that systematically develops their knowledge skills and understanding very effectively. By the time they leave the school pupils have a thorough understanding of the importance of technology in the modern world and how it affects their lives.

156. Pupils of all abilities, including those with special educational needs, make good progress during their time at the school. However, whilst high quality work takes place during timetabled lessons in the computer suite, the use of computers in classrooms is patchy. Some teachers make good use of computer programs to reinforce, for example, literacy skills, but the potential to use computers as a tool to aid learning across the curriculum is not yet fully in place. As a consequence, at times pupils have insufficient opportunities to apply and consolidate the skills they have learned in information technology lessons.
157. Pupils are enthusiastic about the subject and use computers and other equipment responsibly. They work well individually and in pairs, concentrating on their task and responding well to their partners. They readily take turns and willingly help each other. Attitudes to learning are very good. These positive attitudes and relationships further contribute to the good progress and high standards achieved.
158. The quality of teaching is good. No teaching was unsatisfactory. Some very good and excellent lessons were observed. This represents a significant improvement since the last inspection when teaching was judged to be unsatisfactory. All specific information technology lessons are well planned and have a clearly defined purpose. Planning is often imaginative and designed to aid learning in other subjects. Year 2 pupils, for example, were taught the skills to create various shapes and to fill them with colours, a task that provided good opportunities for their creative ideas. They then applied these skills to create pictures in the style of Mondrian, making good connections between their learning about art and their IT skills as well as promoting their cultural development. Pupils in Year 3 were taught how to amend text and import graphics whilst designing a birthday card, providing good purpose and learning. Year 6 pupils worked to prepare a slideshow presentation on their work on the Ancient Greeks, a task that presented good challenge and application of a wide range of skills. To make this 'user friendly' they incorporated hyperlinks that allow easy navigation between information screens. Mathematical and literacy skills are promoted well. Year 6 pupils analysed the distribution of medals won at the Sydney Olympics and presented their findings using bar charts, line graphs and pictograms. The same pupils produced some attractive repeating patterns using LOGO, reinforcing their knowledge and understanding of angles. Year 4 pupils produced poems based on the witches scene in Macbeth, which they enlivened by using a variety of fonts and colours and incorporating appropriate graphics.

MODERN FOREIGN LANGUAGES

159. The teaching of a modern foreign language is not a statutory requirement, but the school has chosen to extend the curriculum through the addition of French in Year 6. Pupils have begun to learn French this term. Pupils listen to a video, repeat the French words or phrases and echo them on the second playing. They respond to simple questions and are beginning to use masculine and feminine definite articles. They are able to give directions for turning left, right and straight ahead. They are acquiring an appropriate vocabulary to use on a visit to France, for example 'le syndicat d'initiative', the tourist office. The emphasis is on oral communication and good intonation.
160. Pupils make good progress through the well-chosen activities planned by the teachers to use the French language. The emphasis on speaking and listening helps them acquire new knowledge and increases their understanding. The pupils work hard at acquiring these early skills and work at a good pace. They sustain concentration well, and think and learn for themselves.
161. The pupils show good interest and enjoyment, helped by the teachers' own interest. They are attentive and listen carefully to the pronunciation and intonation, and try hard to emulate it. They respond well to questions and discussion that reinforce the language already learnt or introduce new vocabulary. They generally behave well and listen to the contributions of others.
162. The quality of teaching is good, and leads to good learning. Time is spent well on the pupils' speaking and listening skills, demonstrating the teachers' secure knowledge and understanding to teach the basic skills effectively. They expect the pupils to put in a good deal of effort into correct pronunciation and intonation, using effective teaching methods that include discussion. Time and resources are used well to facilitate learning. The quality and use of on-going assessment is good.
163. The scheme of work used is appropriate for the teaching of French at this stage. It develops speaking and listening skills and gives pupils a sound basis on which to build at the secondary stage of their education. It provides pupils with a basic vocabulary. It is a valuable addition to the curriculum and has

the potential for further development through reinforcement outside lesson time, for example at registration. The teaching of French has improved since the last inspection, when progress was slow with too few opportunities for speaking and listening.

MUSIC

164. Pupils are making appropriate gains in musical skills and understanding in both key stages, to gain average standards which is an improvement on the previous inspection. Within Key Stage 1 pupils sing well with good style, many keeping pitch and to the rhythm. They know many of the words, enjoying the pattern of repeating phrases. The teachers' good planning and lesson structure ensures that all groups are resourced well for their compositions. In one lesson few pupils were able to play in time or with other instruments, but after several practices they developed sufficient skill for each pupil to contribute. The good opportunities for composing encouraged pupils to learn to listen and experiment in producing a simple piece. A few pupils demonstrate good talent, although several have not learnt to control the sounds they produce and to coordinate it with others.
165. In a Year 3 lesson, pupils were beginning to recognise and follow rhythms in 4:4 and 3:4 time, though several did not keep to the beat. The good preparation and choice of task by the teacher offered good learning experience for the pupils to create their own compositions, but the self-centred behaviour by several pupils prevented attainment from reaching a good standard. In a lesson in Year 5 the pupils gradually fitted more complicated rhythms together through the teacher's effective building of sounds, although several pupils were not able to cooperate in a group. In a singing lesson for the whole of Key Stage 2, the good lead by the teacher encouraged pupils to sing with good quality and volume of sound, but most of this came from pupils in Years 3, 4 and 5. Overall, by Year 6, the pupils have gained a satisfactory range of skills. They understand musical elements such as pitch, dynamics and duration, and apply these to songs. Many pupils have a strong singing voice and sing tunefully in pitch. Pupils adding percussion have satisfactory skills at keeping time and rhythm. They play a variety of untuned percussion instruments with reasonable control and style, although several pupils exhibit immature behaviour for the age. A minority of pupils are clearly responsive to music and contribute well. Overall pupils make sound progress through the school, supported by the programme of study and the work of the subject coordinator.
166. Pupils attitudes to music are satisfactory at Key Stage 2, and good at Key Stage 1 and behaviour is similar. The pupils want to participate in the activities. Many pupils co-operate with others in a group when playing instruments and the activities are helping them to listen carefully to, and work with, others.
167. The quality of teaching is satisfactory overall, with an example of very good teaching in Key Stage 1, demonstrating an improvement over the previous inspection. The teachers manage the pupils well, and pupils are arranged suitably for lessons to help them take an active part. The teachers plan from the subject scheme to give good opportunities for pupils to compose, perform, listen to and appraise music. The teachers' discussions with the pupils and evaluations of their performances help improve their skills. The teachers make appropriate use of the school's satisfactory range of instruments for practical lessons, including percussion instruments from differing cultures. The extra-curricular groups are beginning to make a useful contribution to pupils' musical appreciation, and to their social and cultural development. Pupils also have opportunities to appreciate music in assemblies. A small number of pupils receives instrumental tuition, and they are making appropriate progress. The school is intending to build up the school orchestra which is at present very small.

PHYSICAL EDUCATION

168. By the end of both key stages attainment is in line with national expectations with many pupils exceeding this level. The standards have improved since the last inspection. Pupils are taught to swim safely and many achieve county swimming awards for water skills. Some can swim up to four hundred metres. Individual pupils represent the county or district at squash tennis and athletics. Many individuals attend activities to promote physical skills in the local community. The school came first in the district cross country and third in the field and track events and six aside football last year. Dance and games lessons were seen during the inspection. Pupils in Key Stage 1 aim, send and receive a ball with one hand or both with appropriate accuracy for their age. They can kick a ball accurately with either foot. Pupils in Key Stage 2 work enthusiastically to improve their skills in five-a-side mixed football and in striking, sending and receiving a ball with a hockey stick. Both key stages plan, rehearse and perform dances individually and in pairs. They work with sustained interest and achieve a satisfactory standard.
169. By the end of both key stages the majority of pupils of all abilities make good progress. Skills, knowledge understanding are improved over time. During lessons pupils make good progress if teaching points are made to guide them on techniques. Teachers assess their performance and give feedback and pupils assess their own and each other's performance. Pupils with special needs are well integrated into the lesson and make good progress.
170. All pupils fully understand the health-related benefits of exercise to improve their fitness or know the effect of vigorous exercise on their bodies. In all lessons pupils were keen to take part. The majority wore the appropriate kit. The few who do not are required to miss the lesson which is unsatisfactory.
171. The quality of teaching in both key stages is good. Teachers have a good rapport with pupils and make clear their expectations about the standards of participation and behaviour. There is satisfactory emphasis on the need for pupils to improve the quality of their performance. All teachers join in with the lessons acting as role models and demonstrating their enthusiasm for the subject. This has a positive impact on standards. Where lessons take into account the prior attainment of all the pupils this impacts positively on attainment and progress. This element was sometimes missing particularly when the taped dance lessons were in use. Since the last inspection a structure about what should be taught in each year and a published scheme has been used. However, this has now been superseded by Curriculum 2000 and the school is poised to review this again.
172. The input of a sports professional to teach, for example, Judo and regular competitive events such as rugby, net-ball, and football is helping to improve provision. There is a balanced range of activities. Athletics, dance, gymnastics and games are scheduled over the three terms each year and pupils in key stage two have opportunities to engage in outdoors and adventure activities. Records of attainment for swimming are already in place. There are consistent methods of recording pupils' attainment in Key Stage 2 but not in Key Stage 1. In Key Stage 2 there is a system in place to encourage pupils to improve on their personal best for athletics. This enables pupils to see their own achievements and encourages them to improve on their personal best.

RELIGIOUS EDUCATION

173. Religious education is taught in accordance with the locally agreed syllabus. At the end of both key stages, pupils reach standards that are above those specified. This represents an improvement since the last inspection when standards were satisfactory at both key stages. Pupils are required to know and understand about religions and also to engage in enquiry and evaluation and to give explanations of related elements in their own experience. They are encouraged to communicate their thoughts and ideas. All pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress in both key stages. During the inspection, two lessons were observed in Key Stage 1 and four lessons in Key Stage 2.
174. In the lesson observed in Year 1, pupils thought about people who are important to them. They displayed a sound knowledge of Jesus' life and ministry and the people who were important to him, his disciples, his friends, the sick, the sad and the suffering and little children. They know that we are all important to God and they identify related elements in their own experience by considering who is important to them, God, their family, their friends and their pets. They started with material considerations, for example, 'My auntie buys me things that my mum can't.' With encouragement, they thought of more significant reasons, for example, 'My grandma always listens to what I want to say.'

Pupils in Year 2 discussed the story of Peter walking on the water. They concluded that Peter must have had great faith in Jesus and understand that he began to sink only when he lost his confidence. They related this to their own experience of learning to swim and how, when they became nervous they began to sink. They named Jesus' disciples and his many friends and made a list of what they consider are the main features of friendship, showing good understanding.

175. In the lesson observed in Year 3, pupils considered the many things that we have to be thankful for, in relation to harvest. They extended their discussion to harvests in parts of the world where food is not plentiful and there are frequent droughts. They produced some thoughtful poems and prayers relating to thanksgiving, thus making links with literacy. Pupils in Year 4 explored the parable of the prodigal son. They understood the meaning of the term 'parable' and explained the meaning of several of the parables told by Jesus. They know that in the story of the prodigal son, the father represents God and the prodigal son and his brother represent human beings who constantly sin and seek forgiveness. They empathised both with the father, who rejoiced when his son returned home and also with the elder son, who felt angry at the attention that his brother was receiving. They identified the message that Jesus wanted to get across and think about how messages are put across to people through the media.
176. Pupils in Year 5 draw up definitions of worship and prayer. They consider that worship is about actions, and an inner belief that God is worthy of their respect, honour and love. They recognise that prayer is a ritual and consider the meaning of prayer and why people pray. They know that it helps people to concentrate on their inner feelings and beliefs. They think about the meaning of the Lord's prayer and the place of prayer in our daily lives. They each write a prayer on one of the following themes – praise, thanks, sorrow, asking, and request for guidance. Pupils in Year 6 begin to examine key Christian values and ways of life and continue to develop the ability to think more deeply about philosophical questions. They have a sound knowledge of the ten commandments and of the two great commandments given by Jesus in the Sermon on the Mount. They put considerable thought into their discussions and writings. One child writes, 'To love your neighbour as you love yourself is one of the greatest commandments. It is also one of the hardest, because if someone is horrible to you, it is hard to still respect them.' She cited Nelson Mandela as a good example of loving one's neighbour because, although he was imprisoned for many years, he did not bear a grudge. In a discussion of the parable of the Good Samaritan, pupils demonstrated their understanding of the fact that the parables of Jesus convey meaning beyond the literal. They related their responses to religious and moral questions to their own lives. For example, the child cited above wrote, 'Alison is in the playground and is reading her favourite book. Some bullies come up to her and rip the pages out and throw her book on the floor.' She reasons, 'Alison can either follow the commandment and be nice or retaliate and be nasty.' She continues, 'Alison smiles at them. The bullies walk away, disappointed.'
177. Pupils' attitudes to religious education are very good. They show considerable interest and involvement in their work. Their very good behaviour and relationships contribute to their progress. Their personal development is very good. They have a developing sense of responsibility to themselves and others. Their understanding of the impact of their actions on others is good. They show very good respect for the feelings, values and beliefs of others. The ethos of the school enables them to feel confident in expressing their ideas and feelings and in seeking further clarification and understanding. They know that their contribution will be accepted in the spirit that it is offered and will be understood.
178. Teaching is good overall, at Key Stage 1 and very good at Key Stage 2. Teachers' knowledge and understanding of the Christian religion is very good. They receive support from the vicar of St. Christopher's Church and a youth worker. They also have a good knowledge of Judaism, Hinduism and Islam and are supported in their teaching by occasional visits from the local rabbi and Jewish and Hindu parents. Teachers teach the basic skills very well, particularly in Key Stage 2. Teachers' planning is very effective at both key stages. Their expectations and teaching methods are good at Key Stage 1 and very good at Key Stage 2, particularly in Year 6, where the teachers' interactive style promotes good learning. The management of pupils is good at both key stages. The quality and use of ongoing assessment is good and homework is used, where appropriate, to consolidate and extend the learning in the lesson. Consideration is currently being given to the development of more consistent recording procedures. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress as a result of the good teaching. Pupils have good interest and concentration at key Stage 1 and at Key Stage 2 it is very good as pupils become more independent in their learning.
179. The curriculum is broadly Christian but pays due attention to three other major world religions, Judaism,

Hinduism and Islam. Literacy skills are used effectively to express their understanding, and the lessons make a good contribution to pupils' spiritual, moral, social and cultural development. There are opportunities for prayer and reflection and for discussions on right and wrong. Provision is made for pupils to work together in pairs or groups and to take responsibility for their learning. Visits to the local church and the synagogue and the study of other religions other than Christianity help to prepare pupils for life in a multicultural society. Pupils are encouraged to relate the content of each lesson to their everyday life.

180. As a result of the very good leadership by the co-ordinator and the good teaching standards have been raised and teachers' confidence in teaching religious education has improved. The monitoring and evaluation of the subject's performance is very good. The expertise of two teachers with qualifications in theology is utilised well. They are responsible for much of the teaching across the two key stages and their very good subject knowledge and approach are major factors in the good standards.