

INSPECTION REPORT

WINDLESHAM VILLAGE INFANT SCHOOL

Windlesham

LEA area: Surrey

Unique reference number: 124995

Headteacher: Mrs J Hodge

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 20th – 22nd November 2000

Inspection number: 224611

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	School Road Windlesham Surrey
Postcode:	GU20 6PD
Telephone number:	01276 472212
Fax number:	01276 451411
Appropriate authority:	Governing Body
Name of chair of governors:	Mr I Rees
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M S Burghart [20865] Registered inspector	Mathematics; Art; Music; Physical education; English as an additional language; Equal opportunities.	What sort of school is it? Results and achievements; How well are pupils taught? How well is the school led and managed?
Dr F Hurd [9487] Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs J Watson [25554] Team inspector	Areas of learning for children in the Foundation Stage; Science; Geography; History; Religious education.	How good are the curricular and other opportunities offered to pupils?
Mrs E Whiting [27180] Team inspector	English; Design and technology; Information and communication technology Special educational needs.	

The inspection contractor was:

MSB Education Ltd.

Broomhill
Wimborne
Dorset
BH21 7AR

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Windlesham Village Infant School is in the village of the same name in rural Surrey. The school is housed in Victorian buildings, extended significantly to provide good accommodation for four classes. There are 118 children on the school roll aged four to seven, some of whom attend part time in their first term. Numbers have increased by about 20 since the last inspection. All classes except the part time Year R class contain pupils from more than one age group. There is an average of almost 26 full time pupils per class. Pupils are drawn from the local surrounding area mostly from private accommodation. Most of the pupils attend some kind of pre-school group before starting Year R. Their attainment on entry to the school, aged four, varies, but overall is above average. The headteacher has been in post for six years. She is supported by three full time, and one part time, teachers. Two teachers, one of whom is in her first year of teaching, were new to the school this term. There are 10 pupils on the special educational needs register. This accounts for 9 per cent of the total school roll, and is below the national average. No pupils have formal statements under the terms of the DfEE Code of Practice¹, which is below the national picture. Three children are known to be eligible for free school meals, which is well below the national average of 20 per cent. No pupils are in the first stages of learning English.

HOW GOOD THE SCHOOL IS

This continues to be a very good school with excellent features. Children and staff get on very well together. Standards are high, particularly in English, mathematics, science and art and pupils of all abilities make consistently good progress. The school very successfully fulfils its mission statement: 'to create and maintain and develop caring conditions, which enable pupils and staff to achieve effective learning,' and pupils respond very well. Good teaching is responsible for high quality learning, especially for older pupils. Excellent leadership and management make very efficient use of finances, staff, accommodation and resources and ensure that the school gives very good value for money.

What the school does well

- Pupils' personal development is excellent.
- Standards are very high, when pupils leave the school, in English, mathematics, science and art. Assessment of pupils' performance in these subjects is very good.
- Teaching is good, often very good, and occasionally excellent.
- Leadership and management are excellent.
- The school takes very good care of pupils and its ethos is very good.
- Pupils' behaviour and attitudes to school are very good.

What could be improved

In this very effective school there are no key issues to be addressed. The school has already very successfully identified areas that it wants to develop further: for example information and communication technology (ICT). Minor issues, where developments would make the school even better, are in: developing pupils' spiritual and multicultural awareness; developing, still further, provision for those in reception; and (now having very effectively consolidated standards in English, mathematics, science and art) raising the profile of other subjects even higher; notably of religious education and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The last report described the school as very good and identified few areas for improvement. Since then the school has consolidated its good practice as well as successfully addressing the key issues raised. The school development plan and schemes of work have been improved with better monitoring. Building work has improved accommodation to provide for a very good library area to complement the teaching of English and improve opportunities for research. In addition the National Strategies for Literacy and Numeracy have been very successfully introduced, raising standards still further. This term two new teachers are being successfully inducted to replace two who left. Standards of handwriting and safety procedures for physical education teaching have been improved. The school has continued in its commitment to consider the needs of individuals; pupils and staff, and has been accredited as an 'Investor in People'. It was awarded a 'Charter Mark for excellence in the provision of public services in 1997. In 1998 the school was formally identified as having 'Beacon Status' in the areas of science, art and leadership, and now serves as an example of good practice to other primary schools. Overall the school has made very good progress since the last inspection and is very well placed to continue.

STANDARDS

The table shows the standards achieved by 7 year olds based on average points scores² in National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A*	A*
Writing	A*	B	A	A
Mathematics	A*	A*	A*	A*

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

Pupils' performance in science, evaluated through teacher assessment, was judged as A* over the same period compared both with all schools and with similar schools (those with less than 8 per cent free school meals). A* grading indicates that the school's results are consistent with the top five per cent of all schools nationally in those subjects. Standards at this school are consistently high against National Curriculum averages. Over the past year very successful analysis, planning and teaching have improved pupils' writing from average, compared with similar schools, to well above average. Standards of those pupils currently in Year 2, nearing the age of seven, are equally good in English, mathematics and science. In ICT, standards are in line with national expectations and progress is good. Pupils' attainments in religious education are satisfactory. Art continues to be a considerable strength of the school and pupils' performance is judged excellent. Standards are above average in design and technology and history, and sound overall in other subjects, with good features in geography.

PUPILS' ATTITUDES AND VALUES

² Average point scores refer to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

Aspect	Comment
Attitudes to the school	Very good: pupils are keen, interested and enjoy school.
Behaviour, in and out of classrooms	Very good: pupils show respect for adults, each other, resources and the building.
Personal development and relationships	Excellent: pupils are polite, considerate, eager to take responsibility and can be trusted. The school very successfully helps children to become mature. Relationships are very good.
Attendance	Satisfactory, being in line with the national average.

TEACHING AND LEARNING

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

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.

Teaching is good. This has very positive effects on pupils' learning. All lessons observed were at least satisfactory, with 79 per cent good or better, 29 per cent very good or better and 4 per cent excellent. All class teachers were judged as having at least one good lesson, with particularly good teaching for older pupils. Highlights in teaching are in planning, setting the right challenge, very good use of support staff, very good questioning and high expectations. Relationships are very good. Especially well taught are science, literacy, numeracy and art, with the effect that standards are very high in these areas by the time pupils leave the school. Teaching for pupils with special educational needs is very good. Relative weaknesses in this good profile of teaching are when activities occasionally are not matched well enough to the age and ability of pupils, or where the pace of lessons drops.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: a broad curriculum supports very good progress. Especially good for English, mathematics, science and art. The school is aware of some work now to do to raise the profile of other subjects still further; notably religious education and music. Homework is well used to enhance the curriculum.
Provision for pupils with special educational needs	Very good: targets and plans are very effective and pupils make good, and sometimes very good, progress. Support staff make a very good contribution to the quality of teaching and provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with clear strengths in moral and social provision. Cultural good, but still more to do to continue to raise pupils' multicultural understanding. At the satisfactory level, spiritual provision is a relative weakness. More opportunities could be planned for (especially through acts of collective worship) to develop pupils' spiritual awareness.
How well the school cares for its pupils	Very well: the school provides a safe, secure very good learning environment. Excellent elements to assessment, especially in English, mathematics and science. Staff know pupils well.

Links with parents are very good. Parents are very supportive of the school and their fund raising makes a significant contribution to the quality of education provided.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the headteacher gives the school clear educational direction. Her management of the school development plan is particularly good. The school is committed to raising and maintaining standards. The role of co-ordinators is improved and in English, mathematics, science and art is very effective. The school has appropriate intentions to develop this aspect of management in some other subjects.
How well the governors fulfil their responsibilities	Very good: governors are well informed, have a very good understanding of management issues and support the school very effectively.
The school's evaluation of its performance	Excellent analysis and review of standards, procedures and policies is responsible for high success rates. Excellent tracking of pupils' performance in core subjects.
The strategic use of resources	Excellent: links very well made between finances and educational needs. Staff, accommodation and resources very well used. The school and its budget are very efficiently run, culminating in very 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"> • Teachers' high expectations. • The school is well led. • Their children like school. • Standards are high. • Behaviour is good. • Their children are helped to become mature. 	<ul style="list-style-type: none"> • Extracurricular activities. • The school working more closely with parents. • Information about progress. • Homework.

The overwhelming majority of parents have very positive views about the school. Inspectors support these sentiments. With regard to homework and information provided for parents, inspectors judge that school policy and practice are appropriate and effective. Reports are good and there is more than sufficient opportunity to consult staff about pupils' progress. Although a minority of parents do not feel that they are well received by the school, the structure for managing parental help in school is sound. High levels of staffing for classroom assistance give pupils good support. School policy regarding extracurricular activities is that none will be provided. This practice is not unusual in infant schools, particularly in areas where children have a good variety of opportunities outside school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school is committed to raising and maintaining standards. Assessments made when children first start school indicate that attainment is above average. However, this still represents a wide ability range and this year has highlighted about ten per cent of pupils with special educational needs. This is below the national average. Using this baseline information it is clear that pupils of all abilities and needs make very good progress in the core subjects of English, mathematics and science by the time they leave the school and standards are very high.

2. Results of National Curriculum assessments for Year 2 show the school's performance has been consistently high compared with all and similar schools over a four year period. In year 2000 the school maintained its position of being in the top five per cent of all and similar schools for reading, mathematics and science, and improved pupils' performance in writing to well above average.

3. High proportions of pupils achieved well above average for this age group. In reading and mathematics nearly 55 per cent of pupils achieved above average levels compared with similar schools, 38 per cent in reading and 30 per cent in mathematics. In both aspects six per cent of pupils attained levels expected of eleven year olds and one pupil achieved even higher. In teacher assessments for science 67 per cent of pupils reached above average levels for their age, compared with 27 per cent in similar schools. A very remarkable 38 per cent of pupils equalled expectations for eleven year olds, some demonstrating elements even better than this. This represents an excellent profile of performance in these core subjects.

4. Pupils in the current Year 2 appear on line to achieve well above average standards.

5. Children in Year R are set to achieve all the prescribed Early Learning Goals³ for the Foundation Stage⁴ to at least a satisfactory level before they complete their time in reception.

³ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year. There are six areas of

Their progress is sound with good features: for example in personal, social and emotional development and reading. Standards in writing are satisfactory and children are emerging as writers. However, opportunities are sometimes missed to develop writing even further.

6. Standards in ICT are in line with national expectations and pupils' progress is good. Pupils' basic skills and awareness of the potential of computers are above national expectations for their age. By the time they leave the school pupils are confident with equipment and have good experience of using keyboard and mouse to access information and control programs.

7. In religious education standards meet the requirements of the locally agreed syllabus and pupils' performance is satisfactory. The school is aware that there is a need to develop pupils' spirituality and to extend further their experience of other faiths and multicultural issues.

8. The school fully justifies its Beacon status for art. Standards, particularly in two dimensions, and in pupils' understanding and knowledge of works of famous artists, are excellent. This has very positive effects on pupils' personal and cultural development.

9. Evidence from samples of work kept from previous years shows that pupils often do well in design and technology compared with national expectations. Pupils have good understanding of the design, make, evaluate and modify process for their age. Standards in history are equally good. Pupils have a good knowledge of historical facts, most have a clear idea of chronology and all make good use of literacy skills to collect, debate and record information. Work in history is well presented.

10. In other subjects pupils' attainment is satisfactory with good features in geography, and it is sound in music and physical education.

11. Overall, the school has successfully built upon the 'good' standards identified in the last inspection.

Pupils' attitudes, values and personal development

12. Pupils' very good attitudes and behaviour continue to be a major strength of the school, as at the time of the last report. Pupils show enormous enthusiasm for their work; for instance, pupils in Years 1 and 2 were keen to talk about the lives of Alfred Nobel and Florence Nightingale. The children's imaginations were particularly seized by the work they have done in art. It was impressive to hear them confidently discussing paintings by Hogarth and Constable. Generally, children remain well focused in class, concentrating hard on the task in hand and needing little attention from adults until the work is complete.

13. These very positive attitudes to work are the result of the school's high expectations of pupils. However, on a few occasions children were presented with tasks which were simply too complex for them: for example in a Years 1 and 2 mathematics lesson on numeracy. When this occurred, concentration faltered and pupils were easily distracted. This was, however, the exception to the general rule. The school places a strong emphasis on independence, and new pupils soon gain the confidence to find their own resources round the classroom, perform small duties to help the teacher, and undertake other tasks such as helping to clear away after lunch.

learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

⁴ From September 2000, the term Foundation Stage refers to children's education from the age of three until the end of the reception year.

14. Older pupils in Year 2 show an ability to assess and self correct their work, and were able to discuss their reasons for making changes, as demonstrated in group work during a numeracy session.

15. Children quickly become familiar with the school's rules and routines, and are involved in drawing up rules for their own classrooms. Lunchtimes were particularly impressive occasions: unhurried and civilised, with a quiet buzz of conversation. Children collected their meals from the servery, and, after eating, cleared away their own place settings without instruction from the supervisors, before quietly going outside to play.

16. Attendance conforms to the national average, and there have been no exclusions. School begins punctually, and children return quickly to their classrooms after playtime, ready to begin work again.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching was reported as good in the last inspection. It is still good and the profile has been improved. The majority of lessons (79 per cent) were good, or better, and all were at least satisfactory. All class teachers had lessons judged as good. Twenty-nine per cent of teaching was very good or better, and four per cent (in Years 1 and 2 English) was excellent. This profile is particularly noteworthy as two out of four of the teaching staff are new this term.

18. Strengths in teaching are in:-

- Planning: where the results of very good assessment are used effectively to plan, not only for the requirements of the National Curriculum, but to meet the needs of the individual. This is particularly successful in individual education plans for those pupils with special educational needs, and in setting targets to help more able pupils to reach higher levels;
- Challenge: in the clear majority of lessons observed pupils of all abilities were well challenged and work was often set for different ability groups;
- Use of learning support staff: they are used very well by teachers and there is very good communication about planning between them. Classroom assistants make very positive contributions to the quality of teaching through their interaction with pupils and in their continual note taking to record pupils' participation and performance;
- Questioning: which prompts pupils to answer in more than one word and often encourages them to express opinions and draw conclusions. This works especially well in science where Years 1 and 2 pupils are expected to raise their own simple hypotheses and test them, and pupils respond well;
- High expectations: of work and behaviour. Whilst teachers manage pupils consistently well, pupils are still expected to organise themselves: for example reception children get themselves changed after physical education; and all children are expected to take responsibility for their own actions. Consequently work is well presented and pupils can be trusted to work in groups or independently without fuss. Teachers mark pupils' work effectively, making it clear how individuals can make improvements.

19. Literacy and numeracy teaching is consistently good. Staff are well trained and are very well prepared. This profile is in part due to successful, detailed plans that support all staff very effectively in their teaching. Time is usually well used. Expectations for literacy and numeracy are high and work normally matches the needs of pupils of differing abilities. Particularly good progress has been made this year in the teaching of writing, with a notable rise in standards. The school's Beacon status is now to be extended to include the teaching of writing as an example of very good practice. This is in addition to its acknowledged exemplary teaching of science and art, which already provide the focus of in-service training for staff from other schools.

20. Relative weakness in this good profile of teaching, where improvements could make the school even better, feature:-

- A very few lessons where activities are not well suited to the age group: for example when reception physical education lessons reflect planning for Key Stage 1⁵, rather than the Foundation Stage, and work is too carefully directed by adults;
- A minority of lessons where the pace is too slow: for example where introductions are overlong and pupils wait for extended periods, for instance in a Years 1 and 2 library lesson and in a Year R and Year 1 music lesson. In some cases the length of lessons is not best suited to activities: for example physical education scheduled for an hour session for young children;
- The size of print used for pupils to focus on in the whole class element of lessons is sometimes too small. Although 'Big Books' are often used, there are times when conventional print is either held up by the teacher or attached to the white board and pupils cannot see to read words.

21. Although 19 per cent of parents in their response to the Ofsted questionnaire tended to disagree, it is clear that teachers make good use of an appropriate range and amount of homework to enhance the curriculum.

22. Good quality teaching, especially for older pupils, plays a major part in creating the school's very good learning environment. This results in pupils reaching high standards, notably in English, mathematics, science and art, and is responsible for their good, and often very good, progress.

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

23. The overall curriculum is good throughout the school. It is broad and mostly well balanced, and all subjects are allocated at least sufficient time over the year. The school puts very good emphasis on literacy, numeracy and science skills and there is good provision for ICT and art. The status of religious education has yet to be raised in line with upgraded national expectations and some aspects of music have been underemphasised in some classes. The school meets the requirements in the provision of collective worship.

24. The learning opportunities for reception children are good overall. They are carefully planned to cover all the areas of the Early Learning Goals and meet the children's needs. 'Pocket Jobs' (a choice of activities to do when children have completed a task) provide good opportunities for children to begin to develop some responsibility for their learning. Good home links are established with parents by home visits before children start school, which support the smooth transition into school life. Developing still more stimulating reading and writing activities for Year R would make provision even better.

25. The school has worked hard to develop effective planning systems. All subjects have curriculum policy statements and the three year rolling programme of study ensures that topics are not repeated unnecessarily. Most schemes of work are being appropriately reviewed to take account of government guidelines and local education authority support. Teachers' termly plans are practical working documents which are closely linked to National Curriculum programmes of study. Weekly and daily planning take good account of pupils' previous learning to build systematically on existing knowledge, understanding and skills.

26. Provision for pupils with special educational needs is very good. Early years assessment is used effectively to identify special needs promptly and the school makes immediate provision where needed. The rapid attention given to pupils with minor difficulties ensures that there are usually only small numbers of pupils with on going special needs. The

⁵ Key Stage 1 refers to pupils in Years 1 and 2, aged five to seven.

Code of Practice is implemented well and pupils' targets are clearly reflected in teaching. The curriculum is equally accessible to all pupils.

27. Provision for pupils' personal, social and health education is appropriately planned. There are regular opportunities for pupils to express their ideas and thoughts during 'circle time'⁶ class discussion. The school encompasses the aspect relating to citizenship through assembly and literature. Aspects of health education, including sex education and drugs awareness, are dealt with as part of the science curriculum. The school provides a rich and full curriculum, which is enhanced by events such as art week, museum service visitors and the good use of the school environment. The school has decided that in common with a variety of other infant schools it will not provide extracurricular activities.

28. Provision for pupils' spiritual, moral, social and cultural development is good overall. Highlights are in very good, planned social opportunities for pupils to work and play together. There is good work in role play, group activities in literacy, numeracy and science, and in whole class discussions, such as circle time. This helps pupils to come to an excellent understanding of how what they do and say impacts upon other people. Provision for pupils' moral development is very good and very clearly reflects the school's aim to encourage children to become responsible. A high proportion (94 per cent) of parents who responded to the Ofsted questionnaire, think that the school successfully helps their children to become mature. Pupils know right from wrong, and in their work: for example in science, geography and history, show they appreciate cause and effect with particular reference to global issues such as pollution.

29. Cultural opportunities are good with pupils provided with chances to learn about and appreciate local and national customs. For example, excellent studies of works of art and artists, an introduction to the music of renowned composers and participation in village and community life, all enrich pupils' awareness. However, although multicultural issues are considered: for example by studying different religious customs and festivals, opportunities to extend pupils' multicultural awareness are less obvious. This can have a restricting effect on pupils' understanding of issues which are relevant to life in the United Kingdom today.

30. Provision for pupils' spiritual development is satisfactory overall. However, compared with other elements of pupils' personal development, relatively few opportunities are created to encourage pupils in this aspect. Teachers were observed spontaneously taking advantage of opportunities as they arose to get pupils to express wonder: for example marvelling at the potential of computers. However, assemblies, although formally meeting statutory requirements as acts of worship, do not always enhance pupils' spirituality. In some assemblies there are too few opportunities for reflection and not all engage children sufficiently in worship: for example in singing time there was little focus for reflection. In an assembly about determination, which featured the story from the Bible about Zaccheus, some pupils lost interest and became restless. Although teachers are gainfully employed elsewhere, those assemblies where only one member of staff is involved do not always encourage children to value the experience as being collective. This does not make it easy for one person to manage the situation.

31. The school has significantly developed its links with the community since the last inspection. The major events of its social calendar – Summer and Christmas Fairs, and bonfire and fireworks – have long been equally important to the village the school serves, and links with the parish church are well developed. The school makes great efforts not only to obtain financial support from local firms and businesses, but to encourage them to become involved with the life of the school through representation on the governing body. One such governor has already been appointed. These efforts bore impressive fruit in the many donations received from commercial and industrial sources towards the school's new library extension. Windlesham Parish Council contributed £5000 towards the cost. The village

⁶ In these lessons, pupils sit in a circle, and through agreed rules, have the opportunity to speak and listen to each other talking about issues that concern all of them.

stages a long established Boxing Day Pram Race each year, with proceeds put towards the library extension. The school holds an open day for local elderly people each year, when they are invited to visit the school and see the children's work. Pensioners are invited to special events, and some are recipients of gifts after Harvest Festival.

32. A nursery school rents premises in the school grounds, and all the pre-school providers who send children on to the school are in regular contact with the early years co-ordinator. They have been invited to attend sessions on teaching literacy and numeracy, and the co-ordinator visits the various establishments on a regular basis. The school has close links with three different junior schools, and arrangements are made with all three so that children may visit their new school, and meet the staff who will be teaching them in Year 3. Children attend special events such as drama productions at these schools.

33. The school has further developed its links with other institutions through its work as a Beacon school, providing training sessions and some resources for other infant schools in its area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Provision for ensuring the health, welfare and safety of pupils was satisfactory at the time of the last inspection: it is now very good. Teachers know pupils well and have high expectations of them. Children who are exceptionally able, or who require extra support with their learning, are quickly identified and well supported: for instance, two children who were particularly good at mathematics had additional classes arranged at a local junior school. Relationships within the school are very good and children confidently approach adults for help and guidance. The contribution of classroom assistants is very valuable in this respect. The head holds a monthly meeting with all non teaching staff when any concerns may be raised. The head is the child protection officer, and the deputy head has been on a child protection training course. All teaching staff are given briefing on child protection and health and safety issues.

35. The health and safety governor has recently drawn up a revised health and safety policy based on county guidelines, but tailored to the school's particular needs. This incorporates a well planned, and user friendly, system of risk assessment, which has always been done on a termly basis. All staff have forms to report health and safety risks which concern them at any time. The building is cleaned and maintained to a high standard, and the site is secure. There has only been one burglary in twelve years, and no instances of graffiti or vandalism. School office staff view visitors at the front door through a closed circuit television system before admitting them. There is a good awareness of health and safety issues amongst staff generally. Computers are positioned at the correct height for children to use, and there are appropriate seating arrangements. Great care is taken during physical education lessons to ensure that children warm up properly and handle equipment safely.

36. The school has installed a computer system for monitoring attendance, but because staff have not yet had the appropriate training, they are not yet experienced in its use. Some children who had left the school were not removed from the system, which inflated the absence rate for last year and gave the false impression that the attendance rate was below the national average. Even without this, however, the authorised absence rate is slightly high for a school of this type, reflecting the fact that a proportion of parents like to take their children on holiday during term time. The school constantly emphasises the necessity for regular attendance, and its arrangements for ensuring this are satisfactory.

37. The assessment of pupils' attainment on entry is used very well as a baseline to set individual and whole school targets and measure progress. For example, writing was identified as below average for a particular cohort of pupils when they began school, and the information was fed into the school improvement plan. Those pupils have since achieved higher than average results in the statutory tests for seven year olds, demonstrating the success of the process.

38. There are very effective and highly organised systems for assessing pupils' attainment, particularly in English, mathematics and science. These systems are used consistently by all staff: for example teachers use observation focus sheets on a daily basis. These feed into pupils' personal targets. A newly introduced system of 'target setting' is already having a positive impact on the planning of learning opportunities in the reception classes. Subject managers maintain portfolios of work, which they carefully assess with staff to agree levels of attainment. Overall improvements in assessment since the last report are having a very positive impact on pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has a very good partnership with parents which is of great benefit to the development of the school and children's learning. Parents are particularly impressed with the leadership and management of the school, and with the standard of the teaching. Parents interviewed during the inspection were very appreciative of the individual care teachers gave their children. In addition they praised the school office staff; described as endlessly helpful and unflappable in a crisis. Parents feel their children like school and are helped to become mature.

40. One of the reception class teachers visits every child at home before she or he joins the school, and gives them a pre-school pack with games and activities. Their parents are invited to an open evening to meet staff, governors and existing parents. The school prospectus takes the form of a folder with removable pages slotted into it, and parents are sent updated or additional pages as they are produced. In addition, the school circulates very full details of all forthcoming activities: if replies are not received, the school sometimes telephones parents to see if they wish to be involved. The Parent Teacher Association circulates its own newsletter. The school holds regular curriculum workshops (recent ones have covered numeracy, literacy and handwriting) which are well attended and each year sends parents a digest of the school's priorities for development.

41. Reports are thoughtful and clearly written, providing parents with excellent information about their child's progress in English, mathematics and science, and about their social development. The information given on progress in other subjects is of a satisfactory standard. Targets for improvement are well chosen and frequently re-assessed. The inspection team was surprised that a quarter of the parents who responded to the questionnaire felt that the school did not keep them sufficiently informed about their children's progress. This may be because newsletters do not include details of the current curriculum: or it may be because the school provides so much information that parents sometimes fail to find the items they require. In any event, the overall profile of information available to parents is at least satisfactory.

42. Parents support the school in a variety of ways. Their association makes a major contribution to the school's budget. It raised over £6000 last year. It serves an equally valuable role as an organiser of social events for parents and children. The school asks parents to give £10 towards school funds, or to provide packs of crayons and tissues. Some parents provide help in the classroom: computer expertise is particularly valued. The school was a runner-up in the local authority's 'Parent-Friendly School' awards scheme. However, over 20 per cent of parents replying to the questionnaire felt that the school did not always work closely with them. The inspection team saw few parents working in school during their visit. This is a small school, with an unusually good level of paid support in every classroom. While the expertise of particular parents, for example with computing, art or gardening, is of great value, in the judgement of the inspection team the school does not need high levels of assistance with tasks such as cookery or listening to readers which would be essential in a larger and less well resourced establishment.

43. Parents provide a good level of support for their children's learning. The homework diaries are well used both as a record of work done and as a means of dialogue with the class teacher. Artefacts and materials relating to children's class topics are provided, and

parents offer their special expertise where relevant. Over 20 per cent of parents were not satisfied with the level of homework, some feeling it was too much, or too monotonous in nature: others feeling that they would like their children to have more. Parents interviewed about this topic during the inspection, however, said that when they had queried the nature or quantity of homework with their child's teacher, the response had been friendly and flexible: children could read different books, do lesser or greater amounts or different types of work as parents wished. In the judgement of the inspection team, the homework given is appropriate for children's ages and abilities.

44. Over half the parents who responded to the questionnaire felt that the extracurricular provision made by the school was unsatisfactory. The school decided after careful consideration that teaching staff would not run after school clubs, although various musical and sporting activities are provided through the county's peripatetic music service and by parents. This decision is clearly stated in the school's policy on extracurricular activities. The school does, however, offer its pupils an enriched curriculum in many other ways: through the special weeks, such as 'Art Week', through the appointment of an 'Artist in Residence', and through the many visitors who bring their special expertise into school. Recently, these have included a theatre group, museum experts, a fox cub and shire horses with their minders, a troupe of Indian dancers and a brass band. In addition, children in Year 2 make one outside visit to a location connected with their current topic work. The school makes good use of its immediate locality as a resource for geography and history. Overall, therefore, the inspection team feels that the school makes reasonable extracurricular provision for its pupils. It should be borne in mind that many primary schools have no after school clubs for children before they enter Year 3.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership of the headteacher, supported by the acting deputy, staff and governing body, is excellent. This has been recognised already as part of the school's Beacon status and acts as an example of very good practice to other schools. The head ensures the school's clear educational direction and has improved the school development plan following comments in the previous inspection report. This plan is now a very good document, defining areas for improvement based upon very good communication. Responsibilities, timescales and success criteria are all explained and the resulting plan is prioritised against finance. An especially good feature of the management of the development plan is the concise, but comprehensive summary sent to parents to publicise the school's priorities.

46. The headteacher leads the staff effectively to function very well as a team. Together they have established a very good learning environment. Although some parents expressed concerns about the uncertainty of staff changes in the short term, the quality of the school's management and its already very good ethos made it possible to replace two out of four members of the teaching staff without compromising standards.

47. The excellent management of the head and governors has continued improvement since the last inspection: for example in the curriculum, standards of pupils' writing have been raised to well above average by the time they leave the school; and to the building, where the new library accommodation can now appropriately complement English and research work.

48. The management role of subject co-ordinators is effective in translating high expectations into high standards; notably in science and art, but with strengths in literacy, numeracy and history. This role is well defined in good job descriptions and supported with in service training opportunities. Changes to staff this term, including the appointment of a newly qualified teacher who cannot yet hold subject responsibility, means that some subjects are in a state of transition. Temporarily this has limited developments to some curriculum areas: for example in religious education, music and physical education, but this issue will be addressed as new staff become more established.

49. Governors support the school very well. The way they manage their responsibilities is excellent: for example significant improvements to governor involvement in risk analysis and in monitoring health and safety issues. Governors, especially the chairman, and those responsible for personnel, special educational needs, finance and health and safety, have very good understanding of the strengths of the school and of issues affecting its management. Governors are well supported by both the efficiency of school administrative staff and very good communications with head, staff and parents. Although a minority of parents are concerned that the school might not work closely enough with them, staff and governors have worked successfully at communications: for example the quality of end of year reports is very good, being informative about pupils' progress and personal development.

50. Very good management results in a clear corporate vision for the school which delivers high quality provision in terms of staffing, accommodation and resources. It facilitates good, and often very good, teaching which in turn enables pupils to make very good progress in their learning and reach high standards.

51. The school makes excellent use of its budget, fundraising and extra grants, and all monies are used appropriately and efficiently for designated purposes. Administrative staff, head and governors are conscious of the need to spend money wisely and principles to pursue best value are followed.

52. When the quality of provision and the high standards achieved are considered against expenditure, it is clear that Windlesham Village Infant School continues to give very good value for money. In the light of higher expectations on schools and relatively less money being available than at the time of the last inspection, this represents an improvement over the apparently similar judgement in that report.

53. Overall the school has made very good progress since the last inspection. Its high quality leadership, very good policies and practices mean that it is very well placed for future development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In the context of the success of this very effective school there are no key issues for it to address. However, in addition to areas for development already identified in the school improvement plan, consideration of the following would help the school to become even better:

- Providing more planned opportunities to raise pupils' spiritual and multicultural awareness; and improving the profile of religious education, including increasing resources;

(Paragraphs: 23, 29, 48, 136, 139)

- Developing, still further, opportunities for children in the Foundation Stage;
(Paragraphs: 5, 20, 24, 56, 57, 60, 130)

- Raising, as intended, the profile of music;
(Paragraphs: 23, 48, 125, 126)

- Improving the pace of some lessons, ensuring that introductions and activities do not go on too long.
(Paragraphs: 13, 20, 80, 130)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

28

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

30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	29	46	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)

102

Number of full-time pupils eligible for free school meals

3

Special educational needs

YR – Y2

Number of pupils with statements of special educational needs

0

Number of pupils on the school's special educational needs register

10

English as an additional language

No of pupils

Number of pupils with English as an additional language

1

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

5

Pupils who left the school other than at the usual time of leaving

10

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	12	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	12	10	12
	Total	33	31	33
Percentage of pupils at NC level 2 or above	School	97(91)	91(79)	97(94)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	12	10	6
	Total	33	30	27
Percentage of pupils at NC level 2 or above	School	97(88)	88(94)	97(85)
	National	94(92)	88(86)	88(87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	78
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	22.2
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	107

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	99/00
----------------	-------

	£
Total income	249952
Total expenditure	244497
Expenditure per pupil	2398
Balance brought forward from previous year	6143
Balance carried forward to next year	11598

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	118
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	58	36	0	0	6
Behaviour in the school is good.	54	42	2	0	2
My child gets the right amount of work to do at home.	30	52	14	4	0
The teaching is good.	68	26	0	0	6
I am kept well informed about how my child is getting on.	22	56	16	6	0
I would feel comfortable about approaching the school with questions or a problem.	56	38	4	2	0
The school expects my child to work hard and achieve his or her best.	68	30	0	0	2
The school works closely with parents.	40	40	14	6	0
The school is well led and managed.	74	22	2	0	2
The school is helping my child become mature and responsible.	74	20	4	0	2
The school provides an interesting range of activities outside lessons.	11	32	38	11	9

Percentages do not always total 100 due to rounding

Fourteen parents attended the meeting held before the inspection by the registered inspector and a further six parent representatives met with the lay inspector during the inspection. Although a very small minority expressed concerns, the overwhelming response of parents to the school is positive.

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

55. Children start school at the beginning of the school year in which they are five and attend on a part time basis until after their fifth birthday. They become full time as the year progresses, depending on their age. The children are accommodated in two classes with a shared practical area. One of the classes includes Year 1 pupils. Children enter the school with a wide range of attainment levels, although attainment on entry is above average overall. Progress is good and indications are that all children will achieve the Early Learning Goals by the end of reception and that many will exceed these. There is a smooth transition into work within the National Curriculum programmes of study because monitoring of children's progress is exemplary.

56. Children make good progress in their personal and social development. They are on target to achieve the goals in this area by the time they leave the reception class. They play and work together well. They share and take turns and show genuine pleasure at other children's successes. Children are confident in carrying out classroom routines and most show good levels of concentration when completing tasks set by their teachers and during structured play activities. Teaching strategies, such as the system of 'Pocket Jobs', promote children's independence skills well. To improve this still further there is a need to ensure that all children are clear about when choices are available to them and what they should be learning. Teachers and class assistants provide good role models for children by always treating each other and children with courtesy and respect. Staff show that they value children's ideas by being good listeners.

57. Communication language and literacy skills develop appropriately in the reception class with strengths in speaking and listening. Children listen to stories attentively and handle books correctly. They take part in a range of role play with increasing confidence, such as the use of glove puppets to dramatise well known nursery rhymes. Some children are beginning to recognise words and a few can sound out simple words. Most can discuss the pictures and describe what is happening and make predictions. Elements of the National Literacy Strategy are introduced by teachers in both reception classes. For example, children enjoy sharing the stories in 'Big Books' with their teacher. Staff encourage children to 'have a go' at writing and more able children readily help others with unknown words. To promote literacy skills further there is a need to provide even more stimulating writing activities, with readily available word sources and supplies of writing tools. Even more improvements could be made by setting relevant challenging writing tasks: for example children making labels for their Lego models and writing invitations to their classroom castle.

58. Mathematical skills are particularly well taught and almost all children are expected to exceed the Early Learning Goals. Teachers use a multi-sensory approach to introduce new learning. For example during a lesson to present three-dimensional shapes, children looked at shapes in the outdoor environment, made spherical shapes in the sand tray and sorted objects according to properties, such as whether they roll or slide. Children correctly use an increasing range of mathematical words such as 'more than', 'less than', 'heavier than' and 'lighter than'. Children are able to sort, count and match objects. They begin to put pictures and patterns in sequential order and successfully complete matching activities, sometimes using a computer program. Many children show good mouse control.

59. Children enter the reception class with a basic general knowledge. Teachers develop children's natural interest in the world around them very effectively by engaging their curiosity such as the discovery of 143 seeds inside a pumpkin and finding out about seasonal changes in autumn when the leaves change their colour and fall from trees. Teachers ensure that learning is fun by planning activities to encourage the use of each of the senses, such as a game where children listen to a sound and identify the direction from whence it came. Children grow beans and observe them closely. They feel a variety of soft, hard, rough, smooth, flat and bumpy materials and discuss the differences. Adults support children well in investigating their surroundings, such as when exploring and testing everyday pushing and pulling activities.

60. Children's physical development is satisfactory and standards meet expectations. Children have access to an enclosed area which provides outdoor play opportunities and there are large wheeled vehicles for exercise and role play. Space for running, jumping, balancing and climbing is limited and the school intends to extend this area to improve these facilities. During an indoor music and movement session, reception children showed that they are able to move with control and co-ordination, showing awareness of space and of others. Children all respond promptly to instructions and the class is well managed. In order to build on these strengths, teachers need to promote opportunities for children to explore more of their own ideas: for example during warm up sessions avoiding being too prescriptive. Most children change independently for indoor lessons and these skills are well promoted by staff. Teachers ensure that apparatus and equipment is moved safely and they teach children how to use tools such as scissors correctly to help them gain safe control of their actions.

61. Children's creative development exceeds the expectations of the Early Learning Goals. This is because adults support and extend children's learning well. The children mix paints using primary colours and discover for themselves the shades they can create by adding white. They make collage pictures as part of their learning focus on harvest. A good selection of materials helps children to produce imaginative collages with a variety of textures. Ample opportunities are provided for children to experiment with printing, pattern and picture making, and painting. Children express their response to music and sounds well using a variety of percussion instruments of their choice. They learn to follow the conductor and achieve a good understanding of 'rests'. The teacher's skilful use of questioning and effective organisation promotes good gains in learning.

62. Children respond very well to their teachers. They listen well and most are keen to answer questions. They are usually interested in their tasks and behave very well. Children show confidence when speaking to adults and relationships are good. Teaching is good overall and all lessons are at least satisfactory. Full account is taken of the expected outcomes by the end of the reception year and all planning for the Early Learning Goals is closely linked to these targets. Assessment procedures are exemplary. The school uses initial assessment information on children's attainment effectively to set individual targets and these are closely monitored. Classroom assistants support the systems effectively by meticulous observation and charting of achievements.

ENGLISH

63. The school maintains the good standards found at the last inspection and by the end of Key Stage 1, pupils' standards in reading have improved to well above average. Literacy is developed well throughout the school and English skills are used effectively to support other subjects. Pupils with special educational needs make good, and sometimes very good, progress throughout the school.

64. By the end of Key Stage 1 standards in speaking and listening are well above average. This is because teachers ensure full concentration at the start of lessons, speak very clearly to pupils, listen to all they say carefully and question skilfully. Pupils then listen well to teachers' explanations of new learning and what to do. Nearly all pupils are articulate,

being able to say clearly what they notice, feel, think and remember. Listening develops well in reading groups because teachers use interesting books, which match pupils' attainment. Pupils listen to each other carefully when working together and they remember not to call out in whole class discussions.

65. Children in reception classes make satisfactory and, often good, progress in language development. Good use is made of a published scheme which ensures consistent learning of phonics. Pupils respond to the scheme with enthusiasm and gusto and teachers are skilful in ensuring all pupils are fully involved in phonic activities.

66. By the end of Key Stage 1, reading standards are well above average. The previous report identified that able readers' abilities were beyond the scope of the core reading scheme. This is no longer the case because there is now a comprehensive range of reading scheme books and supplementary reading materials, including play scripts and poems, to ensure that the most able pupils achieve their full potential. Skilful teaching of letter sounds at reception level and the use of letter patterns throughout the key stage, enable nearly all pupils to read a range of texts by themselves.

67. Pupils read their own writing without prompting and often spot mistakes, or notice that they have left something out. All pupils are able to identify different parts of books and are familiar with terms, such as author and illustrator, by the end of the key stage. Higher and average attaining pupils use alphabetical order to find meanings and some spellings in simple dictionaries. All pupils learn effectively from signs, labels and worksheets and follow directions on computer screens. Pupils read expressively, most read regularly at home for enjoyment and sometimes to find more information about school topics and interests. Higher attaining pupils pick up clues in text to discover fuller meanings. Some use skimming and scanning skills well to track down information from books, CD-ROM, and sometimes the Internet. Pupils have good library skills.

68. By the time they leave the school pupils achieve good standards in writing. They form letters using cursive script, write on the lines and space words out. Spelling is generally accurate. Pupils write in an appropriate range of forms. These include accounts of stories and factual events such as The Fire of London, letters, poems and descriptions of what to do.

69. The school has made significant progress in the teaching of writing and handwriting since the last report. Because speaking and listening skills are well developed, pupils use a wide and interesting range of vocabulary. They write well to record and so remember new learning, particularly in science, geography and history. Pupils organise imaginative stories accurately, using speech, description and narrative to achieve particular effects. All pupils benefit from regular, weekly, writing workshops where they develop planning and drafting skills. Provision for this is excellent and is to feature in the school's recently granted Beacon status for the teaching of writing.

70. Pupils' attitudes, behaviour and personal development in English are very good, particularly at Key Stage 1. There is a lot of enthusiasm in reading groups as pupils and teachers explore text together. Concentration on individual reading and writing tasks is good. Pupils are confident and industrious learners who often help each other and show an interest in what others have done and discovered. Nearly all pupils offer to give opinions, reasons and examples.

71. The quality of teaching and learning is good and often very good. Teaching is particularly strong for older pupils. The teaching of reading is very good throughout the school. Good use is made of homework diaries. This is due in part to teachers' considered interesting and relevant comments. The school makes good use of national guidance for the literacy hour, maintaining at the same time its own successful strategies for reading development and teaching pupils in sets.

72. Teachers expect high levels of concentration and make good use of support staff, resources and assessment information in well timed lessons. As a result pupils make good gains in their knowledge and understanding of language and books. In nearly all lessons support staff significantly raise the standards of lower attaining pupils. Pupils with special educational needs benefit from carefully devised work to take their individual education programmes forward.

73. The subject is well managed. The co-ordinator has time to monitor standards and delivery using 'overview days'. The overall profile of literacy is good and is improving. Staff work closely together and as a result the school has maintained previous good standards and improved areas of weakness, particularly in writing. Teachers' planning includes opportunities for assessment and good use is made of 'feedback sheets' and tick lists at carpet time as a means of recording progress. Higher attaining pupils are always challenged to a high standard and beyond.

74. The previous report identified the need to extend the library accommodation as a means of further enhancing the teaching of English. The school now has a library area which is light, attractive and well stocked with both fiction and non fiction resources. This assists pupils and staff in the selection of appropriate texts for the literacy hour. Clear labelling makes the library accessible to all. The computer in the library is connected to the Internet. A point for development is that although 'Big Books' are regularly the focus of whole class activities in literacy time, some other texts used have print which is too small for pupils to read clearly.

MATHEMATICS

75. Standards of mathematics are high when pupils leave the school. Over the past four years, results of National Curriculum assessments show the school to be in the top five per cent of those throughout the country, both compared with all and similar schools. A high proportion of pupils achieve above average levels. In year 2000 tests approximately 55 per cent of Year 2 pupils reached levels above those expected for their age. One pupil scored as though he were aged eleven and, very unusually, another exceeded this. Good liaison between this school and a junior school locally enabled some children to benefit from Key Stage 2 work before they transferred.

76. Very good planning based on the National Numeracy Strategy is very successful in creating appropriate challenge for all pupils. Those pupils with special educational needs and higher attainers are well provided for. All pupils make at least good and often very good progress and they respond very well. Even the youngest children in reception sustain concentration and are keen to succeed. Older pupils in Key Stage 1 are interested and particularly enjoy using and applying mathematics: for example using timelines to improve understanding of positive and negative numbers. Pupils show they can work well together to solve problems collectively. Year 1 and Year 2 groups of pupils keenly debated why certain three-dimensional shapes should be in different sets. More able pupils demonstrated their ability to seek out solutions, and try their own ideas. High quality work resulted in very good learning and progress, with children benefiting from regularly reviewing their work and helping each other.

77. Appropriate emphasis is given to numeracy, particularly in mental and oral work, with positive effects on speed and accuracy. Teachers are skilled in getting pupils to explain their own strategies. Their questioning is very good. Teachers allow pupils time to discuss different methods: for example for multiplying two digit numbers in their heads, and pupils' understanding is enhanced as a consequence. Pupils are always encouraged to use mathematical vocabulary and respond very well to objectives written in such terms on the flip chart at the start of lessons by the teacher. Teachers plan and prepare effectively and make good use of review time at the end of sessions to confirm with pupils what they have learnt.

78. Teaching (especially of numeracy) is good with very good features. Teachers have very good knowledge and understanding of the subject. All staff, including those new to the school, have completed specific training regarding the National Numeracy Strategy. Teachers make very good use of classroom assistants to help track and record pupils' participation in discussion, and to support group work. Communication between teachers and assistants is very good and plays a significant part in the school's very good profile of assessment. This ensures that all required elements of the programmes of study of the National Curriculum are covered: for example to include sufficient work on shape, space and measures. Record keeping confirms that data handling is applied appropriately in other subjects and that individual pupils fulfil their full potential. The school can prove that it adds value to pupils' attainment, not simply through National Curriculum results compared with baseline assessment, but as a result all the detailed records kept on individuals.

79. Excellent analysis of pupils' performance is used to modify curriculum planning and to define areas for individuals to improve upon to reach higher levels. Teachers' expectations are high, but realistic. The school is committed to raising and maintaining standards, but has still managed to make mathematics interesting, and a variety of pupils, girls and boys, declare that it is their favourite subject.

80. Areas that could be even better are in: ensuring that activities are not allowed to go on too long; and that the end of the session is as challenging as the beginning: for example in one lesson too many of the same sums were used to reinforce what pupils had already grasped.

81. Good use is made of information and communication technology to develop mathematics. Pupils in Years 1 and 2 demonstrated good levels of independence in controlling programs on computers to practise and develop their mathematical thinking.

82. Mathematics has been very well managed. There are good resources and clear educational direction, which the new co-ordinator (appointed this term) is adding to. She has made a good audit of the subject and communicated effectively with other staff to identify appropriate areas for development.

83. The last inspection report described standards and provision in mathematics as good. The school has done well to improve on this and both aspects are now judged as very good.

SCIENCE

84. Teacher assessments for science in the year 2000 show that results attained by seven year old pupils are very high in comparison with the national average and similar schools.

85. Inspection evidence confirms that standards in science are excellent. This represents a significant improvement since the last report when it was reported that standards in science were good. This is because the school has raised the number of pupils attaining levels both above and well above those expected for seven year olds. Higher attaining pupils are very well challenged. They are working hard and learning to the limits of their capacity. High standards have been attained because of very good teaching and effective planning and assessment in the subject. Since the last inspection, the school has been awarded Beacon status for science. This has enabled the school to trial new materials for high attainers and to share its exemplary practice with other schools.

86. In their work on materials, teachers have high expectations of pupils in Year 2. Pupils are expected to state clearly what they are finding out, the equipment they will need and predict what they think will happen. Results are tabulated and higher attainers repeat their investigation changing different variables. Many pupils understand principles that are normally introduced for older pupils, such as their extended work, making comparisons between

materials on the basis of properties and their everyday use. Pupils make discoveries about friction as a force which slows moving objects, by testing toy cars on different surfaces. Higher attaining pupils set up a number of investigations with variables such as the wheel size, the angle of the slope and surface material. They conduct a systematic enquiry using appropriate scientific vocabulary, such as absorbency, condensation and friction. Pupils' knowledge of fair testing is well developed throughout the school.

87. Pupils make very good gains in learning. In one lesson all pupils predicted that steam disappears and cannot be turned back into water. During an experiment they responded with excitement and wonder as they observed the droplets of water when the steam touched a cold surface. By the end of the lesson almost all pupils had a clear grasp of the concept that steam can turn back into water. Some pupils can accurately explain the water cycle. An analysis of pupils' work shows that they make consistently very good progress in developing scientific skills. For example, in a study of electricity pupils made simple circuits and knew about the use of switches to control devices. They used these scientific skills well in design and technology when making a bumblebee that buzzes.

88. Pupils' response to science work is generally very good. This is because pupils enjoy their learning and they appreciate being treated as 'scientists'. They are eager to tell visitors that each class has been named after a notable scientist such as Nobel. Pupils work hard during lessons, share resources sensibly and safely and sustain very good levels of concentration and persistence.

89. The quality of teaching is very good overall, especially for older pupils, and all lessons are good or better. Pupils are managed well. Resources are organised effectively to enable pupils to make independent choices. There is a wide range of resources to engage pupils' interest. Tasks are explained clearly and teachers ask probing questions to recap on previous learning and to check on pupils' understanding.

90. The quality of teaching is very good overall and all lessons are good or better. Pupils are managed well. The science curriculum is broad and balanced with a good emphasis on scientific enquiry. All aspects of the subject receive sufficient time allocation as they have been carefully woven into the termly project plans. The school environment such as the copse, pond and field are used very well for pupils' study of living things. Studies of minibeasts, the life cycle of a frog and pond dipping provide first hand experiential learning opportunities. Visits to Legoland for a study on forces and Syon Park to extend their learning about animals in different habitats enrich the science curriculum. Assessment procedures are exemplary. Pupils' knowledge and understanding are assessed at the start and finish of a topic and observational focus sheets are used regularly, often by learning support assistants. On subject overview days the co-ordinator ensures consistency of standards and continuing progress throughout the school.

91. The subject co-ordinator provides excellent leadership. She models good practice for other staff both at school and within the local education authority, and she is currently working with a science consultant to produce a scheme of work for the county. She maintains an ongoing portfolio of pupils' work which has been carefully assessed with staff to agree levels of attainment. The subject is well resourced and meticulously monitored and is an obvious strength of the school.

ART

92. Standards in art throughout the school are high. By the time they leave the school pupils' work is excellent, being way above national expectations. The last inspection reported art to be 'very good' this judgement has been improved upon.

93. High quality planning, teaching and management of the subject have been rewarded by pupils' very positive response. By the time they are seven pupils have very good basic

skills: for example brush work and colour mixing for painting; and cutting and gluing for craft work. Pupils have very good understanding of the style and technique of a variety of famous artists such as Constable: "He used 100 greens in the 'Haywain', you know!" explained a Year 2 boy when asked about the school's own interpretation of the picture.

94. Pupils are very successfully introduced to appreciation of art: for example Year R and Year 1 being challenged to scrutinise 'The Graham Children' by Hogarth, starting with simple eye-spy games and resulting in very good discussion, not only of the picture, but life in the sixteenth century. Such work is built upon, with pupils exploring the structure and shape of faces to develop their own portrait work, with advanced work on detail: for example pencil studies of how hair falls about the head, carefully completed by Years 1 and 2.

95. Work in three dimensions is not ignored with very good examples of collage and embroidery to complement model making, clay work, and abstract representations which are very strong features of the excellent annual 'Art Week'. Pupils respond particularly well to the opportunity to work with an artist in residence and to extend their already good skills and appreciation.

96. Art is very well taught. Expectations are very high and very good in-service opportunities are provided for staff to develop their knowledge and understanding in order to extend challenges for pupils further.

97. Part of the school's Beacon status is the result of its success in art. It serves as an excellent example of good practice to other schools, offering staff from elsewhere the opportunity to visit to benefit from its work. Pupils and staff are rightfully proud of their efforts. Pupils confidently describe, not only how they completed their work, but express their reaction to works of art: for example Year 2 girls discussing why the 'Miniature of the Two Girls' by Oliver made them feel sad.

98. Art is extremely well managed and is quite clearly a strength of the school. Good quality resources encourage pupils to care about their work. Teachers create opportunities for children to work at the pace the task requires: for example allowing extra time for higher attaining pupils to perfect their shading to represent the three-dimensional features of the face in two dimensions. Consequently pupils make very good progress.

99. The school's success has been recognised not only as a Beacon, but by the National Gallery. As a prize winner in the 'Take one picture' competition where pupils recreated, full size Holbein's 'The Ambassadors', the school's collectively produced painting was hung in the National Gallery and featured prominently in advertising for the exhibition. This was followed up by similarly focusing on Gelee's 'The Embarkation of the Queen of Sheba', and more recently, a study of 'The Graham Children' by Hogarth.

100. Most pupils are quite obviously reaching levels considerably above what is expected nationally of those of this age. The more able are making excellent use of their very good literacy skills to share ideas and talk about meanings, and to record their views.

DESIGN AND TECHNOLOGY

101. During the inspection only a small amount of work in design and technology was seen. The judgements in this section therefore are based on the evidence of both present and past work, which indicates that pupils reach standards which are at least in line, and in some cases above, what is expected nationally for their ages in the subject. Pupils with special educational needs make good progress.

102. By the end of Key Stage 1, pupils have the skills and experience expected for seven year olds. Pupils use pattern templates, and cut curved or straight lines with accuracy. They curl, fold and score paper, form clay by hand and sew effectively. Very good written instructions, which include word processed dictionary skills, accompany each item of sewing

and this is an effective example of cross-curricular planning. Teachers link work effectively with other subjects: for example in science and art. Particularly good examples of this were seen in the school hall where pupils had used a variety of materials to interpret the works of famous artists.

103. All pupils use simple construction kits with wheels and axles. Skills develop appropriately as pupils follow detailed design briefs produced by the teacher. These have included batik and starch resist work. The quality of work is enhanced where designs are displayed alongside finished models, as could be seen as part of a display of masks. Pupils decorate and finish their work in a variety of media and to a very high standard.

104. Design work improves pupils' skills in writing plans, note making and labelling drawings. This can be clearly seen where pupils have written simple instructions to explain the processes involved in their designs and where comprehensive evaluations identify future points for improvement. All pupils experience an appropriate number of investigative, planning, testing and assembling activities. They spend adequate time in designing as well as in making their products. Creativity is encouraged. This is a strength of the subject.

105. The quality of teaching and learning is good. Planning is thorough; resources are comprehensive, well managed and centrally organised. There is an adequate range of tools and these are safely stored in the entrance area for teacher access.

106. Samples of work and photographic evidence show clear progress throughout the Foundation Stage and Key Stage 1 and the support pupils receive from teaching assistants has a direct impact on the quality of work produced. Good use is made of the out of class areas to support pupils in their work.

107. At present the school has a temporary co-ordinator for design and technology and it is intended that another member of staff will develop the subject further in the near future.

GEOGRAPHY AND HISTORY

108. During the inspection week, due to the organisation of the timetable, it was not possible to see any geography or history lessons. Judgements are based on the examination of work in class books and displays, photographic evidence, scrutiny of planning documentation and discussion with pupils and teachers.

109. By the age of seven, pupils' attainment in geography meets national expectations for their age. In history, standards are above expected levels. Pupils' achievements in geography are similar to those at the time of the last inspection and in history there has been an improvement. This is because the high standards in art and literacy have had positive impacts on standards in history.

110. Pupils have a clear knowledge and understanding of attractive and unattractive features in the school environment. They are able to express their own views about places. They identify the copse, forest and pond as attractive areas and they understand some physical and human processes that can change them, such as storms and rubbish or oil pollution which can cause the death of animals in ponds, rivers and seas. Pupils have a sound understanding of seasonal changes and talk about the days getting shorter and nights getting longer, the changes in temperature and weather, the effects on plants and animals and the need for different clothing.

111. Pupils have a good body of knowledge about Victorian times. They can say why things were different then and how that affected people's lives. For example they relate their study of William Hogarth's painting of 'The Graham Children' to the clothing we wear today; and in studying the Crimean War pupils contrast the lack of medicine and sanitation with the improved conditions found today. Pupils have a good grasp of conditions in Victorian times

and changes in people's ways of life. They can communicate their knowledge of notable people such as Alfred Nobel and Florence Nightingale with clarity and provide a good depth of information. Writing is used very effectively to support the subject such as diary entries and newspaper reports about the 'Great Fire of London'. By the age of seven, pupils recognise the difference between the past and present and are developing a good grasp of chronological order.

112. Pupils are very keen and interested in their learning especially in history. This is because the subject is brought alive by events, such as 'Art Week' leading to pupils' detailed knowledge about paintings from the period studied. The enthusiasm generated by events such as Victorian and Greek days and high standards of literacy skills support their learning. The county museum service is used well to support the subject.

113. The curriculum for geography is well supported by the good use of the environment. Pupils' progress in the development of mapping skills throughout the school has recently been monitored, but this type of assessment needs development further to improve standards in both geography and history for all pupils. The use of observation 'feedback sheets' provides information which teachers use well for tracking pupils' response, and in planning for future lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

114. Teachers incorporate information technology into most subjects and pupils are adept at using information technology as a tool for learning. Standards in communicating information are in line with national expectations by the time pupils leave the school. Skills of monitoring and control are at an early stage, but the capacity for improvement is good.

115. By the end of the key stage most pupils operate the computer mouse and keyboard confidently. Younger pupils recognise that machines respond to signals, they write simple text on screen and save and print their work effectively. Very good teacher demonstration in whole class lessons greatly enhances pupils' knowledge and understanding of key basic skills, such as how to handle software and recognise icons on the desktop.

116. By the end of the key stage, pupils have used a range of fonts and styles in word processing. Skills in literacy and numeracy develop well as pupils write stories and poems and use on screen dictionaries to find definitions of relevant topic words.

117. In mathematics, pupils handle information and produce simple charts and graphs to record and communicate their findings. Monitoring and control skills are developed appropriately as pupils give simple instructions to a robotic toy.

118. In art younger pupils select appropriate tools in a drawing package to outline and fill shapes with chosen colours.

119. Pupils enjoy using computers and accept them as a normal method of communication.

120. Teachers have sound subject knowledge and this is used to good effect in attractive, well lit classroom displays, which help to support pupils' learning. The use of ICT to stimulate the interest and progress of pupils with special educational needs is of a high standard. Pupils use the digital camera to good effect, to record experiences such as pond dipping.

121. The school used national guidelines to provide a scheme of work, which is currently being revised and a comprehensive assessment system is used effectively to monitor pupils' progress. Pupils complete simple record sheets as a method of recording progress and coverage and each pupil has a disk for storage and assessment purposes. Class portfolios

of work indicate the quality of tasks completed. The subject is managed well and a review of resources and policies features appropriately in the four year development plan for ICT.

122. Computers are well sited and cared for, with due consideration given to health and safety implications. There is a high ratio of computers to pupils compared with the national average, and most classes have more than one machine. Each classroom has an appropriate range of software with additional resources stored in the library. Two computers are networked and connected to the Internet, and older pupils are able to access e-mail.

MUSIC

123. Standards of music by the time pupils leave the school are in line with national expectations and pupils make steady progress from Year R to Year 2.

124. In reception and Year 1 pupils are introduced to using their voices to create sounds, mimic rhythms and follow patterns. They enjoy joining in and get on well when working together in groups to compose their own sequences of sounds. Higher attaining pupils were observed recording their work in symbols that they had developed for themselves. At the same time the remainder of the class were guided by the teacher and classroom assistant to record their rhythms. In this lesson the quality of teaching was good. The teacher showed good knowledge and understanding of the subject and managed pupils well. Good use was made of the extra space available in the hall and of the school's supply of untuned percussion instruments. Pupils responded well with good attitudes and behaviour and made good progress in the awareness of rhythm and how to follow a score and a conductor.

125. No other actual music lessons could be observed, but teachers' plans and records showed that, although the subject has not been a focus over the past year and some aspects have been underemphasised, pupils cover the required programmes of study. Pupils have opportunities to experiment with their voices and a range of instruments. By the time they leave the school pupils are beginning to use symbols to represent and reproduce sounds and make use of good literacy skills to express their reaction to music in feelings and preferences. Year 2 pupils have a good knowledge, for their age, of famous composers such as Handel and Tchaikovsky and have researched for information in ways which benefit literacy, ICT, and history skills, as well as the children's understanding of different types of music.

126. Pupils' singing in assembly ranges from satisfactory to good and the quality of school performances is reported by staff, parents and children to be very good. Music is managed by a co-ordinator who is new to the school this term. She has begun an audit of the subject and is aware of the need to improve resources: for example chime bars. Currently there is little assessment of pupils' individual performance and this would help develop the subject further.

127. Music has not been one of the school's priorities since the last inspection, but provision and standards have been maintained at satisfactory levels.

PHYSICAL EDUCATION

128. The last inspection found standards and provision for physical education to be satisfactory. Currently pupils' performance meets national expectations by the time pupils leave the school. There are good features in dance, where pupils show good body and space awareness and interpret music well. Generally pupils show appropriate co-ordination and fitness. Discussions with children, and observations of them at play, show the majority of Year 2 pupils appreciate the need for rules in a variety of games.

129. Pupils' response to physical education throughout the school is good: for example behaviour in the potentially more unsettling large space of the hall was consistently good.

Pupils change quickly and quietly and follow instructions promptly. In the lessons observed pupils worked well in groups, listened effectively to the teacher and were seen to improve their performance, having watched other groups at work.

130. Physical education teaching is at least satisfactory with good features. Health and safety issues, particularly with regard to transporting apparatus, have been successfully addressed through staff training. Better planning than at the time of the last inspection ensures continuity and that skills taught systematically build upon those previously learnt: for example different ways and rates of travelling explored thoroughly before being linked in sequences. All pupils are well aware of the benefits of exercise and the more able in Year 2 can describe some of the changes that take place in the body during exertion. However, sessions of an hour are sometimes too long for some activities for young children. Activities that are overdirected by the teacher give pupils too few opportunities to experiment.

131. Good resources and space for physical education, including a good range and number of pieces of small apparatus available to children at playtimes, have positive effects. Renewing playground markings for games is in hand following imminent resurfacing work.

132. Following the promotion of the previous co-ordinator, physical education is currently the responsibility of the head. She maintains a satisfactory watching brief, but is aware of the need to delegate responsibility, develop monitoring and introduce assessment to gauge individual pupils' progress more efficiently against the recommendations of the Qualifications and Curriculum Authority.

133. Since the last inspection for safety reasons the school's swimming pool has been dismantled. Whilst relatively this has a negative effect on provision, it should be noted that swimming is not a requirement of the National Curriculum until pupils are in the junior school.

RELIGIOUS EDUCATION

134. Attainment in religious education is broadly in line with the expectations of the Surrey Agreed Syllabus for pupils aged seven and the majority of pupils make sound progress in their understanding of the subject. This represents a similar picture to the last inspection.

135. Pupils learn about some of the world's major religions in addition to Christianity. They gain knowledge of festivals such as Harvest, Christmas, Easter, Divali and Hanukkah. They understand similarities and differences such as the special food, customs and symbolism associated with Christianity, Judaism and Hinduism. For example, younger pupils played the Dreidel Game as part of their learning about different celebrations. This was a good learning experience to broaden pupils understanding. Similarly, Year 2 pupils develop an understanding that religious beliefs follow more than one idea. Some pupils make spontaneous comparisons: for example a Jewish child said that he believed in the Christian's God but not "their Jesus", and another pupil said the "Christian God" has only one form unlike the different ways in which Hindus represent God. Higher attaining pupils begin to recognise the importance of religion in many people's lives.

136. Pupils make satisfactory progress in religious education. They have regular opportunities to express their thoughts and ideas during class 'circle time' which is an occasion for all pupils to contribute to a discussion focusing on experiences in their lives, such as belonging, loneliness, fairness and wonder. Themes selected for collective worship are followed up in religious education and personal and social education. In one lesson, pupils identified some negative features that made them unhappy in the playground. Pupils were shown how to develop their skills of reflection and relaxation and were told to keep this calmness in the playground. This was a positive experience, which helped pupils to develop appropriate coping strategies. However, some acts of collective worship lack opportunities for pupils to reflect and the potential to develop pupils' spiritual awareness is not made the most of.

137. Teaching in religious education is satisfactory overall with some good lessons observed. In the most successful lessons teachers have good subject knowledge and they make effective use of questioning to check and extend pupils' knowledge and understanding. Pupils' opinions are valued and all contributions are treated sensitively.

138. Pupils are interested to learn about the beliefs of others and most are confident in contributing to discussions. They take turns to listen to each other: for example when discussing things they find difficult and sharing their ideas about God. Pupils show genuine pleasure in others' successes.

139. Literacy skills are used well in religious education: for example pupils retell stories in their own words sequencing events carefully; such as the Hindu story of Ganesh. Religious education contributes well to the general ethos and values of the school. Other learning experiences are included in subjects such as art with a three-dimensional scene depicting Monet's Garden exhibited by children in the local church festival. The curriculum is enhanced by regular visits from local clergy, but these links could be usefully extended to visitors representing other faiths. The school has identified that they have a lack of specific resources such as artefacts to support the teaching of Christianity and other religions. The newly appointed co-ordinator is aware of these deficiencies and has identified ways in which ICT can support learning: for example a program depicting a walk around a mosque.

140. Overall as religious education has not been a focus for development this year it has a low profile in the school. Its status has yet to be raised to be consistent with the more rigorous national expectations of a core subject.