

INSPECTION REPORT

**PUTTENHAM CHURCH OF ENGLAND
SCHOOL**

Puttenham, Guildford

LEA area: Surrey

Unique reference number: 125195

Headteacher: Mrs M. Dyer

Reporting inspector: Ian Knight
23031

Dates of inspection: 16rd October 2000 – 19th October 2000

Inspection number: 225033

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	School Lane Puttenham Guildford Surrey
Postcode:	GU3 1AS
Telephone number:	01483 810317
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Nigel McGregor
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ian Knight OIN 23031	Registered inspector	Mathematics, Science, Design and Technology, Information and Communication Technology, Provision in the Foundation Stage	The school's results and achievements, How well are pupils taught? How well is the school led and managed?
Barry Wood OIN 1311	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?
Thelma Edwards OIN 1710	Team inspector	English, Art and Design, Geography, History, Music, Physical Education, Special Educational Needs, Equal Opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Puttenham Church of England School is a small infant school catering for children aged from 4 to 7. At the time of inspection, there were ninety-six pupils on roll, including thirteen children under five attending part-time in accordance with the policy of the local education authority. No pupils come from ethnic minorities. There are nine pupils on the school's special needs register and one pupil with a statement of special need. Very few pupils have English as an additional language. Baseline assessments taken shortly after pupils start in reception show that attainment on entry lies at the upper end of the average range.

HOW GOOD THE SCHOOL IS

This is an extremely effective school with no areas of significant weakness requiring urgent attention. Academic standards are above expectation in most subjects. Pupils have very good attitudes within a happy school and behave well. Teaching is good throughout the school. The school is very well led and managed. When this high level of effectiveness is weighed against the above average cost per pupil, the school is offering good value for money.

What the school does well

- Pupils' attainment when they leave the school is above average in most subjects and well above average in English and mathematics.
- Teaching is good: significant amounts are very good or excellent
- Teachers know the pupils well and give a high priority to their well-being
- Very good provision for the youngest children gives them a very good start to their education.
- The school sustains very good attitudes, behaviour and personal development in all its pupils.
- The school enables parents to be effectively involved in their children's learning and so make a very positive impact on the school's work.
- The headteacher and senior staff offer very good leadership and are well supported by the governing body.

What could be improved

This school has no significant weaknesses, but should consider the following minor points for improvement in its action plan.

- Long term planning for the newly amended National Curriculum, although commenced, is not complete.
- The school does not formally review pupils' personal development.
- Formal provision for personal, social and health education is in its early stages.
- The role of curricular co-ordinators as subject leaders is not fully developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then standards have risen in the Foundation Stage and at the end of Key Stage 1 in English, mathematics, history, geography, and art and design. Teaching is much improved: the proportion of teaching observed that is very good or better has increased from zero to over a quarter whilst the proportion of unsatisfactory teaching observed has fallen from eighteen percent to zero. All of the key issues have been successfully addressed. The school has made very good improvement.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
Reading	A*	A*	A*	A
Writing	A*	A	A	A
mathematics	A	A	A*	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

A grade of A* means the school was in the top five percent nationally. These comparisons are now over a year old. The latest results show high standards have been maintained with considerable improvement at the higher levels in writing. Teachers' assessments in science for 1999 show that the proportion of pupils gaining at least the expected level was very high; the proportion assessed at the higher levels was well above average nationally. There has also been a significant improvement in the proportion assessed as reaching the higher level in 2000. Recent trends have been of improvement. The school is not required to set targets for future performance as it does not include pupils in Key Stage 2. Nevertheless, it has set challenging targets for performance in Key Stage 1 and is on course to at least meet them. Inspection evidence shows that children in the Foundation Stage are on course to exceed the early learning goals. In Key Stage 1, standards in English and mathematics are well above those expected and standards are above expectations in science, art and design, design and technology, history and geography. When pupils' attainment on entry is taken into account, the observed standards indicate very good levels of achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	
Attitudes to the school	Very good. There is a joyful ambience in which pupils work hard and persevere with their work. They enjoy the tasks they are set, understanding that there is a clear link between hard work and its outcomes.
Behaviour, in and out of classrooms	Good. Pupils' learning is enhanced by their good behaviour. They are mostly self disciplined. Just occasionally, teaching with flair makes them over-excited and they call out.
Personal development and relationships	Very good. Even the youngest children quickly settle into class routines and have opportunities to take responsibility. Pupils co-operate well, collaborate together, take turns sensibly and listen to each other.
Attendance	Good and improving.

TEACHING AND LEARNING

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

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

All of the teaching observed was satisfactory or better; twenty-seven percent was at least very good. The teaching of English and mathematics is good so that the basic skills of literacy and numeracy are well taught. The best teaching is lively and engages pupils' interest. It uses imaginative methods which inspire and excite pupils, for example, dressing in role as Mrs Pepys in history. Pupils rise to the challenge and want to do well, working diligently individually or in groups with a sense of urgency. Very good subject knowledge enhances specialist lessons like music. Tasks are carefully chosen and planned so as to be well matched to the needs of all of the pupils in the class, including those with a special educational need, for example when Year 1 and 2 pupils were studying odd and even numbers. High expectations challenge pupils well, causing them to work with initiative. Some teaching, though satisfactory, lacks this sparkle and has a slower pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Medium term plans taking the new National Curriculum requirements into consideration are in place for the current term. The school has plans in hand to ensure the long term curriculum plans also reflect this. Personal, social and health education is under development.
Provision for pupils with special educational needs	Good provision leads to good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' social development is very good.
How well the school cares for its pupils	This is a very safe school where pupils are effectively supported by well-thought-through procedures. However, although the staff know the pupils well, pupils' personal development is not formally monitored.

The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear leadership and a strong steer to the school's work. However, the monitoring role of curricular co-ordinators as subject leaders is underdeveloped.
How well the governors fulfil their responsibilities	Good. All statutory requirements are met.
The school's evaluation of its performance	Very good. Swift and effective action has been taken in response to data analyses which showed areas of relative weakness.
The strategic use of resources	Good. All grants are used effectively for their specified purpose. The school is making good use of the additional teaching time allocated to reduce class sizes in Key Stage 1.

There is a good match of staff to the needs of the curriculum. Accommodation is satisfactory overall. There are good levels of resources. The school applies the principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • They think behaviour is good • Teaching is good • They would feel comfortable approaching the school with problems or queries • The school is well managed and led • The school is helping children become more mature 	<ul style="list-style-type: none"> • A substantial number feel they are not kept well informed of their children's progress. • The range of activities outside lessons is not wide enough • Some are concerned about the grouping arrangements for Year 2

The inspection team agreed with parents' positive views. They found that progress reports were satisfactory, as was the provision for extra-curricular activities. The high standards of attainment observed in the mixed age classes show that parental concerns about the grouping arrangements are unfounded.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards at the end of the Foundation Stage and at the end of Key Stage 1 are high because of consistently good teaching throughout the school.
2. In the 1999 National Curriculum tests for seven-year-olds, standards were very high in reading and mathematics, that is, the school was in the top five percent nationally. Standards in writing were not quite as good, though still well above average. When the school is compared only to those with a similar intake, standards in all three tested subjects were well above average. In both reading and mathematics, very high numbers of pupils achieved at least the expected Level 2 and the proportions gaining the higher Level 3 were well above average. However, in writing, the proportion gaining the higher level was only about average and this accounts for the slightly lower comparison quoted above. The school recognised this and set up lessons focussing specifically on writing. The outcome of this is that alongside the maintenance of the high standards in reading and mathematics in 2000, the proportion gaining the higher Level 3 in writing has more than tripled from seven percent to twenty-two percent. At the time of writing, national comparisons are not available for the 2000 tests.
3. There are no tests in the other core subject of science, but teachers' assessments at the end of Year 2 show that, in 1999, the proportion gaining at least Level 2 was very high and the proportion gaining Level 3 was well above average. These results are also true if the comparison is restricted purely to schools with a similar intake. The results for 2000 show that the proportion of pupils who gained the higher Level 3 increased by half from its already high level.
4. Recent improvement trends in results have been at roughly the same rate as nationally, but maintaining a healthy distance above the national figures. Girls have been doing better than boys, but this was not evident in classroom observations.
5. Inspection evidence, which includes an analysis of completed work as well as classroom observations and formal and informal discussions with pupils, broadly echoes the above findings. Standards in English and mathematics were well above that which might be expected at this time of the year and standards in science were above expectations. The scheme of work for science is currently being revised and reviewed which explains why current standards are not quite as high as in English and mathematics. In the other subjects, standards are typically above what might be expected with pupils in Year 2 already working comfortably within the expected levels for the year's end. This is the case for art and design, design and technology, geography, history, and swimming. In music, information and communication technology and gymnastics, standards are in line with those expected at this time of the academic year. These judgements represent a significant improvement since the last inspection, when standards were in line with national expectations in most subjects.
6. Pupils with special educational needs are well supported and make good progress towards the targets identified in their educational plans even though their attainment is typically below that of their peers. Similarly, the few pupils who speak English as an additional language make good progress in acquiring the fluency needed to learn effectively.
7. Children enter the Foundation Stage with attainment that is broadly average, albeit at the top of the average range. Following very good teaching they exceed all of the early learning goals, especially in mathematical development and communication, language and literacy. This, too, is an improvement over the last inspection when children achieved, but did not exceed, these goals. When the attainment on entry is compared to the standards reached at the end of the Foundation Stage and Year 2, it is clear that pupils achieve very well. This is confirmed by observations of the level of challenge and application evident in most lessons seen.

8. The school has set itself targets for future performance within its improvement plan. These are well based, being challenging but achievable, and the school is making good progress towards their achievement.

Pupils' attitudes, values and personal development

9. The previous report indicated that most pupils had positive attitudes, but some pupils were inattentive and attention seeking. Behaviour was variable with some verbal bullying and some older boys challenging their teacher. As shown by its present aims and objectives, the school now has high expectations of the attitudes, behaviour and personal development of all its pupils, and standards have shown very significant improvement since the last inspection report. Parents consistently show a very high level of endorsement of the behaviour standards within the school.
10. From the early years onwards, the pupils, staff and the parents are bound together as a strong family unit with a clear Christian ethos. The prevailing joyful ambience is extremely conducive to promoting a very effective teaching and learning environment as pupils are very happy to attend school. In the reception class, pupils listen and respond well to their empathetic teacher and support staff. There are very few tantrums, and pupils are sensible and quickly relate to the need for good order. Their well-developed social skills assist their abilities to share and take turns.
11. At Key Stage 1, pupils are aware of their commitment to school. Their calm and purposeful moods continue throughout the school day, and allow the school to function efficiently with well-embedded routines. All pupils have very good attitudes, are keen to work, and have made the link between hard work and good outcomes. Their obvious enjoyment and enthusiasm for lessons allows them to persevere with tasks that are difficult. They respond sensibly and well to a range of teaching styles and strategies which the mixed age group classes can demand. They settle to tasks individually or in groups, and they are interested in all aspects of the school agenda.
12. The behaviour of the pupils throughout the school is good and very few aspects of poor behaviour were observed. There is a common understanding of what constitutes good behaviour, so that classrooms can exhibit a calm and productive work atmosphere for most of the time. Only very occasionally do noise levels reach a level which inhibits good learning. The discreet and clear control demonstrated by all staff means that pupils rarely over react. There are no displays of sulking, tantrums, or rough behaviour. However, pupils can become over excited by the flair of some aspects of the very good teaching, which brings real participation to lessons, and they will shout out in their enthusiasm to please. Around the school, pupils are very aware of self-discipline so that behaviour out of the classroom is usually very good. Neither bullying nor bad language were observed and the school has not had the need to keep a historical record of any inter-personal conflict. There has been only one exclusions and no theft in the last three years, and there are no accidents which can be attributed to any poor behaviour by pupils.
13. The quality of relationships between adults and pupils, and older and younger pupils is very good. Staff present very good role models and there is consistent evidence of trust and empathy. The pupils genuinely value each other, respect each other's opinions, and can work together amicably. They confer with each other on tasks and assess their own work, for example, in producing art and design and technology work. They share resources with one another, and are courteous, polite and helpful. Boys and girls play well together. The pupils welcome visitors to the school easily, engage them in conversation, and communicate their obvious pride in their appearance, their work, their class, and their school.
14. The personal development of the pupils is very good throughout their time in school. This is a very caring society where pupils are encouraged to take responsibility from an early age. This effectively builds their self-esteem. They quickly settle into class routines and systems within the reception class, so that they can react safely within the school space and the surrounding

countryside. Pupils are encouraged to 'have a go' without fear of failure and the use of stickers for showing good behaviour and initiatives has a strong whole-school focus, supporting the personal development of the pupils well. Pupils are delighted to see their friends' success in their school lives and are very appreciative when listening to pupils talking about their lives and achievements outside the school. All pupils display a well-developed sense of moral and social awareness. The accolades, given by an independent coach, regarding the sportsmanship and attitudes of the school football team at a recent inter-school football competition are a testimony to the strength of the provision in this area.

15. The previous inspection report indicated a very good level of attendance. Against present national norms, the school's attendance is consistently good. All classes have attendance levels well above the national average and many pupils have exemplary attendance throughout their time in school. Unauthorised absence is minimal: family holidays within the school term are a major reason for authorised absence. The staff take registers efficiently at the beginning of each session and this period of the day is a pleasant social occasion. Registers are completed in a statutory manner and display the seriousness of the school to attendance and punctuality issues. The vast majority of pupils are punctual in arriving at school and lessons begin promptly. The school receives sufficient regular input from the educational welfare officer, who has had a long and productive association with the school. There are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching in the school is good, leading to good learning in lessons. This is a significant improvement since the last inspection. At that time, teaching was satisfactory overall with the teaching in nearly a fifth of lessons being unsatisfactory. There was very little very good teaching at the last inspection. At this inspection, no unsatisfactory teaching was observed and over a quarter was very good or better, with two of the thirty graded lessons being outstanding. Over two-fifths of teaching was good. This improvement in teaching has been the main reason for the improvement in standards in subjects compared both with national trends and with those seen at the last inspection.
17. The teaching to children in the Foundation Stage is very good overall. This gives them a very good start to their education as they learn the routines and conventions they will need throughout their school careers. Activities are well planned so as not to be overlong. As a result, a rapid pace is maintained in lessons and children's attention does not wander. This means that their learning is enhanced because they spend the maximum time working. The good relationships mean that managing behaviour is straightforward and this, too, means that pupils remain on-task for much of the time. The sum total of these features means that pupils learn very well, make rapid progress and are well prepared for the rigours of the National Curriculum in Year 1. For example, the structure of the National Literacy Strategy was effectively used in an amended form as children enjoyed the big book with the teacher. The time for this was very well judged so that pupils' attention was retained as they moved to small group work. Some of these activities were led by classroom assistants who engaged the children in conversation about the task: 'Which hole does the water come from first? Are you sure? Look again!' 'How does the mixture feel? Is it rough or smooth?' This effectively promoted pupils' language development alongside the learning about water and mixing that was the prime focus of these activities.
18. Teaching in Key Stage 1 is good overall, with significant amounts of very good teaching and some outstanding practice. Teachers have a clear understanding of the subjects they teach and this enables them to set tasks that are particularly well matched to pupils' needs. The grouping arrangements for English and mathematics, in which the two year groups are taught separately with support for the resultant oversized Year 2 class, have been effective in ensuring these pupils receive challenging work. Even when they are taught as mixed age classes, careful planning ensures that all are catered for. This happened in a mathematics lesson for Years 1 and 2. Whilst both year groups were working on odd and even numbers, Year 1 pupils concentrated on their identification, and Year 2 pupils considered the much more sophisticated problem of how to

predict what will happen when, for example, two odd numbers are added. Parents had been concerned that the older pupils might not be challenged enough when in classes with younger pupils. Due to the quality of planning and teaching, these fears have not come to fruition. The provision of an extended writing session, as a planned response to the relatively low numbers of pupils gaining the higher writing levels, has also been very effective. In the lesson observed, excellent teaching moved pupils on at a rapid pace. A very well chosen poem was excellently read to the class as a stimulus. This immediately captured the attention of all of the class, especially the boys. Pupils were given story planners so that they were able to get right down to the task in hand. As a result of the teacher's discreet guidance and questioning, pupils quickly began writing, applying considerable effort, using their prior knowledge to make attempts at spelling new words as well as using dictionaries. This lesson was particularly successful because the class teacher's evident interest and enjoyment of the written word infected the class. They had worked so hard that many were already operating within the expectations of Level 3 of the National Curriculum – significantly better than might usually be expected. Of course, not all teaching can be this exciting, but even the more workmanlike lessons are well planned and paced with tasks that interest and challenge pupils. Overall, the national strategies for literacy and numeracy are well implemented and the teaching of both literacy and numeracy is good.

19. The very best teaching exhibits a real flair. Examples include enlivening geography by following the travels of Theo Bear around the world and communicating with him by e-mail, and history by dressing and acting in role as Mrs Pepys to show pupils how people's lives were different in the past. Skilful questioning enabled pupils in these lessons to work out facts for themselves by a process of deduction. However, the excitement these lessons engender can occasionally be a disadvantage; in most the atmosphere of excitement is effectively converted to one of quiet industry. However, sometimes pupils get over-excited with the effect that the pace can become slower as the teacher needs to bring pupils back onto the task in hand. In an excellent music lesson for Year 1, pupils made very good progress: by the end of the lesson they had listened carefully as they identified which instruments made long and short sounds, clapped out pulses and rhythms, sung a new song, accompanying themselves with 'body percussion' and worked socially in groups, all in forty-five minutes. This level of learning came about through outstanding specialist direct teaching, supported by high expectations and very good behaviour management.
20. All pupils now have targets to work towards. The provision of these is in its early stages as yet. All pupils, regardless of whether they have a special need, are very able or are at the early stages of fluency in English, are appropriately challenged in lessons carefully planned and evaluated for that purpose. Teaching is good in almost all subjects of the curriculum in Key Stage 1, the exceptions being the gymnastics lessons observed in physical education, where it was satisfactory, and information and communication technology, where a secure judgement could not be made.

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

21. A broad and balanced curriculum is provided for all pupils in the Foundation Stage, that is, in the reception class. The curriculum planned for children of this age includes all the recommended areas of learning. The opportunities provided support children in making very good progress and effectively promote the children's knowledge, understanding and skills. This is an improvement since the last inspection.
22. The school has a broadly based and balanced curriculum at Key Stage 1. The curriculum is currently being adjusted to take account of the new requirements for the foundation subjects in the National Curriculum. Medium term plans are already in place for the current term and are in preparation for the spring and summer terms.
23. The development of literacy and numeracy is well supported through the school's very good approach to the National Literacy Strategy and the National Numeracy Strategy. Particular

attention is being given to the development of extended writing. To promote this, lessons are planned which stimulate pupils to write at length, to review and improve their work. Work in other subjects enhances the further development of both literacy and numeracy very effectively.

24. The school uses the Qualifications and Curriculum Authority schemes of work as guidance for all other National Curriculum subjects. The curriculum is interesting for the pupils and makes good use of the local area, particularly for studies in history and geography. The school is planning carefully for progression and is devising a two-year rolling programme so that there is no unnecessary repetition of work for pupils in mixed-age classes.
25. Due attention, albeit informal, is given to pupils' personal development. Sex education is taught, and the school is formalising its personal, social and health education programme which will include citizenship. The school makes good provision for the equality of pupils' access to the whole curriculum. For example, a child learning English as an additional language is given good support in class. Good use is made of extra teaching support for literacy and numeracy in Year 2. Pupils learn to swim, using the school's own learner pool and later the full sized pools in Guildford. Pupils in Year 2, who have a particular interest, learn to play the recorder during the lunch time club or French in the French club. Those who enjoy football receive coaching after school in a football club.
26. There is good provision for pupils who have special educational needs. Careful attention is paid to meeting the needs of all pupils within the planned curriculum. The good support that the school receives from its support assistants ensures that this aim is substantially achieved. The Code of Practice is being followed well. Programmes of work in individual education plans describe the work to be done and the targets for improvement. Regular reviews are undertaken to assess progress. The school ensures that all pupils who have special educational needs have every opportunity to succeed.
27. The curriculum is enriched by the visits of theatre and music groups to the school and by pupils' own participation in events such as the Godalming Music Festival. The links with the local community are good and contribute well to pupils' learning. A notable example of this is the Story Sacks which are used to support home reading. Some of these have been sponsored by local firms, and parents, grandparents and other friends of the school have sewn the sacks, making them both substantial and attractive. Although some parents' felt that the range of extra-curricular activities was not wide enough, the inspection team judged that the activities on offer are entirely satisfactory for pupils of this age.
28. The school makes good provision for the spiritual, moral and cultural development of pupils and very good provision for their social development. Pupils respond well in each of these areas.
29. Spiritual development is effectively promoted in the curriculum through an appreciation of the wonders of the natural world, for example, when looking at art and when listening to music. There are opportunities for reflection when pupils say their own prayers. They were seen to empathise with a mother in the news, whose small child was recently lost for a whole night. The Christian ethos of the school is evident in the way assemblies are conducted. Candles are lit as a focus for the pupils and as a reminder that this is a special occasion.
30. Pupils understand right from wrong and this is shown by their good behaviour. The vast majority move about the school with thought for others. There are few rules that are on display and those that are have been formulated by pupils and teachers together. Good conduct and work are recognised. Pupils show respect for each other and for materials. The school is successful in promoting moral development. This is an improvement since the last inspection.
31. Pupils' social development is very good. The best evidence for this assertion lies in the outcomes observed. They collaborate well in groups. This was evident when groups of pupils worked together on science investigations, deciding how they could collect and record the information they needed. Younger pupils are expected to share musical instruments and play them together, and do so. About the school, pupils hold doors open for adults, respond in a polite way when

spoken to and are mature and sensible when questioned. Older pupils take some responsibility for helping within the school. They also link with individual children in Reception, helping them to settle in.

32. Cultural development is promoted successfully through the curriculum. Pupils study and copy the work of well-known artists, such as Picasso, and paint in the style of the aboriginal art of Australia. Cultural development is also promoted through drama and music activities where pupils perform and enjoy theatre and music groups who visit the school. A member of the local community has talked to the children about the Chinese New Year and other traditional customs. The school's selection of books includes traditional stories from other countries and cultures. The multicultural curriculum is well represented in the school's work. This is an improvement since the last inspection.
33. There are satisfactory links with the junior school to which most pupils transfer. The needs of pupils are discussed and the infant school receives some feedback on how well their former pupils have settled into their new school. Good links also exist with the nurseries and playgroups from which pupils come.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The previous report indicated that the area of support, guidance and welfare was generally satisfactory, but that assessment was not used sufficiently and monitoring procedures had weaknesses. Since the last inspection, the school has improved many aspects in this area and it now gives overall good support and guidance for the welfare of its pupils in line with its stated aims. This positively contributes to the good progress and development of all pupils. Although there have been recent additions to the staff, their constant contact and proximity to the pupils throughout the day, within a small village school, ensures that they gain a very secure knowledge of all their pupils. This is further reinforced by the frequent meetings of parents and staff, at either end of the school day. The headteacher and her colleagues accept their pastoral role with enthusiasm, diligence and real sensitivity. Pupils feel well supported within this happy community without any loss of their independence. Parents in turn feel that the school is a safe, sensitive and caring environment, which they trust and value.
35. The educational and personal support and guidance for all pupils is very good. The knowledge and ability of the headteacher and staff to design individual strategies for each pupil are very effectively supported by systematic procedures for monitoring academic progress and development. All pupils are tracked from entry to the reception class, using Surrey baseline screening, through to transfer to junior school. Assessment records in the core subjects and information and communication technology, are generally satisfactory, containing targets for each pupil, but are not yet being marked against more recent portfolios of well-moderated work for each subject. Although skills and attributes are assessed well in the more subjective areas, there is not a whole-school formal tracking system for pupils' personal development, and this area depends on more informal methods and the exchange of verbal information at staff meetings. As a result of its considerable efforts to underpin all pupils, the school can focus outside professional agencies, as necessary, for the very few pupils with special educational needs. The school has a high quality provision, promoted by good individual educational plans that include attainable targets which are reviewed termly with parents. The school has made good use of assessment both in the short term to influence lesson planning, and in its long-term strategies, such as the development of extended writing, which is yielding good results. All pupil-based information is updated well by the school secretary, and is sufficiently focused and meaningful to support any emergency.
36. Although many of the support, guidance and welfare policies are long established, they remain sufficient to guide and underpin the school's actions. They are implemented consistently across the school and with a good understanding by staff, including those new to the school, to produce the desired results. The school welcomes outside agencies to support the pupils on a routine basis or if there are specific problems. The school nurse has an effective relationship with the school and the educational welfare officer has had a long and productive relationship. The school

has a satisfactory provision for child protection issues and is very vigilant to any problems, occasionally supported by parents' input. The headteacher still awaits formal training in child protection after two years of her headship, so that the reception teacher, who is already trained, is the nominated person for this feature. Inevitably, new teachers have had little time to be trained since their arrival at the school. Presently, there are no pupils on the child protection register.

37. The school has very high expectations of behaviour, and its procedures for monitoring and promoting this feature are good and totally appropriate to a small school. Hence, these procedures are consistent and applied with a light touch that does not impede the development of relationships between the teacher and pupils. The headteacher's determined but sensitive focus on this important issue has a universal influence that produces very good outcomes. Pupils are actively engaged in the development of class rules and this has been extended to the development of the home-school agreement. However, the accent is on self-discipline and mutual respect so that pupils are trustworthy in all situations and understand the significance of good behaviour within the context of their own personal development. The close proximity of good adult role models throughout the school day undoubtedly has a very positive effect on the pupils. The school has minimal displays of school or class rules, but has appropriate awards and sanctions in place. Stickers awarded by the headteacher in celebration assemblies are simple but effective motivators and greatly prized, and these assemblies are joyful occasions that raise the self-esteem of all pupils. The school is developing circle time activities to provide some personal, social and health education and pupils show good maturity when discussing behavioural issues. However, these do not take place in all classrooms as not all staff have received training in delivering circle time yet, although it is planned. The school is very vigilant in detecting any poor behaviour in the school or in the community, and has been very effective in eliminating any bullying or inter-personal conflict.
38. The headteacher undertakes a daily supervision of attendance and punctuality, and procedures are very good and have produced good results over many years. Consequently, unauthorised absence is at a very low level. Parents are very aware of their statutory obligations and both pupils and parents are determined to attend school at the start of the day. However, the incidence of parents requiring holidays within the term is very high, despite the school's best efforts.
39. The school is a safe environment for all pupils and staff, as evidenced by the very low level of accidents. The school has a sufficient complement of first aiders, so that emergency procedures are effective, within limited facilities. Health and safety procedures are good under the guidance of an enthusiastic parent governor. At the time of writing, the school is awaiting its previously organised risk assessment. There are very few minor health and safety points, which have been fed back to the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The previous report indicated that parents were satisfied with the school in most aspects. Parents' concerns then were concentrated on the handling of complaints and information on children's progress. Parents continue to express a good level of satisfaction with the school and this has been consistent over many years. Most parents recognise and value the efforts of the headteacher, staff and the governors in developing many areas of the school. However, the implementation of the changed class structure at Key Stage 1 has caused anxiety amongst some parents, which the school has not been able to alleviate in the short term. These parents feel frustrated as they feel they have not been sufficiently consulted so as to be able to influence the situation. Consequently dissatisfaction levels are raised. There are presently two areas of significant dissatisfaction – parents do not feel well informed about pupils' progress and they feel there is a lack of an interesting range of activities outside lessons. In both areas, the inspection team judged that the school is sensitive to the demands of highly aspirational parents and it does not suffer in comparison with other schools. Parents enjoy very good access to the school at any time to talk about their children's progress, both formally and informally, whilst the surrounding ambience of the village and countryside adds to the rich agenda which the school provides.

41. Although the aims and objectives of the school are almost totally pupil-centred, the school has a well-developed policy for developing its links with parents. Despite the implementation of a strategy of mixed age group classes affecting their relationship with the school, there are indications that these relationships can be quickly restored, as parents are reassured of the abilities of the teachers in maintaining standards. Parents still continue to support the school in many ways, so that overall the links have been maintained at a satisfactory level through a period of considerable strain. Parent volunteers provide assistance both inside and outside the classroom on a regular basis. Both parents and various organisations within the parish have produced a good number of story sacks, which are well used. Governors who have children at the school are enthusiastic, hold positions of real responsibility to support the headteacher's workload, and show a good knowledge of the future challenges for the school. The School Association is a thriving organisation, mainly devoted to substantial fund raising and is an essential element in promoting and developing the happy family ethos that pervades all aspects of the school community. They are very hardworking and beneficial to the school, both financially and in terms of the integration of all parents.
42. The quality of information for parents is good. Both the prospectus and the annual governors' report to parents are documents with good presentation and contain all the required points of statutory information. Policies and procedures have been well written over many years, but parents could benefit from their display in the school if sufficient space can be generated. Other written communications are sufficient and respectful to the role of parents, and give them sufficient time to react. The newsletters are particularly effective in giving parents a good insight of the school. A major strength of the school's present communications with parents is its commitment to be welcoming and listen, and try to reduce parent's anxieties on perceptions of the school strategies. Informal communications are flourishing, particularly at the end of the day in the school playground or in classrooms, so that any problems can be resolved. Historically, all formal open evenings are well attended including the annual governors' meeting for parents. The annual progress reports to parents are satisfactory. They give comprehensive and perceptive feedback into pupil's abilities in all subjects of the national curriculum, but include targets only in English and mathematics. They lack space to allow pupils to contribute to their own report.
43. The growth of the educational partnership is a very good feature of the school, but occasionally some parents are reticent in giving the school sufficient credit in developing their children, particularly in reading and spelling. The majority of parents have signed the home-school agreement, but there is not a unanimous agreement regarding its usefulness. The school has given instruction in the strategies for literacy and numeracy for all parents and they receive a view of topic work through the curriculum timetable. Most parents approve of the present homework arrangements, but the number of parents dissatisfied with aspects of homework is growing. Reading diaries are well used by parents and have a beneficial effect on standards. There is a close collaboration with the parents of pupils with special educational needs and together they produce meaningful individual educational plans with targets which produce good progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. At the time of the last inspection, the school was well led and managed. The school offered sound value for money and operated efficiently. There were sufficient staff and resources. Although the accommodation was satisfactory, the then newly-acquired outdoor area for children in the Foundation Stage needed further development. Since then, there has been a change of leadership and the strengths have been built on while the few weaknesses identified have been dealt with. This represents a good improvement in this area.
45. This school is very well led. The headteacher and senior staff provide a clear sense of direction to the school's work. The governing body is very effective in fulfilling its responsibilities. The school monitors its own performance very well, taking swift and effective action. The funds available to the school, including grants for specific purposes, are used efficiently. In its dealings with suppliers and in its comparisons with other schools, the school applies the principles of best value

effectively.

46. The leadership within the school is very effective in setting the purposeful ethos which was observed in classes. The school's aims are entirely appropriate for a church school and concentrate on providing a happy, caring atmosphere in which pupils can thrive. The joyful atmosphere in many classrooms and the excitement with which pupils enter into activities are evidence that the school fulfils these aims most effectively. The school supports its aims very well with objectives concerning standards in the National Curriculum. These are also clearly visible in the well-planned lessons and high standards observed. However, the role of curricular co-ordinators as middle managers is under-developed. Whilst most act effectively as consultants for their colleagues, their role in the monitoring and development of their subjects, particularly relating to the quality of the teaching, is in its early stages of development. Plans are in hand for a more flexible approach in the forthcoming year, which, if implemented, should address this issue.
47. The governing body meets regularly and has an appropriate committee structure. Meetings are minuted and an analysis of these minutes shows that issues pertinent to the school are discussed thoroughly. All statutory requirements are fulfilled. Consequently, the governing body is very effective in fulfilling its statutory role. Through its links with the local and church communities, the governing body helps to ensure the school progresses appropriately. Governors gain a good understanding of the school and know it well, including areas of strength and weakness through their own direct monitoring and from reports from the headteacher. It operates effectively as a critical friend to the school.
48. The monitoring of teaching overall is good, but is principally completed by the headteacher. Test results are also analysed and it was this analysis of the 1999 writing results for Year 2 that indicated that the higher attainers in the school were underachieving in this area even though the proportion of pupils gaining the higher level was about average. The school's concern came about when studying the comparison with similar schools. This showed that the proportion of pupils gaining the higher level in writing was below average compared to those schools with a similar intake. It was also well below the proportions in the school gaining the higher level in mathematics and science. Immediate and effective action was taken with the effect that the proportion gaining the higher level tripled in 2000. The school has adopted an appropriate performance management policy and is in the process of implementing it.
49. The school's improvement plan is a very good document. It clearly identifies the areas for development and these are entirely appropriate. All of the areas which the inspection team considered as needing improvement were already present in the school's planning for the coming year. Each curricular co-ordinator also has a subject action plan. Whilst the implementation of these should improve provision, they do lack the same level of rigour. Nevertheless, the implementation of past plans and the accurate identification of the school's current position show that the school acts very well to meet its targets and that the staff share a good level of commitment to the school's future success. The main school plan is costed and the budget is constructed carefully with the priorities in the improvement plan clearly in mind. Budgeting is rigorous and day-to-day administration is very effective. However, the computers for the administrative use are beginning to show their age and, whilst their use is satisfactory, there is scope for more efficient use of technology to support administration. For example, very few payments are made electronically, and registers remain on a totally manual system. However, the rigour with which the budget is constructed and monitored, by the administrative officer, the finance committee and the full governing body, ensures that all funds are used appropriately, including those earmarked for specific purposes.
50. There has been significant upheaval in the school in the last few months, partly because of the need to appoint new staff but also because of the need to deal with an overlarge group in Year 2. The school has a good match of teachers and other staff and they are used efficiently in the school. The arrangements for teaching Years 1 and 2 have proved effective and parental concerns in this area have proved groundless. The school received additional teacher time to help support the provision of smaller classes in line with the local authority's policy. This has been used efficiently to allow for the teaching of English and mathematics in mainly single age groups. The

new staff were well supported as they settled into the routines and systems of a new school. They are now beginning to contribute to the school's wider work.

51. The school's accommodation is adequate for the purposes of the National Curriculum. Although it lacks a hall of its own, the arrangement to use the adjacent village hall is a useful one and allows for indoor physical education, lunches and assemblies to take place with a minimum of fuss. The outdoor accommodation is particularly impressive, including a small training swimming pool for use in the summer months. This has recently been refurbished with support from the Parents' Association. The outdoor area for children in the Foundation Stage was criticised at the time of the last report. This is now much improved and provides a very well planned area to support all six areas of learning. The school is well resourced overall to teach the National Curriculum.
52. Pupils in the school achieve very well with the support of motivated and aspirational parents. They also have very good attitudes and behaviour. These come about through the good provision, in particular, the good teaching. Leadership of the school is effective and very good improvement has taken place in the period since the last inspection. These summary judgements indicate a school that is extremely effective in its work. This is achieved at a cost which is a little above the national average; nevertheless, the school offers good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. This is a very effective school with no areas of significant weakness. Nevertheless, the governors, headteacher and staff should consider the inclusion of the following minor points in their action plan:

- Ensure that planning for the newly amended National Curriculum is completed and that it is sufficiently flexible to account for variations in group sizes in future years
(See paragraphs 22, 24, 27, 80)
- Review the monitoring of pupils' personal development
(See paragraphs 25, 35, 37)
- Further develop the provision for personal, social and health education through staff training
(See paragraphs 25, 37)
- Consider how curricular co-ordinators' roles as subject leaders and monitors of standards can be strengthened.
(See paragraphs 46, 48, 76, 80, 89)

These points have already been identified in the school's improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	20	43	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	NA	90
Number of full-time pupils eligible for free school meals	NA	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	NA	1
Number of pupils on the school's special educational needs register	NA	9

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

Attendance

Authorised absence

	%
School data	4.9
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
	1999	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	16
	Girls	13	13	13
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	97 (100)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	13	13	13
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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	96
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	20.5
Average class size	22.5

Education support staff: YR– Y2

Total number of education support staff	3
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	NA
Number of pupils per qualified teacher	NA

Total number of education support staff	NA
Total aggregate hours worked per week	NA

Number of pupils per FTE adult	NA
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	196355
Total expenditure	197520
Expenditure per pupil	2102
Balance brought forward from previous year	4505
Balance carried forward to next year	3340

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	31	51	4	0	15
Behaviour in the school is good.	50	46	0	0	4
My child gets the right amount of work to do at home.	31	50	9	4	6
The teaching is good.	48	46	2	0	4
I am kept well informed about how my child is getting on.	16	42	27	5	9
I would feel comfortable about approaching the school with questions or a problem.	63	34	2	2	0
The school expects my child to work hard and achieve his or her best.	51	42	2	2	4
The school works closely with parents.	37	50	7	4	2
The school is well led and managed.	42	53	2	2	2
The school is helping my child become mature and responsible.	52	45	4	0	0
The school provides an interesting range of activities outside lessons.	24	30	26	6	15

Other issues raised by parents

54. Some parents were concerned about the likely effect on their children of being taught in mixed Year 1 and 2 classes.

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 in the Foundation Stage get a very good start to their education in the reception class. Very good teaching in a rich environment allows them to learn very well and prepares them well for the National Curriculum. By the time they enter Year 1, most children exceed the targets set in the Early Learning Goals, and attain well above those expectations in the areas of communications, language and literacy, and mathematical development. These summary judgements represent very good improvement since the last inspection.
56. The reception class is housed in its own annexe with a carefully planned outdoor area. This enhances the curriculum on offer. The outdoor area was criticised at the last inspection as having insufficient equipment, although it was acknowledged that the development of this area was planned for in the school development plan. This improvement has now taken place to provide a very rich outdoor environment which supports learning in all six areas, and not just that of physical development. There is still no covered outdoor area, but this is planned for in the current school improvement plan. The curriculum in reception is based firmly on the recommendations of the Qualifications and Curriculum Authority. Planning is very good and takes account of the staff's knowledge of the children gleaned from direct observation and from the results of the baseline assessments, which are completed in the first half of the autumn term each year. This forms the foundation of the very good teaching that was observed. Of the six lessons observed, four were judged to have very good teaching and in the remainder, teaching was good. The consistently good features observed included high expectations of children's attention, work-rate and behaviour, very good organisation of group work, brisk pace with well-judged lengths of segments and good levels of teamwork between the adults present. These factors combine to enable young children to concentrate on the tasks in hand without becoming restless and, as a consequence, their learning is enhanced. The teacher's relationships with the children form the basis of behaviour management through mutual respect. Children actively enjoy the work on offer – it is not unusual to enter the room and hear peals of spontaneous laughter as children discover something new to explore. This adds to the ethos of a joyous place, which also contributes well to the children's spiritual and social development. The quality of the teaching observed is significantly improved over the observations at the last inspection when teaching was judged satisfactory overall.

Personal, Social and Emotional Development

57. Pupils settle very quickly into the routines of the reception classes and thoroughly enjoy coming to school. The good progress that they make during the year reflects the skilful teaching in the reception class where children are constantly encouraged to feel confident about their achievements and positive about their goals. They work and play together well and show interest and involvement in all activities. Their attitudes and behaviour are very good. They are helped to know the difference between right and wrong and acceptable and unacceptable behaviour and to understand the impact of their actions on others. They are learning to show respect for the feelings, values and beliefs of others. They are encouraged to develop personal responsibility. Their relationships with one another and with adults are very good. Overall, children are on course to exceed this goal.

Communication, Language and Literacy

58. Children are assessed on entry and offered tasks that match their particular needs. In particular, all children know that books convey information and that writing runs from left to right and from top to bottom. They respect books and handle them carefully. All can 'read' picture books, discussing the story from the pictures, and are developing the skills of prediction. The majority is also beginning to recognise simple words and about half successfully read along with the teacher in literacy lessons. Emergent writing is well established with many opportunities to practise the joined script taught throughout the school. Speaking skills are generally well developed, and

children are confident to initiate conversations. Although they generally listen attentively and closely, listening skills are not quite up to the same level. Nevertheless, the children are on course to considerably exceed the early learning goals in this area.

Mathematical Development

59. Children are on course to substantially exceed the early learning goals in this area. Children already recognise and name the numerals to ten and accurately match them to the appropriate number of objects. Pupils weigh ingredients for cakes, watching the dial and printed numbers carefully. They are beginning to use the vocabulary of mathematics, including words like 'in front' and 'behind'. The vast majority is able to at least trace the numerals, and most succeed in drawing them independently. Knowledge of shape and colour is well promoted in the colourful displays in the room. Computer programs are used effectively to reinforce children's knowledge of number.

Knowledge and Understanding of the World

60. Children learn about the world in a variety of activities. They watch intently as water pours from holes in bottles and begin to gain an understanding of how it behaves under pressure. They control the class computer using a concept keyboard, standard keyboard and mouse with appropriate accuracy. They also use tape recorders to listen to stories. Children have responsibility for an area of the garden in which they plant seeds and bulbs and watch their progress. They understand the need for hygiene when cooking – one boy sneezed on the table during a baking activity and knew that it needed wiping clean. The classroom assistant leading this activity helped to develop scientific thought as she asked children about the changes of colour and texture during mixing. They are on course to exceed the expectations of the early learning goals.

Creative development

61. Children have a number of opportunities to experiment with paint, for example, when colour mixing. They use the role play area sensibly, acting in role in the office as they deal with one another and 'co-workers'. The analysis of work included examples of unaided painting that showed that children were beginning to control colour and use it to form outlines and shapes. Although not directly observed, the planning shows that children will have opportunities to make and listen to music as well as singing nursery rhymes and other learning songs. Children are on course to exceed the early learning goals in this area.

Physical Development

62. Children are on line to exceed the expectations of the early learning goals. This is an improvement since the last inspection when provision for outdoor experience was judged to be impeding children's physical development. As already discussed, this weakness has been wholly dealt with in the intervening period. Children use scissors, pencils and crayons with dexterity and accuracy. They are able to, for example, form letters and numbers – at the time of the inspection, one focus was the number seven and most children could draw it accurately, though a few did occasionally reverse it. When moving, children have an awareness of space and can move in different ways – for example, running sideways or on all fours in different directions. Even at this early stage in their school careers, children are well trained regarding the movement of physical education equipment and do so properly and safely. By the end of a lesson observed in the adjoining hall, the children had progressed to linking individual movements together with good control and co-ordination.

ENGLISH

63. There are high standards of attainment in English; particularly in reading. The National Curriculum tests at the end of Key Stage 1 for the three years 1997 to 1999 show pupils' performance to be very high in reading and well above the national average in writing, on the basis of all the levels achieved. In 1999 the percentage of pupils attaining the higher level, Level 3, was close to the national average. The school immediately and successfully addressed this, with the result that the percentage of pupils achieving Level 3 in writing rose from seven percent to twenty-two percent in the 2000 tests. At the time of writing there are no national comparisons available for 2000, but overall, the school is maintaining its high standards. Pupils' results are well above the average for similar schools. Girls have performed better than boys over this period. Teachers' own assessments show a similar picture to that of the standard test results.
64. The evidence of pupils' school work shows the present Year 2 pupils to be attaining well above the expectations for their age in both reading and writing. Standards in speaking and listening are also above expectations, though better in speaking than listening. Baseline assessment shows that attainment on entry is at the top of the average range expected for four-year-olds. Pupils, overall, make very good progress as they move through the school. This is due to good teaching and the good links between home and school. Pupils who have special educational needs are well supported in school and make good progress.
65. Pupils' speaking skills are well above expectations at the end of the key stage. Their listening skills, while not quite so well developed, are above what would be expected for pupils of this age. They answer questions thoughtfully and sensibly and share ideas very readily in discussions. At the end of a lesson, pupils often consider the work they have done and explain what they have learned. Pupils worked in a collaborative way on investigations, discussing as groups how the information required might be collected and displayed. Pupils listen attentively and politely to adults and to one another, but their eagerness to discuss together means that the teacher sometimes has to work hard to regain their attention in the middle of a lesson.
66. At the end of the key stage most pupils' reading skills are well above expectations. They read fluently and with expression. They use a range of strategies for accurate reading and make good use of their knowledge of phonics when they tackle unknown words or study the shared texts used during the literacy hour. They are able to retell what has happened previously in a story and sometimes can predict what will happen next. Pupils who were questioned could describe correctly how to locate particular information in the library and within a book.
67. Pupils' attainment in writing is well above the standard expected for their age. Pupils write for a suitable range of purposes, whether re-telling favourite stories, making up their own stories or writing about the life of a famous person, such as Florence Nightingale. Their writing is usually well organised and clear. In writing stories they pay attention to their shape and particularly to providing an interesting beginning. Many write stories which are of a good length. They are learning to read through their work to check it and many use basic punctuation confidently. Handwriting is practised regularly and pupils generally write the cursive script neatly and clearly. Pupils study the spelling of groups of words as part of their work in the literacy hour. They spell most common words correctly and, using their phonic knowledge, make logical attempts to spell others.
68. The quality of teaching is good overall, and sometimes excellent. It is never less than satisfactory. This is an improvement since the last inspection. Teachers have good subject knowledge and teach the basic skills very well. They have high expectations that their pupils will understand and achieve, and pupils nearly always respond well. The content of lessons is carefully chosen to interest both boys and girls. This was seen to very good effect in an extended writing lesson based on a poem about a monster called 'The Marrog'. The poem was very well read by the teacher and the enthusiastic pupils wrote their own monster stories at length and with evident enjoyment. Teachers manage their pupils well, encouraging them and setting individual targets for their further development. The lessons are well paced, so that interest is maintained.

The literacy hour lessons are well taught with teachers making the learning interesting for pupils. Good team work in the classroom enables extra teachers and support staff to give effective support to individual pupils. Such good teaching promotes an equally good quality of learning. Pupils respond well and do their best. The subject co-ordinator gives a good lead by the quality of her own practice and has contributed to the raising of standards in this way. Good opportunities for the use of the skills learned in the literacy lessons are provided in all other curricular areas, in particular, in history and geography.

69. Teachers assess pupils' attainments well. By detailed questioning in lessons they assess pupils' understanding. In marking their work, the teachers' written comments combine encouragement with guidance for further improvement. Spelling and reading tests give further information and the data from the tests at the end of the key stage are studied carefully. Any obvious improvement needed, as in the rather average percentage of pupils achieving Level 3 in writing in 1999, is addressed quickly and successfully. Currently, teachers are working to raise even further the standard of pupils' spelling and speaking and listening skills.
70. The school is well resourced to teach language and literacy. Good support is given by parents and the community. The home-school reading system is noticeably successful. Parents and others in the community have given time and money to the production of story sacks with story books, related games and toys designed to make reading even more enjoyable.

MATHEMATICS

71. Standards in mathematics are high because of good teaching throughout the school. There has been significant improvement since the last inspection.
72. The results of the 1999 National Curriculum tests for seven-year-olds show that standards in the school are very high, that is, that the school is in the top five percent nationally for mathematics. This is because the proportion of pupils achieving the highest levels is well above the national average. If the school is compared only to those with a similar intake the results are still well above average. At the time of writing, national comparisons are not available for the 2000 tests. Nevertheless, the school's high standards have been maintained with broadly similar results. Recent trends in results show the school is improving at about the same rate as nationally, though somewhat above the national picture. Girls generally have been outperforming boys in tests although this was not evident in classroom observations.
73. Inspection evidence supports these results. An analysis of completed work and observations in lessons clearly shows that many pupils in Year 2 are already working at the levels expected for the end of the year indicating that at present their attainment is well above that expected. For example, Year 2 pupils already have a clear understanding of place value in numbers beyond twenty and many can describe a rule for deciding whether numbers are even or odd. The most able pupils can show that the sum of an odd and an even number must be odd by considering children and teachers going on a trip in pairs and noting that the one without a partner before the groups amalgamate remains alone afterwards. They use similar reasoning to show that the sum of two odd numbers must be even as the two without partners beforehand can become partners afterwards. This is a significant improvement over the situation at the time of the last inspection when standards in class were only in line with those expected and pupils made satisfactory progress. Given that their attainment on entry to the school is broadly average, albeit at the upper end of the range, these levels of attainment represent very good achievement by these pupils. They are able to achieve so well because teachers have high expectations of what they will be able to do and the pupils apply themselves diligently to do it.
74. Pupils respond well to mathematics. Their attitudes and behaviour are never less than satisfactory and mostly good. When teaching is particularly exciting, pupils can become restless and call out in their excitement which is not always dealt with effectively. Nevertheless, pupils are usually attentive and, when the task is challenging, they work with great diligence. They work effectively on their own initiative as in the lesson cited above when they were considering sums of

odd and even numbers. In this lesson, the mood of excitement following the initial mental session was effectively changed into one of serious work by the teacher's use of a quiet, whispering voice to explain the group tasks. This set the scene for some very sophisticated thinking from the older pupils. Pupils' evident enjoyment of the activities of the numeracy strategy is having a positive effect on their learning as it allows the teacher to concentrate on the job of teaching rather than that of maintaining order. This is also an improvement as pupils' response at the last inspection was variable and sometimes unsatisfactory.

75. The principal reason that pupils do so well in mathematics is the quality of the teaching. It is invariably at least satisfactory; in two-fifths of lessons it was good and in a fifth, very good. When these judgements are considered alongside the quality of teaching and the levels of expectation seen in completed work, it is clear that mathematics teaching is good overall. At the time of the last inspection, teaching was satisfactory overall, ranging from good to unsatisfactory. At that time, unsatisfactory teaching was characterised by poor management of pupils and a lack of challenge. Both of these weaknesses have been addressed so that now pupils are managed well and tasks are closely matched to pupils' needs, including those with a special educational need. The methods of the National Numeracy Strategy are used effectively to produce, in the main, lessons that are fast-moving and engaging for the pupils. In the lesson observed when mathematics was taught to a mixed age group, considerable care was taken in the planning to ensure that all pupils were appropriately challenged. The tasks caught the imagination of the pupils who consequently worked very hard and learned at a rapid rate. Good features of lessons include the use of the initial mental section in which probing questions are effectively used to test and extend pupils' understanding of number facts and to introduce the main section. Teachers have high expectations both of what pupils can achieve in a lesson and of their behaviour. Pupils respond well to this so that they work at a good rate, very productively. In the better lessons, the lesson's objectives are shared with the class in a form they can understand and then referred back to in the closing whole class session. Occasionally, however, this section can be rushed and be of little value. This happened when a class became over-excited and the teacher did not ensure that all were listening as she shared the work and new learning of some groups. Nevertheless, when these sections are well used, pupils' learning is reinforced. The group sections are well planned so that all pupils have work that challenges them. This has the effect of making the management of the class easier as pupils really want to find the answers and complete the work. However, some worksheets are not used in a way that makes the identification of errors easy despite their worth in reinforcing pupils' knowledge. This happened when Year 1 pupils coloured in sections depending on whether the roll of a die was odd or even; the sheet did not require them to record the actual number they threw and consequently the written record of their work gave little diagnostic information to the teachers. Teachers plan opportunities for pupils to apply their skills across other areas of the curriculum. This was seen, for example, in science when pupils used the skills of measuring and data handling to display the results of their experiment and in design and technology when pupils were expected to measure and mark out their work.
76. The co-ordinator has been in post for a short time and has not an opportunity to make an impact on the subject. She has received training in the numeracy strategy and its implementation and has produced an action plan for the subject. This comprises a list of tasks to be completed. Although the achievement of the tasks in it is likely to raise standards, it lacks the precision and rigour of the school's improvement plan. Plans are in hand for the monitoring of standards in the subject by the co-ordinator, but this area of her role remains underdeveloped. The subject is adequately resourced to use the methods of the national strategy.

SCIENCE

77. Pupils in the school achieve well in science. Teachers' assessments in 1999 show that the proportion gaining at least the expected level was very high and the proportion gaining the higher level was well above average. The same is true if the comparison is restricted only to those schools with a similar intake. The results for 2000 show a significant increase in the proportion

gaining the higher level. Inspection evidence, taken from an analysis of pupils' work as well as observations and discussions in class, shows that currently pupils' attainment is above average, with the potential to improve. When their attainment on entry is taken into account, these findings indicate good levels of achievement. Pupils in Year 2 were able to design simple experiments to see if, for example, the size of an individual's hands and feet were connected. Although they used the skills of measuring effectively, they did not always appreciate that they were trying to discover if large hands implied large feet and vice versa. Nevertheless, they were able to make some predictions and, when prompted, were able to draw some conclusions in response to questioning from teachers. These findings are similar to those at the last inspection.

78. In the lessons seen, pupils responded well to science. They worked at their tasks with a will. Year 2 pupils worked independently in groups and organised themselves to carry out measurements and present their findings on charts. Year 1 pupils who were considering healthy eating were also able to work in groups together on a variety of tasks. Much was going on in this classroom and these groups did well to remain focused on their own tasks. Pupils behave well and the only slippage is when their excitement is not checked enough by the teacher and they begin to shout out.
79. Teaching is satisfactory overall with some good teaching seen. When teaching is good, a variety of well-planned activities maintains a brisk pace to the lesson. The technical vocabulary is used well. The lengths of individual segments of the lesson are well judged so that pupils' attention is maintained. Consequently, they work hard and their learning is enhanced. This happened when Year 1 pupils considered healthy eating. The tasks set caught their imagination and they were then able to consolidate their understanding of healthy foods and 'not-quite-so-healthy' foods. In other lessons, teachers have to work hard to rein in pupils' excitement and not all learn at the same brisk pace. Nevertheless, learning is never unsatisfactory for any group of pupils. These findings represent an improvement over the last inspection's findings when teaching varied from unsatisfactory to good.
80. The current co-ordinator took up the role on a temporary basis this year following the departure of the previous postholder. She is an experienced teacher and able to offer advice to others. The scheme of work is currently being revised to ensure that all pupils receive the same overall curriculum regardless of how classes are organised. The school recognises the need for a rolling programme and has started the preparation for this. Planning for formal assessment is in its early stages although the school has purchased sets of tasks that can be modified for use in the school. The co-ordinator has devised an action plan for the development of the subject. This is a useful list of tasks, but lacks the rigour of the school improvement plan. Little direct monitoring of standards has yet taken place.

ART AND DESIGN

81. Pupils attain levels in art and design which are above national expectations. This is an improvement since the last inspection. Pupils make good progress, extending their skills, for example, in pencil control and in appreciating the work of other artists. Pupils mix paints carefully and know the results of mixing certain combinations of colours. They successfully use a range of media, such as powder paint, pencil, pastels and clay. They work boldly and show good co-ordination and control. The close observation art work is of a good standard. Pupils carefully observe and draw faces with a sureness of line. Others draw class members with a good understanding of proportion and how limbs might look when people are sitting or skating. In work in three-dimensions, pupils have produced and painted colourful tiles. As part of their studies of Australia, pupils have produced colourful representations of aboriginal art.
82. In considering the work of well known artists, pupils in Year 2 have looked at Picasso and reproduced his style of work most successfully, using pastels. The medium was handled confidently. Pupils not only produced their own Picasso-like drawings but pointed out particular features, such as the use of contrasting colours to show the light and the dark side of the picture.

83. Pupils respond positively to their art and design work. Teachers provide plenty of materials and reference books and, in the lesson seen, pupils organised themselves quickly for the work they had to do. Teachers have good knowledge of the subject. The planned curriculum is interesting and provides pupils with a range of experiences and opportunities for skill development. There is no whole school system for assessment, but the school uses the guidance of the Qualifications and Curriculum Authority to assess the work of each pupil.
84. The school has a satisfactory collection of resources which it uses well.

DESIGN AND TECHNOLOGY

85. The previous inspection team had insufficient evidence to form any judgements about design and technology other than that all elements of the National Curriculum were covered and the subject met statutory requirements. It was possible during the current inspection to observe lessons in all classes and speak with pupils to form more definite judgements.
86. Standards in design and technology are above those expected in the National Curriculum. Pupils in Year 2 were seen designing and making wheeled vehicles. They had to make choices as to what purpose their vehicle was to be put and how the wheels and axles would be attached. They joined the materials accurately. Others were designing and making glove puppets. They stitched the two halves of their puppet together competently and made informed decisions about how they would decorate the completed puppet. Teaching, which is invariably good, leads to good learning in the classroom, and good levels of achievement.
87. Pupils respond very well to the subject. They take their tasks very seriously and work sensibly. For example, there was no inappropriate behaviour from the groups using needles and thread to stitch their puppet, just hard work and faces screwed up in concentration. Because the tasks themselves are carefully designed to catch the imagination of pupils, they work independently effectively, sharing the resources without fuss. Classrooms buzz with industry and activity. Pupils are very proud of their completed work.
88. All of the teaching observed was good. Lessons were well planned and resources readily available. Other adults were used effectively to give general support or detailed instruction, for example, when sewing. Pupils are given the opportunity to make their own choices, with a very discreet guiding hand from the teacher. This happened when pupils were deciding how to attach wheels to their vehicles. The good planning of the lessons means that the teacher's control can be invisible and so the pupils maximise their own input into their projects. Consequently they learn well by evaluating their work as it goes on.
89. The subject is well resourced. The policy and scheme of work are appropriate for the school and its pupils. The co-ordinator is able to offer informal support but has not yet had the opportunity to monitor directly the work in the school. Ongoing assessment is effective in ensuring pupils meet tasks with an appropriate level of challenge. However, more formal assessment is underdeveloped. There is a subject action plan, but this lacks the rigour of the school improvement plan.

GEOGRAPHY

90. The attainment of pupils at the end of the key stage is above that expected. They make good progress in the knowledge, skills and understanding necessary to be a geographer. This is an improvement since the last inspection.
91. Pupils look closely at their local area and make visits to the hop-fields. They study and understand plans and maps. From an aerial photograph they can identify main roads, houses and a school. They point out, on a map of the world, Great Britain, including southern England, and

countries such as Greece and Australia. They know that the world is not really flat, like the map, because one can fly around it. They know that some countries are hotter or colder than others and understand that the snow on mountain tops sometimes melts and brings water down into the valley. They observe carefully and can identify photographs taken in different seasons.

92. The teaching is good and pupils respond well. Teachers harness pupils' interest by linking studies of Greece and Australia with the Olympic Games. Teddy bears send back e-mails and other information to the classes as they travel around the world, visiting these countries and finally landing on a treasure island. Lessons are well planned and teach the skills in an interesting way for young children. All pupils questioned were eager to say what they had learned.
93. The school provides a curriculum which captures the imagination of its pupils. There are sufficient resources available to teach the subject and good use is made of the local area for visits.

HISTORY

94. The attainment of pupils at the end of the key stage is above expectations. This is an improvement since the last inspection. Pupils understand that there are differences in the way people live now and the way they lived in the past. They know that there are various sources of information about the past. They enjoy walks through the village for first hand experience; looking at the older houses. They use reference books and look in detail at photographs. They know that years ago people on farms used horses and carts and now have tractors. Pupils have a good knowledge of the lives of famous people and can, for example, re-tell the story of Florence Nightingale. They can describe the conditions for soldiers in hospitals during the Crimean War before she arrived, understanding that there were reasons for her determination to improve their lot.
95. Pupils show their developing sense of chronology by placing events that they have been learning about in order. In discussion with their teacher, one class recalled that Florence Nightingale lived to be ninety and died before the start of the first world war. Pupils make good progress in the knowledge and understanding of history.
96. The teaching ranges from good to very good and is good overall. Teachers make the lessons interesting for their pupils. As an example, in studying life in the seventeenth century, pupils learned about the Great Fire of London and their experience was enhanced by the teacher dressing in seventeenth century style clothes as Mrs Pepys. In amongst the many facts that they learned, pupils found out that children dressed differently from the present day and that clothes had no zips or Velcro, but had to be laced. Pupils are keen to learn about the past. They behave well, ask many questions and listen attentively.
97. The history curriculum is well planned to teach the knowledge and skills required of budding historians. Pupils have the opportunity to study artefacts. For example, as part of the school's programme of work, pupils have engaged in an 'archaeological dig' set up by their teacher, where they unearthed and studied various objects of interest.
98. Teachers encourage pupils to consider what they have learned through discussion at the end of a lesson. This helps teachers to make their own assessments of progress. In lesson planning, teachers consider beforehand what they want the class to learn. Work is then well matched to the interest of the class.
99. Good use is made of resources, both within school and the local area.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. It was not possible to observe any lessons specifically given over to information and communication technology. Judgements are therefore based on a scrutiny of completed work and

displays, teachers' records, and formal and informal discussions with teachers and pupils.

101. Standards in information and communication technology at least meet the expected standards for the end of the key stage. Pupils confidently control the computer using the mouse and keyboard and produce, for example, self-portraits by combining given elements, which are then saved and printed. Pupils are able to use simple word processing software. They know the names of the constituent parts of a computer. Pupils in Year 2 are supporting their learning in geography by following the travels of 'Theo Bear' through his e-mails to them. They have also e-mailed him with questions about his current locations. Teachers keep clear records of which pupils have experienced different elements so that equality of opportunity is assured. Pupils work well in pairs and individually and enjoy using the computers. A secure judgement on teaching is not possible, but the progress that pupils have made since joining the school shows that overall teaching is at least satisfactory. Teachers know the hardware and software that they use well. However, there are areas that require further development, for example, the use of the machines to support data handling in science and mathematics. Nevertheless, access to the computers is well planned and so pupils have adequate opportunities. Pupils' learning is well supported at home in many cases. All of these judgements are broadly similar to those made at the last inspection.
102. The scheme of work is appropriate. However, formal assessment is not yet a feature of the school's work and is recognised by the school as an area for development. The co-ordinator is knowledgeable and able to offer support and advice to colleagues. She has an action plan containing appropriate priorities but which is not directly linked to the school's overall improvement plan. The subject is adequately resourced in terms of hardware and software, including concept keyboards. All statutory requirements are met.

MUSIC

103. Only one music lesson was taught during the inspection. This was observed. In addition, pupils were heard singing in assembly and audio tapes were heard of Year 2 pupils making music. Judgements about standards are based on this evidence.
104. By the end of the key stage, pupils are attaining standards in line with expectations at the end of the key stage. Pupils are able to make short and rhythmic patterns of sound using percussion instruments. They are able to play together in small groups and to listen to one another. They identify repeated patterns and take account of musical instructions. In addition, pupils have explored how sounds can be made. A particularly interesting example was heard in a story from the aboriginal 'Dream Time', where pupils made appropriate sound effects for the storyteller, using their voices, musical instruments and body sounds, as when they patted their cheeks.
105. Pupils sing tunefully and with evident enjoyment in large groups. In the lesson observed, pupils listened carefully and joined in the singing of a new song, learning it quickly.
106. The progress that pupils make is satisfactory, overall, but in the lesson observed their progress was very good. This was due to the excellent quality of the teaching, the high expectations of the teacher and the good use of resources. Pupils thoroughly enjoyed a lesson which moved on at a good pace, where there were plenty of well-chosen activities which built on and extended listening, playing and singing skills and where pupils worked individually and as a whole group.
107. The music curriculum is well planned and led by the co-ordinator, who sets a high standard by the quality of her own teaching. The school provides opportunities for pupils to listen to music groups and to perform in school and in the local community. Pupils listen to music in assemblies. They have also taken part in the Godalming Music Festival. The lunchtime recorder groups for Year 2 pupils provide those who wish to learn the instrument with the chance to do so. These judgements broadly echo those of the last inspection.

PHYSICAL EDUCATION

108. It was possible to observe only two lessons during the inspection. Judgements cannot be made about standards of attainment in all the areas of physical education.
109. Standards of attainment in gymnastics, from the lessons seen, are in line with expectations at the end of the key stage. Pupils can carry out a series of movements with control. They move forwards, sideways and backwards, moving at different speeds on two legs or one and sometimes on all fours. They find their own ways of travelling when doing floor exercises and when using large apparatus, sometimes combining different movements. They work safely. They are aware that rigorous exercise makes the heart pump faster. Pupils made satisfactory progress during their lessons.
110. Swimming standards are above expectations. Pupils learn to swim in the school's learner pool before moving on to the larger pools used in Guildford. Of the current Year 2, a quarter are already able to swim 25 metres or more. This is a standard normally expected of eleven-year-olds. Pupils' progress in swimming is good.
111. The teaching quality, from the lessons observed, is satisfactory. Teaching is most effective where the teachers' expectations are made clear and pupils know exactly what they have to do. Teachers use pupils to demonstrate their work to others but do not always point out what was good about it or help pupils to evaluate their own work. Pupils evidently enjoy their lessons. Most listen carefully and try hard. They share space and equipment responsibly.
112. The school's curriculum is well considered and includes games, swimming, gymnastics and dance. Pupils have the opportunity to play football after school and are receiving coaching.
113. There are good resources for the teaching of the subject. The learner pool gives pupils a good start in swimming; the paved and grassed areas outside are used for games and the school has use of the nearby village hall for gymnastics and dance.