

INSPECTION REPORT

SOUTH BOOKHAM INFANT SCHOOL

Leatherhead

LEA area: Surrey

Unique reference number: 125052

Headteacher: Mrs S R Goodman

Reporting inspector: Brenda Spencer
20451

Dates of inspection: 29th – 30th April 2002

Inspection number: 230239

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Oakdene Close Great Bookham Leatherhead Surrey
Postcode:	KT23 4PT
Telephone number:	(01372) 456533
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr C Middleton
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20451	Brenda Spencer	Registered inspector	Foundation stage Science Art and design Music Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
9537	Caroline Marden	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?
23044	Valerie Singleton	Team inspector	English Geography History Physical education English as an additional language	How good are the curriculum and other opportunities offered to pupils?
21796	James Walsh	Team inspector	Mathematics Design and technology Information and communication technology Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

South Bookham Infant is a small, mixed school in Leatherhead, Surrey for pupils aged four to seven years. Most of the pupils have advantaged socio-economic backgrounds and their attainment on entry to school is good. There are 77 pupils attending full time; 35 are boys and 42 are girls. Nine pupils left and seven joined the school last year outside the normal times of transfer. This is a higher level of change than is normally experienced by the school. There are no pupils from ethnic minorities. There are two pupils for whom English is an additional language. Fourteen per cent of pupils, predominantly for specific learning and emotional and behavioural difficulties, are on the special educational needs register. This is below the national average. None has statements of special educational needs. One per cent of pupils is eligible for free school meals. This is well below the national average.

HOW GOOD THE SCHOOL IS

South Bookham Infants is an effective school. The school culture and strategies to promote educational inclusiveness enables pupils of all abilities to be successful. Most children in the Foundation Stage are on track to achieve beyond the recommended goals for each area of learning by the end of the reception year. Pupils at the end of Year 2 reach standards above national averages in English, mathematics and science. The quality of teaching, leadership and management of the school is good overall. While costs are high because of the size of the school, given the other factors, the school achieves good value for money.

What the school does well

- The headteacher, co-ordinators and governing body provide the school with clear educational direction, particularly through very good school development planning.
- Provides teaching of a consistently good quality which is particularly successful in challenging pupils to think for themselves.
- Pupils achieve above national average standards in the core subjects of English, mathematics and science. They achieve above age-related expectations in art and design and information and communication technology.
- The curriculum gives pupils very good opportunities to pursue learning at length and depth, learn through practical experience and to make links between subjects.
- Successfully encourages high levels of attendance and pupils' enthusiasm for learning.
- Provides children in reception class with a very good start in education.
- Has a very good partnership with parents in support of their children's learning.

What could be improved

- The formal procedures for monitoring of teaching, including the recording of outcomes.
- The balance of the curriculum, particularly for religious education.
- Assessment procedures and marking to help pupils move on to the next stage in learning.

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 1997. Recommendations made at that time have been met. The governing body are better informed about national initiatives and use this knowledge to monitor the curriculum effectively. Co-ordinators now have specific time to carry out their duties and support colleagues' professional development. The curriculum offers better opportunities for challenging higher attaining pupils, particularly through the organisation of 'making mornings' which allow cross curricula studies at length and depth.

There are many other improvements. There has been much internal and external refurbishment of the building and furniture, which includes an outdoor curriculum area for the reception class in line with recent national guidance. The school has gained Investors in People status and includes all staff in professional development schemes and reviews of their performance. The school has maintained the strengths identified in the previous report and is on course to continue to do so.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	B	A	B
writing	A	B	B	B
mathematics	A	B	B	C

Key

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

Standards achieved in reading in National Curriculum tests in 2001 were well above the national average. They were above average in writing and mathematics. Compared with similar schools, standards were above average in reading and writing and in line for mathematics. Teacher assessments for science were in line compared to the national average for the expected level and above. The proportion of pupils reaching the higher levels compared to similar schools was well above average in science, above average in mathematics and reading and in line for writing. Trends in pupils' performance over six years show their performance is above the national trend, but shows a similar rate of improvement to the national picture. The dip in 2001 is related to an unusually high level of special needs, well above the national average. Both boys and girls exceed the national average for their groups. However, boys do so to a greater extent than girls in reading and mathematics.

Inspection findings show pupils by the end of Year 2 are on track to reach standards above national expectations in English, mathematics, science, information and communication technology and art and design. Standards are in line with national expectations for religious education, geography, history and design and technology. No overall judgement could be reached about standards in music and physical education because it was not possible to observe a sufficient range of the curriculum. Children are on track to reach beyond the early learning goals in all areas of learning. Pupils develop skills in literacy and numeracy well. Overall, given their good starting points and the standards they reach, pupils achieve well, supported by good teaching. Most pupils with special educational needs and those who use English as an additional language reach at least expected standards and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy school and work enthusiastically.
Behaviour, in and out of classrooms	Pupils behave well in all aspects of school life. They are polite and helpful to visitors and move sensibly around the school.
Personal development and relationships	A strength of the school is the very good relationships between pupils and between staff and pupils.
Attendance	The attendance rate for 2000/2001 was well above the national average

	and the rate of unauthorised absence was below the national average for all schools.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	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.

The quality of teaching is good for English and mathematics and skills in literacy and numeracy are developed well. Particular strengths in teaching include: very warm and respectful relationships between staff and pupils, very effective use of resources, very good use of learning support staff, high expectations of pupils to think for themselves, very good promotion of subject specific language and very good understanding of the needs of young children enabling them to make a confident beginning to their education. Very occasionally there was insufficient interaction with pupils which resulted in limited extension of their skills and too little use of pupils' own ideas in the lesson. Marking does not provide sufficient feedback to pupils about what they have done well and what could be improved.

The school meets the needs of pupils with special educational needs well. The good quality of teaching overall contributes to all groups of pupils' interest in their learning. They apply themselves well and consequently develop skills, knowledge and understanding well. Children in the reception class respond positively to the encouragement of staff and establish very good attitudes to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad, secure curriculum. It is enriched by the regular opportunities to pursue learning at length and in depth and to make links between subjects. However, insufficient time is allocated to religious education to meet statutory requirements. The provision for children in the Foundation Stage is very good.
Provision for pupils with special educational needs	The classroom assistants give pupils with special educational needs good support in class.
Provision for pupils with English as an additional language	The very few pupils with English as an additional language are supported through the regular practical activities, the emphasis on key vocabulary and close links with their parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Spiritual development is supported well in assemblies. The codes of behaviour evident in each class benefit the pupils' moral development. Pupils have many opportunities to work together and the art and design curriculum has a strong multicultural dimension.
How well the school cares for its pupils	The school provides good pastoral care for its pupils that relies heavily on the very good knowledge teachers have of their pupils. Child protection procedures are good. The partnership with parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and co-ordinators provide clear educational direction in their fields of responsibility. Together they establish an effective programme for school development and are supportive of each other in meeting the targets set. At present monitoring of teaching is informal. More formal systems should be put in place to track professional development needs and improvements.
How well the governors fulfil their responsibilities	The governors carry out their voluntary duties very effectively. They show initiative in addressing changes in national educational policy. They are professional about being well informed and thereby offer valuable guidance in achieving school improvement.
The school's evaluation of its performance	Success criteria are used well to determine the progress made on targets in the school development plan. Test results are very carefully analysed each year to examine whether standards are high enough. This work could be extended to examining trends in the standards achieved in order to gain an overview of the school's success.
The strategic use of resources	Funding is well-targeted and specifically focused on priorities in the school development plan. Presently the outcomes of spending decisions are not formally evaluated, although this happens incidentally during the financial year. The school compares its performance with similar schools to seek best value and regularly consults parents to ensure the provision meets their children's needs. The school is well staffed, has pleasant accommodation and the curriculum is well supported by effective use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children have very positive attitudes to school. • The quality of teaching is impressive. • The school is approachable. 	<ul style="list-style-type: none"> • The range of activities outside lessons should be improved. • The information they receive about their children's progress.

The inspection team agrees with the parents' positive views. However, the range of activities outside lessons is typical for a school of this type and pupils benefit from a range of visits to support their learning. The information parents receive about their children's progress is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Teacher assessment shows most pupils enter school with good personal, communication and mathematical skills. Relatively few pupils have special needs and the two pupils with English as an additional language require little extra support.
2. Inspection evidence indicates that by the end of Year 2 pupils reach standards above the national average in English, mathematics and science. Pupils are articulate speakers. They tackle a range of texts, confidently applying a range of strategies in their reading. They can write for a variety of purposes adopting appropriate styles. Some pupils have difficulty in spelling accurately and presenting their work in neat and legible handwriting. In mathematics, most pupils have a good facility with number, calculate using good knowledge of number bonds, recognise three dimensional shapes and work competently with the different measures for time and capacity. In science, pupils' investigative and experimental skills are very well developed. They have a good knowledge of natural and physical sciences and the study of materials.
3. Most pupils enter school with highly developed verbal communication skills. These continue to improve because of the many and very good opportunities pupils have for class discussion. In particular they are expected to think problems out for themselves so they learn to use language well for reasoning. Throughout the school and across the subjects staff pay particular attention to expanding pupils' subject-specific vocabulary which enhances their ability to discuss with precision.
4. Pupils reach high standards in reading because of their involvement in regular and valuable reading sessions with staff. They are carefully taught a range of strategies to decode text which they apply well. Pupils are given good opportunities to carry out personal research, for example by using the non-fiction section of the library and consulting CD ROMs. They enjoy these experiences of reading for a purpose. Many Year 2 pupils express particular enjoyment of researching their study of 'space'.
5. The good achievement in writing reflects how well basic grammar is taught, the emphasis on developing pupils' independence in writing as early as possible and the range of types of writing they are expected to undertake. The school recognises through analysis of assessment data that standards in spelling are not high enough. To remedy this a structured programme has been put in place and is a focus of the current school development plan. Some pupils do not present their work neatly and legibly and would benefit from a similar structured programme for handwriting.
6. The school's results for mathematics show the proportion of pupils reaching the higher levels is particularly high. This reflects the breadth of the curriculum and expectations that they work consistently at the higher levels. Mental mathematics is carried out regularly and at a quick pace. Explanations are clear and resources are used well to support pupils' developing mathematical understanding.
7. The predominantly practical nature of the science curriculum contributes significantly to the pupils' very good understanding of scientific process including predicting outcomes, planning investigations and devising fair tests. This area of learning is a focus in the current school development plan. During the year useful prompts have been developed to support teachers in assessing and ensuring their pupils' progress in acquiring scientific skills.
8. Nationally set priorities in recent years mean that emphasis has been placed on raising standards, particularly in literacy and numeracy. As a consequence, other subjects have had less attention both in terms of curriculum time and curriculum development. This has resulted in standards which are in line with age related expectations in geography, history, design and technology and

religious education.

Standards are above expectation in information and communication technology and reflect the praiseworthy efforts the staff and governors have made to resource and apply the subject across the curriculum. The above average standards in art and design reflect the regularity and breadth of experience the pupils enjoy. No overall judgement could be reached about standards in music and physical education because it was not possible to observe a sufficient range of the curriculum.

9. Children in the Foundation Stage achieve well in the areas of learning including communication, language and literacy and mathematical development because the provision is so appropriate for young children. Most are on track to reach standards beyond the early learning goals in all areas of learning by the end of the reception year. Skills are taught well through practical activity and clear explanation. The children then reinforce their learning through particularly well planned play and purposeful recording, for example by writing letters. This approach ensures children develop early very positive attitudes to learning.
10. Pupils with special educational needs make good progress. Most achieve the nationally expected standard in all the core areas of learning. The pupils with English as an additional language achieve as well as their peers. Overall pupils in Years 1 and 2 and children in the Foundation Stage achieve well from above average starting points. The warmth of relationships and the very effective induction procedures ensure they make a very good start in their education.

Pupils' attitudes, values and personal development

11. Pupils have very good attitudes to school. This, in conjunction with their very good attendance which is well above the national average and very low rate of unauthorised absence, contributes to the good progress they make in their learning. There have been no exclusions. Pupils enjoy school and work enthusiastically. They are keen to take part in class discussions and to express their views. In some cases a few pupils are less interested in listening to what other pupils have to say. All pupils benefit from an atmosphere which is free from oppressive behaviour such as bullying, sexism and racism and consequently are able to do well.
12. Pupils behave well in all aspects of school life. They are polite and helpful to visitors and move sensibly around the school. In assembly, they walked in silently and listened respectfully to the moral story. They then took time to reflect upon it. In lessons, pupils are responsive to teachers' instructions and behave sensibly. During the inspection there was no evidence of pupils being unkind to each other. All pupils, including the youngest, who talked to inspectors said they felt happy and safe at school.
13. The personal development of pupils is good. Through the religious education programme pupils are developing an understanding and respect of different faiths and cultures. Pupils take any responsibilities they have very seriously and are very proud of being monitors in Year 2.
14. A strength of the school is the very good relationships between pupils and between staff and pupils. Pupils respect their teachers and consequently want to please them. This encourages them to try their best. Pupils happily work together in many different groupings and collaborate well. For example, during making day pupils worked together well to plan and carry out an investigation to find the hottest part of the classroom.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good and the proportion of very good teaching has increased since the last inspection. No unsatisfactory teaching was observed and three quarters of lessons were at least good.
16. The following characteristics were found in the most effective teaching:

- very warm and respectful relationships between staff and pupils which help pupils feel comfortable with challenging work;
 - very effective use of resources which engages pupils' interest and heightens their understanding of the subject;
 - very good use of learning support staff who are well briefed and therefore able to ensure that pupils make good progress in their learning;
 - high expectations of pupils to think for themselves with consequent achievement of high standards;
 - very good promotion of subject specific language which enhances pupils' ability to think and communicate effectively; and
 - very good understanding of the needs of young children, enabling them to make a confident beginning to their education.
17. Relationships between staff and pupils are very good. Interactions with pupils are kindly and encouraging. For example, praise was used well in a music lesson with reception children and helped to build their confidence. At the beginning of the day staff are very welcoming, which supports the positive attitudes pupils have about coming to school. All this results in pupils feeling secure and prepared to face the challenge of demanding work without being intimidated. This atmosphere is one which particularly supports children in the reception class with regard to personal, social and emotional development.
18. Staff use the resources very well to engage pupils' interest and to enhance the effectiveness of explanations so that pupils fully understand their work. Role-play areas in the reception class are very well equipped for play which will develop children's communication and numeracy skills. Menu boards require children to read and price goods. Mathematics games in Year 2 allow pupils to consolidate and extend their learning. In science lessons staff use resources well to place an emphasis on the investigative aspect of the subject. The interactive whiteboard is used to good effect to improve discussions about learning so that all pupils can have a good view of the work in question. The quality and use of books supports pupils achieving high standards in reading.
19. The school has made a positive decision to maintain the good ratio of staff to pupils despite recent pressures on the budget. The staff are deployed very well and make a significant contribution to ensuring pupils' good progress. It is clear all are well briefed about learning intentions in each lesson. Those parents who volunteer their services, for example to assist in group work in 'making day', are also well informed.
20. A noteworthy improvement since the last inspection is the increased opportunities pupils have to think for themselves. This is a most significant factor in the attainment of high standards and helps pupils to feel their ideas are valued. The teaching does not seek a quick route to high test results through spoon-feeding knowledge. In music, Year 1 pupils were encouraged to find their own ways of grouping instruments and came up with several novel ideas, including 'those which made tingling noises' and 'those that did not'. When the pupils began to think about the way instruments were played, and performed music on them, some pupils were confident in exploring new ways of sounding the instrument. As a consequence, they discovered the tambourine could be played in several ways. In the reception class, children found several interesting ways of their own to group beans which prompted much scientific and mathematical discussion. From a young age pupils are encouraged to come up with ideas for planning investigations.
21. The pupils are generally very articulate and staff have high expectations of them to use and expand their vocabulary across the subjects. In the reception class the word 'abbreviation' was introduced to explain the use of 'cm' instead of spelling out 'centimetre' in full. Pupils are recommended to improve their writing through the use of adjectives and they show great enjoyment in applying their newly acquired vocabulary in discussions at the end of lessons. In music, pupils are taught the correct words to describe how they play instruments. In science, they use words such as 'predict', 'fair test' and 'omnivore' with accuracy. This all supports pupils in externalising and refining their thinking.

22. Staff have a very good understanding of the needs of young children and pupils and the factors which will help them to learn effectively. The school is justifiably pleased with its induction procedures which include a summer club for September entrants.

Staff running the club show a very good awareness that pupils' confidence and sense of security is linked to their ability to learn. Pupils of infant school age learn very well by approaching their experiences through practical activities. Most lessons emphasise this approach and consequently pupils are interested in their work and develop good understanding. Pupils also benefit from the parents' and staff's partnership in their learning. Parents are encouraged to contribute to lessons and support children in their homework to good effect.

23. In a small number of overall satisfactory lessons there is some evidence of the following weaknesses:
- insufficient interaction with children which resulted in limited extension of their skills in physical development; and
 - too little use of pupils' ideas, leading to reduced opportunities for assessment and for pupils to contribute to the direction of lesson.
24. The work scrutiny also revealed that, whilst ongoing assessment in lessons is generally good, there is very limited use of marking to provide specific feedback to pupils about what they have done well and what could be improved.
25. Pupils with special educational needs are taught well. In particular, learning support assistants give them valuable support in lessons. The few pupils with English as an additional language work very well with their peers in lessons and rarely need specialised support.
26. Overall, teaching is very good in the Foundation Stage and for science. Overall teaching is good for the infant classes. It is good in English, mathematics, information and communication technology and music. It is satisfactory in physical education. During the inspection the timetable did not allow all subjects to be observed. No overall judgement could be reached in art and design, design and technology, history, geography and religious education. Literacy and numeracy are developed well. Skills are taught carefully. Pupils quickly learn to be independent writers and mathematical thinkers. However, opportunities for writing across the curriculum could beneficially be increased. Teaching uses information and communication technology well to support other subjects and this is increasing as resources improve.

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

27. The school offers a broad, secure curriculum that includes a recently introduced personal, social and health education (PSHE) and citizenship programme. It is further enriched by the regular inclusion of 'making days' when pupils have the opportunity to pursue learning at length and in depth and to make links between subjects. For example, in Year 2, pupils experienced a science experiment that was linked well to mathematics, or art that had close links with literacy and geography, or design and technology that was linked to a history project. The school has made good improvements in this area since the previous inspection. The curriculum could be more balanced, however, and the time allocated to some subjects needs to be reviewed. For instance, religious education has been allocated only two per cent of the time available, which means coverage in this subject is minimal. It does not cover the statutory requirements of the locally agreed syllabus in terms of time allocation. The Foundation Stage curriculum covers all six recommended areas of learning very effectively. The curriculum is steeped in practical activity and learning is reinforced through well-planned opportunities for play. Overall, the curriculum meets the needs of all its pupils well and other than religious education meets statutory requirements.
28. Literacy and numeracy are well planned and the school rightly includes extra opportunities for

- pupils' literacy and numeracy skills to be reinforced through guided reading sessions, handwriting practice, mathematical games and library skills. Other subjects are planned to national guidelines and the Locally Agreed Syllabus for religious education. Planning takes account of the needs of pupils of different abilities and is linked well to previous learning, so all pupils achieve at least satisfactorily against their prior attainment. Higher-attaining pupils have the opportunity to extend their learning through the good emphasis on open-ended tasks, for example, practical investigations and personal research.
29. The school is inclusive and all pupils have good equality of opportunity to access all areas of the curriculum. The very few pupils with English as an additional language are supported through the regular practical activities, the emphasis on key vocabulary and close links with their parents. The provision for pupils with special educational needs is good and has been maintained since the last inspection. Any identified gifted and talented pupils are set separate tasks now and again to extend them appropriately.
 30. Satisfactory enrichment to pupils' learning is provided through extra-curricular activities. Although in common with infant schools there are few opportunities for after-school clubs, pupils are taken on a range of visits to places of interest that support their learning, such as the Science Museum and Ladyland Farm. Pupils who are interested can learn the recorder and violin and a French club is run by a visiting professional.
 31. Good use is made of the local community to extend and enhance pupils' learning in a range of subjects. Pupils visit the local area to study the church, different types of houses and to develop their understanding of maps and plans. They benefit from visiting professionals, such as authors in 'Book Week', as well as the nurse, dentist and road safety officer.
 32. Close links have been developed with partner institutions. The school has regular contact with the on-site pre-school which ensures children transfer happily to the reception class. Children particularly benefit from the innovative 'Summer Club' that is on offer prior to when they start school. The local schools offer good support and the plans to form a neighbourhood science group, including a secondary school, is particularly constructive. Students from local colleges are regularly welcomed and pupils benefit from the extra support this provides.
 33. Provision for pupils' spiritual, moral, social and cultural development is good. The school has maintained the good provision identified at the time of the previous inspection.
 34. The provision for pupils' spiritual development is good. Assemblies create an appropriate sense of occasion for spiritual reflection and give pupils a sense of belonging to a community. The daily act of collective worship gives good opportunities for pupils to think about the values in their daily routines. For example, during the inspection the theme for assemblies was based on feelings of being frightened and angry. These emotions were explained through stories which helped pupils towards a better understanding of situations in daily life. The teaching of religious education makes a good contribution to pupils' spiritual development. Pupils are developing a secure knowledge of some world faiths and an understanding of the place of religion in everyday life. They learn respect for other faiths and are beginning to recognise some similarities and differences between them. Spiritual development is reflected in some areas of the curriculum. For example, children in the reception class became very excited when showing their teacher worms, woodlice and snails found in leaf mould. In another lesson in the reception class children gasped with wonder when shown a picture of the Taj Mahal. In the same class, children excitedly clamoured to use the interactive whiteboard. Aesthetic displays around the school stimulate the imagination and make a positive contribution to spiritual development through the use of colour, posters, natural materials, artefacts and personal mementoes.
 35. Provision for moral development is good. The school promotes clear values and there are clear expectations of high standards of behaviour and acceptable conduct to which the pupils respond. These standards lead to the pupils having good awareness of right and wrong, as shown by the class rules agreement. Their awareness of the rules was highlighted by the way the pupils line up to walk to assembly and around the school. All adults provide very good role models for children, treating them with respect and courtesy. Moral themes are discussed in assemblies, personal,

social and health education and class discussion time in order to deal with problems and concerns.

36. The provision for encouraging the social development of the pupils is good. Pupils are encouraged to be supportive of each other and work collaboratively in pairs or in groups. This approach results in very positive relationships between pupils themselves and between pupils and staff. From an early age pupils undertake various tasks appropriate for their age, such as collecting resources and tidying up at the end of lessons. Pupils in Year 2 are given minor responsibilities in their role of monitors. For example, helping to put out games equipment at playtimes. Pupils are involved in supporting many charities, including the Marie Curie Cancer Appeal, Love in a Box collections for Bosnia and Romania, as well as collecting for Remembrance Day.
37. The provision for cultural development is good. The school actively promotes pupils' understanding of their own cultural traditions while celebrating the diversity and richness of other cultures. The study of three world faiths in religious education and the celebration of festivals from around the world help pupils to appreciate other practices and beliefs. The playing of music during assemblies introduces pupils to different composers. In art and design, pupils have studied the works of Monet. Multicultural awareness is developed well. There are good displays of stories, artefacts and musical instruments of Aboriginal and African origins. In history, pupils learn about important people and leaders, such as Mother Theresa and Florence Nightingale. In geography, they learn how people live in different countries. Pupils collect postcards of countries visited on holiday and add them to the display in the school. Pupils make a range of visits outside of the school. They visit the locality and take part in the Village Fair. They visit the local church and the gardens at Polesden Lacey and Wisley. Visitors into the school have included musicians and storytellers. There have been few visitors from the religious representatives of the community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides good pastoral care for its pupils that relies heavily on the very good knowledge teachers have of their pupils.
39. There are good procedures for monitoring and promoting both good behaviour and attendance. The headteacher monitors attendance closely and parents are expected to inform the school of any absences on the first day. Parents understand that they have to apply to take their children out of school for holidays in term time and that they are only permitted to have up to ten days as authorised absence. As it is a small school all staff know the pupils very well and consequently most incidents of inappropriate behaviour are dealt with swiftly before they have a chance to develop into anything more serious. Consequently oppressive behaviour such as bullying is rare. Parents are very positive about this area of the school's provision and value the care that the teachers provide.
40. Child protection procedures are securely in place and there is good guidance for staff on what to do if they have any concerns in this area. However, there has been no recent training on the procedures for all the staff. The headteacher is aware of this and plans to address this in the autumn term. The school regularly reviews the health and safety policy and governors check the site termly for any health or safety issues. In response to high profile incidents of accidents on school journeys and parental concerns, the school reassessed its risk assessment procedures for taking pupils on school trips. These procedures are now good. There is an effective school policy regarding safe use of the computer and access to the Internet.
41. Procedures for assessing pupils' attainment and progress are satisfactory overall. Teacher assessments of children on entry to the reception class are used to plan appropriate work and to assist in the early identification of pupils with special educational needs. Pupils in Year 1 and 2 are assessed on a half-termly basis in English, mathematics and science. Group targets are in place for pupils in English and mathematics to provide challenge. Samples of pupils' work are moderated and exemplars are kept in a school portfolio. Each pupil has an 'assessment book' which includes examples from a range of subjects. However, these samples of work are not fully

moderated and levels of attainment are not recorded for subjects other than English. This is a weakness in this system of assessment. The assessment of pupils' progress in subjects other than English, mathematics and science is less systematic. These assessments do not outline the next steps in learning for pupils at different stages of attainment to help plan future teaching. Information from assessment to guide curriculum planning is generally satisfactory but is not fully embedded within curriculum planning for all subjects and is not rigorous enough to be highly effective.

42. Monitoring of pupils' academic performance and personal development is satisfactory. Analysis of data and tracking systems are in place and are monitored by the headteacher. Information from statutory tests in English and mathematics as well as teacher assessments in science are used to check pupils' progress. Records are kept by teachers and information is used for reporting to parents. The school does not have any formal structures for monitoring and recording pupils' personal development. This relies on the teachers' knowledge of their pupils. Teachers do report on aspects of pupils' personal development in the annual reports. All pupils, whatever their circumstances, are provided with personal support which recognises their individual needs. There is a supportive atmosphere in the school underpinned by a good ethos that is conducive to learning. Classroom assistants work closely with the teaching staff to monitor pupils' academic and personal progress. Pupils identified as having special educational needs receive good support and guidance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents are generally pleased with what the school provides. In particular, they value the good teaching and the approachability of the staff. They are also very pleased with the positive attitudes their children have to school. Areas some parents would like to see improved are the range of activities outside lessons and information about their children's progress. The inspectors support the parents' positive views. They also found that there is very good information on pupils' progress for parents and that the range of activities for pupils outside lessons is consistent with that provided by similar schools.
44. The school is very committed to involving parents in their children's education and in the life of the school. This has resulted in a very strong partnership with parents. The annual reports, in conjunction with parent consultation evenings and the open afternoon, give parents very good information on the progress their children are making. In addition, teachers welcome parents to discuss any issues as they arise. Parents of children with special educational needs are appropriately involved in strategies to support their children. Parents feel very comfortable in approaching both teachers and the headteacher. The regular curriculum information that the school sends to parents enables them to support their children's learning at home. The headteacher uses newsletters to keep parents well informed about school events. The governors' annual report to parents meets statutory requirements and is informative.
45. Parents are generally very supportive of homework. A few parents feel that children in the reception class get too much homework. However the school is flexible in its expectations and would not wish to overload any child. The school regularly seeks parents' views through questionnaires and responds to their suggestions. Recent changes of practice as a result of this have been to allow pupils who are only in school for half days to stay for lunch and sending reports home in the spring term instead of the summer. Both these initiatives have been successful. The younger children benefit from the social experience of lunchtime and all pupils are able to work on their targets in their reports with their current teacher. The Friends of South Bookham Infants School are very active and money they have raised has been used to provide the pergola, allowing pupils more access to the outside area in most weathers. Parents regularly help in school and those parents who are unable to help in school are encouraged to help in other ways, for example, getting information from the Internet.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. At the time of the last inspection the school was judged to be well led and managed and this remains the case. However, the role of the governing body was not sufficiently developed for it to be actively involved in monitoring and supporting the delivery of the curriculum. In addition the role and responsibilities of co-ordinators were too limited. Since that time these issues have been successfully rectified.
47. The headteacher provides clear educational direction for the school through a very well conceived school development plan. The school has a strong philosophy of the entitlement of young children to warm relationships which make them feel secure and a curriculum which is experienced predominantly through practical activity. The staff believes this should all be achieved in strong partnership with parents in their children's learning. These aims and values of the school are reflected very well indeed in the everyday experience of the pupils.
48. Pupils' progress is monitored satisfactorily. The results of groups of pupils of different attainment are tracked to ensure that their progress is good enough. The very few children with English as an additional language make the same good progress as their peers. The very good provision for reading results in boys achieving as well as girls in marked contrast to the national picture.
49. South Bookham Infants is a very small school compared to the national average. Consequently a large number of responsibilities must be allocated to relatively few people. Very sensibly, to ensure staff do not have an unreasonable workload, co-ordinators with several responsibilities work actively on those areas which are of particular focus in the current school development plan. Other subjects are 'maintained' by ensuring resources are sufficient and responding to needs as they arise. Co-ordination of subjects which are in focus is good and it is satisfactory for the others. The support given by co-ordinators in their field of expertise to their colleagues is particularly valuable, for example the aids for raising the profile and understanding of investigative science and a folder produced on visual literacy.
50. Clear procedures are in place for special educational needs and the school follows the Code of Practice on the identification and assessment of pupils. The emphasis is on early identification and intervention and all pupils on the special educational needs register receive good additional support in the classroom. There are no pupils with statements. Individual educational plans are satisfactory and are reviewed regularly. However, targets for pupils with special educational needs are too general and not specific enough for the pupils' needs. The special educational needs co-ordinator is reviewing the policy to bring it up to date with current changes. The school has an effective, designated governor for special educational needs.
51. The governing body is very professional and a valuable asset to the school. Many members are very regular visitors to the school. Minutes from committee meetings reveal extensive discussion on matters affecting, for example, the curriculum and the financial security of the school. The governors are well informed about the school's strengths and weaknesses. They are also keen to ensure they update their knowledge in order to carry out their monitoring duties effectively, for example by attending workshops on information and communication technology. They show initiative in pre-empting national policy well, for example by supporting the introduction of performance management before it was statutory. The body meets its statutory obligations well other than in time allocated to religious education.
52. The school development plan, underpinned by the school aims, is a very good tool for achieving school improvement. Staff and governors are involved each year in a comprehensive review of their success in meeting targets. Success criteria are identified together with strategies for monitoring. The annual budget plan is clearly driven by priorities for development. The school development plan reflects a thorough analysis of each year's national assessment results. This analysis would benefit from including an examination of trends in attainment in order to provide a view of the quality of provision over time.
53. The headteacher, governors and school and local authority staff are all involved in monitoring the quality of provision and teaching. Most of this happens incidentally and informally. For example, after extensive discussion on the pros and cons of which Internet facility to obtain, the governor

with expertise in information and communication technology came into school to see the service Espresso in operation. Observation of teaching happens frequently on an informal basis because the headteacher is such a strong presence around the school. However observations are rarely recorded. More formal systems should be put in place to identify professional development needs and progress. Performance management systems are in place and apply to all staff, which has positive benefits for everyone's self-esteem. A good programme of professional development is in place and reflects school and national priorities for improvement.

54. Financial planning is and needs to be rigorous. At present the school is wisely carrying a contingency above the recommended level in order to continue the usual level of provision for Year 1, a class of only 19 pupils. The budget is regularly monitored and the finance committee is alert in anticipating possible pressure points in the budget. This has ensured the finances have not gone into deficit in these recent difficult times. Through questionnaires the governing body has identified where they can raise the profile of the school to best effect in order to avoid financial difficulties caused by places not being filled. The school makes good efforts to achieve best value by, for example, comparing its performance with similar schools and consulting parents about the quality of provision. Detailed discussions precede significant purchases and the efficacy of these spending decisions is informally monitored during the year. However, there is not yet a formal review at the end of the financial year as to whether the budget plan achieved the desired outcomes. Day-to-day management of finances is very efficient and the recent audit report gave the school a clean bill of health.
55. There is a good number of staff, both teachers and classroom assistants, to meet the needs of the pupils and the curriculum. The school deploys them very well to support the pupils' learning. The staff handbook is a useful document providing temporary and new staff to the school useful information. The accommodation is good overall and is very good for the reception children. It is well looked after and the displays contribute to the stimulating learning environment. There is a large hall and a good library. The school is fortunate in having large outside areas that staff use well to support the pupils' learning. The safety issues concerning the pond identified in the last report have been fully addressed. The toilets are very old and need replacing, along with the flooring in these areas. The school is expecting to refurbish them this year. Resources are satisfactory overall and are good for mathematics and English.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve the school further the governors, headteacher and staff should develop:
- (1) formal procedures for monitoring of teaching, including the recording of outcomes by establishing an agreed timetable for these to occur and a format for giving staff written feedback;
(paragraph 53);
 - (2) achieve better balance in the curriculum giving more emphasis to religious education and aspects of some foundation subjects by reviewing the allocation of time to subjects;
(paragraphs 27, 105, 112, 130); and
 - (3) assessment procedures and marking to help pupils move on to the next stage in learning by giving pupils feedback in marking, using discussions at the end of lessons more often to evaluate learning, focusing assessment procedures to inform planning and making targets in individual educational plans more specific.
(paragraphs 24, 50, 79, 90, 94, 95, 98,102,118,126)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	3	0	0	0
Percentage	0	37	47	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	77
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	10	10	10
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	93 (96)	93 (100)	93 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	10	10	10
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (96)	93 (100)
	National	85 (84)	89 (88)	89 (88)

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	77
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	19
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	47.5

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
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	£
Total income	215 955
Total expenditure	205 998
Expenditure per pupil	2675
Balance brought forward from previous year	17316
Balance carried forward to next year	27 273

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	64	29	2	0	5
Behaviour in the school is good.	60	38	0	0	0
My child gets the right amount of work to do at home.	42	47	7	2	0
The teaching is good.	71	22	0	0	5
I am kept well informed about how my child is getting on.	35	44	18	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	22	4	2	0
The school expects my child to work hard and achieve his or her best.	55	42	2	0	2
The school works closely with parents.	44	47	5	4	0
The school is well led and managed.	60	35	2	2	2
The school is helping my child become mature and responsible.	56	40	2	0	2
The school provides an interesting range of activities outside lessons.	22	31	24	9	11

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

57. The overall quality of provision has improved since the last inspection and is now very good. The overall quality of teaching remains very good. The curriculum outdoors is much improved through new resourcing and focus on developing practice in line with recent national guidance.
58. All children are admitted in September following exemplary induction procedures. Autumn born children start on a full-time basis. Those born in the spring become full time after Christmas and the summer born children are full time in the summer term. Children settle very quickly. They are already familiar with school through weekly attendance at the summer club held next to the reception class and run by reception class staff. Children can dress up in school uniform, play with the learning support assistants and become confident and secure in the school setting.
59. Whilst there is a range of attainment, the children enter with attainment which is good in language, mathematics and personal development. By the end of the reception year, most children are on track to reach standards above national expectations for all the areas of learning. The quality of teaching is very good overall for personal, social and emotional development, communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. It is good for physical development. The needs of the one child with English as an additional language who speaks fluently, and the six children with special educational needs, are met well. They benefit particularly from the small group work which is possible with the beneficial provision of experienced, additional staff. All children make good progress from overall high starting points.

Personal, social and emotional development

60. Following very effective induction procedures children enter school with enthusiasm. The rich curriculum both indoors and outdoors places a strong emphasis on purposeful play and means they easily achieve the early learning goal of continuing to be interested, excited and motivated to learn. The well-established routines supported by an activity board which acts as a reminder of the choices on offer means that the children are independent and show initiative. They are able to take care of simple personal hygiene. Teaching is engaging, relevant and sensitive to the needs of young children; consequently they have no difficulty in concentrating and sitting quietly when the occasion appropriately demands it.
61. Staff have very good relationships with the children and model considerate behaviour to one another and are an effective team. This good modelling supports children in playing well and co-operating with one another. The ease of relationships between boys and girls is noteworthy. The clear expectations of good behaviour help children develop a good understanding of right and wrong. Occasionally, however, they are not aware that adult time needs to be shared by every one and are learning patience is necessary. Children are introduced to the cultures of others through story-telling and work on festivals.

Communication, language and literacy

62. The children begin school with well-developed skills in this area and the teaching continues to develop these very well. Both in role-play and in lessons staff expand pupils' vocabulary. For example, in writing a letter with instructions to Jasper, a character in a story, on how to plant a bean seed, a child was introduced to 'abbreviation' when she wanted to write centimetre. In mathematics 'symmetry', 'symmetrical', 'curved' and 'straight' were used to describe the character of shapes. Children quickly pick up these words and adopt them in their own speaking. They are learning to listen to one another through activities such as 'news buddies'. One child listens to another's important news and tells it to the class. Some children find this challenging as it is difficult for them to concentrate on someone else's stories rather than their own.

63. Reading and writing are developed through careful teaching of skills but in relevant contexts often linked to stories. Many children have acquired a substantial sight vocabulary and use their knowledge of letters and sounds and context clues to work out unknown words. They are confident in reading texts independently and as a group. The teaching is very good at capturing children's interests, for example by bringing Jasper's letter in a large envelope marked 'Rabbit Class'. Of course the children immediately want to know what is inside and want to read it. They know the format of letters and that sentences begin with a capital letter, as do people's names. Notices are also used well in role-play to encourage children to read, for example by having price lists for menus in the café and for flowers bought in the florist's shop.
64. Writing is undertaken for a purpose and good progress is evident over the year. Higher-attaining children are able to compose letters of three sentences to Jasper. All benefit from the teacher's model of drafting writing. They use phonics to make reasonable attempts at spelling. Even boys and girls who are not so accomplished will be found for example in the pet shop writing instructions for a customer on how to look after an animal. Whilst some children still mix upper and lower case letters in their words, many understand the difference and some children are beginning to use joined up script.

Mathematical development

65. Children's facility with numbers develops often through mathematical focus on normal class routines. For example, they know there are 30 children in the class and count backwards when people are absent to find the number present for the total in the register. If a child arrives late children are quick to adjust the number. They can tell the teacher how to record 29. Many pupils count well beyond 20. They use money competently to make purchases at the various shops.
66. Children's subject-specific vocabulary is expanding rapidly. Most know the names not only of familiar two-dimensional shapes but also of three-dimensional shapes and can distinguish between cubes and cuboids. In discussing shapes they are accustomed to hearing words such as 'face' to describe the shapes on the side. During the inspection children were introduced to symmetrical shapes and by the end of the day the term 'symmetrical' was used naturally by them in discussions of designs they made on the computer. The teaching is very supportive. One child came to the front to add shapes to a butterfly so that they were symmetrical with the shape already placed on the whiteboard. The addition was not placed quite correctly. The teacher explained that the colours chosen were just right but something else was not. There is care taken that children never feel failures and anyone correcting an error is regarded more as a helper rather than superior.

Knowledge and understanding of the world

67. Teaching in this area is characterised by high expectations and a rich curriculum with an emphasis on practical activity. Consequently the children achieve high standards. They become very excited by their scientific investigations. They have a very good knowledge of the natural world, for example through observation of the development of frogspawn in the classroom and searching through the pit of leaf mould outside. One very wet morning a small group burst into the classroom in great excitement with their magnified containers full of the different creatures found in the leaf mould. They could scarcely contain their enthusiasm to show the teacher. In sorting a carefully chosen selection of beans the opportunity the children had to decide their own criteria meant the outcomes were open-ended and very revealing of the children's scientific thinking. One child needed to know about intersecting sets because some of her beans were black, some were purple and some were both. Another child who sorted them according to how they moved prompted discussion in quite unexpected directions. This approach allowed children to use language and thinking skills at a high level.
68. Information and communication technology is used well to support learning across the curriculum. Children enjoy listening to story tapes and loading them on the computer. They designed

symmetrical shapes and watched and discussed their construction work with blocks on a large whiteboard with great interest. Visits and visitors help the children understand different environments, for example a local farm.

They have a good understanding of the role of fire officers, police officers and paramedics and the equipment they use from the visits they make to school. They know the days of the week and the order of the days and are beginning to get a sense of the past through comparing themselves now with pictures of themselves as babies. The programme of work includes developing knowledge of the different festivals of light in the autumn term to help children come to an understanding of different beliefs and cultures.

Physical development

69. There is a wide range of equipment and experience provided so children develop good control of large and small movements. They use scissors in art and design work, paint brushes and manipulate playdough with a variety of tools. They learn the different words which describe these movements such as 'stretch', 'roll', 'cut', 'push', 'pull' and 'twist'. They are taught to use pencils correctly. They build by balancing small blocks and linking blocks together.
70. The outside area and the hall are used to develop pupils' use of large muscles. The best teaching moves children's skills forward, for example by increasing the demand for movements to be linked together. Sometimes opportunities are missed for this extension and the equipment used outside is not demanding enough for such physically adept children. They are able to move with a good awareness of space and balance well. They understand the effect of activity on their bodies and are able to adopt different qualities of movement to mimic a wide range of animals.

Creative development

71. The children have very good opportunities to be expressive in a variety of ways. The quality of role-play is very high because of the great skill with which adults play alongside children, sustaining the challenge and enjoyment. For example, when asking the price of a cheese sandwich the adult encouraged the children to read the menu. They use the cash register and give and receive correct coins to cover the bill. Language is used well to negotiate and persuade. For example the café owner said 'When you hear me call through this microphone I need you in the café'. Later he was outside calling 'Café is open. Lots of fish and chips and Pizza. Come and get your pizza here'. He then moved into admonishing another child for not preparing the table sufficiently well!
72. Children enjoy singing songs and exploring the different sounds they make in music lessons, writing letters to characters in stories and painting and drawing the different creatures they have studied. In acting out the story of Jasper and the giant, children naturally adopt different qualities of voice for the different characters. They have aesthetic opinions. For example, many gasped with awe when shown a picture of the Taj Mahal.

ENGLISH

73. Results in the national tests for seven-year-olds have remained above the national average since the previous inspection. The school has maintained good standards in all strands of the subject and improved certain aspects of its work. Results show boys do particularly well compared to their national average in reading. Girls are more successful in writing. Inspection evidence supports the results. Standards in speaking and listening and in writing are good and in reading they are very good. Overall, pupils attain standards which are above average by the end of Year 2.
74. By Year 2, pupils are confident and articulate speakers. They express their ideas clearly and well, and benefit from the many opportunities provided in all classes for discussion, describing and reading aloud. For example, the classroom assistant used a tape recorder to help a group of Year 1 pupils develop their ideas for 'setting a scene' for a story. Another group were supported by the teacher, through good questioning, to extend their vocabulary and expressive thoughts, whilst she scribed for them. Pupils are very keen to share their thoughts with the teachers. Some are so

- eager to speak that they do not always give their classmates the opportunity to answer, and this aspect of their listening skills is less good. However, pupils have good auditory skills and they retain knowledge and understand oral instructions well.
75. Teachers provide many good opportunities for pupils to develop a wide range of reading skills including those who are talented in this area. Regular group reading sessions are used by teachers to work intensively with a few pupils in order to develop their strategies for decoding text, reading with expression and predicting sensibly. During these sessions, other pupils are set appropriate tasks, such as writing book reviews, character sketches and practising dictionary skills. Regular opportunities to work in the library with non-fiction books, or use CD-ROMs on the computers to conduct simple research, further promotes pupils' skills. As a result, by Year 2, all pupils are reading at the required level, with a significant number who are working above. The higher attaining pupils read accurately and fluently, they re-tell a story with reference to the main points and in reasonable detail and devise a set of questions to select information about a plant or animal from the rainforest.
76. Pupils have regular opportunities to develop their writing skills. Basic grammar is taught consistently and well. Pupils are encouraged to write independently from an early stage. Initially the teacher scribes for those who lack confidence and then pupils are encouraged to complete sentences that have been started for them. A scrutiny of pupils' books shows that they build up skills and independence and benefit from the range of experiences they are offered to write. They re-tell well-known stories, write acrostic and rhyming poems, create imaginary worlds and compile a list of instructions, such as for making a sandwich. By Year 2, most pupils use capital letters, full stops and question marks consistently. The more able use commas, speech marks and include features such as words in capital letters for emphasis. Writing is enhanced by the use of adventurous adjectives and adverbs. Most pupils spell common words accurately, although they are less secure in this aspect of writing. The school has identified this and introduced a new scheme to promote phonic knowledge which is already having a very positive impact on children's early writing. Pupils are taught to join their letters from an early stage, but many find it difficult to write legibly and neatly and a more consistent and supportive approach needs to be developed. However, the older pupils have opportunities to draft, edit and review their work, which leads to good improvements.
77. Literacy skills are developed across the curriculum well. For instance, pupils produce a little booklet with instructions on how to look after your teeth as part of their science work. They write imaginatively about a 'dream catcher' when studying the rainforest and have detailed discussions about similarities and differences between toys that belonged to their parents or grandparents. Pupils with special educational needs and the one with English as an additional language receive good support from the classroom assistants, and from resources that support them well with their writing. They achieve well alongside their peers as a result.
78. Only two lessons were observed during the inspection and the quality of teaching in each was good. Teachers have good subject knowledge and the literacy strategy is securely established across the school. Lessons are well-structured and activities chosen that engage the pupils' interest. For example, Year 1 pupils related very well to the idea of 'Biff and Chip' being taken by their magic glowing key to another exciting location. As a result, they were eager to suggest where the ensuing adventure could be set. Year 2 pupils enjoyed trying to read some amusing tongue twisters before devising their own. Good strategies were introduced to support the pupils with their tasks. Year 1 learnt how to use a 'setting ladder' to consider what they might see, feel, smell and hear in a particular location. Year 2 compiled a list of alliterative words from a well-chosen sea-side picture from which they could develop their tongue twister. They were encouraged to draft their ideas first, in order to review and improve their sentences by adding appropriate adjectives and adverbs. Classroom assistants are well-informed and offer good support throughout the lesson. Lessons move at a good pace and pupils are encouraged to work hard. The discussion at the end of the lesson in Year 2 was used effectively by the teacher to check how well a specific group had achieved the target for learning. Pupils had the opportunity to read out their work and the teacher sensitively encouraged the class to offer positive criticism in order to refine and improve the work.

79. The co-ordinator offers good leadership. By careful analysis of test results she rightly identified the need to improve pupils' spelling, which she has addressed by researching and introducing a new scheme. She has also supported the higher-attaining pupils in improving their use of inference. She is now focusing on developing pupils' handwriting skills. She monitors pupils' work, teachers' planning and has observed some lessons, although the latter is still at the informal stage. Procedures for assessing pupils' work and monitoring on-going progress have been introduced. Pupils complete a piece of independent writing once a term which is levelled against national standards. However, teachers do not identify which elements in the writing need to be developed for the pupils to reach the next level, in order to inform teaching and set clear targets for pupils. Similarly, the marking of work in books is limited to a positive comment or tick, but it does not help with assessing, identify areas for development, or refer to the pupils' target. However, the co-ordinator is introducing a simple system for teachers to indicate to pupils what needs to be reviewed in their work. This should be helpful in further encouraging pupils to improve their work and to understand what is needed to do so. Speaking and listening skills are not monitored to ensure all pupils are gaining the full range of skills.
80. The co-ordinator promotes the subject well by encouraging pupils' regular use of the library, aided by some committed parents, organising a 'Book Week' to which authors and illustrators are invited and acquiring a good range of appropriate resources. She is now planning a whole-school writers' workshop day to help teachers focus on the progressive development of pupils' skills. The library is used well to support children's learning in literacy. The previous inspection identified the need for more challenging reading books to be available for the higher attaining pupils and this has been addressed successfully.

MATHEMATICS

81. Standards in mathematics are above average at the end of Year 2. Standards have been maintained since the last inspection, with a significant improvement in using and applying mathematics.
82. The results of the 2001 national tests for pupils aged seven were above the national average. Pupils' performance was average when compared with the results achieved by schools with pupils from similar backgrounds. Standards were high because not only did most pupils reach at least the level expected of seven year olds but the percentage reaching a higher level was well above the national average. The slight dip in standards in 2000 and 2001 results was due a higher proportion of pupils with special educational needs than is normal for the school and national averages. There were no significant differences between the results of boys and girls. The good standards by the end of Year 2 are a direct result of the good quality of teaching in the school, which has ensured the good progress achieved by the pupils.
83. Secure foundations for numeracy are laid in the reception class. Pupils, including the few with English as an additional language make good progress towards the agreed targets. Pupils with special educational needs are well supported and make good progress.
84. By the age of seven, pupils have a good knowledge of place value to 100. They use a range of methods such as 'counting on and back' to mentally solve problems. Pupils write numbers from one to 100 and undertake addition and subtraction up to 100. Most pupils are developing good knowledge of the 2, 3 and 5 times multiplication tables and find fractions of quantities. Pupils identify all coins and use this knowledge to solve 'real-life' problems. They use both standard and non-standard units of metric measures in the context of length. Higher-attaining pupils measure liquids and recognise both kilogram and gram weights. Pupils are beginning to understand the basics about time using analogue and digital clocks. They perform a range of activities using time. For example, during a 'making day' activity pupils predicted times for ice-cubes to melt in various parts of the classroom. Pupils then compared their predictions using a clock. Other pupils performed a range of activities within one minute. Pupils develop a good understanding of shape and space and name two and three-dimensional shapes. They are very aware of the symmetrical properties of some shapes and pictures. Pupils use graphs and show good understanding of interpreting data. All pupils develop good links with using information and

communication technology to support their work.

85. The quality of teaching and learning is good overall, with some very good features. The quality of teaching has been maintained since the last inspection. Teachers demonstrate good knowledge and understanding of the subject and plan lessons very carefully to ensure that pupils of all abilities work at appropriate tasks in line with their attainment. Clear learning intentions for each part of the lesson are shared with the pupils and revisited during the discussion at the end. The oral/mental starters to lessons are lively and teachers' questioning is effective. Teachers' expectations of pupils' work and behaviour are good and this has a positive impact on the learning. Pupils with special educational needs make good progress in their learning as work set is appropriate and challenging to their needs.
86. In the very good lesson seen in Year 2, pupils were encouraged to sort out information and then enter the appropriate data on a Carroll diagram. In this lesson teaching was lively and enthusiastic and engaged pupils in discussion. This enabled them to share ideas and produce their results accurately. Tasks set in this lesson were all related to a common theme, such as colour of hair and eyes, which led to a lively final session where all pupils shared their findings and looked for similar patterns in their results. In another successful lesson in Year 1, pupils were given the opportunity to find place values of a range of numbers. In this lesson there was a strong emphasis on understanding and using mathematical vocabulary which supported the development of pupils' literacy skills. This was also evident in the session on mathematical games, where pupils in Year 2 were encouraged to solve a problem by discussion and through using practical apparatus.
87. Teachers organise the lessons well and pupils' behaviour is managed very effectively. Pupils' behaviour in mathematics lessons is always good. Teachers expect pupils to concentrate and this has a good impact on the quality and quantity of work produced. However, on occasion, pupils' work is sometimes untidily presented. Higher and lower attaining pupils are given appropriate work in most lessons. Average attaining pupils still require further opportunities to extend their rate of learning. Teachers respond to pupils' ideas positively and speak to them pleasantly. Relationships with each other and adults throughout the school are very good. Pupils work together well and are supportive of each other. Support staff are used well in all lessons. They are well briefed and they make a strong contribution to pupils' good learning. Resources are well chosen in lessons and are well matched to the targets for learning. Day-to-day assessment is sound and teachers use the discussion at the end of lessons to consolidate pupils' knowledge and skills. Approaches to marking are not always consistently applied across the school. Suitable homework is set on a regular basis.
88. Information and communication technology is used well in mathematics. Software chosen is suitable and links well with the main theme of the lesson. The use of numeracy to support work in other subjects is good, particularly in science. All teachers use the structure of the numeracy strategy effectively to promote pupils' learning.
89. The co-ordinator provides good leadership and has a clear understanding and vision. She has ensured a suitable balance of work across the curriculum, including significant emphasis on working with using and applying mathematics.
90. Assessment procedures in mathematics are satisfactory. Pupils' test results are analysed systematically in order to raise standards further. Regular testing takes place and results are recorded. Reviews of pupils' schoolwork are carried out regularly and a portfolio of pupils' work is used as part of assessment. Each pupil keeps an individual piece of work in an 'assessment book'. However, this work, although checked, is not annotated to show an appropriate level of attainment and the system is not sufficiently rigorous. Information from assessment is used satisfactorily but is not fully embedded into curriculum planning. Monitoring of teaching and planning takes place but is informally recorded. Resources are good and used well in the classrooms.

SCIENCE

91. The results of the 2001 national assessments for pupils at the end of Year 2 were close to the national average. That class had a high proportion of pupils with special needs. The proportion of pupils reaching the higher levels was well above both the national average and that for similar schools. This reflects a similar picture of achievement to that of the last inspection.
92. The work seen during the inspection shows standards are above those expected nationally and pupils achieve well. In particular, pupils' understanding of the scientific process is developed impressively well. By the end of Year 1 many already show a firm grasp of the principles of fair testing. In planning an investigation to find out what seeds need to flourish, one child remarked 'everything has got to be the same, we can only change one thing'. Discussions with pupils in Year 2 reveal a good knowledge across natural and physical science and study of materials. They have a thorough understanding of the features of living things, what constitutes healthy eating and the consequences of a poor diet. They understand how different creatures are suited to their environments. They use technical vocabulary such as 'herbivore', 'omnivore' and 'carnivore' and incidentally discuss the moral dimension of being a vegetarian. They describe how materials can be changed and give examples where these changes are irreversible. They understand the function of a circuit and the consequences of breaking the connection.
93. Pupils are enthusiastic about the subject. Those with special educational needs are well supported by additional staff and are encouraged to make their valued contributions to class discussions. The very few children with English as an additional language benefit from the same favourable adult to pupil ratio and make very good progress with their peers. Boys and girls co-operate well in their work. All groups of pupils make very good progress.
94. The quality of teaching is very good overall. Teachers have very secure subject knowledge and the recent focus in school development on improving the profile of investigative work is clearly evident. As a result pupils benefit from a truly scientific education where the curriculum arises from practical activity rather than received knowledge. Pupils, through careful questioning, are encouraged to think for themselves in planning investigations. Resources are well prepared and well chosen so lessons set off at a brisk pace and the momentum of learning is maintained. Additional staff and parents are used well and are well briefed so the pupils benefit from high quality support in lessons. The 'making day' where pupils have an extended time for investigation over a whole morning results in engrossed scientific activity. Whilst there are fine examples of work showing recording of the whole scientific process, including predicting outcomes and drawing conclusions, too often recording is limited to completing charts for results. Sometimes pupils have their efforts expended on drawing a chart when it might have been more efficient for it to have been reproduced for them to allow time for them to focus on other important aspects. Whilst ongoing assessment during classwork is very effective, the quality of marking does not sufficiently help pupils understand what they have done well, how their work might improve or set high enough expectations for presentation.
95. The subject is well co-ordinated. In particular the target on the school development plan to improve investigative science has been addressed very well. Good materials have been produced to support teaching. Resources are satisfactory but would benefit from equipment to enhance the role of information and communication technology in science. Pupils make good use of the library for research, for example the project on Space. Procedures for assessing science have been revised and extended this academic year and, once embedded, will provide good information for planning the next steps in pupils' learning.

ART AND DESIGN

96. No lessons were observed in art and design during the inspection so it is not possible to comment on the quality of teaching. Judgements are based on scrutiny of teachers' planning, displays and discussions with Year 2 pupils and the co-ordinator. Overall standards reached by pupils at the end of Year 2 are above national expectation and are similar to those achieved at the time of the last inspection.
97. By the end of Year 2, pupils are familiar with artwork from other cultures including Aboriginal,

Maori and African. They have been introduced to a great variety of media and techniques such as working with paint, pastel, natural materials for collage, tie-dyeing, batik, weaving, clay and printing. They use the computer to create designs which manipulate colour and line. Discussions with pupils reveal enormous enthusiasm for the subject. They have firm opinions about favourite artists and their techniques and name favourite illustrators in books they have read. They talk about how they have improved ongoing work by adding more detail, changing paintbrushes to achieve finer lines and observing more carefully.

98. The co-ordinator has very good subject knowledge. Art and design has not been a major focus in school development recently so the management role has been concerned with maintaining resources and supporting colleagues where necessary. Previous work included preparation of a helpful visual literacy folder of pupils' work to support teachers in exploring the elements of art in their teaching. The range and quality of resources and books related to the subject are satisfactory. Assessment procedures focus primarily on the development of pupils' figure drawing and do not reflect the richness of their artistic development. Pupils use the library well to support their learning of art and design.

DESIGN AND TECHNOLOGY

99. Standards by the end of Year 2 in design and technology are broadly typical of those seen in other schools and progress for all groups of pupils is satisfactory. These inspection findings differ from those seen at the previous inspection when standards were judged to be good. This reflects the emphasis placed in recent years on literacy and numeracy in response to national initiatives.
100. By the end of Year 2, pupils have a satisfactory understanding of design processes and use a variety of materials to draw and construct models, planning the stages of assembly and making suggestions to improve and develop their models. Pupils have been given the opportunity of designing a new piece of playground apparatus and have made a list of the materials that they wish to include in the finished product. Pupils design and construct models of different types of houses. They measure, cut and assemble their model to a satisfactory standard. After visiting a mosque in Woking, pupils in Year 2 successfully designed Eid pop-up cards to celebrate this religious festival. As part of a project on the North American Indians, pupils measured, designed and made a range of colourful moccasins. During the 'making day' activity a group of pupils made a wheeled vehicle that would carry a hand-made rocket. Pupils used cardboard boxes with wooden axles and wheels to construct their model. They measured the axles, cut them to the required length and checked them accurately in case of making any alterations. Pupils then made certain that their model rocket was in position before testing out their wheeled vehicle on the classroom floor. Models were also evaluated effectively so that pupils realise that they can modify and improve their work. Opportunities are given to pupils to prepare food, such as fruit salad, biscuits and sandwiches. Through preparation of food, they recognise the importance of health and safety in terms of hygiene and in the use of equipment.
101. In the lessons seen, the quality of teaching and learning was good. However, there is not sufficient evidence to give a firm judgement on the quality of teaching. Teachers have secure subject knowledge and extend the pupils' awareness of the importance of design. Explanations are clear and questions challenge pupils' thinking. Pupils respond well to this approach and work hard, which helps to move their learning forward. In the lessons observed, pupils of differing attainment were equally engaged and motivated. They co-operate well and behave very sensibly. This helps them to make good progress in these lessons. Teachers and support staff are conscious of safety aspects, ensuring that pupils are not put at risk. Resources in lessons are well prepared and used successfully.
102. Leadership and management of the subject are satisfactory. Assessment is by observation of pupils' work but is not formally established to support curriculum planning. The co-ordinator has had some opportunity to monitor the quality of teaching and planning. The school has adopted the national guidance as its scheme of work.
103. Resources are adequate and are very accessible. The use of computers to assist with the design

process is not in place in order to enhance pupils' learning in this subject.

GEOGRAPHY

104. Standards at the time of the previous inspection were judged to be in line with national expectations and the school has maintained satisfactory standards in geography. The evidence was taken from an analysis of pupils' work and a discussion with teachers and Year 2 pupils.
105. Within a topic approach, Year 1 pupils identify different types of houses locally and then find out what homes in other countries are like. Through discussion, they understand why different materials are used. They visited a local estate agents and then re-created what they discovered in their role-play area. They record the weather locally in pictorial form and contrast it with the weather in Bhola Island. They study the seaside and note the main geographical features such as the sea, beaches and cliffs. By Year 2, pupils develop secure map skills. They walk round Bookham and record what they see, then draw the route taken on a map of the area. They sort the physical and human features identified. Pupils progress to drawing a map independently to show their route from home to school and then further refine their skills by learning how to colour in different features of their school environment and use a key. They label a map of the British Isles to accurately identify the four countries of the United Kingdom. A very good feature of their work was a project to evaluate the local environment. Pupils observed and evaluated which were the positive and negative features. They devised a questionnaire to seek the views of their parents about which of the negative features were most disliked. When the answers were received, pupils made a tally of the results and presented the findings in graph form. This developed a good recognition of how people can improve their environment. At present pupils do little to reinforce their geographical skills and understanding through an in depth study of another locality.
106. Literacy skills are used satisfactorily to support pupils' learning. The amount of writing about what pupils have learnt is limited, but they have many good opportunities for discussing and sharing ideas. Numeracy skills are used well, as was evident in the work on the environment. Pupils' interest in the subject is promoted well by the school bear 'Miles', who accompanies pupils on their holidays. They draw what he needs to take in his haversack, take photographs of him on location and send a postcard to the school with details of the climate and local features. On their return, the pupil and 'Miles' recount their adventures to the other pupils in assembly. Pupils enjoy perusing the album recording all his adventures.
107. No teaching of geography was observed, but the work in pupils' books and their secure responses to questions about what they had learnt indicate that teachers have secure subject knowledge and the subject is taught regularly. They make good links with other subjects, such as art and design, drama and science, to reinforce pupils' learning.
108. The subject is not under review at present, so there is no specific action plan. The headteacher keeps an overview. The management role has been concerned primarily with maintenance of resources and supporting colleagues where necessary. No formal assessment procedures are in place, but teachers informally evaluate pupils' learning after each unit of work, share their findings with each other and adjust the planning if felt necessary. There are sufficient resources and books to support pupils' learning and the school uses the local environment well.

HISTORY

109. Standards at the time of the previous inspection were judged to be in line with national expectations and the school has maintained satisfactory standards in history. The evidence was taken from an analysis of pupils' work, photographs, observation of a group during a 'making day' and a discussion with teachers and Year 2 pupils.
110. A selection of photographs records the selection of old toys that Year 1 pupils brought in from their parents and grandparents. Through discussion they noted similarities and differences and compared them with toys that they have at home. In their topic on homes, pupils looked at changes in items used in homes long ago and now. Year 2 pupils could remember some details

from this work, such as a range being used for cooking and having to heat up an iron on the fire. Planning indicates that Year 1 pupils will study what holidays at the seaside were like long ago. Year 2 pupils recall watching a video about the service in Whitehall on Remembrance Day and know it is when the population remember those who died in the war. They learn about significant people such as Louis Braille and Mother Teresa and recall the main reason why each is remembered. They particularly enjoyed finding out about the first man on the moon in their project on 'Space'. Those pupils who have already covered the work on Florence Nightingale during 'the making day' have good recall of several important facts about her life and work. There is no evidence to indicate whether pupils are developing a sense of chronology by looking at changes since they were babies, or knowing whether things happened 10, 20, 30 years ago, for instance.

111. Literacy skills are used satisfactorily to support pupils' learning. The amount of writing about what pupils have learnt is limited and opportunities to write for different reasons, such as creating a diary of events, or writing empathetically are missed. Pupils have many good opportunities for discussing and sharing ideas. Teachers say they use non-fiction books during literacy lessons to extend pupils' historical knowledge and understanding.
112. One group was observed being taught history by a parent who was very capable and well informed through the teacher's detailed and helpful planning. The parent used secondary resources and good questioning to increase pupils' knowledge about and interest in Florence Nightingale. Although work in pupils' books is limited, their secure responses to questions about what they had learnt, indicate that the subject is taught regularly. However, the curriculum only just covers the required elements and therefore pupils' learning lacks breadth and depth.
113. The subject is not under review at present, so there is no specific action plan. The headteacher keeps an overview, maintains resources and supports colleagues where necessary. No formal assessment procedures are in place, but teachers informally evaluate pupils' learning after each unit of work, share their findings with each other and adjust the planning if felt necessary. There are sufficient books to support pupils' learning. The school has few resources of its own, but is well supported by parents who bring in a good selection when artefacts are needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. The standards of attainment of pupils by the end of Year 2 are above those expected of pupils of this age. Standards have been maintained since the last inspection. No whole class lessons were observed but individuals and pairs of pupils were seen at work in the classrooms. No direct teaching was observed but there were good examples of both teacher and support staff interaction with the pupils.
115. By the age of seven years pupils, including those pupils with special educational needs, are confident, competent and enthusiastic when using information and communication technology. Most pupils are very familiar in using a computer by the time they are in the reception class. Most pupils can select from menus and toolbars, save their work and use the printer. Pupils are confident in using the mouse and the keyboard. They make selections about size and font when word processing. From interviewing pupils a minority are able to spell-check and are familiar with the various uses of computers in the world today. Pupils recognise that they can affect what they see on a screen and carry out simple modifications to this with the use of the keyboard. With some guidance, pupils competently access information from a CD-ROM. There is good evidence of the use of information and communication technology in other subjects, particularly numeracy and literacy. For example, pupils can enter data into the computer to make graphs. Also in artwork pupils use colour fill tools in 'colour magic'.
116. Although no direct teaching was observed in Years 1 and 2, the quality of teacher interaction with pupils' learning was good overall. Pupils are given opportunities to practise new skills in pairs during the week. Teachers' subject knowledge is good and is used well to engage the interest of pupils. Pupils learn and use the correct vocabulary. They respond well when challenged to learn and use a good range of appropriate skills. Pupils work well together in pairs with good concentration and help one another to learn. For example, in Year 1, pupils' knowledge and

understanding of the computer mouse was effectively developed as pupils worked on a mathematics program based on finding place values. In another example, Year 2 pupils were enabled to consolidate their skills carefully when completing a mathematical Carroll diagram with relevant information. Teachers make good contact with pupils sat at a computer whilst a lesson is taking place as the programs used, as in the above examples, are directly related to the lesson being taught. Pupils are managed very well in lessons and pupils treat the equipment with care. Support staff are used effectively to assist pupils with work on the computer. Pupils make good progress, including pupils with special educational needs and who use English as an additional language.

117. The co-ordinators' leadership and management are good and actively promote high standards. Teacher confidence and basic skills have been boosted significantly by the training programme through the New Opportunities Fund. There is an increasing interest and enthusiasm amongst the staff.
118. Procedures for assessment based on a pupils' skills chart are in place and are satisfactory. Information from assessment is not yet fully embedded into the curriculum planning. Monitoring of teaching and planning is satisfactory but needs to be more rigorous.

MUSIC

119. One lesson was observed in Year 1 during the inspection, which was not sufficient to reflect the range of aspects in the music curriculum. Judgements are based on this and are supported by scrutiny of teachers' planning and discussions with Year 2 pupils and the music co-ordinator. Standards by the end of Year 2 are above national expectations for pupils of this age in singing. All pupils make good progress in the aspects observed and all pupils interviewed declared a great enthusiasm for the subject.
120. In assembly pupils sing with a good shape to the melody by controlling dynamics effectively. They sing sweetly and in tune. Pupils in Year 1 are able to play the untuned percussion instruments correctly, are acquiring the correct vocabulary to describe how they are played and respond well to non-standard notation and also to conducting cues when playing. Children in Year 2 know they can use the library for research on music and musicians.
121. A specialist musician provides the music teaching for all classes. Her very good subject knowledge ensures pupils play instruments correctly, develop a good musical vocabulary and most importantly a love of the subject. Pupils are given very good opportunities to bring their own ideas to lessons, for example thinking of novel ways in which instruments can be grouped or played. The lesson set off at a smart pace with an introductory song which allowed pupils to control different elements of music, for example dynamic and tempo. The relationships between teacher and pupils are very warm and encouraging, which support pupils in the potentially stressful situation of performing in front of their peers.
122. The experienced co-ordinator is presently reviewing the policy and scheme of work in line with the timetable in the school development plan. The curriculum is enhanced by a recorder club which is taken up by two thirds of Year 2 pupils. Assessment procedures developed by the co-ordinator involve evaluating pupils' skills against criteria on a half termly basis. This focused observation means that reports give an accurate and valuable picture of pupils' attainment rather than mere coverage of the curriculum. Resources are satisfactory overall.

PHYSICAL EDUCATION

123. Standards at the time of the previous inspection were judged to be good in gymnastics and dance. It was only possible to see one games lesson and an introductory dance lesson during this inspection. In both, standards were in line with national expectations. The school is judged to have maintained satisfactory standards in physical education.
124. Pupils in Year 1 repeat and practise the skills of throwing and catching with increasing co-

ordination. Most illustrate the correct actions, although success was hampered by the gusty conditions in which they were working. They hit a beanbag with reasonable accuracy into a space, but had difficulty in directing it towards a partner. They are beginning to develop the correct action for using a racquet. Year 2 pupils use space well to move around, with changes of direction. They respond well to suggested actions, moving like elephants with big, strong steps and swinging an arm to create appropriate movements as a trunk. They build up a simple sequence and respond well to the changes in music when performing this. Planning and the timetables indicate that pupils have regular lessons each week in games, dance and gymnastics.

125. The quality of teaching in both lessons was satisfactory. In Year 1 games, the pupils and adults were all clothed appropriately. Once outside, the student teacher prepared all the required resources whilst the pupils were completing their warm-up activities. Thus no time was lost and the lesson moved at a good pace. The teacher demonstrated secure subject knowledge as she taught the specific techniques of hitting with a racquet. Pupils worked in small groups so they were kept active throughout. However, the difficult weather conditions, and use of bean-bags that were hard to throw and catch, limited pupils' learning. In Year 2 dance, the teacher selected music that matched the animal well and thoughtfully had pre-recorded it to match the development of the lesson, so time was not wasted trying to locate the right part of the tape. Pupils were encouraged constantly to refine and improve their work, but were given very little opportunity to suggest and use their own ideas for movement or sequence. They responded well to the opportunity to perform to the rest of the class and those observing were encouraged to say what they particularly liked and why. This effectively developed their observational skills and helped them identify good quality movements. The teacher made learning fun by finishing with a 'grand elephant parade', which the pupils really enjoyed. All pupils, including those with special educational needs and who have English as an additional language, in both lessons took an active part and achieved at least satisfactory standards.
126. The co-ordinator offers good leadership. She has worked hard to rewrite the scheme of work for each element of the subject that is covered. She is currently producing detailed lesson plans to match, based on clear targets for learning, and identifying the key vocabulary and skills to be taught. Alongside, she has supported her colleagues in the teaching of games skills and the use of large apparatus in gymnastics. Monitoring of teaching is informal. Resources have been acquired to support games skills, such as hockey sticks and football equipment. Older equipment is being replaced gradually and there is plenty of small equipment and large apparatus. Pupils' achievement is monitored at the end of each unit taught, based on the target set. At present, teachers record the outcome in their own way, which does not give the co-ordinator a clear overview of strengths and weaknesses in teaching and learning. The school places a strong emphasis on the development of physical education for its pupils.

RELIGIOUS EDUCATION

127. Standards in religious education broadly meet the expectations of the Locally Agreed Syllabus by the end of Year 2. This is a similar finding to the previous inspection. As no lessons were seen, judgements are based on teachers' planning, pupil interviews, scrutiny of work and discussion with the co-ordinator.
128. By the age of seven, pupils' knowledge and understanding of religious education is broadly satisfactory. Pupils are becoming more aware of world religions, with particular reference to Christianity, Judaism and Islam. They have a satisfactory understanding of special places and special books and make appropriate links with places of worship, such as churches, synagogues and mosques, as well as holy books, such as the Bible, Torah and the Qur'an. For example, pupils visited the mosque at Woking to gain a better understanding of the rituals associated with the Islamic faith. Pupils also examine Islamic artefacts and learn how people of this faith worship Allah. Pupils enjoy creating Eid cards as they learn how the festival is celebrated. Through the study of Judaism, pupils learn that the Torah is a special holy book and is used in worship in the synagogue. Pupils learn that Jesus is a special person to Christians and that he taught people through parables. They recognise and celebrate the major festivals of Christmas and Easter as well as Hanukkah and Eid. By the end of Year 2, pupils are beginning to show respect for different

faiths and matters related to religion. Written work is evident but is rather limited across the classes.

129. As no lessons were observed, it is not possible to make a firm judgement on the quality of teaching. Evidence from teachers' planning shows that the school follows the Locally Agreed Syllabus with their own scheme of work. From the scrutiny of work, all pupils make satisfactory progress, including those with special educational needs and English as an additional language. Progress in understanding is supported well through the use of artefacts and other resources.
130. Curriculum planning clearly identifies which aspects will be taught to each year group and is related well to the Locally Agreed Syllabus. The school scheme of work provides good support to teachers when planning work and ensures that skills, knowledge and understanding are built upon from year to year. The school has adopted the Qualifications and Curriculum Authority's scheme of work to use alongside the Agreed Syllabus. In planning religious education, allocation of time is minimal and does not meet statutory requirements of the Locally Agreed Syllabus. The school needs to address this matter. Assessment is by observation of pupils' work and is being further developed in order to contribute towards curriculum planning. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development. There are also effective links with assemblies and celebration of religious festivals.
131. Subject co-ordination is satisfactory. There is satisfactory monitoring of teaching, planning and reviews of pupils' work.
132. Resources are satisfactory. Three major religions are represented with a range of artefacts. Information and communication technology is used well to link with some places of worship. There are satisfactory links with the local church but few visitors such as religious representatives visit the school. Display work seen in Year 2 is good and enriches pupils' experiences and understanding.