

INSPECTION REPORT

THE VALE PRIMARY SCHOOL

Epsom, Surrey

LEA area: Surrey

Unique reference number: 131991

Headteacher: Mrs M Chapman

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 12 – 14 February 2001

Inspection number: 230530

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and junior
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Beaconsfield Road Epsom Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Lynch
Date of previous inspection:	n/a

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17826	June Punnett	Registered inspector	Science	Characteristics of the school Results and achievements Teaching How well the school is led and managed? What the school should do to further improve
			Information and communication technology	
			Art and design	
			English as an additional language	
11414	Ann Bennett	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
10367	Norma Myers	Team inspector	English	
			Geography	
			Music	
			Foundation Stage	
			Special educational needs	
27061	Ian Stainton-James	Team inspector	Mathematics	How good are curricular opportunities?
			Design and technology	
			History	
			Physical education	
			Religious education	
			Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Vale Primary School is a newly formed school, situated in the village of Langley Vale near Epsom in Surrey. It is currently smaller than the average as pupils have not yet reached Years 5 and 6. This is the school's first inspection. Approximately 40 per cent of children come from the village and the rest from the surrounding area. Almost nine per cent of pupils are identified as having special educational needs. This is below the national average. The percentage of pupils with Statements of Special Educational Need is broadly in line with the national average. Less than one per cent of pupils are entitled to free school meals and this is very much lower than the national average. There are 86 boys and 69 girls, 155 pupils altogether, on roll organised into five classes. There are no pupils from ethnic minority families at the school. At the time of the inspection, there were 30 children in the Foundation Stage. During the last school year, 24 pupils entered the school other than at the usual time of first admission and six left it at a time other than that of the normal leaving or transfer for most pupils. This represents an average degree of mobility amongst the pupils in this school and is due to additional pupils joining the school since it expanded into Key Stage 2 and others moving into the independent sector. Pupils' attainment on entry is above average.

HOW GOOD THE SCHOOL IS

This is a good school, popular with parents and pupils. There is a clear sense of community and by the end of Key Stage 1 pupils' attainment in reading is very high, and in mathematics is well above average. Much of the teaching is good and the school is well led and managed. Pupils are very well looked after, their attainment is well tracked in the core subjects and opportunities for extending their moral development are very good. There is room for improvement in areas of the curriculum such as writing, aspects of science, assessment in the non-core foundation subjects and in the development of the role of the curriculum co-ordinators. The school is aware of this and has plans for improvement. The consistently good quality of the school's leadership and management and the good ethos that promotes a commitment to high standards mean that the school is well placed to improve further in the future. The school provides good value for money.

What the school does well

- The headteacher provides good leadership, with a focus on promoting effective teaching and learning.
- There are very good collaborative approaches between the headteacher, staff and governors to plan and promote improvement.
- Pupils enjoy coming to school and get on with their work enthusiastically. The family atmosphere encourages everyone to be mindful of others.
- The school promotes a very effective partnership with parents and these good relationships contribute to pupils' good progress.
- The provision for pupils' moral education is very good; the provision for their spiritual, social and cultural education is good.
- The provision for pupils with special educational needs is good and, as a result, they make appropriate progress. The inclusiveness of the school is a strength.

What could be improved

- Standards in writing throughout the school.
- The investigative aspects of science.
- Assessment procedures in the non-core foundation subjects and the use of assessment information.
- The role of the curriculum co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As this is a new school, there are no previous inspection judgements.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
Reading	N/a	N/a	A*	A
Writing	N/a	N/a	B	C
Mathematics	N/a	N/a	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that compared with all schools, standards are well above average in reading and mathematics, and that in the reading tests, standards were in the top five per cent of schools nationally. Standards were above average in writing. Compared with similar schools, standards are highest in reading and mathematics, and weakest in writing. The school has set appropriate targets to maintain or improve standards in the end of Key Stage 1 national tests. The findings of the inspection agree with the school's test results and judge standards in English and mathematics, including numeracy, to be above average compared with all schools. The inspection finds standards in science to be average at Key Stage 1. In English, standards are particularly high in reading, speaking and listening and average in writing. In mathematics, pupils show very good abilities when undertaking mental calculations; in science, pupils' investigative skills are underdeveloped. In music in Year 2, standards are above those found in most schools. In art and design, design and technology, information and communication technology, history, geography, physical education and religious education, they are similar to those found in most schools.

By the end of Year 4, standards are maintained in English and mathematics, and improved in science and information and communication technology. Standards in writing are not as good as they could be. In art and design, design and technology, history, geography, music, physical education and religious education, the standards are those expected for pupils of this age. Children in the Foundation Stage exceed expectations in communication, language, mathematics and their personal, social and emotional development. In literacy, knowledge and understanding of the world, creative development and physical development children attain the expected standards for their age. Throughout the school, pupils, including those

with special educational needs and pupils for whom English is an additional language, make good progress and achieve standards which reflect their potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to do their best, which helps them to make satisfactory or better progress.
Behaviour, in and out of classrooms	Good. Pupils behave well in assembly, around the school and in class. Their behaviour at lunchtimes is very good.
Personal development and relationships	Very good. Pupils work very well together, share resources and ideas very well and take responsibility with enthusiasm.
Attendance	Attendance at the school is good, and the level of unauthorised absence is lower than comparable schools. There is some lateness in the mornings. Some lessons do not start promptly enough.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall:	Satisfactory	Satisfactory	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.

During the inspection, five per cent of the teaching seen was very good and 95 per cent was satisfactory or good. No unsatisfactory teaching was seen. The very good teaching was seen in Key Stage 2. The teaching in the Foundation Stage and Key Stage 1 is satisfactory overall. In good lessons, the teachers ensure that the pupils fully understand the aims of the lesson, give purposeful demonstrations and support the pupils well. This promotes good progress in the pupils' learning. The weaknesses identified in the teaching are occasionally inappropriate activities for the age and developmental stage of the pupils and weak time keeping. These factors lead to the pupils not making sufficient progress. The quality of teaching of literacy and numeracy is good and promotes above average standards in both key stages. Writing is the weakest area in literacy teaching, resulting in average standards across the school. The needs of pupils with special educational needs and those with English as an additional language are met well. The school's provision for higher-achieving pupils is satisfactory.

The quality of the pupils' learning and progress reflects the quality of teaching and is satisfactory for children up to age five and at Key Stage 1, and good at Key Stage 2. Strengths in learning include the way the pupils take turns and use equipment effectively and the enthusiasm with which they take part in lessons and answer questions when they are motivated by the teaching. The major weaknesses in the pupils' learning are because of inappropriate activities to meet the needs of all pupils in science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision is good and assists the pupils to make good progress, particularly in numeracy.
Provision for pupils with special educational needs	Good. Procedures for identifying pupils with special needs are effectively in place, and they have full access to the school's curriculum. They are well supported and are provided with appropriate work. They make good progress towards their targets.
Provision for pupils with English as an additional language	The two pupils with English as an additional language make appropriate progress and take a full part in the school's curriculum without additional help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with moral provision being very good. These aspects make an important contribution to pupils' personal development. Visits to places of cultural interest and the importance of music in the school are playing a significant part in promoting spiritual, cultural and multi-cultural understanding.
How well the school cares for its pupils	The school cares for pupils well. Procedures for monitoring attendance and behaviour are good and lead to good standards in both areas. Good assessment in English, mathematics and science has a positive effect on standards but in other subjects, the use of assessment information lacks consistency.

Very good links with parents help to raise standards. Parents are well informed about the school's work and support pupils' learning well; many parents help in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school very clear and purposeful leadership. This results in an atmosphere in which pupils and staff are happy and valued and where achievement is at the core of the school's aims. As a growing school, staff have many curriculum responsibilities; they are still developing their roles.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. The governors support and develop the school actively. They promote it well in the local community. The school has no drugs policy.
The school's evaluation of its performance	The school uses the results of national tests to identify pupils who need extra support. The governors are knowledgeable and are active in monitoring the school's performance. The headteacher has a comprehensive monitoring audit in place.
The strategic use of resources	The school's resources are well used to promote pupils' learning. All developments are carefully costed, and criteria to determine cost effectiveness are established in advance. School development planning appropriately covers a three year period.

The school has an appropriate number of teaching and support staff who are well qualified. Accommodation is very good and has a positive effect on learning, pupils' attitudes and behaviour. Resources are good overall.

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 school is well led and managed. • Their children enjoy coming to school. • Standards of teaching. • The warm, friendly, caring attitude of the staff. • Standards in music and art. • Weekly open assembly for parents. 	<ul style="list-style-type: none"> • Provision for sport. • Class sizes are too large. • The lack of a male teacher on the staff. • A few parents expressed concern about the cleanliness of the toilets.

The inspection supports the positive views of parents although inspectors find standards in art to be average and those in music to be above average. They also find that the provision for sport is appropriate for the ages of the children. The classes in Key Stage 2 are large, and this may become more of an issue for the school as the children grow in size. However, many lessons have learning support assistants working with the pupils so they can get more attention. Staffing issues are a matter for the governing body and headteacher. Inspectors noted that the toilet facilities were generally clean, although there are tendencies for the younger pupils to be careless when using them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage with above average standards. They make good progress and reach appropriate standards given their entry point. In Year R, the children are likely to exceed the standards found in most schools in their communication, language and mathematical development. In literacy, knowledge and understanding of the world, creative and physical development they are likely to attain the expectations of the Early Learning Goals. In children's personal, social and emotional development these goals are likely to be exceeded.
2. In the end of Key Stage 1 tests in 2000, standards were very high in reading, when compared with all schools. The school's results placed it in the top five per cent of all schools in reading achievement. The school achieved more than twice the national average at the higher Level 3 in reading and all pupils achieved the expected level. Standards were well above the national average in mathematics and above average in writing. When compared to similar schools, standards were well above average in reading and mathematics, and average in writing. There are no previous comparators to use to assess progress as this is a newly formed school. In science, the assessments made by teachers were very high in comparison with the national average.
3. The findings of the inspection are that, in Year 2, the pupils reach above average standards in reading, speaking and listening, and mathematics including numeracy, and in music. In writing and all other subjects, standards are average. The expectations in religious education are met.
4. In Key Stage 1, pupils have a good understanding of phonics and use these skills effectively when tackling unfamiliar words. Pupils' writing is sound but does not reflect the above average standards attained by pupils in speaking, listening and reading. Pupils rarely review their written work and the outcomes of practice handwriting sessions are not fully reflected in other work. In mathematics, pupils in Year 2 have a secure grasp of numbers and can add and subtract numbers up to 100. They have good mental recall of the two, five and 10 times tables. Pupils' confidence in using and applying their mathematical knowledge, although sound, is not as good as other aspects of the subject. In science, pupils in Year 2 have an average understanding of living things, the properties of materials and physical processes. By Year 2, pupils know about the importance of exercise, can sort and compare materials and select different materials in order to make varied sounds. However, their attainment in scientific enquiry is only average.
5. In geography at Key Stage 1, the pupils make sensible comparisons between buildings in Langley Vale and the Isle of Struay. In religious education, the pupils know simple stories about Moses. In history, the pupils use simple chronological vocabulary to understand the past but their methods of recording their work are limited. In physical education, Year 2 pupils understand the importance of warming up and cooling down, and are aware that exercise increases the heart rate. In design and technology, pupils use joining techniques to make puppets, but they are less confident at designing and evaluating their products. In art and design, the pupils

paint successfully, but their brushes are too thick to demonstrate fine work. Pupils successfully compare the works of Matisse and Morris. In information and communication technology, the pupils show good levels of independence when changing colours and drawing when using a painting program, but they have insufficient opportunities to practise their skills in other areas of the curriculum. The school's few pupils for whom English is an additional language are in Year 4 and Key Stage 1, and make good progress.

6. The findings of the inspection are that, by the age of nine, the pupils reach standards, which are higher than those found in most schools, in English, mathematics, science, information and communication technology, physical education and music. This is because the quality of teaching at Key Stage 2 is more consistently good and builds successfully on the secure foundations made earlier in the school. In writing, pupils' attainment does not reflect their above average abilities in reading, speaking and listening. In history, geography, art and design, design and technology and religious education, standards are similar to those found in most schools. Higher-attaining pupils make good progress.
7. In English in Key Stage 2, pupils confidently compare authors, displaying extensive knowledge of the genre of a series of books. Good reading skills support learning in other curriculum areas such as history, where pupils have good opportunities to use their extensive speaking and listening skills. Writing standards are weaker than expected, given pupils' high levels of reading competence. Grammatical exercises are regularly completed but pupils do not apply this learning in other areas of the curriculum. Less-able pupils and those with special educational needs struggle to communicate legibly. Most pupils in Year 4 are working well above the appropriate level for their age in mathematics. They are developing their own strategies for problem solving and are confident in finding the perimeter and area of simple shapes. They recognise symmetry in everyday life and in gymnastics the making of symmetrical patterns helps to reinforce their mathematics learning. In science by Year 4, pupils understand how to make a fair test, recognise parts of plants and the human body and identify methods by which solids and liquids can be separated and know about conductors and insulators.
8. In music at Key Stage 2, the pupils sing confidently with good rhythm, dynamics and pitch. In history, the pupils in Year 4 have some understanding of life in Ancient Egypt and become aware of the difficulties in interpreting the past. In religious education, they have a good understanding of the beliefs and traditions of Christianity and Judaism. In geography, the pupils know how to locate India on a map but higher-attaining pupils do not reach their potential as a result of too many work-sheet based tasks. By the end of Year 4, in gymnastics and dance, pupils successfully put together a sequence of movements. In design and technology, the pupils compare and reach conclusions as to which shapes, designs and methods of assembly are the most effective means of packaging. In information and communication technology, the pupils are confident when using programs to support their learning in art and design and mathematics, but their keyboard skills are not highly developed as most only use one or two fingers. In art and design, they use pencil drawings well, for example to convey a sense of movement, but their three-dimensional work is less well developed.

9. Pupils with special educational needs make good progress throughout the school. The school, using outside agencies where appropriate, properly assesses their complex needs. Time and money are then provided to ensure that pupils receive good support, guided by well-constructed individual education plans.

Pupils' attitudes, values and personal development

10. The pupils have very good attitudes towards school and their work. They move quietly to their classrooms at the start of the day and organise their belongings without fuss. They enjoy school and are kind and considerate to those with difficulties, playing their part in this very caring community. The school has adopted a fully inclusive approach to pupils with special educational needs, who are seen as an important and integral part of the whole school community. Relationships are very good. The inclusive approach to pupils is a strength of the school.
11. Pupils use their very good speaking and listening skills well. They listen well to their teacher and to each other and, as a result, classrooms have a culture of mutual respect, which values the opinions of others. In class, pupils work well because their teachers mostly make sure the work they are given is sufficiently challenging. Older pupils are increasingly challenged to develop personal organisational skills with homework.
12. The Year 4 pupils in the school have been the oldest since they were in Year 2, and will remain so until they go to secondary school. This is an unusual situation, and the effect on their personal development has not been fully thought through. Although there have been discussions about competitive activities, these pupils do not have regular opportunities to work alongside or interact with slightly older pupils. There is room to further develop links with neighbouring junior departments.
13. Pupils are confident, because they feel valued as individuals. They are able to hold a good conversation with a visitor. Pupils behave well throughout the day. They are industrious in lessons and very quiet and attentive in assembly. They behave very well in the playground, making good use of the facilities and space available. No incidents of antisocial behaviour were observed during the inspection. Infant pupils enjoy the stickers allocated by the lunchtime supervisors for behaving sensibly, and the public way in which they are given. Pupils show respect to all the adults who work in the school, and relationships with them all are very good. There have been no exclusions.
14. Attendance at the school is good, and the level of unauthorised absence is better than comparable schools. The school is trying to reduce lateness in the mornings. During the day there are some occasions when lessons do not start promptly enough.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is satisfactory overall with some examples of good and very good teaching. During this inspection, 38 lessons or parts of lessons were seen. The quality of teaching was very good in five per cent, good in 40 per cent and satisfactory in 55 per cent of lessons. The quality of learning closely mirrored these figures. The teaching makes identical provision for the needs of boys and girls and for pupils of different ethnicity. The two pupils with English as an additional language speak English well enough to take a full part in the life of the school and to progress appropriately without additional support.

16. The quality of teaching and learning for children in the Foundation Stage is satisfactory and they make suitable progress and reach appropriate standards given their above average entry point. Within this overall judgement, teaching and learning are good in mathematics, personal, social and emotional development, knowledge and understanding of the world and creative development. In language and literacy and physical development, the quality of teaching and learning is satisfactory. During this inspection, seven observations of the teaching of children in the Foundation Stage were made. Twenty-nine per cent was judged to be good and 71 per cent satisfactory. Teachers' planning, the way basic skills are taught, the management of children and use of support staff are satisfactory.
17. At Key Stage 1, the quality of teaching and learning is good in English, mathematics, physical education and music, and promotes good progress and good standards. The quality of teaching literacy and numeracy is good. In all other subjects the quality of teaching and learning is satisfactory. At this key stage, 15 lessons were observed during the inspection. Thirty-three per cent were good and 67 per cent were satisfactory.
18. A Year 1 literacy lesson based on the story 'Little Red Riding Hood' illustrated the strengths of the teaching at this key stage and indicated that the school has implemented the National Literacy Strategy well. The lesson was well planned with work provided for pupils of three different levels of attainment. The good quality of the relationships in the class made the pupils feel secure and gave them the confidence to answer questions without worrying about giving a wrong answer. Their interest was maintained by basing their writing on the story they read as a class. Speaking and listening skills were well developed, resulting in contributions by pupils such as 'the power of the wicked'. Higher-attaining pupils used dictionaries effectively when writing and showed understanding of their personal targets. Good progress was made in this lesson.
19. At Key Stage 2, the quality of teaching and learning is good and promotes a good rate of progress and above average standards. During the inspection, 16 lesson observations were made at this key stage. Twelve per cent were very good, 50 per cent were good and 38 per cent were satisfactory. The quality of teaching and learning is good overall in all subjects except English, design and technology, and physical education, where it is satisfactory. There are no significant weaknesses in the quality of learning at Key Stage 2, where particular strengths are the speed with which pupils acquire knowledge, skills and understanding and the effort which they put into their work.
20. A Year 4 lesson on using non-standard units and centimetres to measure area exemplified the good quality of the teaching at Key Stage 2 and the good way in which the school has implemented the National Numeracy Strategy. The pupils listened very carefully to the teacher's introduction and joined in very enthusiastically during the initial mental arithmetic session. The teacher had good control of the pupils' behaviour and high expectations that they would not call out or talk over others. Good questioning by the teacher enabled the pupils to refine their understanding and to explain the strategies they used to work out mentally, questions such as 440 subtract 90. When working on the mathematics challenge, good learning took place as pupils solved problems of finding out which shapes make up an area of six squares and subsequently an area of 10 squares. Good progress was made in this lesson.
21. Strengths of the teaching include the way in which the pupils' behaviour is managed, the pace of lessons and the use of support staff. At Key Stage 2, the expectations

which the teachers have of pupils, the way in which they teach basic skills and their knowledge of the subjects that they teach are also strengths.

22. The weaknesses in the teaching in the Foundation Stage are in the organisation and pace of physical activity lessons, resulting in children losing their concentration and making limited progress. At Key Stage 1, pupils' writing skills are insufficiently developed in subjects such as, religious education. In Years 3 and 4, although physical education lessons are well prepared, punctuality to other lessons means that pupils do not receive their time allocation for the subject. Pupils' handwriting and presentation are generally weak in Years 3 and 4 as the skills are given insufficient focus during lessons.
23. Pupils with special educational needs make good progress in their learning in all areas of the curriculum. Teachers write individual education plans, which clearly outline the way the curriculum is to be adapted to meet individual needs. Pupils with English as an additional language make good progress without extra support, as they are competent English speakers.

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

24. The curriculum provided for children up to the age of five is satisfactory. The programme of work is based upon the advancement of children's skills, knowledge and understanding related to the areas of learning and early learning goals for the Foundation Stage of education.
25. The curriculum is broad and balanced and meets the statutory requirements of the National Curriculum at both key stages. The curriculum reflects effectively the stated aims, values and mission statement of the school. It provides an interesting and stimulating programme for personal development. The governors' policy for sex education states that it forms part of an on-going personal, social and health education curriculum throughout the primary years, but there is no provision for drug education. This is unsatisfactory.
26. The school has a suitably designed whole school curriculum framework, which takes account of the 21 per cent non-National Curriculum time in an appropriate way, as for example in the teaching of French. Particular emphasis is given to English and mathematics. The school has effectively introduced the National Literacy and Numeracy Strategies. Both have been successfully implemented, and the National Numeracy Strategy has had a good effect on the quality of teaching, and on standards in mathematics. There is still some way to go for the school to maximise the full impact of the National Literacy Strategy on standards. The length of the teaching week at both key stages is in line with nationally recommended guidelines although there is some slippage in lesson timing, so that time is not always used to best effect.
27. Curriculum planning is satisfactory. The curriculum is effectively organised and contributes to the overall quality of learning. Pupils with special educational needs receive good support through a modified curriculum, well targeted on individual education plans. Good planning and resourcing ensure the full implementation of all Statements of Special Educational Need. The curriculum is planned and taught as separate subjects but where appropriate there are effective links between subjects, often in a topic theme. There are supportive policy statements and schemes of work for all subjects, although the science policy needs updating. These are helpful in assisting planning and provide a framework for ensuring that knowledge and skills are

built upon. The medium-term plans are constructed to give a clear outline of subject coverage. The short-term plans are helpful, listing learning objectives, assessment objectives and often showing how the higher-attaining pupils will be extended. Assessment objectives are underdeveloped for the non-core foundation subjects.

28. There are several lunchtime and after school clubs, including the 'Woodpeckers', an after school club run with a Surrey grant. These extra-curricular activities enhance and extend the curriculum and are gradually being added to as the school grows in size, providing pupils with the opportunity to develop their social skills and other interests. The quality of the curriculum is much improved by the use of the local environment and outside visits to places of interest such as Epsom racecourse.
29. The school's provision for homework is outlined in a school policy that aims to ensure consistency of approach, and meet the needs of individual pupils as well as extending and supporting their learning. There are good links with the local community and pre-school groups but liaison with secondary schools has yet to be developed.
30. Equality of access and opportunity is good. Policies and documentation provide a strong message that no pupil will be discriminated against. Some classes have more boys than girls, but this does not impinge on fair treatment of all in the class. Pupils with special educational needs and those for whom English is an additional language are all helped to gain the most they can from their lessons. The school tracks pupils' progress well to ensure that no pupil is gaining any less than any other from the curriculum on offer. The school's system and planning ensure that the curriculum meets the needs of all pupils on the special needs register.
31. The overall provision for pupils' spiritual, moral, social and cultural development is good. The provision for spiritual development of pupils is good. Statutory requirements for the provision of a daily act of collective worship are fully met. The school promotes spiritual awareness well both in assemblies and in religious education lessons. Pupils participate fully in assemblies; periods of quiet reflection, prayers and good singing help to create atmosphere. Planning for spiritual development as part of the subjects within the curriculum is less well developed although religious education lessons plan for this aspect well.
32. The provision for the moral development of pupils is very good. Pupils learn concepts of right and wrong from when they first arrive in the school. Teachers use circle time, personal, social and health education and religious education lessons to explore issues and come to decisions. Pupils understand the behaviour policy well. In many classes, rules are displayed and referred to by the teacher when pupils contravene them. Teachers emphasise the need for self-management and self-responsibility and rules are known well and obeyed by most pupils. Assemblies support moral provision very well.
33. Provision for pupils' social development is good. The development of social skills in the first years of schooling is a credit to the staff and makes a major contribution to the good behaviour, social skills and self-discipline seen throughout the school. Staff provide good role models through the way they treat pupils and each other with courtesy and respect. However, the social development of pupils in Year 4 is not so fully developed because they have only had their peer group as role models and have always been the oldest pupils in the school.
34. Provision for cultural development is good. The school provides cultural development through assemblies, as for example the playing of music as pupils enter and leave.

Pupils are introduced to Aboriginal art and famous artists such as Monet, Van Gogh and Mondrian, and thus experience a wide range of art. In religious education lessons, pupils begin to appreciate other religions and beliefs through learning about the principal religions. Music from different cultures such as Ladysmith Black Mambazo played in assembly, Irish dance music in physical education and the more traditional classical composers helps to promote pupils' cultural development through music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. At The Vale, pupils are treated as individuals and valued for who they are. The caring ethos of the school is particularly seen in the thorough and extensive arrangements made for the welfare of individual children with specific medical or other needs. A number of the staff have willingly undertaken very specific training to allow a proper level of care for these pupils. The school has effective systems in place to identify, assess and monitor the needs of pupils who require extra support, in line with the requirements of the 'Code of Practice'. Provision is purposefully extended by the inclusion of a Stage 0, where quite minor concerns can be addressed. All requirements as outlined in Statements of Special Educational Need are fully met. There are good arrangements for the care of pupils who are injured or unwell at school, and parents are informed promptly. There is some duplication of incident and accident reporting, and this needs simplifying, with clear criteria established.
36. The well-designed playgrounds make supervision straightforward, because the whole of each area can be seen easily. Extensive risk assessments have been undertaken, and governors are vigilant in all matters of health and safety. The headteacher is shortly to update her training in child protection matters, and plans to cascade this to include all the non-teaching staff. At present the headteacher is responsible for child protection matters and these arrangements are satisfactory.
37. School policies and practice on behaviour and attendance are effective, and parents express their confidence that incidents of alleged bullying are properly investigated. There are some incidences of lateness that are being addressed by the school.
38. The school is cautiously beginning to use the local authority's statistical analysis of Key Stage 1 national test results against baseline assessments in order to predict the performance of individual pupils. This is ensuring that teachers have realistic expectations of their performance. The information does not yet exist for older pupils.
39. Teachers are regularly assessing pupils' academic progress in the core subjects of English, mathematics and science. They are then able to set targets with pupils for improvement. However, this does not happen in other subjects. The headteacher is keen to keep assessment manageable and worthwhile. It is unclear how much information gained from assessment really influences teachers' lesson plans, and whether they allow themselves to deviate from the published schemes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The parents are a very strong force within the local community. The very good collaborative work of the Parent Teacher Association (PTA) and governors has made a significant impact on the improving relationships with the school's neighbours. The programme of events during Millennium week was designed to cover the interests of the entire community age range and to strengthen ties. As one parent reported, 'huge bridges were built'. Fears of the impact of the new school building on the local

community have been alleviated, and the PTA continues to be sensitively aware of the noise and traffic surrounding after-school functions. Part of the headteacher's long-term vision for the new school included provision of a parent and toddler group and an after-school club, both of which are functioning and valued by parents.

41. Parents are very supportive of the school, and work with their children at home. They are keen to promote learning and this contributes significantly to the pupils' very good speaking and listening skills and their attitudes towards school. Parents are provided with the teachers' long-term plans to give them an over-view of the work being covered each year. This document could be made more useful to parents if it included skills to be learnt as well as topics to be covered. There was a high response rate to the pre-inspection questionnaire, and most replies were very positive. Parents feel least confident about how their children are getting on at school. The school purchased software last year which allows teachers to write computer-generated subject reports, and free comments on general progress and personal and social development. Although most parents are satisfied with these reports in the first year, they have the inherent danger of appearing to be the same year on year. They also tend to repeat the information in the curriculum plan.
42. Parents appreciate the discussions with class teachers at parents' meetings. These are useful fora for discussing a pupil's targets, and refining the ways in which parental support is most useful. Parents of pupils with special educational needs feel very well informed about the progress of their children, and are involved in all review procedures. Parents rightly have a positive view of the provision the school makes for their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The quality of the school's leadership and management is good. The leadership of the school ensures clear educational direction. The school has a good ethos. The Vale Primary School aims to provide a secure, happy environment that builds on success at an individual level. It is successful in meeting this objective. The school has taken appropriate steps to ensure that the performance management policy is implemented in the agreed time-scale. The governing body fulfils its responsibilities, well with the exception of the provision for drugs education. The school is well placed to improve in the future.
44. The headteacher is supported well by the key stage co-ordinators; there is no deputy in place. As the school grows it may be necessary for the school to appoint a permanent deputy headteacher to take account of the growing management role within the school. The monitoring, evaluation and development of teaching by the headteacher is strong, resulting in satisfactory or better teaching across the school. The literacy and numeracy co-ordinators have had opportunities to monitor lessons in conjunction with the headteacher and local education authority's adviser. But other co-ordinators have yet to have the same opportunity. Assessment is used well in English and mathematics and is a developing area in all other subjects. There is a shared sense of responsibility in the school, staff want to do the best for the pupils that they teach. All support staff share the same philosophy and work collaboratively to achieve their agreed values and aims. The school has satisfactory links with other local primary schools. The governors' intention for the school to work in partnership with the community is successful. The school actively promotes equal opportunities through its daily life. The development plan supports the school's priorities well. This is a caring school, underpinned by valuing and respecting each individual's contribution.

45. The school development plan outlines developments for three years and has been used whilst the school moved from the old buildings and grew to become an all-through primary. The raising of standards in writing, policy writing, the development of the new school grounds and strategic management are highlighted. Various accommodation issues are identified such as, the development of the school grounds as an environment for learning.
46. Good systems are in place for pupils with special educational needs. They are rigorously monitored and good records are kept of the provision made by the school for each pupil. There are good regular informal contacts between all staff who provide support. There is a designated governor for special educational needs. Good use is made of the appropriate places in the school for small-group work. Resources for special educational needs are good. Outside agencies are used and the school seeks extra help where appropriate.
47. The newly formed governing body is supportive of the school, and through its committees it is informed about curriculum and resources issues. The finance committee carefully monitors the finances of the school. Funding grants allocated for staff training are used well. Funds for special needs and for English as an additional language are well managed and used prudently to support pupils.
48. The most recent audit report, 2000, found the management of finances to be satisfactory. All recommendations have been implemented. The management of finances is now good. Management of the day-to-day money matters by the administrative officer is good. Best value principles are applied in the use of services and resources. The governing body meets its strategic responsibilities in managing the school and planning for the use of resources. Individual governors are developing links to subjects and make informal and formal visits to the school. There is a good working relationship with the management of the school. The strategic role of governors is good.
49. The accommodation is very good overall and the staff make effective use of all of it. There is an outdoor play area for the Foundation Stage children although the covered area is small. The new accommodation allows the curriculum to be taught effectively overall, though there is an issue regarding the siting of the donated computers. Learning resources are satisfactory or better in all subjects. The current staffing meets curriculum needs. Induction of staff new to the school is good, as is the mentoring of newly qualified teachers, and has resulted in them being quickly integrated into school routines. Teaching staff work well with support assistants to ensure that provision for pupils with special educational needs matches their individual needs. Pupils benefit from well-trained support assistants, who are fully briefed about the needs and requirements of pupils. However, these well-trained staff could be more effectively deployed, especially during whole-class teaching time. Statutory requirements are met in all areas, with the exception of the lack of provision for drugs education. The lower than average costs per pupil, the quality of the school's leadership and management and of the teaching, the very good links with parents and the quality of the provision for pupils' spiritual, moral, social and cultural education means that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. To improve further the achievements of pupils and the standards they attain, the headteacher, governors and staff should:

- (1) Improve standards of writing across the school by:
 - raising teachers' expectations;
 - adopting a whole school approach to the teaching of handwriting;
 - improving pupils' handwriting and spelling especially at Key Stage 2;
 - more actively promoting editing and re-drafting skills.
(Paragraphs 3, 4, 5, 6, 7, 22, 45, 55, 61, 62, 65, 67, 69, 74)

- (2) Improve the science curriculum by:
 - updating the science policy to make it more relevant to the needs of pupils;
 - increasing the amount of quality time given to teaching the subject;
 - ensuring that there is an emphasis on teaching the skills of enquiry, observation and the communication of findings;
 - using assessment information more effectively to inform future lessons.
(Paragraphs 4, 27, 80, 81, 82)

- (3) Further develop assessment procedures and the use of assessment information in the non-core foundation subjects by:
 - clearly identifying in planning the curriculum aspects to be assessed;
 - using assessment to adapt teaching to better meet individual needs.
(Paragraphs 27, 39, 44, 85, 94, 99, 102, 107, 112)

- (4) Further clarify the role of the curriculum co-ordinators so that they contribute more effectively to improving the quality of teaching and learning in their subjects. (Paragraphs 44, 45, 78, 82, 86, 91, 94, 99, 103, 112, 117)

Other issues which should be considered by the school are:

- ensure that a drugs education policy is developed and implemented;
(Paragraphs 25, 43, 49)
- monitor more closely lesson times so pupils receive their full time allocation in all subjects, and improve pupils' punctuality;
(Paragraphs 14, 22, 26, 37, 67, 80, 110)
- promote further opportunities for pupils to develop their investigative skills in mathematics;
(Paragraphs 70, 72)
- provide further opportunities for the social development of the Year 4 pupils.
(Paragraphs 12, 29, 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	40	55	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	na	155
Number of full-time pupils known to be eligible for free school meals	na	1

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y4
Number of pupils with statements of special educational needs	na	4
Number of pupils on the school's special educational needs register	na	15

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	24
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	11	10	11
	Total	24	22	24
Percentage of pupils at NC level 2 or above	School	100 (n/a)	92 (n/a)	100 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	10	11	11
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	96 (n/a)	100 (n/a)	100 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	122
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	25:1
Average class size	31

Education support staff: YR– Y4

Total number of education support staff	7
Total aggregate hours worked per week	133

Financial information

Financial year	1999/00
	£
Total income	153998
Total expenditure	149996
Expenditure per pupil	1305
Balance brought forward from previous year	0
Balance carried forward to next year	4002

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	156
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	53	36	7	1	3
Behaviour in the school is good.	72	22	1	2	3
My child gets the right amount of work to do at home.	50	43	2	1	3
The teaching is good.	63	29	2	0	5
I am kept well informed about how my child is getting on.	40	39	13	5	2
I would feel comfortable about approaching the school with questions or a problem.	72	25	3	0	0
The school expects my child to work hard and achieve his or her best.	68	22	4	0	5
The school works closely with parents.	54	34	9	2	1
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	63	30	4	0	2
The school provides an interesting range of activities outside lessons.	53	31	13	0	3

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

51. The school makes sound provision for children in the Foundation Stage. The school admits 30 children into the reception class. At the time of the inspection, 25 children attended full time. Almost all children have had nursery or playgroup experience. Most children begin school with above average skills in speaking and listening, literacy and mathematics when compared with children nationally. This is confirmed by baseline assessments. Personal, social, emotional and physical skills are good on entry and provide a solid foundation for staff to develop all areas of learning. Children are on target to exceed the Early Learning Goals in communication, language and mathematics. Most will attain the Early Learning Goals in literacy, creative and physical development and knowledge and understanding of the world. In personal, social, and emotional development teaching is effective and pupils are on target to exceed the Early Learning Goals.

Personal, social and emotional development

52. Most children enter the reception classes with above the expected levels in their personal and social development. The quality of teaching by all staff ensures that children make good all-round progress so that by entry to Year 1, they attain well above expected levels. Children respond positively to school rules, and their behaviour is very good. They are confident in their approach to learning tasks and when talking to other children or adults. They approach their visitor, saying politely, 'I've forgotten your name. Could you please tell me again?'. Relationships are very supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. The secure and stimulating environment, which staff create, fosters their curiosity and sense of wonder. The extremely good links established with parents enhance this positive start. Children with special educational needs are identified early and are included in all activities. Their needs are understood and met, and activities are matched well to their prior attainment. Children take responsibility for a range of duties, including taking the register back to the office and tidying up at the end of sessions.

Communication, language and literacy

53. Children enjoy listening to stories and readily share books with each other and adults. Adults use talk to very good effect, showing that they value what children say. Most are very good at questioning children to extend their learning. For example, after a child showed a good range of items from a visit to Scotland the teacher challenged children to think of another way to explain 'souvenirs'. In their post office, children negotiate amicably the roles of postman and 'stamper'. All staff make their high expectations clear to children who, as a result, listen carefully and begin to express their own views clearly. In whole class discussion time, more could be done to record speaking skills and use this to plan the next development for all children.

54. Elements of the Literacy Framework are used well, including both word and text level work. Progress in reading is good, as a result of good teacher knowledge of basic skills development. Children know how books work and understand that print conveys meaning. A good start has been made to early phonic development. For example, nearly all children know that a candle, frog and helmet do not go on the 'b' tray. A range of lively and exciting activities, such as finger puppet miming, means that pupils make rapid progress in understanding the alphabet. Children have access to a range of good quality books and thoroughly enjoy opportunities to read to adults and to each other. Parents are very supportive through regular home reading. They receive good guidance from the school about best practice in the early stages of reading.
55. Supplies of paper, pens, crayons and pencils are available and children do write freely in the post office and shop. However, some strategies for developing early writing skills, for example copying from a whiteboard, are not appropriate for all levels of ability in this age group. Children are confident writers and work sampling shows that more-able pupils have made good progress since September. More could be done to develop a systematic approach to early writing, based on regular assessments of children's progress.

Mathematics

56. This area of learning is particularly strong. Children enter the school with well developed number knowledge. Elements of the Numeracy Strategy have been used well to give shape and focus to lessons. All children can count and sequence numbers to 20, with many going on much further. They see mental mathematics as fun. In one good session, where answers were in the 50s, children came out and correctly wrote these two digit numbers on the board. Good teaching by all staff ensures that a range of practical activities supports good learning. When playing ladybird dominoes, one boy evaluated his own progress effectively as he stated, 'I don't need to count those spots any more. I know there are six'. When making sequences of cotton reels or coloured elephants, children demonstrate their ability to construct both colour and number sequences to a high standard. Estimation is part of everyday activities and children know that you can have made either a near or a not so near guess. Children are on target to exceed the early learning goals for mathematics.

Knowledge and understanding of the world

57. Children enter the school with a good understanding of the world around them. Many have already travelled far afield. Their experiences are valued and used well to enhance knowledge of the world for the whole class. For example a child, who had been to Scotland for the weekend, showed a range of items typical of that area. An effective wide ranging discussion included tartan, looking at a map to relate Scotland to Epsom and methods of transport for getting there. A similar investigative approach was used to follow up input from a traveller to Australia, and here a globe supported learning.
58. Teaching assistants are particularly well used to support activities, enabling good development of children's speaking and listening skills. In one lively activity, searching for hidden treasure using magnets, children were challenged to predict what might happen and give their reasons. Good attention is given to developing children's awareness of the pattern of the days of the week, months of the year and seasons.

From their stories and from talking about events that have taken place, children understand aspects of the past in relation to themselves and their families and are beginning to distinguish between fact and fiction. Children enjoy using computers. They control the mouse and approach new learning confidently, well supported by adults.

Physical development

59. Children make sound progress in their physical development. They change independently for physical education lessons. They are confident in their use of space in the hall and display agility and dexterity. Most pupils enjoy throwing and catching activities outside, but this is an area where many will struggle to meet the early learning goals. Children have access to a range of large wheeled outside toys and a good range of climbing and balancing equipment in a safe and secure environment. They share and take turns in a very agreeable way. Teachers plan and effectively provide a good range of activities to help children develop skills in handling simple tools, malleable materials and construction kits. Such activities support the children's well-developed eye and hand co-ordination and their fine motor skills. In lessons, children follow simple safety rules and use equipment sensibly.

Creative development

60. Close co-operation between the teacher, well-trained assistants and a good number of voluntary helpers is crucial to the good progress children make. Children use paint boldly and have a very independent approach, well supported by established routines for the care of resources. They explore colour and texture using a variety of materials and can explain how things look and feel. Children cut and paste adeptly and persevere until they are satisfied with their results. They join in confidently when singing in assemblies or performing number and nursery rhymes in their classrooms. Children achieve above average standards in music, as a result of specialist teaching. In a joyful session, children showed that they know that music has a regular beat and that they are confident in their own singing abilities. Good teaching results in good learning. The provision for imaginative play is good and children co-operate amicably. Children move confidently, play agreeably and respond very positively to the interest and attention of adults.

ENGLISH

61. Standards in English are above average at the age of seven. Results in the 2000 national tests showed that standards in reading were above those in similar schools and very high when compared to the national average. Standards in writing were broadly in line with similar schools but above the national average for all schools. Few pupils attained higher levels in writing in the 2000 tests. Inspection findings reflect the test results with more than twice the national average number of pupils achieving the higher Level 3 in reading. In writing, the results reflect the inspection findings, in that pupils achieved less than half of the national average at the higher Level 3. By the age of nine, reading standards are good but standards in writing are below expectations for the age group in relation to their reading competence. Standards in handwriting and spelling are generally weak.
62. Pupils enter the school with standards in speaking and listening that are above average. Pupils have a very positive attitude to reading and most understand that writing conveys meaning. They show confidence and work hard with their teachers to sustain and improve speaking, listening and reading skills so that by the age of nine these are above the expected levels. Teaching is not effective in systematically

developing skills in writing. Pupils are confident writers but are not skilled in spotting what they could do to improve written work.

63. Pupils throughout the school have a very good vocabulary and teachers skilfully extend this. As a result of good class discussion in a geography lesson, Year 1 pupils consulted dictionaries to obtain a true definition of 'transport'. Over lunch, a Year 4 pupil prefaced a clear explanation of a medical condition by asking, 'May I explain the meaning of that word?'. Pupils listen carefully in class discussion and give answers, which are not only well structured, but are relevant to the question asked.
64. Reading standards are systematically developed throughout the school. Pupils have a good understanding of phonics. When tackling unfamiliar words they use these skills most effectively, usually without any prompting. Pupils view books positively and know how they work. Year 4 pupils confidently compare authors, displaying extensive knowledge of the genre of a series of books. They respond with ease to peer questioning about whether they would recommend certain books to younger readers. Good reading skills support learning in other curriculum areas. Average and above-average pupils have sufficiently well-developed skills to cope with a wide range of texts in history and geography. When explaining what they had learned about India, Year 3 pupils substantiated assertions by referring to points in texts used. Reading skills of pupils with special educational needs are well-developed. They have few problems reading instructions for mathematical activities.
65. Writing is mainly sound in the infants but it does not reflect the above average standards pupils attain in speaking, listening and reading. In the juniors, writing standards are weak, and also do not reflect the high speaking, listening and reading abilities of these pupils. Throughout the school, pupils write confidently but too often once they have written something, that is it. They rarely review their work, looking for things to put right. Pupils have a very good understanding of how stories develop, they can give a wide range of interesting and lively adjectives during writing preparation and most try them out in written work. Grammatical exercises are regularly completed but pupils do not transfer this learning to writing tasks in other areas of the curriculum. They have the same approach to handwriting and spelling. Pupils throughout the school perform well in practice sessions but do not use their learning when writing independently. Both above-average and average pupils are attaining average levels. Less-able pupils and those with special educational needs, struggle to communicate legibly.
66. The quality of teaching is never less than satisfactory. In speaking, listening and reading, teaching is good and pupils' learning reflects this. Teachers demand a high level of pupil attention to text work during the literacy hour. Vocabulary used is challenging. Expectations are high as Year 2 listen for 'character clues' and successfully explain defects stating, for instance, 'Well he told lies. He kept repeating wolf so when he actually saw one no one believed him'. Teaching is good in Year 4, as resources, 'Albert Apostrophe' and the use of whiteboards, enliven learning about grammatical conventions.
67. Throughout the school, effective teaching in text and word work is the norm. Teachers have very varied expectations of what pupils can achieve in written tasks. Most teachers set time targets but too often pupils are not told how much they are expected to complete. Some lower-ability pupils are not completing enough work to improve. Standards of handwriting vary because teachers are adopting individual initiatives to address what is perceived to be a problem. There is insufficient teaching of editing and re-drafting skills. As a result, pupils' learning about the use of basic

punctuation and spelling is weak. Much more could be done by teachers, and pupils, to follow up individual targets that have been set for all pupils. The end of the literacy sessions is used well to focus on what pupils have learned, and this sometimes includes the quality of written work.

68. Pupils with special educational needs have detailed individual education plans. These are well reflected in targets set. Teaching assistants provide good support, creating opportunities for pupils to learn as part of a focused group. The quality of their learning is also very well supported by the exceptionally positive attitudes of other pupils in the class. They wait patiently for pupils with speech difficulties to finish what they have to say and take pleasure in their achievements.
69. The management of English is sound. The school has analysed test results and recognised the need to develop writing skills. Measures have already been taken, with the recent introduction of support for more able pupils. Staff training has been arranged and, although on-going, has resulted in individual teachers recognising the need to develop editing skills. Inspection evidence confirms the school's view of what has to be done to bring about improvement.

MATHEMATICS

70. Pupils throughout the school achieve standards that are above the national average for their age. In the standardised tests at the end of Year 2, pupils' performance was very high in comparison with other schools, being particularly strong in number and algebra and shape, space and measures. Using and applying mathematics, although sound, was not quite as good as the other attainment targets and is an area which can be developed. The school has already recognised this through analysis of results. This high standard in mathematics continues to be achieved in Years 3 and 4 even though there has been an increase in the roll, for example 10 new pupils joined Year 3 in September.
71. By the age of seven years, pupils have a secure grasp of number and can add and subtract numbers up to 100. They correctly put numbers in order and complete patterns by filling in missing numbers. They have a good grasp of place value and are beginning to use standard written notation for addition, including the use of carrying. Pupils have good mental recall of multiplication tables for two, five and ten. They use their table knowledge in doubling and halving activities. Pupils are able to apply their knowledge of numbers by working out the correct change during simple shopping activities. In work on shape and space, pupils name common two and three-dimensional shapes such as squares, triangles, rectangles, cylinders, cubes, cones and cuboids, and describe them by counting edges and corners. Pupils measure with accuracy using non-standard and standard units such as centimetres. Pupils use clock faces to tell the time and understand how to put events in order. They talk confidently about their work in everyday language and they practise mental approaches in whole class sessions. They also use simple diagrams to illustrate their work, such as shading in fractions of shapes with increasing accuracy.
72. By the age of nine, pupils are using different strategies to add on 11 to numbers up to 100 by first adding a 10 and then adjusting by one. Importance is put on the learning of tables, and the incentives of the bronze, silver and gold awards ensure that all tables are firmly learnt by the end of Year 4. Pupils are confident in finding the perimeter and area of simple shapes. An exercise in calculating the number of paving stones required for a patio showed that the weakness of mathematical investigation is being addressed. Pupils are recognising symmetry in everyday life and in gymnastics

the making of symmetrical shapes helps to reinforce numeracy. Data-handling is developing and pupils use computers to print out their results in various forms such as block graphs.

73. In both key stages, the majority of pupils are confident in understanding worded problems and they use the appropriate strategy to work out the task successfully. Most pupils show an aptitude for basic computation. Some pupils are less confident at applying their mathematical knowledge and skills to other areas of the curriculum.
74. Pupils' learning throughout the school is good and is consistent for pupils of all abilities, partly due to the effective implementation of the Numeracy Strategy. The strategy is having a positive impact on pupils' learning and is helping them make good progress overall. Pupils with special educational needs make good progress because work in lessons is carefully matched to their needs. There are good procedures for the on-going assessment of attainment in mathematics and this helps teachers to set work matched to pupils' abilities including extended activities to challenge the higher-attaining pupils. Throughout both key stages, pupils' mental skills are being appropriately developed within mathematics lessons. The majority of pupils use their numeracy skills to support other subjects throughout both key stages. For example, in design and technology pupils have opportunities to measure accurately when designing and constructing puppets and cars. In science, they record results in bar graphs and measure and draw designs of gardens as part of improving the environment.
75. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. Teachers have good subject knowledge and understanding of how to teach numeracy at both key stages. The use of the Numeracy Strategy is having a positive impact on teachers' planning, classroom practice and pupils' progress. All lessons start with some mental or oral work. This is usually successful, because questioning is brisk and matches the needs of all the pupils. Planning is good across the school and teachers generally ensure that pupils of all abilities work at appropriate tasks in line with their attainment. Learning objectives for lessons are clear and concise and shared with pupils so they understand what is expected. This is another strength in the teaching. The management of pupils is good and contributes to the good behaviour seen in lessons. When teaching is effective, there are good pace, skilful questioning and management and challenging activities planned. Teachers also use plenary sessions with good effect. When support staff are available they are used well to reinforce pupils' learning, particularly those pupils with special educational needs. The quality of marking of pupils' work is satisfactory but there is insufficient attention given to the presentation of work. Homework is used well to support pupils' learning.
76. Pupils have good attitudes to work that contribute well to the quality of learning that takes place. Pupils enjoy their mathematics lessons. They show great enjoyment of mental mathematics, especially when there is a slightly competitive edge or time limit to the task. Generally, pupils listen well to their teachers and work well with good levels of concentration. They work especially well together in pairs. Equipment is used sensibly and pupils collect and distribute resources, such as number fans, responsibly in lessons. Relationships between teachers and pupils are very good. The quality of written work and presentation is inconsistent, although some teachers do give good guidance. Most pupils concentrate well in lessons and behaviour is good.

77. The curriculum is based on the Numeracy Strategy supported by a commercial mathematics scheme and is broad and balanced. There is sufficient emphasis on mental mathematics and problem solving whilst an increasing amount of time is now being spent on investigations. Coverage of the other areas of mathematics is good. Assessment practice is good and the systems are effective. The current arrangements for assessing pupils' work are good, and pupils' achievements and progress are easily checked. Individual targets are set and are regularly reviewed. Teachers use assessment information well when planning their lessons in order to set work appropriately for pupils' needs. The school ensures good equality of opportunity for all pupils in the provision of mathematics.
78. The management of the subject is good and the co-ordinator provides a good lead and effective support for her colleagues. Resources are good and are used well in lessons, contributing positively to the quality of pupils' learning experiences. Use of information and communication technology is part of all mathematics lessons and suitable programs are available to pupils.

SCIENCE

79. Only three lessons were seen, and judgements additionally reflect discussions with pupils, staff and the scrutiny of teachers' lesson plans. In Year 2, standards are average. There is no previous inspection data as this is a new school. The previous Year 2 pupils achieved above average standards in the 2000 end of key stage assessments by teachers. Pupils with special educational needs and those with English as an additional language achieve standards that reflect their abilities. No significant differences in the attainment of boys and girls were observed.
80. The quality of teaching and learning is satisfactory at Key Stage 1 and promotes sound progress. This judgement is different from the assessments made by teachers in 2000 with a different group of pupils. Pupils in Year 2 show average factual knowledge of living things, life processes, properties of materials and physical processes. As a result of the insufficient emphasis by the school on investigations, pupils' attainment in scientific enquiry methods is not as good as it could be. By the age of seven, pupils sort and compare materials, have some knowledge of the dangers of electricity and know that willow will begin to grow without roots. In Year 1, work shows pupils' ability to name body parts using a computer program and have some sense of the human life cycle. However, the amount of time allocated to in-depth investigation restricts pupils' achievement in the subject. Behaviour is good overall but frustration sets in when tasks are too complex for the pupils' abilities. Teachers' knowledge is satisfactory and results in appropriate factual learning. The planning and expectations for higher achieving pupils are satisfactory. There are end-of-topic assessments of pupils' work. Whilst teachers' termly planning shows a range of activities, the balance between independent investigation and recording is too heavily weighted on recording, with limited time for 'hands-on' investigations, resulting in the majority of pupils not achieving as well as they could.
81. The above average attainment, at the end of Year 4, is due to good teaching, which results in good learning and good progress. The quality of teaching was good in the two lessons seen. In Year 3, the work is challenging and well matched to the different abilities in the class. Pupils can explain the properties of materials, explaining well what makes a material absorbent. While using the computer, pupils discover that aluminium is lighter than gold and lead and find out that polystyrene is a good insulator. There is good evidence of progression of skills as pupils move through the key stage. In Year 4, the good standard of teaching was clear in the lesson seen on

electricity where the higher attaining pupils made a model clown with a shiny nose, two glowing lights and a spinning bow-tie. This work showed good challenge and high expectations. In both classes, teachers have good subject knowledge and ask good questions, lessons are lively. The higher-attaining pupils know how to conduct experiments, make predictions, simply interpret their results and draw conclusions from their investigations. However, pupils of average abilities do not always have the same opportunities and time to conduct their investigations. Pupils' work is aided by good use of information and communication technology and close links with mathematical measurement and number work. Pupils of above-average attainment confidently discuss their scientific work using accurate vocabulary. Behaviour is good in lessons and pupils show positive attitudes towards the subject.

82. The leadership of the subject is satisfactory overall. Monitoring is planned now that budgetary restraints in setting up a new school are easier, and assessment is progressing effectively overall. The policy is out-dated and does not reflect current thinking about the subject. The co-ordinator plans to address this next term. A range of visits to local environmental study areas enhances learning. The subject meets the requirements of the National Curriculum. Literacy, numeracy and information and communication technology support learning in this subject to a good standard. Resources are good. Attention to health and safety is good.

ART AND DESIGN

83. It was only possible to see one art and design lesson in Key Stage 2 during the inspection and, therefore, judgements also include evidence from displays, work sampling and from discussion with pupils and staff. The evidence indicates that pupils reach average standards in Year 2 and in Year 4. Pupils with special educational needs and those who speak English as an additional language achieve similar standards to other pupils. All pupils achieve satisfactorily as skills are taught progressively. Pupils show good attitudes to their work; they concentrate well and show satisfactory creative development.
84. The quality of teaching and learning at Key Stage 1 is satisfactory. However, the work sampling and display evidence show that pupils are not given enough opportunity to develop fine detail in their observational and imaginative work, as brushes are often too thick for this type of work. Teachers' expectations are satisfactory, but work sometimes lacks originality and imagination. Pupils make clay pigs and, linked to their work about materials in science, create woven mats on card looms. They have a limited knowledge about the works of other artists but can identify the similarities and differences between Morris and Matisse.
85. The quality of teaching and learning is satisfactory at Key Stage 2. Lessons are well planned and organised with clear learning objectives. Assessment is broadly satisfactory but is not yet informing planning. In Year 3, pupils are confidently developing their skills in design as teachers have good subject knowledge and are demonstrating this technique to a good standard. Pupils have an appropriate understanding of the range and use of colour, and blend and mix colours effectively to produce different tones in their paintings. Work relating to textiles is identified in the scheme of work for Years 5 and 6. The range of work in three dimensions is underdeveloped in Years 3 and 4, and there are missed opportunities to explore art through homework projects. Sketch books are used insufficiently to promote good standards in the subject.

86. Leadership in this subject is satisfactory. The co-ordinator has some good ideas of how to develop the subject but they are not formalised in a detailed development plan. Opportunities for monitoring lessons are not yet in place. Pupils rarely visit galleries or receive lessons from local artists to support their learning. The accommodation and resources are satisfactory; however, there is an insufficient range of resources that reflect works of art from other cultures and times. Displays are satisfactory but rely too heavily on published works with insufficient use of pupils' work. The use of information and communication technology is good. Artwork contributes well to pupils' cultural development through the study of aboriginal and African styles. However, although artists' work is used well, there are missed opportunities to develop this to its full potential to support mathematical work. The provision for pupils with special educational needs and those with English as an additional language is satisfactory overall. The subject meets National Curriculum requirements.

DESIGN AND TECHNOLOGY

87. The composition of the timetable meant that little direct observation of design and technology was possible. However, as a result of an analysis of work and conversations with pupils and teachers, it is evident that pupils' attainment is in line with that which is expected for their age.
88. The policy and scheme of work in place ensure that there is a structured and continuous programme of learning for the subject. In Key Stage 1, pupils are already learning to relate design to the finished product. Work on puppets showed that pupils were making good use of their skills in marking out, cutting and joining whilst developing their fine motor skills. This work showed imaginative ideas and satisfactory progression. Having the advantage of a food technology room has enabled this strand of the syllabus to be developed and the topic of sandwich snacks in Year 3 proved popular with pupils before, during and after the lesson. In a Key Stage 2 lesson on packaging, the pupils, through their investigations, compared and reached conclusions as to which shapes, designs and methods of assembly were the most effective. Findings were recorded in a table, leading to an interesting discussion.

89. The quality of teaching is satisfactory at both key stages. Three main topics are undertaken each year and attention is given to the designing and evaluating of the topic. Having based the scheme of work on the guidelines from the Qualifications and Curriculum Authority, progression is ensured and over the four years pupils will have worked on various topics for example food, mechanism, structures, textiles and electrical. Many of these topics are linked with other subjects as for example the design and making of a torch in Year 4 are linked closely to work in science.
90. Pupils all expressed an enjoyment in the subject but also said they enjoyed the making and not the designing and evaluating. In lessons seen pupils used tools safely, worked well in pairs and responded well to their work and the experience of taking part.
91. The subject is well resourced and has the advantage of two specialist rooms. The co-ordinator is only able to undertake informal monitoring of teaching, learning and assessment throughout the school. Good use is made of people from the community who lend their expertise in various topics.

GEOGRAPHY

92. Standards in geography are average, both at the ages of seven and nine. It was only possible to observe one lesson, in the infants, during the inspection but the range of work in the sample, provided secure evidence that both teaching and learning are sound.
93. Infants follow the travels of Pooh Bear as he goes to France. They link this effectively to their own holiday experiences, sometimes much further afield. Seven-year-olds make good comparisons between buildings on the Isle of Struay and Langley Vale. This is well linked to investigations about life on the imaginary island of Struay. In discussion, their teacher challenges them to define what transport really means and more able pupils consult dictionaries to give a clear definition. Literacy skills are effectively developed. Geographical skills for more able pupils are not challenged, however, by a simple drawing and labelling task linked to transport on Struay. This pattern of whole-class tasks is also seen in work samples in the juniors. In a discussion with Year 3 pupils, they successfully compare a day in the life of a mother in Chembokali with that of their own parents, referring constantly to work done in the autumn term. For example, they have a good grasp of the way that lack of fuel supplies means that people spend a lot of time collecting wood for fires in an Indian village. They know clearly where India is on a world map. However, a considerable number of tasks are worksheet based, with all levels of ability facing the same challenge. One good survey has been done on parental methods of travelling to work, but everyone records results in a similar way. Opportunities offered by the subject to enhance literacy and numeracy skills for all pupils are sometimes missed as a result of whole-class tasks, with the result that more-able pupils underachieve.
94. The co-ordinator is enthusiastic about the subject but has not yet taken on whole school monitoring of teaching and learning. Pupils evaluate what they have done at the end of each unit of work but more rigorous methods of assessment have yet to be developed.

HISTORY

95. At the end of Key Stage 1 attainment in history meets national expectations and, by the time pupils reach the age of nine, they continue to attain standards that are expected for their age.
96. In Year 1, pupils are learning to look at and compare the old with the new and much pleasure was evident when they looked at toys from their parents' and grandparents' childhood. Through the use of pictures and artefacts from the period, pupils extend their understanding of times past. They also begin to use simple chronological vocabulary although most find the concept of time difficult. In Year 2, pupils build up their knowledge of famous events and famous people such as the Gunpowder Plot, the Fire of London, Samuel Pepys and Florence Nightingale. Pupils were quite enthralled with the video on Florence Nightingale and were able to recount her story and her work at Scutari during the Crimean War. In their writing, pupils showed empathy as they imagined that they were a newspaper reporter reporting on hospital conditions. In a Year 4 lesson following on from the class work on Ancient Egypt, the class had great fun pretending to be archaeologists as they, working in groups, sifted through a container of sand in which objects had been placed. As a result of having to provide an explanation for their discoveries, pupils became aware of the difficulties of interpreting the past.
97. The quality of teaching is sound. Teachers have satisfactory subject knowledge and the resources used are appropriate. Many questions are, however closed and demand only factual recall of a story, though this was not the case in Year 4, where the 'dig' provided pupils with quite a challenge and posed many questions. Lessons are effectively planned and move along at a good pace. Pupils are well controlled and managed and the very good relationships between teachers and pupils ensure that pupils have a secure, happy and positive environment in which to learn.
98. Pupils enjoy their history lessons and show great interest, much of which is due to the enthusiasm of the teacher towards the subject and the topics studied. Pupils take great interest in handling artefacts, and do so with respect. When required they work well together in groups, as in the archaeology 'dig' in Year 4.
99. The co-ordinator has adapted the Qualifications and Curriculum Authority's guidelines to suit the school and by introducing topical subjects such as the Olympic Games and Remembrance Day has made the subject more relevant to the pupils. The monitoring of lessons is not in place. Assessment is underdeveloped in the subject. Resources for the subject are good and there are opportunities to visit places of interest and of local interest, such as the racecourse where pupils enjoy a fascinating day learning about the history of Epsom Downs and the Derby.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards are average in Year 2 and Year 4. In addition to the observation of one whole-class lesson, computer use in other lessons was noted, discussions took place with pupils and work on display was scrutinised. A folder of past work provided evidence of a broad and balanced curriculum with appropriately challenging work. Throughout the school, most pupils make satisfactory progress and show positive attitudes to the subject. Most pupils are learning effectively for much of the time. Pupils understand what they are doing and the tasks are demanding and mostly achievable. Pupils collaborate very well and demonstrate the very good relationships

that exist. Attitudes are positive towards the subject; a clear reflection on the satisfactory quality of teaching, which is purposeful and engages all pupils effectively. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress.

101. The quality of teaching and learning is satisfactory at Key Stage 1. This is based on the clear instructions that teachers provide, and the way skills are taught effectively. As a result, pupils show a satisfactory level of independence when using computers. Helpers, whether they are teaching assistants or voluntary helpers, make a good contribution to pupils' learning so that they use information and communication technology across the curriculum well. For example, in science, it was used to create labels for work on materials. Pupils in Year 1 show sound mouse control and a few understand how to print a document.
102. The quality of teaching and learning is good at Key Stage 2. Teachers carefully build on the pupils' knowledge, so that, in Year 4, pupils are confident and industrious. Year 4 pupils word-process work in English and where appropriate include text and graphics together. Once they have chosen a scanned picture, they are able to follow written instructions to import it into their document and organise it as they see fit. Keyboard skills are less developed and, for much of the time, pupils only use one or two fingers. There is evidence of teachers recording pupils' computer experience, though not attainment, and no evidence of how assessment is informing planning.
103. The subject meets the requirements of the National Curriculum and is well co-ordinated. All aspects of the programme of study are addressed and there is a clear, well-structured scheme of work in place. There is a comprehensive action plan that is supporting staff development well. There are no opportunities for the co-ordinator to monitor the quality of lessons. The expenditure on information and communication technology has been well targeted. There is a satisfactory ratio of computers to pupils although less than the national recommendation. At present the donated computers are not operational, so pupils have insufficient opportunities to practise their skills. This has a negative impact on their progress in the subject. As the school grows, the siting of these computers is an issue for the school to reconsider. Time is used effectively and pupils are becoming familiar with computer applications in other curricular areas. The subject enhances pupils' personal and social development – they work well in pairs sharing tasks, sensibly discussing which options they will choose and relating positively to peers and adults alike.

MUSIC

104. Pupils throughout the school attain standards that are above the levels expected for their age. They really enjoy their music making. Almost half of the juniors are members of the choir. Pupils have the opportunity to learn a range of instruments, including violin, cello, trumpet and recorder. About two thirds of juniors play an instrument and this enhances the good learning in lessons. Standards in singing are good throughout the school but are particularly high in the juniors.
105. Younger pupils have a confident approach to performing all musical tasks. They sing well, showing good control of pitch, dynamics and rhythm. When using drumsticks to follow or create rhythmic patterns, they are adept at inventing ways to remember what to play. They nod, tap fingers or silently count. They respond wholeheartedly to their music making. Older pupils, singing in the choir, reach high standards. They have a good repertoire. They perform a voice warm up session with much enthusiasm as they approach learning a new song for a local festival. A pupil made a very pertinent

comment when he observed that you only have to enjoy singing to become a member of the choir.

106. The quality of teaching and learning throughout the school is good. Music is only taught by the co-ordinator who is a music specialist, with particular expertise in singing. She has developed a scheme of work by adapting two published schemes to the needs of pupils in this school. It was not possible to see any junior music lessons, but all infant classes were observed. The pace of lessons is exceptionally good. Routines have been well established and pupils feel secure and confident as a result of this. They want to sing phrases on their own; they volunteer to share their rhythmic ideas, tapping, clapping and clicking where they can. The ethos within music lessons is good. Pupils know that their efforts are understood and valued by their teacher and this encourages them to be more inventive. They take great care with resources and follow instructions implicitly. Thirty six-year-olds, each with a drumstick and all drumming to the same rhythmic pattern, provide strong evidence for good learning and teaching.
107. The co-ordinator has clear plans for the further development of the subject. She is in the process of developing an assessment system. The instrumental skills of pupils are to be further used to enhance school assemblies, leading to the introduction of a school orchestra as the school grows.

PHYSICAL EDUCATION

108. The school makes good provision for physical education and pupils, throughout the school, attain levels that are to be expected for pupils of that age. The timetable is so arranged that all classes experience the three elements of dance, games and gymnastics every week.
109. There is a clear progression in the development of physical skills through the activities in Year 1 to the activities in Year 4 where the early work in dance, games and gymnastics is built upon and skills are refined and developed. Pupils move around the hall with confidence and enjoyment and are aware of the space around them. They develop control as they run, hop, skip and travel over apparatus forming various shapes. From an early age, they are beginning to put together a sequence of movements both in dance and in gymnastics. This was clearly demonstrated in a Year 3 dance lesson when pupils put three sequences illustrating sun, rain and wind into one dance. In dance lessons, many pupils are able to interpret the music and capture the spirit of the dance as was seen in an Irish dance based on the potato famine of 1845. Through the 'Top Play' and 'Top Sports' schemes pupils develop satisfactory games skills through working on, for example, throwing, catching and fielding exercises. During the lessons the structure provided by the scheme of work, along with the enthusiasms of the pupils and teacher, ensures that they work hard, concentrate and progress through their work.
110. The quality of teaching is good and teachers demonstrate good knowledge and enthusiasm. All lessons are planned effectively and, as a result, most move along at a brisk pace. Effective use is made of pupils to demonstrate good techniques to the rest of the class, often accompanied by a round of spontaneous applause. The teachers control and manage the pupils very well and ensure that lessons proceed safely at all times. Occasionally lessons over-run causing pupils to miss other aspects of the school day. Teachers and pupils dress appropriately.

111. Pupils enjoy their physical education lessons and respond well. They follow instructions carefully and make good use of the opportunities they have to practise their skills. They co-operate well, as when pupils in Year 1 working in groups set up the apparatus for the gymnastics lesson. In several lessons pupils are required to work in pairs and do this very well. Pupils acknowledge the performance of others, display enthusiasm and are well motivated. All pupils are taught and understand the importance of warming up and cooling down and are aware that exercise increases their heart rate.
112. There is a clear policy with a scheme of work, which covers the requirements of the National Curriculum. The school is very fortunate to have a first class hall, which is well equipped with good quality apparatus. It also has two playgrounds with game's markings and direct access to a secure grass area. At present the school does not engage in competitive sport, but this is planned for the future when the school roll increases to include Years 5 and 6. Swimming is not yet on the timetable but is in the long-term planning of the subject. The co-ordinator has worked hard to build up the profile of the subject and has successfully forged links with Fulham Football Club, the local tennis club and parents who come in to help with various activities. There are no opportunities for the co-ordinator to monitor the quality of lessons and formal assessments are not yet in place.

RELIGIOUS EDUCATION

113. Attainment in religious education is in line with the expectations of the locally agreed syllabus at both key stages. Pupils enter Year 1 having discussed feelings and emotions and reflected about themselves in reception. This theme is further developed and an interesting discussion on what makes a good teacher preceded the work about Moses. Pupils are articulate in offering ideas as to what makes a good teacher. One pupil felt that large ears would be important as the leader would be able to listen to all sides! Pupils demonstrate good recall of stories told and all in Year 2 were able to recount the parable of the Prodigal Son. Many were able to contribute examples of the main features in the story (being sorry, making up, being jealous) from their own experiences. As they move through the school, pupils learn about other religions such as Judaism and Hinduism and are able to compare various festivals such as Divali, Hanukkah and Christmas.
114. Pupils generally respond to religious education with interest. They work well together and concentrate on tasks. In discussion times they are all eager to speak and share their own experiences whilst they listen well to each other.
115. The quality of teaching overall is satisfactory and lessons are planned well. In lessons, teachers question effectively to help pupils recall facts from the current or previous lesson. Organised visits to the local church and regular visits from a local curate provide good learning experiences. Unfortunately, the school is a long way from meeting places for other faiths and as a result visits are not undertaken.

116. The religious education curriculum meets statutory requirements. The school follows the Surrey Agreed Syllabus having adapted it to suit the needs and requirements of The Vale. Religious education is also reinforced in school assemblies and makes a good contribution to pupils' spiritual, moral, social and cultural development. In this developing and growing school it enables pupils to be respectful of each other's religion.
117. The co-ordinator has a commitment to the subject's development but does not receive time to monitor and evaluate teaching and learning outcomes across the school. The school is building up resources of good quality. Although the library is quite well stocked with reference books and stories to support the teaching of Christianity, other faiths specified in the Agreed Syllabus are at present under-represented.