

# INSPECTION REPORT

## **CAMELSDALE FIRST SCHOOL**

Camelsdale, Haslemere

LEA area: West Sussex

Unique reference number: 125821

Headteacher: Mrs Sarah Palmer

Reporting inspector: Peter Howlett  
23744

Dates of inspection: 14<sup>th</sup> –18<sup>th</sup> January 2002

Inspection number: 243229

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	School Road Camelsdale Haslemere Surrey
Postcode:	GU27 3RN
Telephone number:	(01428) 642177
Fax number:	(01428) 641481
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs B Baldwin
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Mathematics Physical education Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9519	Sue Pritchard	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
13754	Judy Morris	Team inspector	Foundation stage Science History Information and communication technology	How well are pupils taught?
27895	Margaret Skinner	Team inspector	English Art and design Design and technology Music Special educational needs	How good are curricular and other opportunities offered to pupils?
20603	Anna Coyle	Team inspector	Geography Religious education	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11 - 13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13 - 15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15 - 16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16 - 17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18 - 20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20 - 21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22 - 25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26 - 41</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a smaller than average sized primary school for boys and girls aged four to ten years. Currently there are 155 pupils attending full time in Years 1 to 5 and 18 children in the reception class, including 13 children under five. The school is situated on the outskirts of Haslemere in Surrey. It serves the village of Camelsdale but nearly 30 per cent of the pupils come from outside the local authority area. Most pupils are from families of white UK heritage and there are no pupils from ethnic minorities at an early stage of English language acquisition. About nine per cent of pupils are on the school's register for special educational needs, for a variety of learning and behaviour difficulties. This is well below the national average. None of these pupils has a statement of special educational need. Pupils come from a mixture of owner-occupied and rented accommodation. Less than three per cent of pupils are eligible for free school meals, which is well below the national average. Although standards of attainment on entry are broad, generally these are above those typically found nationally.

### **HOW GOOD THE SCHOOL IS**

Camelsdale is a good school with many strengths. The school offers a broad and rich curriculum and pupils achieve good standards; standards are well above average in English. The quality of teaching is good. The school is well lead and managed. The headteacher gives very clear and strong direction to the school community and is well supported by staff and governors. The school manages its financial resources well and gives good value for money.

#### **What the school does well**

- Standards are well above average in English and design and technology, good in mathematics, religious education, physical education, art and design and music.
- The school provides a wide range of opportunities to foster and encourage pupils' very good attitudes to learning, their relationships and personal development.
- The very good leadership provided by the headteacher has a significant impact on the educational direction of the school.
- The school looks after its pupils very well and its procedures for ensuring their welfare are very good.
- The school provides good quality and range of learning experiences, including excellent provision for extra-curricular activities.
- The school fosters very positive views among parents so that they support its aims and values.

#### **What could be improved**

- The development of pupils' investigational skills in science, particularly for the higher attaining pupils.
- The range of learning opportunities for children under five, particularly in their physical and creative development.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since the last inspection in September 1997. Standards have risen in English, mathematics, design and technology, art and design, music, physical education and religious education, although not sufficiently in science. The personal development of pupils, their relationships and attitudes to learning have all improved since the previous inspection and are now very good. The school's procedures for promoting and monitoring the pupils' personal and academic development and welfare have all improved. The school has effectively addressed the key issues from the last inspection. The quality of teaching has improved because the school has effectively addressed the key issues on planning, use of assessment and management of pupils when working in groups. The school has taken appropriate steps to meet statutory requirements for collective worship and to provide

pupils with clear targets for improvements. Governors are more involved in monitoring school improvement plans, although they need to develop further evaluation measures. The school is well placed to improve further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	B	A	B
Writing	A	C	A	A
Mathematics	A	B	B	C

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

Pupils achieve well in the national tests in English and mathematics at the end of Year 2. Most pupils achieved at least the expected Level 2 in all tests in 2001 and the school reached its set targets which were appropriate. Test results in reading and writing over the last four years have been consistently above the national average, apart from a dip in writing in 2000. In mathematics, there was a good improvement in results in the year following the inspection and overall results have kept pace with the national trend of improvement in subsequent years.

Pupils achieve well in English. Their reading and speaking and listening skills are high and standards in writing are good. Pupils' achievements in mathematics are satisfactory and standards are good. There is some underachievement in science. Although pupils' knowledge and understanding are good, their scientific skills are underdeveloped. Pupils achieve satisfactorily in information and communication technology to reach standards in line with those typically found nationally. Pupils achieve well in music, art and design, religious education and design and technology. By the time they leave the school at the end of Year 5 standards in these subjects are above expected levels and, in design and technology, well above. In other subjects progress and standards are satisfactory. Children's achievement in the reception class in all areas of learning is satisfactory overall against their prior attainment and, by the time they enter Year 1, standards are generally above those typically found nationally.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy school and in lessons they show enthusiasm and keenness to learn and find out more.
Behaviour, in and out of classrooms	Behaviour is good in lessons and pupils respond positively to teachers' expectations. Behaviour around the school is good. Pupils play happily together in the playgrounds. The school is an orderly and cheerful community.
Personal development and relationships	Relationships in the school are very good. Pupils form friendly and supportive relationships and show respect for the feelings and values of others. They are polite, well mannered and demonstrate good social skills. Pupils show very good levels of personal responsibility and use their initiative well. They take very good responsibility for their own learning.
Attendance	Rates of attendance are well above those achieved in other primary

	schools. Punctuality is very good.
--	------------------------------------

Pupils' capacity for independence in learning is developed and encouraged very well.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 –5
Quality of teaching	Good	Good	Good

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

The overall quality of teaching and learning is good. Nearly two-thirds of 47 lessons observed were good or better, including nearly two-fifths very good. The proportion of good teaching has improved since the last inspection. No unsatisfactory teaching was observed. The teaching of literacy skills is good and of numeracy skills is satisfactory. Teachers are conscientious and hardworking and lessons are well prepared and planned. Teachers know their pupils well and very positive and constructive relationships underpin the positive ethos for learning. Teachers explain clearly to pupils what they should know by the end of the lesson and this makes teaching and learning more focused. Pupils with special educational needs are taught effectively, enabling them to make good progress. The main shortcoming is the failure to stretch the most able at times, particularly in providing opportunities to develop the investigative skills in mathematics and science.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a rich and interesting curriculum for pupils from Year 1 to Year 5 that encourages their enjoyment in learning. The curriculum provided for children in the reception, although satisfactory, needs further development. Provision for extra-curricular activities is excellent and for pupils' personal, social and health education, very good.
Provision for pupils with special educational needs	Good. Pupils are provided with work matched to their learning needs and linked to the targets in their individual education plans. Pupils withdrawn from classrooms receive very effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' spiritual and social development is very good. The school's ethos is very supportive and adults around the school, both staff and parents, provide very good role models. Provision for pupils' moral and cultural development is good.
How well the school cares for its pupils	Very good. Procedures for promoting and monitoring the pupils' personal development, welfare and those for child protection are of a very good standard. There are effective procedures for managing the pupils' behaviour. Procedures for assessing pupils' academic achievements are comprehensive.

The school and parents work very well together. This partnership has a very positive impact on the pupils' personal, social and academic development.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good quality leadership. She gives the school a very clear sense of direction and her vision and high expectations are significant factors in promoting the good quality of education and the positive ethos of the school. The school is well managed and the headteacher is ably supported by senior staff, subject co-ordinators and administrative staff.
How well the governors fulfil their responsibilities	Good. The governing body plays a purposeful and effective role in shaping the direction of the school and fulfils its statutory responsibilities very well. Governors are very knowledgeable about the school and are fully involved in planning and decision and policy-making.
The school's evaluation of its performance	Satisfactory. The school has a number of effective procedures to monitor its work. It makes satisfactory use of its analysis of performance data and procedures for monitoring and evaluating teaching are good. More could be done in developing measures to evaluate the results of planned actions.
The strategic use of resources	Good. The school makes good use of its resources. Finances are managed well. The school ensures that its budget is spent prudently with clear links between planned expenditure and the school's educational priorities. The school takes effective measures to ensure it gets best value for money. Staffing levels and resources are good and used well. Support staff make a valuable contribution to pupils' learning. The school gives good value for money.

The accommodation provides a satisfactory environment for learning. Teachers make good use of the accommodation, despite its drawbacks. The school grounds provide an excellent resource for learning. The quality and quantity of resources to support pupils' learning are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Children like to come to school.</li> <li>• Children make good progress.</li> <li>• The good behaviour in the school.</li> <li>• Teaching is good.</li> <li>• The school expects their children to work hard, do their best and become mature and responsible.</li> <li>• The school works closely with parents and staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher attaining pupils being challenged a little more.</li> <li>• Less in terms of what pupils are expected to do in their individual research projects, especially for the younger pupils.</li> </ul>

The inspection team agrees with the very positive views of the parents. Whilst the inspection has identified some underachievement, most higher attaining pupils make at least satisfactory progress. The individual research projects make an effective contribution to pupils' very good research skills but would be even more effective if these were linked more closely to the school's curriculum.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children's attainment overall on entry to the reception class is above that typically found nationally, particularly in language and communication skills, mathematics and knowledge and understanding of the world. They make satisfactory progress and almost all are on course to reach the Early Learning Goals set for this age group in the expected areas of learning. Their achievement in the reception class, in all areas of learning, is at least satisfactory, and sometimes good when judged against their prior attainment. Children show good achievement in their personal and social development. By the time children enter Year 1, standards are above those typically found nationally in the areas of personal, social and emotional development, communication, language and literacy, mathematics and in their knowledge and understanding of the world. Children reach the expected standards in their physical and creative development.
2. Pupils achieve well in the national tests in English and mathematics at the end of Year 2. Overall results in reading and writing were well above the national average in the 2001 tests. Results in the mathematics tests were above the national average. This represents good improvement since the last inspection when results were broadly in line with national averages. The performance of pupils in comparison to similar schools in the 2001 tests was above average in reading, well above average in writing and average in mathematics. Test results in reading and writing over the last four years have been consistently above the national average, apart from a dip in 2000 when the overall performance in the writing test was average. In mathematics, there was a good improvement in results in the year following the inspection and overall results have kept pace with the national trend of improvement in subsequent years. In the last four years results have been above or well above the national average. Most pupils achieved at least the expected Level 2 in all tests in 2001 and the school reached its set targets, which were appropriate. In science, the school's performance in teacher assessments at the end of Year 2 was close to the national average in 2001 and well above in the previous year.
3. Inspection evidence confirms the results of the national tests and the improvement in standards since the last inspection. At both key stages, pupils' achievements are good overall. Standards in English are a strength of the school. Pupils make good progress and overall attainment is above national standards by the age of seven and well above expected standards by the time pupils leave the school at the end of Year 5. Pupils' achievements in mathematics are as expected and standards are above average in Years 2 and 5. Overall standards in science are average but there is some underachievement. Pupils' science knowledge and understanding is good but their skills in investigative work are less satisfactory. Pupils make good progress in music, art and design, physical education, religious education and design and technology. In design and technology, standards attained by pupils at seven are above national expectations and, by the time they leave the school at the end of Year 5, are well above expected levels. In ICT, history and geography, progress is satisfactory and standards are in line with those typically found nationally. In other subjects pupils reach levels higher than normally seen by the ages of seven and ten.
4. Pupils with special educational needs make good progress in line with the targets in their individual education plans, and achieve appropriately in relation to their prior attainment. These pupils receive good support from classroom assistants and their teachers. They work well with support assistants both in the classroom and when working in small groups. In literacy and numeracy, work is generally matched to their levels of attainment. They make similar progress as other pupils in the remaining subjects. The few pupils from ethnic minorities are fully integrated and make similar rates of progress as other pupils.
5. The progress of higher attaining pupils is satisfactory overall. They make good progress in English and the most able seven and ten year olds attend enrichment writing groups where they are given more challenging writing tasks. They make satisfactory progress in mathematics, although

teachers miss some opportunities to promote their learning, for example, in using their knowledge and skills to undertake investigation work. In science, teachers do not always plan work that is sufficiently challenging and more able pupils do not develop their scientific skills to the standards expected.

6. Girls generally do better than boys in both reading and writing tests; in mathematics tests, there is no marked difference in the performance. During the inspection no significant differences between the performances of boys and girls were noticed, except in standards in writing in Year 4. The school has been addressing this with extra spelling and handwriting support for boys.
7. Standards in literacy are higher than at the time of the last inspection. By the time pupils are ten years old, standards are well above those typically found nationally in reading, speaking and listening and above those found in writing. At seven, standards in speaking and listening are good and as they progress through the school, pupils have many opportunities to develop these skills, so by the time they are ten they achieve very good standards. Standards in reading are above national expected levels at seven and well above by Year 5. Reading skills are promoted well and all the pupils read a wide range of books and follow an increasingly challenging reading programme; higher attaining pupils in Year 2 can discuss the moods and feelings of characters in stories. Year 5 pupils are fluent and discerning readers of fiction and poetry. Seven year olds have good research skills, confidently using the index and contents pages of books to locate specific factual information whilst the higher attaining pupils can use the nationally recognised library system. These skills are further developed at Key Stage 2 when pupils produce their individual research projects. By Year 5, pupils are very adept at finding the information they need when researching a variety of different sources, including reference libraries and the Internet.
8. Standards in writing are above those typically found nationally at seven and at ten. Standards have improved since the last inspection as a result of a detailed and carefully planned writing scheme of work. By the age of ten most pupils can write well with a good knowledge of grammar and punctuation. Standards of presentation and handwriting are good in pupils' finished work. However, throughout the school the standard of written work in draft books is very variable and pupils do not consistently achieve the high standard of spelling and handwriting of which they are capable.
9. Standards have improved in mathematics since the last inspection. Pupils make satisfactory progress and standards in numeracy are above average at seven and ten. By the time they are ten years old, most pupils have a good knowledge of the four operations of number and can use these competently with decimals. They have a firm grasp of place value and are confident with large numbers. They have a sound knowledge of fractions and can work out solutions to simple calculations involving fractions and percentages. Pupils are good at explaining the strategies they use, although their skills at quick mental recall are typical of those found nationally. Standards in data handling are sound. Year 5 pupils' knowledge and understanding of the properties of shape are higher than those typically found nationally. As at the last inspection pupils do not sufficiently develop strategies and methods in investigational work.
10. In science, overall standards are similar to those at the time of the last inspection and the achievements of seven and ten year olds are in line with expected levels. Whilst teachers promote their scientific knowledge and understanding well, there is insufficient emphasis on the development of their investigational skills.
11. The school's commitment to a broad and balanced curriculum has ensured that pupils achieve well in a range of subjects. Standards are better now than they were at the last inspection in design and technology, art and design, music, physical education and religious education. Pupils make good progress and reach levels higher than normally seen.
12. Standards in information and communication technology, geography and history have been maintained since the last inspection. The pupils make good gains in developing their general research skills because they have opportunities to undertake their own individual research projects and receive clear guidance on how to conduct these. When pupils choose a topic with a historical, geographical or science bias it extends their learning in the subject. However, this is not

specifically planned for and consequently there are missed opportunities to promote pupils' knowledge and understanding in these subjects.

### **Pupils' attitudes, values and personal development**

13. The personal development of pupils, their attitudes and the relationships they enjoy in school have all improved since the previous inspection and are now very good. Pupils continue to behave well and enjoy coming to school. Their attendance is well above that achieved nationally. Absences are few and unavoidable.
14. On joining the school, most young children show an enthusiasm for learning and a willingness to adapt to school routines. They recognise school rules and their behaviour is good. They are eager to take part in new experiences and to learn from them.
15. The school is successful in promoting very positive and co-operative attitudes and very good relationships amongst all pupils, regardless of age, gender, ethnicity or special educational need. For example, most pupils with special educational needs take a positive attitude to their work. They are eager to contribute to all aspects of school life. Since the last inspection, some good work has been done to encourage the pupils to consider the views of others and how these affect the smooth running of the school. Pupils arrive cheerfully in the morning, ready and eager to get down to their work. They remain alert and keen throughout and beyond the school day when many take advantage of the excellent range of after school clubs and activities laid on for them. This has contributed to the enthusiastic and independent approach pupils have to life, which is one of the school's declared aims for them.
16. Pupils form friendly and supportive relationships with each other and there is a very good rapport between pupils and staff. Even when working with volunteers and peripatetic staff, pupils are very keen and willing to take responsibilities and to work collaboratively. They respond very well to their teachers who firmly believe in their capabilities and their potential to achieve. There are frequent instances in lessons where strong and supportive relationships within the class allow pupils to ask questions and make comments about the purpose of their learning without fear of ridicule from others. For example, in a very well taught Year 3 lesson on doubling numbers, pupils quickly saw the benefit of, in their own words, 'a shortcut method' of adding two numbers together.
17. The behaviour of pupils is good. All parents spoken to during the course of the inspection and those at the pre-inspection meeting agreed their children liked coming to school and behaved well when they were there. No exclusions have been made in recent years and none in the year before the inspection. Attentive supervisors ensure pupils behave well in the dining hall and demonstrate good table manners. Pupils play contentedly in the playgrounds, running happily in and around the garden areas and large play equipment. They confidently report to their teachers or supervisors if they feel someone is being unkind either to them or their friends. They respond promptly and positively to the instructions they are given to settle arguments, amending their behaviour and apologising to those they have upset. However, in a small minority of lessons and at certain points in assemblies, the level of noisy chatter is distracting and hinders the progress that could be expected in the time allowed. Nevertheless, the pupils respect their teachers and will calm down quickly when asked to do so.
18. Pupils show a very good level of personal responsibility and use their initiative well. Their capacity for independence is developed and encouraged in their reading, research and library skills, through educational visits and trips, school clubs and extra-curricular activities, charitable work and school council discussions. These experiences result in pupils knowing the right thing to do, being of assistance to others, resolving difficulties and developing a worthy sense of self-esteem. Pupils respond readily, confidently and courteously to their visitors in school. They also benefit from the support of their parents who promote the value of personal study at home, by encouraging the completion of homework activities. Pupils take responsibility for a number of everyday school routines such as answering the telephone at lunchtime. They carry these out diligently with minimal reliance on adults. They respond well to the strong emphasis placed on developing their thinking and decision making skills. As a result, they are sometimes bursting to explain how they

have arrived at the correct answer to a question. This they enjoy greatly. However, a few lessons do not develop pupils' independence in terms of their investigative or problem solving skills as much as they could, particularly in science with the higher attaining pupils.

19. At the time of the last inspection, attendance was judged as very good. Current findings show this has been maintained. Registers seldom show any instances of pupils being absent for unknown reasons. The punctuality of all but one or two families is very good. Most pupils arrive in time for the registration periods that take place promptly at the start of each session.

## **HOW WELL ARE PUPILS TAUGHT?**

20. Taking into account the analysis of pupils' work and lessons observed, the overall quality of teaching and learning has improved since the last inspection. The quality of teaching is good across the school. The proportion of good teaching has improved since the last inspection. Then only three in every ten lessons were judged good or better. Now nearly two-thirds of 47 lessons observed across the school during the inspection were good or better, including nearly two-fifths very good. No unsatisfactory teaching was observed whereas at the last inspection there was a small proportion of unsatisfactory lessons. The greater amount of good teaching is reflected in the improved quality of learning and the improved standards and achievements of pupils. Since the last inspection, many of the shortcomings in teaching have been addressed through appropriate training and effective procedures for monitoring and supporting teaching. The school has effectively addressed the key issues on lesson planning, use of assessment and management of pupils when working in groups.
21. The strong features of the teaching throughout the school include the management of pupils, the teaching of basic skills, the way in which the pupils are made aware of their own learning and the effectiveness of teaching methods. All staff work conscientiously and well together. The management of pupils is very good in the reception class and good in other classes. Teachers generally insist on good standards of behaviour although there are some inconsistencies in their approaches. For example, some teachers are prepared to accept loud noise levels during practical activities whereas other teachers keep these to a lower level yet still ensure a good working atmosphere. Other strengths in teaching are the positive, caring relationships and consideration shown to all pupils, and inclusion. The main shortcoming is the failure to stretch the most able at times, particularly in providing opportunities to develop investigative skills in mathematics and science.
22. The quality of teaching and learning for children in the Foundation Stage is good overall. Most of the lessons observed were good or better. The reception teacher knows the children well as individuals and is skilled at developing warm relationships. Consequently, the children settle into school happily, and successfully develop good attitudes to learning. The well-organised routines enable all children to become used to the pattern of the day and respond to the high expectations for behaviour and attentiveness. The teacher and other adults in the reception class listen with interest to what the children have to say and, when working with them, demonstrate good skills in helping children develop their language for communication. The teaching of social skills is especially good, and the children enter Year 1 with a good understanding of how to behave and an awareness of others' needs. Teaching in the areas of knowledge and understanding of the world is very good. The teacher gives appropriate attention to the development of literacy skills particularly reading and numeracy, although work is not always well matched to children's individual learning needs. The teacher is aware of the recommended 'stepping stones' of learning but these are not identified in teaching plans either on a short or medium term basis. Teaching in other areas of learning is satisfactory but planning for outdoor play is an area for development.
23. Teaching and learning at both key stages are good. At both key stages the proportion of lessons that were good or better was similar but most of the very good teaching was seen at Key Stage 2. The good lessons are well planned, resources well prepared and delivered at a brisk pace. In the best lessons teachers have high expectations of pupils, whatever their levels of attainment, make good use of questioning to assess pupils' understanding and involve all pupils during whole class

teaching sessions, challenging their thinking and moving their learning forward. In group activities pupils know clearly what is expected of them and work is well matched to pupils' prior attainment.

24. Teachers' subject knowledge and understanding are generally good. There are particular strengths in English, religious education, art and design and design and technology. There are some weaknesses in ICT and computers are not used effectively in all lessons. However, this is improving as teachers gain the necessary skills and confidence to deliver the full curriculum and resources are improved. In science, teachers are not secure in their knowledge of how to develop pupils' investigative skills. The use of homework to support pupils' learning is effective. Homework is used effectively in English and is related to work in class learning, often to complete their writing project. Pupils are keen readers and books regularly go home from a young age. Much of pupils' individual research projects are completed at home.
25. Lessons are generally well organised and prepared. The planning of lessons has improved since the last inspection and there is greater consistency of approach to lesson planning between teachers. Lessons are based on clearly identified learning objectives. These are shared well with pupils, often prominently displayed on the board. They are discussed with pupils at the start and end of lessons and frequently referred to during the course of lessons. As a result, pupils are clear about what they are expected to learn and why. In most lessons teachers provide opportunities for pupils to develop their speaking and listening skills. They value the contribution pupils make to the lessons, so pupils work with confidence, take a full part in class discussions, try things out for themselves and ask and answer questions. They use pupils' ideas and develop them, making good use of praise at pupils' individual efforts. Good questioning techniques challenge pupils to think for themselves and encourage good intellectual, physical and creative effort by pupils and ultimately successful learning. There is a positive ethos for learning.
26. However, there are some shortcomings in planning. Work is not always planned to take into account the range of abilities in each class. Although often good in English, in some literacy lessons work is not specifically targeted at the different attainment groups. In science, all pupils generally undertake the same work, resulting in more able pupils being insufficiently challenged, particularly in the development of their scientific skills. In some mathematics lessons higher attaining pupils do not receive sufficiently challenging work. Pupils with special educational needs are well supported enabling them to make good progress. They are well taught and receive good support from class teachers and support assistants. Individual education plans have clear, measurable targets that help ensure work is appropriate to pupils' learning needs. Specialist support is effectively and efficiently used both in the classroom and spelling and handwriting workshops before school starts. The school runs a course, 'Keeping Up With The Children', funded by the Basic Skills Agency, with six sessions on how to help children with literacy and numeracy skills.
27. The teaching and learning of literacy skills are good and pupils achieve well because of good teaching and provision. Lessons are well planned, resources well prepared and delivery is brisk. Teachers have a good understanding of the literacy strategy, although lessons, exceed the recommended time and pupils can find it difficult to sustain a high work rate for such a long period. Nevertheless, lessons are well structured and feature all parts of the Literacy Strategy. Support staff are well briefed before lessons and, in most lessons, are used well to support groups of pupils. Teachers develop the use of literacy skills effectively across the whole curriculum. Throughout the school pupils' research skills are very well developed through their individual research projects.
28. The teaching and learning of numeracy skills are satisfactory. Teachers' lesson planning is satisfactory and clearly identifies the learning intentions and specifies activities appropriate for different levels of ability within the class. Teachers share objectives for the lesson with pupils, and in the best lessons assess at the end whether these objectives have been met. The structure of lessons follows the suggestions included in the numeracy strategy but the lessons are longer than the recommended time. In consequence, the pace of learning, although satisfactory, is not as brisk as it could be. Good organisation and management of activities keep pupils on task throughout lessons. There is a good emphasis on the teaching of number skills. Teachers' clear

explanations, instructions and demonstrations and emphasis on developing pupils' vocabulary help most pupils to achieve well in developing their understanding of number concepts and their competence with number computations. However, in some lessons there is insufficient focus on the development of quick mental calculations. Pupils respond well when activities offer good opportunities for quick responses.

29. Plenary sessions are used well at the end of lessons to enable pupils to sum up what they have achieved, to recognise good work and to identify how to improve or what they will be doing next. In good lessons teachers assess and give regular feedback to their pupils. In mathematics, a good feature of many lessons is the use made by teachers of their assessments of what pupils have achieved in planning the next steps in pupils' learning. In English, work is marked regularly with the teacher's comments usually relating to the pupil's specific English targets and how to improve their work. An example of the good use of informative marking was seen in a Year 5 lesson; the teacher based her lesson upon common mistakes made by the pupils on the previous day. The quality of teachers' marking is variable between subjects. Although teachers mark pupils' work regularly in mathematics, they do not make sufficient constructive comments to help pupils improve further. There is little marking of work in science.

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

30. The quality and range of the learning opportunities provided in the reception class are satisfactory. The school meets the expectations of the Foundation Stage curriculum. Overall the curriculum is planned to take into account all of the recommended areas of learning and there is appropriate attention given to the development of literacy and numeracy skills. However, there are shortcomings in planning. The teacher is aware of the recommended 'stepping stones' of learning but these are not identified in teaching plans either on a short or medium term basis. As a result, work is not always well matched to children's individual learning needs.
31. The quality and range of the learning opportunities for pupils in Years 1 to 5 are good. The curriculum is suitably broad and relevant to the pupils' present lives. It meets the statutory requirements for the National Curriculum and religious education, which follows the relevant locally Agreed Syllabus. The curriculum provides a good programme of learning, carefully planned with the relevant schemes of work to ensure progression in pupils' learning. These are based upon nationally recommended schemes of work that have been adapted to meet the needs of the overall school plan. This is an improvement on the last inspection when the need to strengthen teachers' planning by completing schemes of work was a key issue. However, there are some shortcomings. The school has adopted the nationally recommended scheme of work for science but more work needs to be done as the scheme is not sufficiently adapted to meet the different learning needs of the pupils. Many pupils would benefit from working at a higher level than the scheme suggests. There are insufficient opportunities for pupils to undertake investigation work in science and mathematics. The time allocation for science in Years 3,4 and 5 is less than typically found nationally.
32. The National Strategies for literacy and numeracy have been successfully implemented and given high priority. The allocation of time to the specific numeracy and literacy teaching is rather long and can limit the effectiveness of the teaching and learning. The organisation of class timetables does not always make the best use of teaching time. A strength of the curriculum is the way the school very actively equips pupils with the necessary research, reading and questioning skills to be independent learners.
33. The school promotes equality of opportunity well. There is a strong ethos of respect and care for all pupils. For example, where boys are not achieving as well as the girls in a class, measures have been taken to address the issue. Provision for pupils with special educational needs is good. Pupils are provided with work matched to their learning needs and linked to the targets in their individual education plans. Some pupils receive very effective support when they are withdrawn from classrooms, or attend early-morning groups to improve their spelling and handwriting. There is additional English and mathematics teaching to extend the gifted and able in Years 2 and 5. The

progress of these pupils and those with English as an additional language is regularly assessed and monitored, as is the progress of all pupils in the school.

34. The range of extra-curricular activities is excellent and the great strength of the school. Staff organise clubs before school, at lunchtime and after school to cater for all interests. To name a few there are: chess club, football club (attended by both boys and girls), recorder club, art club, 'make and bake' club, and many others. One Year 5 boy said, "I like school because of the wide range of clubs available". There is an early-morning club for Years 4 and 5 to complete their homework. Pupils can also have specialist music lessons and participate in the school orchestra. These activities are valuable but pupils always attend them at the same time each week, thereby missing the same class lesson. The grounds of the school have been imaginatively landscaped to provide a wealth of experiences for art, science, English and physical development, such as the challenge day of outdoor pursuits for all the school.
35. The pupils benefit from a very strong curriculum that meets their personal and social needs very well. In lessons, teachers and children celebrate success and achievement, and pupils participate confidently in activities. In a Year 5 lesson pupils were examining their roles as the most senior pupils in the school. Two pupils were able to extend the depth of the discussion from their personal experience as lunchtime monitors. A school council including pupils from all age groups meets regularly. They raise issues and reach decisions that, for example, children are not allowed to run in the quiet areas of the playground. There is a "buddy system" in numeracy and literacy lessons where pupils work with a specific partner. There is a paired reading programme where the Year 5 pupils work regularly with the Year 1 pupils. In a lesson observed, the older pupils were listening carefully to the younger, discussing the story lines and asking questions about the characters involved. The younger pupils were confidently answering questions and seeking help where necessary.
36. A new sex education policy is to be introduced after very careful consideration, including consultation with the current parents. In addition, the headteacher wrote individually to each of last year's leaving pupils to ask what personal issues they would have wished to have been covered. This is a good example of all the school's initiatives in this area that are very well thought through, planned and executed.
37. The school has very well developed links with the local community and further afield. They have raised money to build a laundry in Belarus, and children from there have visited Haslemere. Pupils participate in e-pals with children in other parts of the country. A French student teacher visits the school for one month a year. They are involved in a National Trust Guardianship for Marley Common. Pupils go on many visits to places relevant to their studies such as Windsor Castle and Hampton Court. All pupils in Year 5 who wish to, go away for a week's residential school activity. Many visitors come to school throughout the year.
38. There are also very good links with other schools in the Rother Valley Cluster Group. Year 5 pupils meet other Year 5 pupils at cluster group music days, outdoor challenge days and on other occasions. The school ensures that the transfer of all pupils, including those with special educational needs and English as an additional language, to their next schools is as smooth as possible.
39. The provision the school makes for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is very good. The school places a strong emphasis on helping pupils to think for themselves and appreciate the natural beauty of their surroundings. Assemblies contain a blend of spiritual, moral, social and cultural themes. Time is set aside for prayer and for reflection on what is good about the world and the people who live in it. Pupils gain a worthy insight into their personal existence and the duties they have towards others.
40. Other aspects of pupils' spiritual development are promoted well through the school's emphasis upon religious festivals and the moving aspects of them, such as the celebrations of light in winter in Eid, Diwali and Christmas. Spiritual experiences in such subjects as art, looking at beauty in a



variety of forms or English, where pupils try to use beautiful language, often produce moments of awe and wonder, and the school seeks consciously to provide them.

41. The provision for the pupils' moral development is good. Pupils abide by a clear code of conduct and teachers are good role models. The approach to moral questions is very positive. If a pupil has done wrong, the emphasis is upon care, upon forgiveness and upon providing support so that he or she can do better in the future. The school's policy on personal, social and health education is firmly anchored to traditional family values. A wide range of opportunities for pupils to take part in sporting activities supports the understanding of the need for rules and fair play.
42. Pupils' social development is very good. The school's ethos is very supportive and pupils learn great confidence from being able to rely upon the constant quality of care provided by both adults and other pupils. This confidence has a very beneficial impact on their learning. Adults value each child and work effectively towards developing self-esteem. Issues are discussed in circle time and this is a valuable part of school life. Older pupils look after the younger ones at playtimes and all show responsibility in the way in which they clear up spontaneously after lessons and behave when out representing the school. There is an awareness of the needs of others and pupils are involved in charitable initiatives.
43. There is good provision for pupils' cultural development. Older pupils remember the visits they have enjoyed from Indian and African musicians and dancers, their visits to the Hindu Temple and Jewish Synagogue and visits to the school from Buddhist monks. They are attracted to the displays of musical instruments from around the world, and of Hindu and Christian festivals. Together with their participation in concerts, trips to art galleries and museums are very effective in informing pupils about the cultural richness and variety of the world in which they live.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. The school cares for its pupils very well. The procedures for promoting and monitoring the pupils' personal development, welfare and those for child protection have all improved and are all now of a very good standard. There are good and effective procedures for managing the pupils' behaviour. Procedures for assessing pupils' academic achievements have improved since the last inspection and are now good.
45. The very good procedures for monitoring the pupils' personal development are underpinned by the school's caring ethos. The high quality, close relationships with parents help teachers support a pupil's personal progress. The school is particularly successful in managing the crucial period of transition from home to school. Strong emphasis is placed on furthering the children's personal and social skills and helping prepare them for school life. Adults make every effort to gain the confidence of pupils and pupils have very good opportunities to make their views known to the staff. The school council is accessible to all and set up in such a way that every pupil can contribute to the discussions held there. Teachers make appropriate use of the information they have to enter into a supportive dialogue with the pupils themselves or with parents about their child's personal progress. Parents appreciate this as it helps overcome any mismatch of perceptions between home and school. A very good level of care is taken of pupils with learning needs and those who are especially gifted or talented.
46. The procedures for monitoring and promoting good behaviour and attitudes in school are good. Pupils are treated as individuals with distinctive qualities, strengths and weaknesses. Encouragement to show kindness and tolerance to others is given through one to one or whole group discussions. Midday supervisors have received training to provide a consistent approach to discipline outside the classroom. They meet regularly with the headteacher to discuss their work. The emphasis is on pupils developing a sense of equality and fairness in their dealings with each other. Pupils are confident that teachers will deal with any inappropriate behaviour. This has a positive effect on their attitude towards the school and what it is doing to promote their wellbeing. The behaviour management policy promotes early intervention to avoid conflict. Good use is made of it to discover and to eliminate any persistent misbehaviour, bullying or racial incidents. Pupils and parents are made aware of the rules on behaviour and the policy on anti-bullying and, as such,

they are willing to follow and support the school's strong stand against all forms of oppressive behaviour and bullying.

47. The school has a good range of procedures and strategies for monitoring attendance and regularly reviews these in liaison with the educational welfare officer. The school alerts all parents to the negative effect of an extended holiday during term time. Registers are marked with care and strictly in accordance with statutory requirements.
48. Procedures for child protection are very good. The designated member of staff for child protection fully appreciates the importance of her role. She ensures all staff in regular contact with pupils are clear about what they must do should they uncover any concerns of this nature. These very good procedures are likely to ensure that any problems identified are brought to the notice of appropriate services.
49. Procedures and facilities for administering first aid are good. Detailed records are kept of all injuries and accidents involving pupils and include a note of the contact made with the parent. The governors regularly monitor and investigate the circumstances applying to the reported accidents in school. Close liaison is maintained with the school nurse and the parents of pupils with specific medical conditions, to ensure the school meets these pupils' needs. There is a sufficient number of staff trained and appointed to administer first aid in school. However, only one member of staff has elected to train for the customarily recognised full 'First Aid at Work' certificate. In recognition of this, the school has put together a set of contingency plans for summoning medical assistance in the event of an emergency. Pupils are given very good information to raise their awareness of how sensibly to care and look after their bodies. Parents trust the school to provide sensitive and supportive teaching of the issues involved.
50. Frequent assessments are made of the condition of the school site and buildings. Governors are very much involved and bring a level of commonsense and expertise to the whole process including the action that must be taken to prevent any risk to the pupils' welfare.
51. Support for pupils with special educational needs is good. Their attainment and progress are well monitored and their needs effectively met. The class teachers ensure that pupils receive effective and positive support, which is sometimes provided by a specialist teaching assistant. The register for pupils with special educational needs is reviewed regularly by staff and parents. The progress of the higher ability pupils and under-achievers are also reviewed regularly.
52. Procedures for monitoring and supporting pupils' academic progress have improved since the last inspection and are now good. The school has effective systems for tracking pupil progress. The attainment and progress of every pupil are carefully monitored at termly meetings between the class teacher and headteacher, when pupils' actual progress is compared to that predicted for them at the start of the school year. This is a very thorough and comprehensive process ensuring that pupils' individual needs are addressed and met. Pupils' progress in writing, reading and mathematics are carefully monitored. However, there is no detailed ongoing assessment of the development of skills in science. Assessment arrangements in other subjects are at least satisfactory and sometimes good.
53. Procedures for assessing pupils' attainment and progress have improved since the last inspection. They are comprehensive and effective. The school has a detailed records system for assessment in every subject of the National Curriculum. In all subjects, examples of pupils' work are compiled in portfolios by the co-ordinator. This work is assessed against national criteria at staff meetings, providing all staff with valuable information about standards pupils are expected to achieve at a specific age. Each teacher assesses the progress of every individual child against these key objectives, using the portfolios of work. These assessments take place as pupils complete a unit of work, usually half-termly.
54. Good records are passed on at the end of each year to the next teacher who uses them to assist their planning. Additionally, the results of the optional national tests in Years 3, 4 and 5 allow teachers to analyse and identify any weaknesses and to set appropriate learning targets for the

coming year in mathematics and English. The school has satisfactorily addressed the key issue of providing clear targets for improvement. All pupils have relevant and challenging targets that they agree with their teacher at the termly, 'My Special Time'. The targets are in English, mathematics and spelling. They are particularly effective in English, where they are used to inform marking and lesson planning, but less so in science. In the reception class, children are not assessed on an on-going basis against the recommended "stepping stones" but at best half-termly against the broad original baseline. Although the staff know the children well, assessment is not used sufficiently to identify the "next step" so that work can be planned appropriate to children's needs, on a day-to-day or weekly basis. The range of learning opportunities provided does not always build sufficiently on the attainment of children on entry.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

55. The partnership with parents is very good and very effective. In essence, this reflects the findings of the previous inspection. Parents have a positive view of what the school provides for their children.
56. Responses to the parents' questionnaires and at the parents' meeting with the inspectors provided many strong messages of support for the school and the commitment of its staff, and these were echoed in the comments made by parents spoken to during the week of the inspection. Parents believe the school is well led and managed, with teachers working closely with them to help their children make good progress, become self-confident and responsible and enjoy their time at school. A few parents would like to see their more able children being challenged a little more. Some parents are of the view that too much is expected in terms of the individual research projects, especially for the younger pupils in Key Stage 2. Inspectors' judgements confirm the positive views of parents. Whilst the inspection has identified some underachievement, most higher attaining pupils make at least satisfactory progress. The individual research projects make an effective contribution to pupils' very good research skills but would be even more effective if these were linked more closely to the school's curriculum.
57. The overall quality of the information available to parents is good and presented in a friendly and positive way. Parents and governors are warm in their praise for the way in which staff and pupils welcome them into school, address them in a pleasant manner and take an interest in what they have to say. The headteacher strives to be available for parents, to set aside time to answer their queries and to deal with their concerns. There are very good opportunities for parents to discuss their children's progress with teachers, either at formal consultation evenings or informally at times to suit. There are good procedures to welcome young children starting school in the reception class. Good use is made of wall displays, class assemblies, presentations and concerts to show parents what their children have achieved and have learnt. Parents are kept well informed about the curriculum in terms of what exactly their children will learn and how they can help them in the term ahead. A good number of parents have attended the curriculum workshops arranged in school for this purpose. Parents find that these and the targeted courses on basic skills help them gain the knowledge and confidence to support their children's learning at home and at school.
58. Parents like the format and content of the end of year reports on their children's progress. They find these easy to read and to understand. The reports meet statutory requirements and contain a number of indicators on what the child needs to do to improve both academically and personally. The prospectus is a good introduction to the school and includes helpful pointers such as naming the teacher and governor responsible for each area of the National Curriculum. The governors' annual report provides parents with quality and statutory information about the progress made by the school as a whole.
59. The school keeps parents of children with special educational needs fully informed and they are provided with opportunities to discuss any issues at informal meetings or review meetings. Parents of pupils with special educational needs are properly involved in the discussions on setting targets for their children. As a result, parents understand the progress their children need to make. This helps pupils make headway as it allows parents the opportunity to work in partnership with the school.

60. The contribution of parents to their children's learning at school and home is very good. The school is seen as a meeting place for parents, with high numbers attending the family assemblies, parent/teacher consultation sessions and fundraising events. Their enthusiastic contribution, for example, to the singing in the recent School Singing Festival, according to those who were there, brought a real sense of community spirit to the occasion. From the time children start school in the reception class, the school can rely on the parents to lend their support in classes and on school trips. Many are drawn into activities they have particular skills in, such as helping pupils work on the computers or thinking up new ideas for fundraising. They are justifiably proud in being able to provide a range of resources not only as tools for learning but also to make the school environment a more pleasant place for all to work in. They help maintain the good attitudes pupils have to their school by encouraging their children to take advantage of the excellent range of school-based activities and clubs available to them and complying with the rules on school attendance. By showing such a keen interest in what their children are doing, parents promote the feeling that schoolwork is valued and that school is a good and exciting place to be. This has a firm and very positive impact on the pupils' attitudes to their learning.
61. Parents are very keen to see their children succeed and want them to do their best. Most view homework as providing a useful link between the pupils' learning at home and at school and very many parents find reading with their children an experience to plan for and to enjoy. Overall, the assistance given by parents to the work of the school is very good and of a high standard. The school and parents work very well together to the great benefit of the pupils. The partnership has a very positive impact on the pupils' personal, social and academic development.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

62. The overall leadership and management of the school have improved since the last inspection. The school is now well led and managed. The headteacher offers very good leadership to the school community. The management of the school by the headteacher and key staff is good and they are well supported by enthusiastic and committed staff and by an effective governing body. Parents have full confidence in the headteacher and staff and also believe the school to be well managed.
63. The headteacher provides the school with a very clear sense of direction: her vision, high expectations and professional insight give a very positive sense of purpose to the life of the school. Her leadership has a very strong impact on the educational work of the school and is a significant factor in promoting a shared commitment and endeavour to achieving high standards. The school has clear aims and values, which are consistently reflected in its policies and practice. The school has a firm commitment to providing a rich and varied curriculum that encourages pupils' enjoyment in learning. The enthusiasm and hard work of the teaching and support staff, supported by parents and governors create a good climate for learning. This positive ethos is also reflected in the very good relationships between the school, governors and the community and the commitment to inclusion and to the welfare of all pupils. All teachers work hard to provide and create positive expectations of pupils' behaviour and self-esteem and to promote pupils' personal, social and academic development.
64. The school is well managed. Two other senior staff help form the school management team and effectively support the headteacher. Good procedures ensure the smooth running of the school. The quality of the work provided by the administrative staff contributes significantly to this. The management of provision for pupils with special educational needs is good and support for these pupils is well co-ordinated. The headteacher and the co-ordinator for special educational needs regularly review the progress of pupils and their individual targets. Arrangements to oversee the welfare of pupils with English as an additional language are satisfactory. There are appropriate levels of delegation and the management of the curriculum is good, with a sensible allocation of subject responsibilities among staff. The management of English and mathematics is good. Co-ordinators for these subjects have good strategic overviews and lead developments in their subjects well. There are good measures in place to ensure that all subject co-ordinators make an effective contribution in line with the school's priorities. For example, they lead developments in their subjects in line with the school's priorities and provide effective support for colleagues.

65. Staffing levels are good and the school has an appropriate number of suitably qualified teachers to teach the full curriculum. The school employs a good number of support staff, and teachers generally use them effectively to support pupils working in groups. Learning support assistants make a useful contribution to pupils' learning, especially of pupils with special educational needs. However, on occasions, support staff are under-utilised in lessons, particularly during the whole-class teaching sessions at the beginning and end of lessons. The arrangements for the professional development of staff are good, based appropriately upon balancing individual needs with school priorities. Procedures for the appraisal of staff are good and the school has introduced the new performance management arrangements well.
66. Governors are very effective in fulfilling their statutory duties. The governing body has developed an effective structure of committees with clearly defined terms of reference. The experienced and knowledgeable chair of governors is a frequent visitor and voluntary helper in school. The rest of the governing body is very committed to the school and the effectiveness of its work. Since the previous inspection, governors have made good use of their professional and business expertise in helping the school improve in many of its key areas. They are appropriately involved in the strategic planning through their input into the school development plan. The school has a good understanding of the processes that underpin effective development planning. It draws upon an appropriate range of information when constructing its development plan which provides firm direction to the work of the school. Arrangements to monitor the progress of the plan, including the involvement of governors, are well established. Governors have a number of strategies for finding out about the work of the school, including visits to classes and a named governor linked to each key area of the curriculum. They attend training sessions and visit the school regularly to find out how best they can support its work. Governors give freely of their time, supporting pupils in lessons and on school trips. The school has taken appropriate steps to address the key issue from the last inspection to meet statutory requirements for collective worship.
67. Management of the school's finances is good. The fluctuations in funding caused by variations in the number of pupils on roll complicate financial planning. Nevertheless the school manages the budget prudently and makes efficient use of its financial resources. The process for determining the school's priorities are thorough, with effective teamwork assisting the decision making process and the implementation of the improvement plan. Governors have a good understanding of the principles of best value and are appropriately involved in monitoring expenditure. Governors test and question the best value principles, applying these to the school's expenditure and checking that the spending supports the school's educational priorities. They consider the views of parents and pupils when deciding whether school funds have been well spent. The high standard of financial control reported at the last inspection has been maintained. The quality of day-to-day school administration and financial control is good. Two minor issues resulting from the most recent local authority audit were easily and swiftly dealt with. Specific grants are used effectively for their dedicated purpose. Together, parents, governors and staff raise considerable sums of money to help improve the school environment and keep it well resourced and equipped. The school gives good value for money.
68. The school has a good understanding of the principles of school self-evaluation. It has a number of effective procedures to monitor its work but more could be done to develop robust measures to evaluate the school's effectiveness. There is a range of appropriate strategies for monitoring the work of the school that involve staff and governors. Procedures for monitoring and evaluating the performance of teachers are good, including a programme of formal classroom observations. These arrangements are thorough, positive and developmental. The headteacher observes all staff on a regular basis and provides appropriate feedback. Co-ordinators in the core subjects regularly monitor teachers' planning, observe classroom practice, analyse test results and monitor pupils' progress. Monitoring opportunities for co-ordinators in other subjects enable them to have an effective overview of provision in their subjects. Pupils' progress is monitored on a regular basis by the headteacher in consultation with class teachers and systems for tracking individual pupils' achievements in English and mathematics from the time they start school are good. The school's analysis of performance data is soundly used. Staff are becoming more involved in discussing and analysing assessment data and using this information to set targets for pupils in English and

mathematics. The English and mathematics co-ordinators use the results of national and optional tests effectively to identify strengths and weaknesses in pupil performance.

69. Whilst the school has sound procedures to review progress on its development plans, it has not fully addressed the key issue on involving the governors in monitoring the effectiveness of the school improvement plan in raising standards. The format of the school development plan does not readily lend itself to effective evaluation and governors and management have not fully evaluated what the effect of actions has been. Criteria to judge the success of proposed actions are not always explicit. Whilst the school checks that proposed actions to improve provision or strategies to raise attainment have been carried out, there are often no measures to evaluate success against targets specified in terms of pupils' attainment. For example, the proposals outlined in the ICT plan do not sufficiently link improvements in provision to raising standards. Given the costs involved, this is a weakness. Subject development plans do not give sufficient consideration to ways of evaluating the success or otherwise of planned actions. National test results at the end of Year 2 provide an appropriate basis for assessing pupil progress from initial assessments on entry. The school has started to use standardised assessments to ascertain if specific year groups make appropriate progress from the end of Key Stage 1 to the end of Year 5.
70. Teachers make good use of the accommodation, despite its drawbacks. The accommodation is sufficient to meet the curricular needs of the pupils and provides areas to support special educational needs work and pupils who are gifted and talented. Small groups of pupils use the library for additional support and the hall is well used for orchestra practice, clubs and sports activities. There is wheelchair access to toilet facilities and to most areas of the building and grounds. However, the children in the reception class have no direct access to an outdoor play area. They do, however, make use of the attractive gardens and the large play equipment and soft surfaces are enjoyed by pupils of all ages. The school grounds provide an excellent range of learning opportunities for pupils. The good quality displays and notices throughout the school and its grounds provide an inspiring and informative learning environment. The governors would very much like to dispense with the two hatted classrooms that have no water supply or toilet facilities. The lack of facilities in these classrooms creates difficulties that have to be overcome in lessons such as science and art.
71. The quality and quantity of resources to support the curriculum are good for all subjects. The resources for information and communication technology have improved since the last inspection and are good. Although good use is made of the new technology by administrative staff and by parents and pupils accessing the school's website and e-mail facilities, the computers in classrooms are not used as often as they should be.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Broaden the quality and range of learning opportunities for children under five in the reception class by:
    - making better use of assessment information to plan work appropriate to children's individual needs;
    - developing assessment procedures based on the recommended "stepping stones";
    - improving the quality and range of the learning opportunities for physical development and providing a designated area for outdoor activities;
    - ensuring appropriate balance between teacher directed and children-initiated activities.
- (paragraphs 22, 30, 54, 70, 75, 83, 84)
- Improve pupils' achievements in science by:
    - planning opportunities to develop pupils' investigative skills;
    - matching work to pupils' different levels of attainment, particularly for the higher attaining pupils;
    - developing measures to assess and record the development of skills;
    - ensuring that all classes have sufficient teaching time for science.

(paragraphs 5,10, 26, 31, 52, 110, 111)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Strengthen the school's self evaluation procedures by:
  - developing criteria to enable coordinators to evaluate the effectiveness of subject action plans;
  - producing the school improvement plan in a format that helps management and governors to judge the effectiveness of planned actions on raising standards and improving provision.

(paragraphs 69, 95, 105)

- Improve the good quality teaching and learning even further by:
  - making better use of learning support staff during whole class teaching at the beginning and end of lessons;
  - making better use of marking to help pupils improve their work;
  - improving lesson planning to ensure work is appropriate to the learning needs of all pupils, especially the higher attaining pupils.

(paragraph 26, 29, 65, 79)

- Improve the effectiveness of the oral start of mathematics lessons in developing pupils' mental arithmetic (paragraphs 103,104)
- Take measures to address the inconsistencies in pupils' spelling and handwriting (paragraphs 8, 91).
- Provide pupils with more opportunities for investigative work in mathematics (paragraphs 5, 100).
- Link pupils' individual research projects to the planned curriculum (paragraph 12).
- Ensure that class timetables make best use of the available teaching time (paragraph 32).
- Ensure that pupils attending orchestra or extra music lessons do not miss the same lessons each week (paragaph149).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	9	21	17	0	0	0
Percentage	0	19	45	36	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	167
Number of full-time pupils known to be eligible for free school meals	4

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.5

#### Unauthorised absence

	%
School data	0.0



National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	16	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	18
	Girls	16	16	15
	Total	33	35	33
Percentage of pupils at NC level 2 or above	School	92 (77)	97 (74)	92 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	16	14	15
	Total	33	32	34
Percentage of pupils at NC level 2 or above	School	92 (77)	89 (84)	94 (100)
	National	85 (84)	89 (88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	153
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	21
Average class size	24

#### **Education support staff: YR – Y5**

Total number of education support staff	7
Total aggregate hours worked per week	124

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/01
	£
Total income	385499
Total expenditure	397385
Expenditure per pupil	2038
Balance brought forward from previous year	10539
Balance carried forward to next year	1346

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	280
Number of questionnaires returned	100

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	2	0	2
My child is making good progress in school.	51	45	1	3	0
Behaviour in the school is good.	37	56	6	0	1
My child gets the right amount of work to do at home.	36	50	8	5	1
The teaching is good.	60	33	2	1	4
I am kept well informed about how my child is getting on.	46	39	14	0	1
I would feel comfortable about approaching the school with questions or a problem.	66	30	3	1	0
The school expects my child to work hard and achieve his or her best.	71	24	4	1	0
The school works closely with parents.	51	46	2	1	0
The school is well led and managed.	69	26	1	4	0
The school is helping my child become mature and responsible.	62	30	4	3	1
The school provides an interesting range of activities outside lessons.	69	26	1	0	4

## **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**

72. Children are admitted to the reception class at the beginning of the academic year in which they become five years of age. Children enter school full time if their fifth birthday falls between September and February or part time for five morning sessions for those born from March to August inclusive. The younger children attend full time from the beginning of the Spring term. At the time of the inspection there were 18 children attending full time in the reception class, all of whom had received pre-school experiences in local nurseries or playgroups.
73. The majority of the children enter the school with levels of attainment which are above those expected for their age. These findings are borne out by assessments which are carried out within six weeks of children's entry into school. They make satisfactory progress overall and, by the time they enter Year 1, almost all are on course to reach the Early Learning Goals set for this age group in all the expected areas of learning, with some children achieving above, particularly in speaking and listening, reading and mathematics.
74. A teacher and the equivalent of a full-time learning support assistant staff the class. The number of adults supporting children has recently increased this year to enable one adult to support a group of six children, during writing and handwriting sessions. Parents, student teachers and "grannies" also provide additional support at varying times during the week.
75. The school has maintained the satisfactory provision for children in the Foundation Stage since the last inspection. The quality and range of the learning opportunities are satisfactory in all the required areas of learning except for physical development, where experiences are limited. This is due to the lack of a defined outdoor area and a range of appropriate large equipment available and easily accessible at varying times throughout the day. This is a weakness in provision as it does not allow children to develop their full physical potential. Teaching is generally good but there are some shortcomings in planning and assessment. The curriculum is planned to take account of all the recommended areas of learning and there is good attention to the development of literacy and numeracy skills. However, although staff are aware of the recommended 'stepping stones' of learning these are not identified in teaching plans and assessment information is not used sufficiently to plan work appropriate to children's individual needs. The range of learning opportunities does not always build sufficiently on the attainment of children on entry.

### **Personal, social and emotional development**

76. The personal, social and emotional development of children in the current reception class is good. All the children enter the school with these areas already well developed and no children have been identified as having special educational needs. Children show good achievement and all are likely to reach the expected, and many to exceed, the Early Learning Goals in this area by the time they leave the reception class. They enjoy coming to school and show enthusiasm for the range of activities on offer. Most children seek help confidently when required and all quickly settle into school life through regular routines. They attend to their personal hygiene appropriately and most of them undress and dress themselves independently before and after music and movement lessons. During whole-class sessions, children sit quietly, remember to take turns when speaking and listen to one another's contributions with interest. They are sufficiently confident to ask their own questions. Overall, teaching is good and personal and social development is strongly promoted. A strength of the teaching is the caring, supportive and positive atmosphere that promotes very good behaviour and a clear understanding of what is right and what is wrong. Gentle reprimands for unacceptable behaviour are rarely required. However, in some lessons observed, there were insufficient opportunities for children to develop personal responsibility for their own learning.

## **Communication, language and literacy**

77. By the time they are old enough to join Year 1, most children's speaking and listening skills are at least in line with the expected level and often above. They have the fluency and range of vocabulary necessary to begin the English curriculum at Year 1 with confidence. Children are encouraged to express their ideas, opinions and feelings during class and group sessions. All the children are aware of the purpose of writing and most can write their name. Most can write a few recognisable letters although not all are correctly formed. Some higher-attaining children write simple words and make good attempts at simple sentences.
78. Children use and enjoy books. All hold them correctly, handle them with care and know about the sequence of page turning. They are aware that pictures also "tell the story" and that text is read from left to right. A commercially produced reading scheme is used well once children begin to recognise familiar words and gain a grasp of phonics. Some children are able to read, with confidence, text from the early books in the reading scheme, running their fingers under the text in the appropriate direction as they read each word, sometimes self-correcting their errors. Due to their good speaking and listening skills, more advanced readers make comments and suggestions and freely discuss the pictures associated with the text. Good emphasis is placed on reading and higher ability children are able to identify the title of their reading book and know which book will be the next one to tackle. A comprehensive reading record is completed regularly for each child. Parents make a valuable contribution to children's reading progression and attainment. They hear their child read on a regular basis and books go home daily. Parents write comments and the adults in the class also use the reading record book to write specific individual comments with regard to other associated activities, which provide parents with up-to-date information regarding pupil progress.
79. The quality of teaching is good overall. Phonics and elements of the national framework for literacy are used during literacy sessions and there are good cross-curricular links with the development of children's knowledge and understanding of the world. The teacher reinforces the visual information and vocabulary used from the Big Book and also takes the opportunity to extend not only the children's vocabulary, but also their knowledge and understanding of the world around them. Children listen to the teacher and to each other with interest and without interruption. Staff value their contributions and this helps to improve their confidence and extend their learning. However, sometimes literacy sessions are too formalised and, during the initial class session, children sit for too long. Some of the work is not suited to the ability and development of individual children and does not build sufficiently onto what they already know. Support staff are not used efficiently during this time to target individual or groups of children to build upon their learning and enhance their literacy skills. There are suitable resources for imaginative play such as a "café" area set up and dressing-up clothes are available to support role-play. The teacher makes very good use of the computer during the class session but listening resources, such as pre-recorded stories and headphones, are not always fully utilised.

## **Mathematical development**

80. By the time they enter Year 1, most children will have achieved and some exceeded the early goals for mathematics. Most of children can say and use number names in order and recognise numerals 1 to 9. Higher-attaining children can count up to 20 and beyond and a few can recognise numbers to 100 and in one instance identify 1000. About a third of the children are beginning to relate addition to combining two groups of objects. The teacher uses every opportunity to reinforce numbers in everyday situations, such as the counting of numbers of children in class during registration and other areas of learning such as singing and literacy. Much language is taught to develop and reinforce mathematical concepts and vocabulary such as the names of shapes, which children can identify. Children can recognise taller and shorter in the constructions they are making with interlocking blocks as well as large and small in the Hungry Giant story.
81. Although teaching is good in observed lessons, some activities need more careful planning, organisation and variety to ensure they are carefully matched to the children's needs. Sessions are too long for the ages and attainment levels of the children. Not all can follow what is being

taught as they do not build sufficiently on what they already know, can do and understand. The planned group work has the same overall objectives for all the children. As an example, in one lesson children within a group were asked to write out an addition sum but some children struggled unsuccessfully to write a 5 while others wrote mirror images. A 100 number line was available for children to refer to but the numbers were too small and the line too lengthy. There was a lack of variety in the activity and for much of the time pupils were passive with insufficient use made of "hands-on" resources. However, in a better numeracy lesson an appropriate number line to 10 was made available together with a greater variety of associated activities, such as the use of board games. Good use is made of the computer to introduce the opening class sessions and to reinforce learning, with children working individually, in pairs or supported by staff.

### **Knowledge and understanding of the world**

82. Teaching in this aspect is very good. Children attain standards which are generally above those expected for their age. The school locality is used to extend children's learning with walks around the extensive grounds and the village to develop their mapping skills. This work is linked to creative development when children create 3D models of houses and roads to enrich their learning. Other good links are made during movement and dance, such as how our bodies change during exercise. Children were able to identify that their heart beat faster and they breathed more quickly after physical movement. Good use is made of visitors to the school, such as a fireman, a Police Liaison Officer and parents with a new baby. A full day's visit to the coast during the summer term enriches all areas of the curriculum. In a class lesson designed to help children develop an understanding that facts relating to past events can be obtained from photographs, very good links were made with literacy and children's personal, social and emotional development. The teacher selected an appropriate big book to illustrate Teddy's experiences in the dark and during a storm and children were invited to articulate how he might have been feeling at the time. This led to discussions with regard to the big storms in 1987 and the use of very good questioning skills by the teacher gave children a chance to think about time and how they grow and change. Pupils also gained an understanding that the rings in a piece of cut wood can indicate the age of a tree. Very good opportunities were provided for pupils to sharpen up their skills of observation when in groups they looked at photographs of the results of the storm. Children make very good progress when using computers. The teaching and opportunities for learning provided are very good, resulting in effective learning and enhanced enjoyment by all children. Staff provide regular support to them as they work. Most children are able to use simple drop-down menus and choose from a variety of appropriate programs to enhance their literacy and numeracy understanding. They are confident in their use of the mouse to control events on the screen and are able to point and click as well as make imaginative drawings using different colours. They are introduced to word-processing by copying words from around the classroom and begin to understand that the computer can be used as a writing tool when they dictate their stories to an adult. There is a good range of construction toys for regular indoor construction activities but a lack of resources for use outside such as large plastic or wooden building blocks in a designated outdoor area. This reduces the quality and range of their learning experiences.

### **Physical development**

83. For the majority of children, attainment at the end of the Foundation Stage is likely to be broadly in line with that expected nationally and the children make sound progress, overall. The physical development and progress of children is limited by the lack of a designated outside area where suitable large construction equipment, easily accessible wheeled vehicles and other resources are readily available throughout the day. Access to the whole school's adventure play area is nearby but this is out of view of the classroom and only some of the equipment is suitable for the age of the children. Resources for outdoor play promote the development of physical as well as personal and social skills, such as sharing, taking turns and interacting together that would enhance their skills; this is a weakness in provision. The children join the older children in the playground at break times and have regular opportunities to use the hall for music and movement lessons. In these lessons, teaching is good and good learning results from the teacher's good use of time, good discipline and imaginative approach that keeps all children involved and active. For example, in a music and movement lesson, children imagined they were lions and responded sensitively.



They showed appropriate skills for their age and used movements such as creeping, running and jumping. Afterwards they noticed that their hearts were beating faster. Children are given opportunities to strengthen their fingers so that they use scissors and a variety of construction toys. They build structures such as models of wheeled vehicles and make good use of track toys. When holding pencils and scissors, they are encouraged to do so properly and to form good habits from the start of their schooling.

### **Creative development**

84. The children make sound progress overall in developing their creative skills and most are on course to meet the nationally recommended levels of attainment by the end of the reception year. The quality of teaching and learning is broadly satisfactory and indoor activities are generally well resourced. The children's creative development is nurtured through activities involving art, music and imaginative play. Children are given opportunities to respond and can join in with rhymes and sing a variety of simple songs from memory. They sing a variety of simple songs from memory. Their singing is rhythmical and they keep to the beat when clapping. In role-play areas, such as the café, children interact well with one another during imaginative play. However, these situations arise spontaneously during "free time" and although staff endeavour to interact with the children, these sessions sometimes lack structure and direction.

### **ENGLISH**

85. Overall attainment is above national standards by the age of seven and well above expected standards by the time pupils leave the school at the end of Year 5. Standards are higher than at the time of the last inspection. By the time pupils are ten years old, standards are well above those typically found nationally in reading, speaking and listening and above those found in writing.
86. Results in the 2001 national tests in reading and writing were well above the national average for seven year olds. When compared with similar schools, the performance of pupils was well above average in writing and above average in reading. This represents good improvement since the last inspection when results were broadly in line with national averages. Test results over the last four years have been consistently above the national average, apart from a dip in 2000 when the overall performance in the writing test was average. Girls generally do better than boys in both reading and writing tests.
87. Attainment in speaking and listening is a strength. At seven, standards are good and as they progress through the school, pupils gain in confidence and become increasingly articulate so that by the time they are ten they achieve very good standards. This is an improvement on the last inspection. For example, in a Year 1 lesson, all pupils, including those with special educational needs, could identify to the class labels they had selected to put on pictures. There is great emphasis on the development and organisation of ideas and the extension of vocabulary; teachers insist on pupils giving reasons for their views. For example, after listening to Vivaldi's 'Winter' music, one seven year old said she liked it because it made her calm. Older pupils gave a well-prepared presentation talk to their class and take part in weekly form debates about subjects like the euro. In discussion, a ten year old could state the reasons why she likes William Hogarth's etchings. Another pupil stated that although he did not enjoy poetry, "everyone is different" and he could understand why some people appreciate poetry. In most classes pupils listen well and show respect for the opinions of others. Although no drama was seen, it is a regular feature of the timetable, including Viking drama days.
88. The standard of reading is above national expected levels at seven and well above by Year 5. This is an improvement on the findings of the last inspection. In a well-organised guided reading lesson for seven year olds, higher attaining pupils could discuss the moods and feelings of characters in, 'Dinner Ladies Don't Count'. Seven year olds have good research skills, confidently using the index and contents pages of books to locate specific factual information whilst the higher attaining pupils can identify specific non-information books using the nationally recognised system found in all public libraries. The oldest pupils are very adept at finding the information they need for their independent research projects from a variety of different sources, including the local and Guildford

reference libraries as well as the Internet. Year 5 pupils are fluent and discerning readers of fiction and poetry. For example, they can compare the magic content of 'Harry Potter' and the 'Wizard' series of books. The reading skills of the average and above average pupils enable them to cope with most texts across the whole curriculum. The reading skills of the very few with special educational needs are not so well developed but they do receive well-targeted support. Reading is promoted well. There is a very extensive collection of books, including drama, poetry, fiction and non-fiction. The well-resourced library is constantly used. All the pupils read a wide range of books and follow a continuous and increasingly challenging reading programme. Older pupils help younger pupils regularly in paired reading sessions. Pupils receive much support from parents who use a home-school link book that is also a reading record throughout their children's time at the school. Older pupils also use a personal reading journal to record their critical reviews of books.

89. Independent learning skills are further developed at Key Stage 2 when pupils select their own subject to study at home and at school, producing a reference book with a contents page and even a glossary. For example, one higher attaining pupil collected his information about Formula One car racing by writing to companies and using the Internet as well as consulting books and magazines.
90. Standards in writing have improved since the last inspection and are above those typically found nationally at seven and at ten. This is the result of a detailed and carefully planned writing scheme of work introduced since the last inspection. However, there is a dip in the standard of writing achieved in Year 4, particularly of the boys. The school has been addressing this with extra spelling and handwriting support. The most able seven year olds can write a factual account of Remembrance Sunday discussing the reasons for the two-minutes' silence. In their design and technology, they can evaluate the moving toys they have made and suggest ways of improving their model. By the age of ten most pupils can write their own myths, using similes and onomatopoeia, with a good knowledge of grammar and punctuation. All pupils above the age of seven have a writer's toolkit to help them refine their skills. The most able seven and ten year olds attend enrichment writing groups where they are given more challenging writing tasks. Pupils with special educational needs are given good support by teaching assistants both within the classroom and individually.
91. Since the last inspection a systematic spelling programme has been successfully introduced and is regularly followed in all the classes. The school has adopted a handwriting policy. Standards of presentation and handwriting are good in pupils' finished work, which is mounted into topic books. However, throughout the school the standard of written work in draft books is very variable and pupils do not consistently achieve the high standard of spelling, grammar and handwriting of which they are capable.
92. Teaching is good. The majority of lessons seen were good, with some very good and always at least, satisfactory. The good lessons are well planned, resources well prepared and delivery is brisk. However, the length of all English lessons is well over the hour and most pupils find it difficult to sustain a high work rate for such a long period. Teachers have high expectations of pupils, whatever their capability and make good use of questioning to assess pupil's understanding, challenging their thinking and moving their learning forward. Lessons are well balanced and feature all parts of the Literacy Strategy. Support staff are well briefed before lessons. In a very good Year 1 lesson, pupils confidently used their letter fans to create four-letter words incorporating the letter 'L', including pupils with special educational needs who were well supported by teaching assistants. In all classes work is marked regularly with the teacher's comments usually relating to the pupil's specific English targets and how to improve their work. In a very good Year 5 lesson, pupils were aware of their teacher's marking system, using this to re-draft their work to a corrected final myth, with the teacher basing her lesson upon common mistakes made by the pupils on the previous day; this is a good use of informative marking. In satisfactory lessons work is not specifically targeted at the different attainment groups, some of whom find it difficult to complete the task successfully; the more able do not find it sufficiently challenging. Homework is used very effectively in all classes and is related to classroom learning, often to complete their writing project. Teachers make good use of information and communication

technology, mostly for word processing activities and retrieving information from the Internet. The use of English is developed well across the whole curriculum.

93. Pupils make good progress because of good teaching and provision. Pupils with special educational needs are well supported and make good progress. Specialist support is effectively and efficiently used both in the classroom and in spelling and handwriting workshops before school starts. The progress of higher attaining pupils is in line with the general progress of all pupils. The school runs a course, 'Keeping Up With The Children', funded by the Basic Skills Agency, with three sessions on how to help children with literacy skills.
94. Assessment is very good. The progress of all pupils is thoroughly monitored and tracked using national tests in Years 2, 3, 4 and 5 annually and regular in-class assessment throughout the school. Pupils' responses in tests are analysed and identified enabling the school to set appropriate individual learning targets for pupils. These targets are discussed with the pupils frequently. Each term, teachers meet as a staff to analyse pupils' writing to inform future planning. Pupils' progress in reading is carefully monitored and assessed by their class teachers. Pupils' progress in writing is regularly assessed using good quality marking.
95. The school has made good improvement since the last inspection. Management of the subject is good. A new co-ordinator is being thoroughly trained to succeed the headteacher and senior member of staff who are the current, very effective, co-ordinators. A detailed and thorough scheme of work for each aspect of English teaching, including drama, has been developed by the co-ordinators. All the team are knowledgeable and committed to raising standards in English. They have a good overview of present standards and monitor both teaching and planning regularly. Through this process they were able to identify the need to raise standards in writing and follow through a whole-school initiative in this area successfully. Development planning is well focused with appropriate priorities and clear action planning, although criteria to evaluate the effectiveness of planned actions have not been identified.

## **MATHEMATICS**

96. Overall standards have improved since the last inspection and are above national expectations by the age of seven and by the time the pupils leave the school at the end of Year 5. The achievements of pupils are satisfactory overall.
97. Results in the national tests for seven-years-olds were above the national average in 2001. Most pupils achieved at least the expected Level 2 and more able pupils did particularly well as the proportion of pupils reaching the higher Level 3 was well above the national average. Results in the national tests have improved since the last inspection, when they were in line with the national picture. There was a good improvement in results in the year following the inspection and overall results have kept pace with the national trend of improvement in subsequent years. In the last four years, results have been above or well above the national average. There is no marked difference in the performance of boys and girls. Inspection evidence confirms the results of the national tests. Nearly all pupils are in line to reach or exceed the nationally expected standards at seven. Likewise, pupils in Year 5 are in line to reach or exceed expected standards by the end of Key Stage 2.
98. Pupils' understanding of number concepts and their written number skills is good. By the age of seven, most pupils reach expected levels in their number work and many are in line to exceed these. Pupils can order and sequence numbers to 100, double single-digit numbers and know that halving is the reverse. They know what each digit represents in two-digit numbers and can do simple addition and subtraction. More able pupils can do addition with numbers less than 100 and are beginning to develop understanding of multiplication, working with multiples of 2, 5 and 10. At Key Stage 2, the good results in last year's tests for seven year olds are reflected in the good standards in the current Year 3. Likewise, overall standards in Year 4 are good and in both classes, most pupils are working at or above expected levels. By the time they are ten years old, most pupils have a good knowledge of the four operations of number and can use these with decimals competently. They have a firm grasp of place value and are confident with large numbers.

They have a sound knowledge of fractions and can work out solutions to simple calculations involving fractions and percentages. Pupils are good at explaining the strategies they use, although their skills at quick mental recall are typical of those found nationally.

99. Standards in data handling are sound. Year 2 pupils can collect and sort data and display this in pictograms and block graphs. Year 5 pupils can calculate averages of a given range and know the difference between mean and mode. Attainment in other aspects of mathematics is generally above national standards. Year 2 pupils measure in a variety of non-standard units and centimetres and name and describe two- and three-dimensional shapes. Year 5 pupils' knowledge and understanding of the properties of shape are higher than those typically found nationally. For example, they carry out translations of regular shapes on square grid patterns with confidence, show good understanding of coordinates and the ability to describe translation paths.
100. A relative weakness in pupils' achievement is their ability to use and apply what they have learnt in different contexts. Teachers' assessments identify this as a weakness at Key Stage 1. The analysis of pupils' work shows that pupils do not get enough opportunities to undertake investigative work at either key stage. This was also identified at the time of the last inspection when it was judged that pupils did not sufficiently develop strategies and methods in investigational work.
101. The quality of teaching and learning is satisfactory and shows satisfactory improvement since the last inspection. There are strengths in teaching but there are also some shortcomings. Teaching in observed lessons was always at least satisfactory, ranging from satisfactory to very good. With the introduction of the National Numeracy Strategy, teachers' subject knowledge is secure and the teaching of key vocabulary is good. Teachers' lesson planning is satisfactory and clearly identifies the learning intentions and specifies activities appropriate for different levels of attainment within the class. Teachers share objectives for the lesson with pupils and, in the best lessons, assess at the end whether these objectives have been met. For example, in Year 1 the teacher explains the lesson objectives in simple terms so that all pupils know what they will be expected to do and learn. In Year 3 the teacher uses the concluding part of the lesson to get pupils to explain how they applied the doubling strategy in addition and through skilful questioning was able to confirm that pupils had a secure understanding of the learning objectives. A good feature of many lessons is the use made by teachers of their assessments of what pupils have achieved in planning the next steps in pupils' learning. In good lessons teachers assess and give regular feedback to their pupils. Although teachers mark pupils' work regularly, they do not make sufficient constructive comments to help pupils improve further.
102. The structure of lessons follows the suggestions included in the numeracy strategy but the lessons are longer than the recommended time. In consequence, the pace of learning, although satisfactory is not as brisk as it could be. Good organisation and management of activities keep pupils on task throughout lessons. Teachers explain clearly to pupils what they are expected to do and most pupils settle quickly and sensibly to their tasks. In the best lessons pupils achieve well because teachers provide activities at differing levels so that pupils can work and make progress at their own level. For example, in a very well organised Year 5 lesson the teacher provided tasks well matched to the different levels of attainment. The more able pupils were well challenged and extended in their thinking whilst the less able were supported using appropriate tasks. Pupils show a mature, responsible approach leading to good learning. The progress of pupils with special educational needs in relation to their prior attainment is generally good. They receive additional support from teachers and support assistants and generally work at appropriate levels. This is not always the case for higher attaining pupils. Occasionally the teacher does not provide sufficiently challenging work for them.
103. There is a high proportion of direct teaching with clear explanations, instructions and demonstrations to engage the whole class. This helps most pupils to achieve well in developing their mathematical understanding, in particular, of number concepts and their competence with number computations. There is a good emphasis on the teaching of number skills. However, the development of pupils' mental arithmetic is not consistent because the mental starter is not always as effective as it could be.

104. One very good lesson in Year 3 started with a brisk whole-class session focusing on developing pupils' mental arithmetic skills. Pupils responded enthusiastically with all hands up, eager to give their answers. What made this part of the lesson good was the pace of learning and the full involvement of all pupils. However, in some lessons there is insufficient focus on the development of quick mental calculations. A weakness in lesson planning is that insufficient attention is given to planning this part of the lesson. Mathematics makes a good contribution to the development of pupils' language skills. Teachers' questioning is generally effective in consolidating prior learning. A good feature of many lessons are the opportunities provided for pupils to explain how they arrive at their answers. Pupils clearly enjoy explaining their strategies to the whole class. The emphasis on developing pupils' vocabulary is a strength of teaching. Although there was limited evidence of teachers using ICT to support pupils' learning in lessons during the inspection, teachers make satisfactory use of ICT in data handling activities.
105. The school has made good improvement since the last inspection. The school has successfully implemented the National Numeracy Strategy, undertaken appropriate staff training, improved the quality of planning, and increased resources. Management of the subject is good. The co-ordinator is enthusiastic and knowledgeable and has a sound overview of standards and provision through effective analysis of performance in the national and other tests and a sound programme of monitoring activities. Development planning is satisfactory, with appropriate priorities and clear action planning, although criteria to evaluate the effectiveness of planned actions have not been identified. Assessment arrangements are good. The progress of pupils is monitored regularly against the key objectives in the numeracy framework. Assessment includes optional National Curriculum tests in Years 3, 4 and 5. Pupils' responses in tests are analysed and weaknesses identified, enabling the school to set appropriate learning individual targets for pupils.

## SCIENCE

106. Standards achieved by seven year olds and ten year olds are in line with expected levels. Most Year 2 pupils are on course to reach the expected levels of attainment by the end of the academic year. Most pupils in Year 5 are also likely to reach the standards expected for their age. Standards have been maintained since the last inspection. The school's performance in teacher assessments at the end of Year 2 was close to the national average in 2001, a similar picture to the last inspection. However, teachers' assessments in 2000 were well above the national picture.
107. Pupils' knowledge and understanding of science are good but their skills in investigative work are less satisfactory. Pupils make satisfactory progress overall but there is some underachievement, especially for the higher attaining pupils. Pupils with special educational needs achieve results in accordance with their capabilities. No significant differences in the attainment of boys and girls were observed.
108. Standards seen in lessons were better than those seen in the analysis of pupils' work; written work in the current year is sometimes less satisfactory in relation to pupils' capabilities. All pupils undertake the same work, resulting in the more able being insufficiently challenged, particularly in the development of their scientific skills. In Year 1, pupils identify a variety of materials and can sort them into groups either according to the type of material, such as wood, stone, or plastic, and their varying characteristics – hard/soft, smooth/rough. Year 2 pupils sort a variety of materials into groups of natural and man-made. Some pupils looked up information with reference to their chosen material, showing well-established research skills. Year 3 undertake practical work that enables them to understand that the roots of plants take up water and materials from the soil and that water is needed for the plants to survive. Pupils' understanding of fair testing develops during an investigation into which material is most durable to cover a sofa. Year 4 pupils can complete an electrical circuit which includes a switch and they use a Newton meter in a simple investigation into friction. Year 5 pupils know that sound is a vibration and can be made by beating, scraping, plucking, shaking or blowing various musical instruments. They are beginning to understand the relative sizes of the earth, sun, moon and planets.

109. Overall, the quality of teaching and learning is satisfactory. Teaching promotes good progress in pupils' knowledge and understanding. All pupils enjoy science, in particular, the practical aspects of the subject and teachers provide good opportunities for discussion and thinking. For example, one pupil became very excited when she discovered how glass is made and this brought a sense of "awe and wonder" into the lesson. In lessons there is a happy working atmosphere with good relationships between teachers and pupils. Sometimes excessive classroom noise levels hamper the pace of the lesson. Teachers encourage pupils to think hard about what they are doing and to take an active part in their learning. As a result they make good gains in their knowledge and understanding. Teachers set the scene for the activity very well and make learning objectives clear. The oral introductory and concluding parts of lessons are good as teachers are good at involving the pupils and valuing their contributions. However, these focus on the vocabulary and knowledge and understanding of the topic which are made very clear to pupils, but the scientific skills and associated vocabulary are given insufficient emphasis. Consequently pupils are not fully aware of the skills associated with science and the concept that science is a "way of working". Teachers are not secure in their knowledge of how to develop pupils' investigative skills. They organise and control the investigations carried out by pupils with similar activities for pupils of different levels of attainment. Higher-attaining pupils are not offered opportunities to carry out work with a more open-ended approach that would enhance their scientific skills, knowledge and understanding. This weakness was also noted at the last inspection.
110. Although planning has improved since the last inspection, more needs to be done to adapt the nationally recommended scheme of work to meet the different learning needs of the pupils. Planning in each year adopts the recommended work from the scheme for a particular year group, although many pupils would benefit from working at a higher level than the scheme suggests. This chance is rarely offered to pupils and indicates that sometimes teachers' expectations of pupils' abilities are too low. All pupils undertake the same work and more able pupils are insufficiently challenged, particularly in the development of their scientific skills. In addition, there is a need to monitor the amount of time allocated to the subject throughout the school to ensure that the allocation of teaching time is fully utilised. The analysis of pupils' work indicates satisfactory use of the ICT for word-processing and datahandling and of CDROMs to access further information.
111. Assessment arrangements are satisfactory. Teachers set targets for pupils and make termly assessments against these targets, but too much reliance is put on a "best fit" approach when determining pupils' attainment level when often only a small amount of work under each level has been achieved. There is no detailed ongoing assessment of the development of scientific skills to inform planning and to help ensure progression in pupils' learning. Marking is unsatisfactory. There is little evidence of teachers marking pupils' work, or comments made to indicate how pupils can improve their work and even a "tick" was rare. Pupils' written work in science is placed within pupils' topic work, hindering teachers' efforts to identify gaps in pupils' skills, knowledge and understanding and monitor pupils' progress and continuity in development of skills as pupils move through the school.
112. The co-ordinator is newly appointed. He has made a sound start in ascertaining, by way of a survey, the knowledge and understanding of Year 4 pupils in order to ascertain gaps in their knowledge and understanding so as to ensure more focused curriculum planning and full coverage. He has not yet had the opportunity to undertake a full audit of the subject or to monitor teaching and learning although this is planned for the future. The school continues to make good use of the surrounding local area to study the environment. Day visits to museums, Legoland, a power station and visitors to school such as Skylab to support their topic work and further enrich the curriculum. The five-day residential visit by Year 5 also provides a good opportunity to develop pupils' understanding of contrasting environments and contributes to their personal, social and moral education.

## **ART AND DESIGN**

113. Standards are better now than they were at the last inspection. By the age of seven and ten pupils reach levels higher than normally seen, especially in drawing. There is an improvement in all areas

of investigating, developing their techniques, knowledge and understanding. Pupils, including those with special educational needs, make good progress.

114. The seven year-olds can take rubbings of plants in the school grounds, then transfer the main pattern to a polystyrene tile that is subsequently used to print a repeating pattern. They can produce detailed observational sketches of a plant from a photograph they have taken with the digital camera. Using information and communication technology they produced a picture based upon the style of Jackson Pollock. Pupils aged six can do observational sketches of plants, paint in the style of Breughel and produce portraits of each other, mixing the colours themselves.
115. The pupils in Year 5 have used a wide range of starting points for their work, including pencil sketches of leaves on Marley Common and of 'Erik Bloodaxe', a Viking who visited as part of their history project. They have used picture collage and paint to construct a face in Picasso's style. They can mix many hues of colours to produce a harmonious night sky. In Year 3 pupils did a detailed study of hands, both sketching and then painting, taking great care to mix the correct colour and to show fine lines and veins. Finally they produced their hand in clay; pupils then evaluated their work. In Year 4 pupils produced very good sketches of buildings around the school grounds, using pencils to indicate shadow and depth. These pictures are mounted in the headteacher's room.
116. All pupils use their sketchbook frequently and have the opportunity to produce clay work such as a 'minibeast' in Year 2 that will be fired in the school kiln. The whole school collaborated in year groups to produce stunning material banners based upon the school grounds.
117. The quality of teaching seen is generally good. In the good Year 1 lesson that was very carefully planned, pupils mixed colours to show that more water makes colours paler. While doing this, they were careful not to splash each other's work. Pupils concentrated, persevered and worked with enthusiasm to find which colours make brown. The teaching assistant worked very effectively to support a group with special educational needs; in this lesson pupils made good progress. However, in a Year 4 lesson, which was well organised and planned, pupils only made satisfactory progress because many were slow to settle to the task of producing their own family symbol using straight and continuous lines. Teachers assess the progress of each pupil regularly to ensure appropriate progression in the development of skills and techniques.
118. Displays around the school show art is well used to support other areas of learning in the curriculum, an example being religious drawings. There is a well-attended after-school club. All classes have good resources including an electronic sketchpad provided by the parents, who also provided every pupil with a paint box.
119. Management is good. The subject is well led by the knowledgeable co-ordinator. The newly revised, and very detailed, scheme of work was carefully developed in consultation with staff. This ensures that the requirements of the National Curriculum are used to enhance learning in other subjects such as science, religious education, geography and history rather than taught in isolation. This now provides a structure that teachers find very helpful. The co-ordinator leads regular staff meetings to discuss the provision for art and makes advice readily available.

## **DESIGN AND TECHNOLOGY**

120. Standards attained by pupils at seven are above national expectations and, by the time they leave the school at the end of Year 5, are well above expected levels. Standards have improved since the last inspection. The issues raised at the last inspection about pupils evaluating their work and developing alternative designs based upon these evaluations have been addressed. All pupils, including those with special educational needs and English as an additional language, make good progress. Evidence was gained from one lesson observation and amply supplemented by the wealth of evidence in every classroom and from the portfolio collected by the co-ordinator.
121. The standards achieved for the five to seven-year-olds are a result of careful planning and confident, good teaching. In each year group the teaching encourages pupils to design, then

evaluate and eventually suggest how they could improve their designs. All of the seven year-olds were able to design a moving toy like a car or pram. They state the materials they would require, such as cotton reels, boxes, glue or other materials. In the evaluation one pupil noted that it is important to measure correctly and to use stiff glue to fix paper. All pupils showed their toys with pride and some noted how pleased they were that it moved.

122. Pupils of eight years upwards use a design board where they record instructions on the process of making, evaluating and producing ideas to improve the design. Pupils in Year 4 decided to make a decoration lit by a bulb, after listening to a member of the Haselmere Chamber of Commerce recount how they organise the town's Christmas lights. Pupils also use their scientific knowledge of how to construct a circuit. In Year 5 pupils extend their knowledge of systems control, initially introduced in Year 1, with a simple sliding mechanism to make a moving card; then in Year 3 by using a pneumatic system, with levers and pulleys, to make a moving monster.
123. Throughout Key Stage 2, as well as working with food, pupils use an increasing range of tools, materials and components, including wood, textiles and plastics as demonstrated by the musical instruments constructed in Year 5. For these they select four criteria by which they were to judge the finished instrument such as the pitch and note produced and its appearance.
124. Teaching and learning are good. As a result of this very good planning by the teachers, pupils were able to achieve a very high standard and variety of finished instruments like sound boxes, drums or rain makers which were very attractively displayed in the hall. In a good lesson observed in Year 5, pupils were able to mark, cut, join and assemble a wooden frame with precision and confidence. Good, and sometimes, very good teaching means pupils have a wide knowledge and understanding of the syllabus. Information and communication technology, including the NASA web site, is used effectively for the design of space buggies in Year 5.
125. Pupils enjoy the subject, work sensibly and safely together, often collaborating to produce a project. The finished article and the design boards are very well presented. Work is valued, well displayed around the classrooms and school and is often photographed for a permanent record. There is a 'Make and Bake' Club to encourage food technology in the specially designed kitchen. All design and technology projects are developed as part of a broad curriculum and linked to other subjects, for example, music and science.
126. Management of the subject is good. The new co-ordinator continues to monitor the subject, as did his predecessor, and has attended appropriate courses. There is a very comprehensive scheme of work. Teachers are consistent in their assessments of the pupils' progress which is regularly monitored against the key objectives of the curriculum. Resources are good and well organised.

## **GEOGRAPHY**

127. Standards of attainment are in line with the levels expected nationally at the ages of seven and ten. Pupils, including those with special educational needs make satisfactory progress in developing their knowledge and understanding and in acquiring skills. These findings are similar to those found at the time of the last inspection.
128. Geography is taught in rotation with history and during the inspection it was not possible to observe lessons; judgements are primarily based on the analysis of pupils' work and discussions. Pupils in Year 5 have a sound understanding of how people can both improve and damage the environment through investigation and debate about local areas. In discussions with pupils, they offer good reasons and explanations for observations of where on the map one would find rivers and settlements. Year 4 make appropriate use of maps to make comparisons between a village in Chembakoli and West Sussex, noting relevant geographical features. They use CD ROMs confidently to extend their knowledge and understanding of Indian culture. In Year 3, pupils show good awareness of contour mapping and they use keys successfully when interpreting maps of Europe and the Lake District. These skills are built upon successfully from pupils' secure knowledge of how to map out the school environment in Year 1 and their topic work in Year 2 with '*Barnaby Bear*'.



129. Although no clear judgement can be made about the quality of teaching and learning overall, teachers' planning shows that activities are matched well to pupils' differing needs and the development of lessons, resulting in good progress. The subject is led and managed well. The conscientious co-ordinator works hard to make sure that the good resources are used well and field trips support learning; for example, pupils in Year 5 make studies of the local Common in partnership with the National Trust. Since the last inspection, the scheme of work and planning across the school have been developed. Coverage is in line with the recommendations of the National Curriculum; computers are used effectively to extend pupils' learning and assessment procedures are good. These features have had a positive effect on pupils' learning.

## **HISTORY**

130. Standards of attainment are in line with the levels expected nationally at the ages of seven and ten. Pupils, including those with special educational needs, make satisfactory progress in developing their historical knowledge and understanding and in acquiring historical skills. These findings are similar to those of the last inspection. Pupils make good progress in their acquisition of research skills across the school and standards are very good.
131. During the course of the inspection, no lessons in history were observed and judgments are based mainly on findings from the examination of pupils' previous work, teachers' planning, photographic evidence and discussions with teachers and pupils.
132. Planning has improved since the last inspection and the school has adopted the nationally recommended scheme of work. Work is planned within the school's framework of studying topics and is taught in half-term or termly blocks. Some units of work were completed last term and others are planned for the summer term, when most educational visits take place. Consequently during the inspection in most classes there were no opportunities to observe history lessons. Analysis of work completed so far this year provides evidence that the teaching of the subject is satisfactory across the key stages. Pupils gain appropriate knowledge and understanding through the study of how people lived during the time of the Vikings, Tudors and Victorians, together with knowledge of notable events such as the Great Fire of London or Remembrance Day.
133. Pupils, overall, including those with special educational needs, make sufficient progress in their development of historical skills. For example, by the end of Key Stage 1 pupils are already proficient at researching information from a variety of sources such as books, the Internet and CDROMs. The school provides a good range of enrichment experiences to enhance pupils' historical understanding, including visits to museums, Hampton Court Palace, Petworth House, the Mary Rose and special "Victorian Days". There are good links with other subjects. For example, a physical education lesson in Tudor dance routines provided a very high quality learning opportunity for pupils of all capabilities. Pupils responded very well with high levels of intellectual, physical and creative effort. They had opportunities to observe and appraise the performance of others, to which they responded in a very mature manner. There are good cross-curricular links to other subject areas such as English, science and food technology, and teachers make effective use of information and communication technology to support pupils' learning.
134. The school provides opportunities for pupils to undertake their own individual research projects. Pupils are given clear guidance on how to conduct their projects and they make good gains in developing their general research skills. However, as they can make their own choice of topic, there are some inconsistencies in what pupils learn. Pupils sometimes choose a topic with a historical bias and where this happens it extends their learning in the subject. On other occasions, pupils make choices which cover the same areas of the planned history curriculum.
135. The co-ordinator provides good leadership and keeps up-to-date with her subject by attending conferences and training sessions; the outcomes of which are passed onto staff. Monitoring of teaching and learning in the classrooms is well-established and the school is well resourced.

## INFORMATION AND COMMUNICATION TECHNOLOGY

136. Pupils' attainment is broadly in line with expected standards by the ages of seven and by the time pupils leave the school at the end of Year 5. These judgements are similar to those at the last inspection.
137. Little direct teaching was observed except in Year 5 and judgments are based on scrutiny of planning, examples of pupils' work collated within a portfolio and the results of a survey undertaken by the joint subject co-ordinators. The inspection team found that computers in classrooms, although used well on occasions to enrich learning were often underused during lessons.
138. Children in the foundation year receive a very good start in the use of computer technology. The teacher is very proficient and children quickly become confident in handling the mouse to control events on the screen.
139. By the age of seven, pupils are well aware that information can be presented in a variety of forms and that computers may use words, pictures and sounds to convey that information. They can access the Internet and compare the information contained on CDROMs with that available in information books. They become familiar with the basic functions of a keyboard and begin to learn the function of the shift key, space bar and return key. Many can enter their names, undertake simple word processing as well as understanding how to change the way the text looks by highlighting their work. They progress to become more proficient at introducing borders, background and imported text. Some successfully display the results of their surveys of chimneys and door colours as a bar chart. Teachers make satisfactory links with other subject subjects such as art although there is limited use of mathematical programs.
140. As they move through Key Stage 2, pupils progressively acquire more advanced skills and apply these in an increasing range of circumstances. For example, pupils in Years 3 and 4 collect information on how pupils travel to school and represent their results in a variety of forms such as graphs and pie charts. Pupils make good use of information obtained from CDROMs and accessing the Internet when undertaking their individual research projects. Programs are used well in art and each class has their own electronic sketch pad. In the school portfolio artwork in the style of Hockney and Picasso has been produced by some pupils. In Year 5 pupils use data handling to support work in science when they plot plant growth over time. A school survey indicated that some higher-attaining pupils reach Level 4, the level expected of pupils by the end of Year 6.
141. Good teaching was seen in a Year 5 lesson on the introduction of Super-logo. The teacher showed good subject knowledge and made good use of open-ended questioning to involve pupils and ensure they thought fully about the work they were undertaking. All pupils were engrossed in attempting to calculate the degree of turn required by a spaceship to proceed from Saturn to the moon. Positive responses by the teacher to pupils' suggestions made them feel that their opinions were valued. On one occasion one pupil was almost 100 per cent correct in her prediction and when the teacher demonstrated the whole class 'boed' spontaneously, bringing some "awe and wonder" into the lesson. Pupils remained attentive and well-behaved throughout the lesson and were beginning to understand key programming words and units of measurement. Later this led to an opportunity for pupils to plan their own program ready to evaluate practically during a follow-up lesson.
142. Pupils have very good attitudes to the subject. They enjoy working with computers, are enthusiastic and share resources effectively when required to do so. Teachers' subject knowledge is becoming more confident and secure as result of training, enabling them to provide improved guidance to pupils, set appropriate tasks and make better use of the computers in the classroom.
143. At the end of the 2001 academic year, the joint co-ordinators undertook a very impressive survey of computer use amongst both pupils and staff and some of the results indicate that pupils with ICT-literate parents achieve greater levels of attainment but that nearly all the pupils surveyed

wanted to spend more time using the computer to enhance their skills. It also emerged that girls and boys have differing attitudes to the subject. Girls appeared to lack the confidence when tackling new programs even though they are provided with the same quality of experiences. The development of ICT through the school is a priority and a good development plan has been produced, incorporating some of the results of the survey aimed at raising the attainment of pupils further. The increased funding allocation has allowed the addition of more hardware and software throughout the school so that each classroom will shortly be well equipped and allow more imaginative use of ICT to support teaching and learning in other subject areas. The employment of a technician for one day a week is aimed at reducing the frustration encountered on occasion by both teachers and pupils when equipment does not work effectively.

144. The school has adopted the nationally recommended scheme of work. A new assessment system has been created relating directly to the units in the scheme, and teachers are using this successfully at Key Stage 2. After consultation with teachers, the school plans to extend the system through Key Stage 1. The school has developed its own Website which is kept up-to-date by the Chair of Governors. At present the site has been nominated for two awards.

## MUSIC

145. Standards attained by pupils at seven and when they leave at the end of Year 5 are above national expectations. This is an improvement on the standards at the last inspection. Pupils with special educational needs and English as an additional language attain similar standards to their peers. Evidence was gained from three lesson observations supplemented by recorded performances and a portfolio of evidence.
146. Seven year olds are able to recognise the pitch of notes played on the glockenspiel and a human voice. When listening to the music of the elephant from the 'Carnival of Animals', they recognise high and low notes.
147. Ten year olds sing four-part songs, with strong, confident voices, emphasising the rhythm and dynamics of the tune to the good guitar accompaniment of their teacher. In a Year 4 lesson pupils listen to music by Benjamin Britten and discuss the pitch, dynamics and tempo of the music. Higher attaining pupils compose a piece of music to represent a starry night. They demonstrate a good knowledge of musical instruments, playing various instruments using the correct technique. They soon perform to an audience with confidence following the conductor, who was one of their group. All Year 3 pupils learn the recorder. In assembly all pupils sing tunefully with assurance and enjoyment, showing a good control of pitch and rhythm.
148. On the evidence of the portfolio of work as well as lessons seen, the quality of teaching and learning is generally good. All staff have followed the Voices Foundation course to increase their knowledge and confidence when teaching singing. In a good and very enjoyable Year 5 lesson two teachers collaborated well to organise a whole year singing lesson, with one accompanying on the guitar while the other joined in the round. In a Year 4 lesson, most pupils made good progress because of the self-discipline they displayed and their sustained concentration in developing the musical skills taught in the lessons. However some pupils, in the same lesson, made only limited progress because they were slow to settle to the task. Music is taught by class teachers and a music specialist and is a regular feature of the curriculum. The syllabus is fully covered and teachers assess the progress of the pupils against the key objectives of the National Curriculum well. There was evidence of information and communication technology being used to enhance pupils' knowledge and understanding.
149. Seven year olds have the opportunity to participate in lunchtime recorder clubs. Older pupils can learn to play the treble recorder. Some junior pupils form the school orchestra led by the music specialist. Here a mixture of brass, strings and percussion instruments is played to a good standard. Pupils read traditional notation. Other pupils pay to learn to play a brass instrument and the violin from the peripatetic music teachers. In a well-planned lesson for brass instruments, where the teacher used humour to maintain pupils' attention, pupils commented on how the knowledge they had acquired on reading music for recorder lessons had helped them. However, pupils who attend orchestra or extra music lessons do so at the same time every week, thereby missing the same classes; this is a curriculum issue.
150. Music is used well to develop pupils' cultural awareness. The 2001 Christmas performance, contained music from many other countries. An African drummer has run a music workshop for the junior pupils. In Year 4, pupils composed short pieces of music to reflect the mood of Edward Munch's picture, 'The Scream'. Pupils are confident performers, both at music assemblies and Year 5 at the cluster group music morning with other local schools.
151. Management of the subject is good. The very knowledgeable music co-ordinator is a part-time specialist teacher. She is well supported by all the full time staff who have benefited from their participation in the Voices Foundation programme. Organisation of both the scheme of work and the resources is very thorough and detailed. Many of the large tuned and untuned instruments, including keyboards, have been provided by the parents.

## PHYSICAL EDUCATION

152. Standards in gymnastics are typical of those found nationally at Key Stage 1. A similar judgement was made at the last inspection. Standards in the dance and swimming at Key Stage 2 were above expectations. This is an improvement on the findings of the last inspection. Observations during the inspection period were confined to gymnastics at Key Stage 1 and swimming and dance at Key Stage 2.
153. In gymnastics, Year 2 pupils make satisfactory progress in developing their skills and performing simple actions with appropriate control and coordination. They show sound achievement in performing basic actions of balancing, stretching, jumping and twisting, using both the floor and small apparatus. They engage in the activities enthusiastically and energetically and show a sound awareness of space. However, they show insufficient desire to improve their own performances. For example, they practice “travelling” by transferring weight but there is insufficient focus on improving the quality of how they move or linking travelling movements to create sequence. They cooperate well with one another in setting out the apparatus and are suitably aware of safety issues. Year 1 pupils show appropriate skills in sending and receiving balls and quoits in different ways at different speeds to and from a partner.
154. In swimming, pupils at Key stage 2 reach very good standards. Nearly all pupils reach or exceed national expectations. Most pupils in Year 5 are confident in the water and the majority are well on the way to becoming confident and stylish swimmers. Most can swim at least 25 metres using recognised swimming strokes on front and back. Pupils do well in terms of achieving national awards. In Dance, Year 4 do very well to remember the sequence of dance steps and they succeed in performing slow, stately pointed toe step movements in time to the music. They also do very well when given the opportunity to observe and suggest improvements in the performances of others.
155. Teaching at Key Stage 1 is satisfactory. The lesson on Tudor dance routines in Year 4 provided a very high quality learning opportunity for pupils of all abilities. The teacher’s very good subject knowledge, planning and relationships resulted in very good teaching and successful lesson outcomes. Pupils responded very well with high levels of intellectual, physical and creative effort. They had opportunities to observe and appraise the performance of others, to which they responded in a very mature manner.
156. The subject is well managed. The curriculum is broad, balanced and well planned. The school offers pupils a wide range of opportunities to develop their skills in gymnastics, dance, games, swimming, and outdoor pursuits. Provision for extra-curricular activities is a strength. The subject makes an effective contribution to pupils’ personal and social development. Assessment arrangements are good and the school is keen to identify pupils who are capable of exceptional achievement and to provide additional provision through its links in the community. The school promotes physical education very strongly and in recognition of its commitment to quality provision, the school was awarded the Active Gold Mark from Sports England.

## **RELIGIOUS EDUCATION**

157. Standards at the end of Key Stage 1 are in line with the expectations of the locally Agreed Syllabus. At Key Stage 2, standards have risen since the last inspection and pupils currently attain above expectations by the time they are ten years old.
158. Pupils in Year 5 have a good knowledge of religious beliefs and teaching, and of various practices and specialist language. They develop good thinking skills and can ask thoughtful questions and consider their own answers. They make detailed comparative studies between St Paul’s church in Camelsdale and St Peter’s in Selsey, and they are developing a good awareness of the relationship between religion and everyday life through thoughtful discussions. Pupils’ knowledge and understanding of other religions, such as Islam, are increased as they move through the school. Year 4 pupils explore a special place to them. They use expressive writing to relate their experiences and thoughts, making successful comparisons between Christianity and Hinduism and what makes a special place for each. They express their personal feelings, which they feel within a church; for example, mystery, being safe and near to God. Pupils in Year 3 are developing

a greater awareness of Christianity and its teaching. They explore what makes a community and recognise the importance of the church to Christians. They understand the importance of signs and symbols of different faiths such as Judaism.

159. At Key Stage 1, the pupils achieve standards in line with expectations. The pupils in Year 1 speak confidently about Christianity and share their thoughts openly. They recount information about places of worship using the correct language, for example, 'shrine'. They explore situations which lead to good and bad actions. The pupils in Year 2 have a good knowledge of the life of Jesus and of major Christian festivals. They can recall stories from the Old and New Testaments and know stories of miracles performed by Jesus. They ably offer opinions about their visit to the church and explain that they were particularly impressed by its size and the stained glass. They give more information about the Hindu religion and its festivals of Diwali and compare the religion with Christianity. They compare the appearance of the Bible with that of the Torah. All pupils, including those with special educational needs, are well supported and make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.
160. No lessons were observed at Key Stage 1. On the basis of teachers' planning and the very few lessons seen at Key Stage 2, the quality of teaching is good. Teachers have strong subject knowledge of the Christian faith and of other world religions to enable them to teach the agreed syllabus. Lessons are clearly planned and pupils very well managed. Expectations of pupils' behaviour and the standards of response to questions are high. An open respect is shown by adults and pupils for the opinions and beliefs of others. Questioning is used skilfully to extend pupils' recall of information; this adds to their knowledge and understanding and provides opportunity for the exploration of religious views and deeper understanding of religious issues. Literacy skills and computers are used well by pupils and good cross-curricular links are formed with art and design through colourful project work on topics such as *'The Parables of Jesus'*. The subject is managed well and the now good stock of resources has been developed since the last inspection. Visits to places of worship help pupils' knowledge and understanding and the subject promotes pupils' cultural development very well.