

INSPECTION REPORT

EWHURST CE AIDED INFANT SCHOOL

Ewhurst

LEA area: Surrey

Unique reference number: 125181

Headteacher: Mrs J Dyer

Reporting inspector: Mr S Beaumont
8440

Dates of inspection: 22nd - 24th April 2002

Inspection number: 244512

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	The Street Ewhurst Surrey
Postcode:	GU6 7PX
Telephone number:	(01483) 277291
Fax number:	(01483) 548338
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev P Lockyer
Date of previous inspection:	13 th – 16 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8440	S Beaumont	Registered inspector	Mathematics Information and communication technology Art Geography History Physical education Equal opportunities Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further
19650	S Thomas	Lay inspector		Pupils' attitudes, values, and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1710	T Edwards	Team inspector	English Science Design and technology Music Foundation Stage Curriculum	How good are the curricular and other learning opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ewhurst Infant School is a much smaller than average sized primary school with 28 girls and 22 boys, aged four to seven years, on roll, who are taught in three classes. No pupils claim free school meals, which is below the national average. No children come from families of ethnic minorities or have English as an additional language. Twenty per cent of pupils have special educational needs, which is broadly in line with the national average, but no pupil has a statement of special educational needs. The school roll has remained at about 50 for the last three years, but governors are anticipating increasing numbers from September 2002.

Parents state that they choose the school because of its small size, church foundation and family atmosphere. About half of the children come from families who live outside the parish of Ewhurst. Children enter the school in the September following their fourth birthday with skills and knowledge broadly in line with children of this age nationally, but there is a wide range of attainment within this. The school serves families in a favoured socio-economic area.

HOW GOOD THE SCHOOL IS

This is an effective and improving school with significant good features. Pupils make satisfactory progress and achieve standards above the national average in reading, physical education and design and technology; and in line with national expectations in other subjects. The quality of teaching is good in all classes. The headteacher and governors give good leadership and management and the school is very well supported by parents. Although unit costs are high, the school provides satisfactory value for money. The strengths of the school outweigh the weaknesses.

What the school does well

- Gives good and sometimes very good teaching in all classes.
- Gains high standards in reading, listening, mental arithmetic, design and technology and physical education.
- The headteacher and governors give good leadership and management which has brought about considerable improvements.
- Makes very strong links with the local community and parents and gains their support.
- Children have very good relationships with their teachers and each other; they enjoy coming to school and learn with a smile.
- Provides a very good environment for learning, notably through the outdoor scientific area and garden.

What could be improved

- Pupils' use of the skills they have gained in English, mathematics and information and communication technology in other subjects so as to raise standards.
- The monitoring of teaching and checking on standards by curriculum co-ordinators, in their own subjects, so as to further improve the quality of learning.
- The formulation of aims for the school which are distinctive, to provide a vision for 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 very good improvement since the last inspection in October 1997. The National Curriculum is now fully in place, with schemes of work for the teaching of all subjects and this has helped to raise standards. There has been a marked improvement in the quality of teaching, notably in

the Reception class. Assessment is now used effectively in English, mathematics and science, but assessment in some other subjects is still underdeveloped. Learning materials have been updated and there are now sufficient of them. The school grounds have been imaginatively improved to provide exciting starting points for learning. The recently appointed headteacher and a completely new team of teachers have improved communication with parents, which parents acknowledge. The school recognises that further improvements are needed and is well placed and strongly committed to make them.

STANDARDS

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

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

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

Care should be taken in interpreting these results as, because of small numbers, each pupil in 2001 represented six per cent of the total. Hence, very wide variations can occur related to the performance of one or two pupils.

Results from the May 2001 National Curriculum tests for pupils in Year 2 were broadly in line with those achieved by pupils of this age nationally in writing, above the national average in reading, but below the national average in mathematics and science. When compared with schools with a similar number of pupils claiming free school meals, results were well below them in mathematics and science, below them in writing and broadly in line with them in reading. These results showed a small improvement over those gained in 2000. There was no significant difference in the performance of boys and girls. These results suggest a decline in standards in writing and mathematics since the last inspection and a high point in 1999 but the small number of pupils makes comparison insecure.

Children enter the Reception class in the September following their fourth birthday with a wide range of skills, but the average is broadly in line with children of this age nationally. They are slightly below the average for all Surrey schools. County figures show that pupils in recent years have made satisfactory progress in all the tested subjects.

Inspectors judge that pupils currently in Year 2, at the end of Key Stage 1, will be above the national average in reading and listening and in line with the national average in writing, speaking, mathematics and science. Within this, pupils have above average attainment in mental arithmetic and in number calculations. Results are expected to be much improved over 2001. Pupils are likely to be in line with nationally expected levels in art and design, history, geography, information and communication technology and music. Inspectors judge that pupils will be above nationally expected levels in design and technology and physical education. The improved standards seen during the inspection, particularly in mathematics and science, reflect not only the ability of the year group but the better teaching and a close analysis of past results. Overall, pupils make satisfactory progress. Children in the Reception class make good progress and are on course to reach or exceed the nationally suggested learning goals for children as they move into Year 1. Pupils with special educational needs make good progress in the Reception class and sound progress in Years 1 and 2. Higher attaining pupils are given challenging tasks and make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children enjoy coming to school, they are generally eager to learn and have good attitudes.
Behaviour, in and out of classrooms	Behaviour is good in classrooms and around the school. Pupils know what is expected of them and adults have a consistent approach. A small number of pupils show challenging behaviour in some lessons.
Personal development and relationships	Pupils have very good relationships with their teachers and other adults in the school. They also have very good relationships with each other. They work and play well together and look after each other. Personal development is very good.
Attendance	Attendance is good and almost all pupils are punctual.

There are particular strengths in the quality of relationships and this helps bring about very good personal development.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school. No unsatisfactory lessons were observed. There were examples of very good teaching in all three classes. This represents a marked improvement since the school was last inspected. Nearly all the parents who completed the questionnaire recognised that teaching was good.

Teaching is of a consistently good quality in the Reception class. Here the teacher has a very good understanding of how young children learn, knows them well and uses the national guidelines for what children of this age should learn very effectively. Teachers' planning and their teaching of basic skills is good throughout the school. The teaching of numeracy is good and literacy teaching is satisfactory. Teachers use the national strategies well, but do not require pupils to use the skills they learn sufficiently in other subjects. Teachers plan their lessons well and they set work closely matched to pupils' different levels of attainment. Satisfactory teaching is given to pupils with special educational needs and to higher attaining pupils.

All teachers have a good knowledge of how pupils of this age learn and they use their subject knowledge to good effect. Teachers know the pupils well and understand their differences. They assess and mark work effectively, especially in English and mathematics. Homework is used appropriately to extend what is being taught in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The National Curriculum is fully in place. The curriculum is broad but there is a heavy emphasis on the teaching of English and mathematics as separate subjects. There is good provision of extra-curricular activities, including lunchtime and after school clubs.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs, but they are sometimes withdrawn from the same lessons in other subjects each week.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. It is good in developing moral and social skills and satisfactory in providing for spiritual growth and cultural understanding. Not enough opportunities are given to foster multi-cultural development.
How well the school cares for its pupils	All who work in the school know the children well, assess their needs and progress effectively and ensure that they are well looked after. Children feel safe, secure, valued and cared for.

The school has very good relationships with parents and works very effectively with them. Parents are given good quality information about what their children will be learning and how they are getting on. Parents are fully involved in the education of their own children at home and in school. The school also has a very fruitful partnership with the village community, which has a very positive effect on the curriculum which is provided. The school makes very effective links with local pre-school groups and with schools to which pupils transfer and this helps bring continuity of learning and continuous and well informed care.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives good leadership and provides good management which has brought about very good improvements. Curriculum co-ordinators do not monitor the quality of teaching and learning in their subjects and this is a weakness. There is a good mission statement for the school, but the aims are not distinctive enough nor do they give clear direction for further development.
How well the governors fulfil their responsibilities	The governors give good leadership and use their own commercial and technical skills well. They know the school well, visit it often and are very supportive. They act as a 'critical friend' and have recently monitored ICT within the school. All statutory responsibilities are met.
The school's evaluation of its performance	The school is aware of its own strengths and weaknesses. Results from tests are analysed to see if any particular groups are not performing well enough and action taken. There is a well constructed improvement plan to address identified weaknesses.
The strategic use of resources	All grants are applied according to stated requirements. A substantial additional sum of money is used, amongst other things, to create small classes in single year groups. Financial control is satisfactory and the budget is well planned.

The school is fully staffed with teachers, supported by classroom assistants. Class sizes are very small and this helps relationships and allows work to be closely matched with pupils' individual needs. Accommodation is good and the outside areas are very good and well used. Learning resources for subjects are adequate overall. The leadership and management given by the headteacher and governors are good and governors apply principles of best value effectively. These factors have a positive effect on the quality of teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Teaching is good. • School is well managed. • Staff are very approachable. • Good behaviour. • Children becoming mature and responsible. • Good range of activities outside lessons. 	<ul style="list-style-type: none"> • Amount of work given to do at home.

Inspectors agree with the positive statements made by parents. They consider the range and amount of work that is suggested should be done at home is appropriate for the ages of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results from the May 2001 National Curriculum tests for pupils in Year 2 were broadly in line with those achieved by pupils of this age nationally in writing, above the national average in reading, but below the national average in mathematics and science. When compared with schools with a similar number of pupils claiming free school meals, results were well below them in mathematics and science, below them in writing and broadly in line with them in reading. These results showed a small improvement over those gained in 2000. There was no significant difference in the performance of boys and girls. These results suggest a decline in standards since the last inspection and a high point in 1999. It should be noted that, because of small numbers, with each pupil counting for about six per cent of the total, there can be considerable variation in results.
2. Children enter the Reception class in the September following their fourth birthday with a wide range of skills, but the average is broadly in line with children of this age nationally. They are slightly below the average for all Surrey schools. County figures show that pupils in recent years have made satisfactory progress in all the nationally tested subjects.
3. Inspectors judge that pupils currently in Year 2, at the end of Key Stage 1, will be above the national average in reading and listening and in line with the national average in writing, speaking, mathematics and science. Within this, pupils have above average attainment in mental arithmetic and in number calculations, but are comparatively weak in problem solving. Results are expected to be much improved over 2001. The improvement is mainly because of better teaching and a careful analysis of past results. Pupils are likely to be in line with nationally expected levels in art and design, history, geography, information and communication technology and music. Inspectors judge that pupils will be above nationally expected levels in design and technology and physical education. This represents a marked improvement in standards in these subjects reported in the last inspection in 1997. This is because the National Curriculum is now being fully taught.
4. Overall, pupils make satisfactory progress. Children in the Reception class make good progress and are on course to reach or exceed the nationally suggested learning goals for children as they move into Year 1. Pupils with special educational needs make good progress in the Reception class and sound progress in Years 1 and 2. They have well constructed individual education plans, receive effective support and reach the targets that are set for them. The school consults with parents well and makes use of various agencies to support its work. There are no pupils with English as an additional language. Higher attaining pupils are given challenging tasks and make satisfactory progress. There is a good initiative in that higher attaining pupils in mathematics and science have opportunities to work with others in a Guildford school.
5. Standards in subjects other than English, mathematics and science have improved because there are now school policies and schemes of work which are used to ensure that the National Curriculum is taught. Standards have also risen because there has been a recent improvement in the quality of teaching, notably in the Reception class. Although standards have improved, governors and staff recognise that they should be higher still. If the skills that are being taught in English and mathematics were used much more in other subjects, it would help raise standards overall. The school also recognises that curriculum co-ordinators need to examine the quality of learning and check on standards in their own subjects much more fully so as to ensure that standards continue to improve.

Pupils' attitudes, values and personal development

6. Pupils have good attitudes to their work and want to come to school. They are interested in their work and concentrate in lessons. Most children are keen to answer questions. They enjoy their learning, concentrate on their tasks, complete their work and clear up their materials. Pupils learn

with a smile and are pleased with what they produce. They leave school at the end of the day tired, but happy.

7. All parents who completed the questionnaire feel that children's behaviour is at least good. Inspectors agree that behaviour generally is good, although a small number of pupils present challenging behaviour. Pupils move around the school in an orderly way. At lunchtime they queue up quietly for their lunch. In the playground they play well together. Play is sometimes boisterous, but no bullying was seen. There have been no exclusions.
8. Pupils' personal development is very good. The personal and social development of children in the Reception class is very good. Throughout the school pupils know and look after each other and show respect. Relationships are very good. Adults know the pupils very well and see them as unique individuals. In turn, pupils respect the adults and each other. They look after each other and form strong friendships. Attendance is good and slightly above the national average. So far this year there have been no major absences. Almost all pupils arrive on time each morning.

HOW WELL ARE PUPILS TAUGHT?

9. The quality of teaching is good throughout the school. No unsatisfactory lessons were observed. There were examples of very good teaching in all three classes. This represents a marked improvement since the school was last inspected. There has been an almost complete change of staff since that inspection. Nearly all the parents who completed the questionnaire recognised that teaching was good.
10. Teaching is of a consistently good quality in the Reception class. Here the teacher has a very good understanding of how young children learn, knows them well and uses the national guidelines for what children of this age should learn very effectively. She manages the children well, but also allows them to follow their own ideas creatively. She organises the teaching areas to good effect. The teacher and the classroom assistant work very well together, except in some sessions where the teacher is giving direct teaching. In these situations the classroom assistant's role is not clear and she is underused.
11. Teachers' planning and their teaching of basic skills is good throughout the school. Teachers plan their lessons well, based on the learning programme set out for the term. Each lesson has a very clear focus as to what is to be learned and this is shared with the pupils. There was a very good example of this in a Year 2 mathematics lesson where the teacher kept reminding the pupils that sharing, grouping and division were one and the same. Teachers evaluate individual lessons and plan their work to go over work again in a different way if learning has not been successful. Careful planning means that the National Curriculum is being fully taught.
12. As part of planning teachers provide group work in English and mathematics which is closely matched to pupils' needs. In each class there are at least three groups, receiving different work around the same topic. This system works well and helps pupils make progress. Teachers are careful to ask questions of pupils of all ability levels in whole class sessions and this gives them confidence and ensures that they are included and motivated. Teaching of pupils with special educational needs is satisfactory.
13. All teachers have a good knowledge of how pupils of this age learn and they use their subject knowledge to good effect. This is particularly strong in music, where the teacher with good musical knowledge and skills, takes the other classes for music as well as her own. Teachers are careful to give pupils time to think and value the answers that are given. This was noted particularly in group work with some pupils taken by the support teacher and in a Year 2 science lesson where pupils were required to predict the distance model cars would travel across differing surfaces. In these situations all pupils were actively involved in their minds and this has a very positive effect on progress.
14. Relationships between adults and children are very good and this has a very positive effect on the

quality of teaching and learning. Teachers know the pupils well and understand their differences. They assess and mark work, especially in English and mathematics, effectively. Assessment in other subjects is satisfactory, but the lack of clear examples of levels limits teachers' accurate evaluation of standards and progress. Teachers manage pupils effectively, particularly where a few pupils present challenging behaviour. Although this sometimes slows the pace of lessons, the quality of learning is still satisfactory. The quality of relationships, enhanced by small class sizes, contributes strongly to the quality of learning.

15. Homework is used effectively to extend what is being taught in the classrooms. Appropriate work is set to practise what has been learnt, or to undertake investigations. A good system for reading at home is in place. Homework also gives parents further opportunities to be involved in their own children's learning.

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

16. The school provides an interesting curriculum, which is broad, fairly well balanced and relevant to its pupils. It includes good use of the school's environment and very good use of the opportunities offered by the local area and community. The requirements of the National Curriculum are being met. In planning its curriculum, the school makes good use of the programmes of work suggested by the Qualifications and Curriculum Agency and the guidance for the Foundation Stage, that is children who are in the Reception class. The curriculum provided for children in the Reception class is good. Satisfactory provision is made for pupils who have special educational needs. All pupils have opportunities to succeed, but pupils who are withdrawn for group teaching to meet their identified needs too frequently miss the same class lessons. Overall, pupils are offered a satisfactory range of learning experiences, which promote their all-round development. This is a marked improvement since the last inspection in 1997. This is because there are now policies and schemes of work for all subjects, which are used to ensure that the National Curriculum is taught in full.
17. The school makes satisfactory provision for the development of pupils' literacy and numeracy skills. There is a strong emphasis on the teaching of English and mathematics as separate subjects. Some examples of writing across the curriculum are to be seen and some use of mathematics and ICT in other subjects, notably in design and technology, but there are too few opportunities for the skills pupils learn in these subjects to be extended by their use in other curriculum areas.
18. When pupils are given homework, as was seen with reading and spelling, it is appropriate to their age and ability and helps their learning.
19. There is good provision for pupils' personal, health and social education. Pupils are taught about healthy living and keeping safe. Sex education is not formally taught but questions are answered in a way appropriate to the ages of the pupils. 'Circle Time' discussions encourage pupils to communicate and listen to what others have to say.
20. The school's provision of extra-curricular activities is good. Pupils have the opportunity to play the recorder, sing in the choir, tend the school garden in Gardening Club and enjoy a story in Book Club during lunchtimes. These activities are well supported. In addition there is an after school French club and the "Cocos Kids Club", which parents pay for. The breadth of activities provided is greater than in most infant schools and has a very positive effect on the quality of pupils' learning.
21. There are particularly good links with parents and the wider community. Some have come into school to talk to the pupils about their school days but there have been no artists or musicians working directly with pupils recently. Very good use is made of the very good outside areas, which the school has created in the grounds for science and environmental studies. There is a strong involvement of the church in the life of the school, with collective worship regularly being taken by the Rector and pupils attending services in church. The parish council contributes a

significant amount to the upkeep of the swimming pool, which is used by the school and the community. There is also substantial fund-raising for the school by parents and the wider community. The school is clearly a valued part of this community. As part of their work, pupils visit local shops and businesses. Older pupils visit the Sayer's Croft Centre as part of their work in geography. The learning of pupils is enhanced by the attractive gardens, created by parents, teachers and pupils and which are used well. All of this enriches the curriculum.

22. There are good links with nursery and pre-school groups, which many children attend before coming to the school. For example, as part of their links, the school has shown and explained its new handwriting system. There are equally good links with the schools to which most of the pupils transfer at the end of Year 2, with teachers visiting, an appropriate exchange of information about the particular needs of individuals and pupils and parents making visits to the receiving schools before transfer.
23. The school makes good provision, overall, for pupils' spiritual, moral, social and cultural development and this has been maintained since the last inspection. Pupils respond well in each of these areas.
24. Spiritual development is satisfactorily promoted within the curriculum and through the general ethos of the school. Pupils are encouraged to consider feelings and to develop respect for themselves and for others. This is seen in assemblies and in the classroom. They celebrate the work and achievement of others in celebration assemblies and enjoy, for example, hearing their friends sing in the choir. Pupils listen to a range of music and this sets the scene for a quiet time in assemblies.
25. The school places a strong emphasis on moral behaviour and thought for others and this is well promoted. Pupils understand that sometimes people need help. They collect for humanitarian aid and support charities in this country and overseas. They have helped to support some schools in Nigeria, through the church's specific links. They understand right from wrong and are being taught to show a respect for others' feelings as well as their own. In their work, pupils know that animals and birds need looking after as well as people. They have a bird table and have voted for and got, a hedgehog house for the school gardens.
26. Pupils' social development is particularly good. They relate well together in class and when working in groups or pairs. On the playground, posted up, is the 'Recipe for Friendship' written by the pupils. On the playground, the school provides seating areas and benches and a table as well as open spaces. Those who wish to sit and talk can do so, or play games. Classroom routines have been well established by teachers so that pupils feel secure and know what is expected of them. Pupils help to keep the classroom tidy and look after equipment well. At Christmas time the nativity play provides pupils with an opportunity to perform for pre-school and nursery children who come to the dress rehearsal and for their parents and for senior citizens in the community. Many people attend.
27. The provision for cultural development is satisfactory. The school makes good use of recorded music, including that from other countries, as part of its curriculum and pupils have opportunities to study the work of different artists in the art curriculum. They have enjoyed a book week. Pupils know something of Nigeria through its links with the church. They have enjoyed a performance by a theatre group which visited the school. However, further opportunities for pupils to enjoy, for example, storytellers or musicians from other cultures are not being provided and this limits the cultural experiences that are available.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school continues to provide a pleasant, safe and secure environment in which pupils can learn. Procedures for monitoring pupils' personal development and their academic development are satisfactory. All adults know the pupils and their families well. The Reception class makes particularly good use of pupil profiles to record progress and assessment is good. Arrangements for assessment have improved since the last inspection. They are now manageable and useful,

notably in English, mathematics and science. They are less well developed in other subjects and the school rightly sees this as an area for development. Teachers use the results of assessments well to plan their lessons to provide appropriate teaching. Assessment for pupils with special educational needs is satisfactory.

29. There are effective procedures for promoting good discipline. All staff expect pupils to behave appropriately and almost all respond well. Class rules, which were constructed by pupils with their teachers and the 'Friendship Recipe' are prominently displayed to remind them of the correct way to behave. During the inspection a small number of pupils showed challenging behaviour. In all instances these few incidents were managed well by staff.
30. Although children's attendance is good, the school continues to monitor the attendance registers. Any problems are referred to the Educational Welfare Officer.
31. There are suitable child protection systems, which are known to all and in line with local authority guidelines. The school pays appropriate attention to health and safety, both in school and on outside visits. First aid is carefully administered. At the time of the inspection there were no noted problems regarding health and safety. There are effective procedures for dealing with bullying and no instances of such behaviour were seen.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. Parents are very supportive of the school. The parents' questionnaire was completed by a very high proportion of parents and showed excellent satisfaction. This was also reflected in the high number of mothers and fathers who attended the parents' meeting and their very positive remarks. Parents are aware of and appreciate teachers' commitment to their children. The quality of information which parents receive is very good and has improved greatly since the last inspection. The details about what their children will learn, which parents receive at the beginning of each term are very helpful and informative. Curriculum meetings concerning such topics as English and mathematics and how these are taught are also valued. The governors' annual report provides a useful summary of the school year. Pupils' annual reports are very informative. The mid-year reports for Year 2 pupils are particularly helpful. They provide detailed information about how their children are getting on. Pupils' strengths and weaknesses are clearly identified. Parents are fully involved in reviews with their children who have special educational needs.
33. The school has created good links with parents. Teachers are readily available to see parents to discuss any concerns. Parents value the 'drop-in' session at the end of Wednesday afternoons. The school values parents' support. Parents organise social and fund-raising events. They raise very substantial sums of money for the school. Parents contribute to their children's learning in numerous ways. They hear their children read at home and loan artefacts to support pupils' learning. For a history project on Florence Nightingale they lent nursing uniforms so pupils could see the difference between nursing then and now. Several are school governors and work alongside teachers in the school to very good effect. Parents are fully involved in their own children's education and this has a very positive effect on improving standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The headteacher gives good leadership and management. She has been in post just over a year and has succeeded in getting all in the school to work together as a team. This has been the major factor in bringing about the very good improvement since the last inspection. The mission statement for the school has recently been created, but the school's aims are not sufficiently distinctive and do not provide a vision for further developments, or give enough direction for long term planning. The headteacher knows the strengths and weaknesses of the school very well and has drawn up a school improvement plan, with the governing body, using these as a basis. This is providing a useful management tool. The quality of management given by curriculum co-ordinators in terms of their drawing up policies and schemes of work and ensuring that there are enough resources is satisfactory, but unsatisfactory in that they do not monitor the quality of teaching, or

check on standards sufficiently in their own subjects. The headteacher is notably effective in marketing the school and higher pupil numbers are expected in each of the next two years.

35. The governing body carries out its responsibilities well. Governors use their own business and technical skills to very good effect in moving the school forward. They are very supportive of the school, actively involved in raising considerable funds and are often in and around the school. They have a very good knowledge of the school and of the community's expectations of it. They act as critical friends to the school and now have a programme through which they monitor subjects, recently having looked at information and communication technology in all classes. Governors make good use of training provided by the Diocese and see this as very valuable. The school is planning to introduce the new Code of Practice for pupils with special educational needs in September 2002.
36. Governors ensure that grants are applied for their specific use. They have sound procedures to make sure that good value for money spent is gained. There is good financial planning. Administrative costs are higher than in most schools of this size, but efficient administration frees the headteacher for other tasks. Unit costs are high but governors are careful to ensure that the budget is balanced and that available funds are spent for the benefit of pupils in the school.
37. Procedures for performance management are in place and the school plans to extend these, in the form of appraisal, to all staff.
38. The school has evaluated its own performance and progress well. The self-evaluation carried out by the headteacher reveals a clear understanding of the present strengths and weaknesses of the school. Results from recent national tests have been carefully analysed and effective action is being taken to improve standards. A good example of this was the use of a consultant last year to advise and work alongside the school in raising standards in mathematics. Programs for recording the attainment and targets of individual pupils are not yet used and this means that their progress is not tracked efficiently. In other respects the school uses new technology effectively. The school recognises that standards need to improve still further and there is a shared commitment to do this.
39. The school is very generously staffed. This allows small classes to be formed covering single year groups. The school is fully staffed, with teachers specifically trained for this age group. All but one of the teachers have been appointed since the last inspection. Arrangements for the induction of new staff are good. The small number of teachers means that the headteacher and all class teachers have many subject responsibilities.
40. The school has good accommodation, which helps teachers to teach the National Curriculum in full. Rooms are of good size for the number of pupils in them and there is good storage space. A very good hall provides good opportunities for physical education and for whole school events. The school has its own swimming pool which is well used in the summer term and during the summer holiday. The school is well displayed with pupils' work which celebrates their successes and encourages them to produce work of high quality. Outside areas are very good. There is an excellent garden, part of which has been laid out as a Jubilee Garden, using some of the children's ideas and their parents' endeavours. Teachers make very good use of these areas, notably for science and pupils enjoy being in them during breaks and at lunchtime. The gardening club cultivates an area very efficiently and sells some produce to the parents. The whole school site, including the swimming pool, is very well used and has a positive effect on standards and the quality of learning. Learning resources are adequate for the teaching of all subjects and these are used well. The lack of these was a key issue in the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governors, headteacher, and staff should:

- a. ensure that pupils use the skills they have gained in English, mathematics and ICT to a much

fuller extent in other subjects (paragraphs 5, 17 ,55, 57, 59, 66, 85, 89, 92, 93);

- b. make arrangements for curriculum co-ordinators to monitor the quality of teaching and check on standards in their own subjects (paragraphs 34, 58, 75, 80, 86, 91, 96, 106); and
- c. review and redraft the aims of the school so as to provide a vision which is distinctive to Ewhurst Infant School and from which developments can be planned (paragraph 34).

In addition the governors, headteacher and staff should consider in their action planning:

- i. complete the scheme of work for art and use sketchbooks and drawing from first hand observation more fully (paragraphs 70 and 74);
- ii. consider other means of providing support for pupils with special educational needs other than withdrawing them from the same lessons each week (paragraphs 16, 52, 102);
- iii. use computer programs to enter attainment and track performance of individual pupils (paragraph 38);
- iv. extend opportunities for cultural development by getting artists and musicians to work directly with pupils (paragraph 74);
- v. increase opportunities for learning about the multi-cultural society in which pupils will grow up (paragraph 24);
- vi. ensure that classroom assistants are used effectively when teachers are giving direct teaching (paragraphs 10 and 44);
- vii. extend the use and effectiveness of assessment in subjects other than English, mathematics and science (paragraphs 14, 28, 86, 91, 94).

Inspectors recognise that many of these issues are noted in the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	13	9	0	0	0
Percentage	0	15	50	35	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	50
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR– Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

Unauthorised absence

	%
School data	5.6
National comparative data	5.6

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	11	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	15	15
Percentage of pupils at NC level 2 or above	School	94 [92]	88 [83]	88 [83]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	88 [83]	88 [83]	88 [92]
	National	85 [84]	89 [88]	89 [88]

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

As there were fewer than ten boys in this year group, only the total numbers and percentages are recorded.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	14.3
Average class size	16.7

Education support staff: YR– Y2

Total number of education support staff	2
Total aggregate hours worked per week	30

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
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	£
Total income	162,190
Total expenditure	151,973
Expenditure per pupil	2,951
Balance brought forward from previous year	1,457
Balance carried forward to the next year	8,760

Recruitment of teachers

Number of teachers who left the school during the last two years	1.9
Number of teachers appointed to the school during the last two years	1.5

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	50
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	7	5	0	0
My child is making good progress in school.	69	24	7	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	33	52	12	0	0
The teaching is good.	71	26	0	0	0
I am kept well informed about how my child is getting on.	57	38	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	52	40	7	0	0
The school is well led and managed.	76	21	0	0	2
The school is helping my child become mature and responsible.	69	29	0	0	2
The school provides an interesting range of activities outside lessons.	55	40	2	0	0

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

41. Children enter the school in the September after they are four, most having had some nursery or other pre-school experience. They begin by attending part-time and gradually move to full-time. The induction programme is particularly good and ensures that parents and pupils get to know quite a lot about the school beforehand and that the Reception staff know the children. This helps to establish good relationships with parents and eases the entry of children into the Reception class. Children settle well into the lively and caring atmosphere which has been established. They were seen to be happy and confident learners.
42. As part of her early work, the teacher carefully observes what the children can do and begins to assess their particular needs. As a result, children who have special educational needs are identified early on and are given good support. Overall, attainment on entry is in line with that expected of children of this age.
43. The quality of teaching is good, overall and never less than satisfactory. It was good or better in five out of the seven lessons inspected and in all areas of learning. A wide range of activities is well planned to interest the children and the teacher and her classroom assistant provide good support for individuals and groups of children. The quality of teaching and the interesting curriculum help the children to make good progress in all areas of their learning. This brings learning of good quality. Children are enthusiastic and work with enjoyment. Those who have special educational needs are well supported in class and progress well. Observations show that the majority of pupils in these classes are in line to reach expected standards (the early learning goals) in their communication, language and literacy skills and in their mathematical development, by the time they move to Year 1. They are likely to exceed the early learning goals in their creative development, physical development, personal and social development and in their knowledge and understanding of the world. Overall, the children achieve well in relation to their prior attainment and this is broadly in line with the last report on the school.
44. The accommodation is well used and provides good opportunities for children to engage in a range of activities. There is a small paved and fenced outdoor area and the children also have access to grass. There is a good supply of resources which are well used. The broad curriculum is well planned to cover the six areas of learning and it is well delivered by the teacher and classroom assistant. Sometimes the classroom assistant does not have a specific role, as when the teacher is teaching the whole class and this limits the effect she has. The system for assessing and recording children's skills is satisfactory and provides clear evidence to show how children progress.

Personal, social and emotional development

45. In this important area of their learning, the children make good progress. Children share equipment and take turns, learning to work together on activities and in the role play area. They respond well to classroom routines. They show that they are confident in their relationships with other children and with the adults who work with them and they behave well. In general, they concentrate well and can organise themselves to do their own work and to work with or alongside others. In a good lesson, where children sat in a circle and discussed together, children took turns and most spoke quite confidently about people who were special to them.

Communication, language and literacy

46. Children like looking at books and reading along with their teacher or the classroom assistant. They know that letters have particular sounds and can make words. They also know that there are

story books and books that give information. As part of their class work, the children study reference books to add to their own observations. Most children listen attentively and respond appropriately to instructions and questions. Most communicate well with other children and in role play were seen to act out different parts in the 'Baby Clinic'. In class discussions, children's speaking skills are at an appropriate standard for their age, with many speaking clearly and sticking to the main theme of the discussion. Children's early writing skills are satisfactory and in much of their attempts at writing they begin to form some recognisable letters, sometimes writing under a picture they have drawn. The quality of teaching is having a positive influence on learning. This was particularly noted in a lesson on 'my body', in which the teacher was very careful to introduce new vocabulary and to ensure that children used it correctly. She reinforced this in a session where children had to find out where their own bones were and match them with a diagram.

Mathematical development

47. Children make good progress in their mathematical development. They know the names of basic shapes and identify them. They are able to complete a colour pattern correctly. They can count and draw objects up to ten and count money up to five pence. In a lesson inspected, children, looking at pairs of objects, could recognise and explain what pairs are, studying the baby clothes provided by the teacher and drawing on their own experiences. As part of this lesson, children were helped to record their results. In the outside area, children use sand and water to make shapes, gaining an understanding that filled containers are heavier than empty ones.

Knowledge and understanding of the world

48. Children make good progress in this wide-ranging area of learning. Children use the computers to create and print patterns and were seen to look at and build up the shape of the human body, moving the cursor with confidence and dexterity. In observing their own bodies and feeling the hard bones underneath the skin, the children make thoughtful judgements about the shape of the bones and learn the names of some parts of the body. As part of this work they study reference books. Drawing around a child lying on a sheet of paper, they see the body shape and draw in where they think the veins would go. This lesson, which linked with language and creative development, was very well taught.

Physical development

49. Children's progress is good. They use their muscles to develop co-ordination and fine motor skills in many ways, whether bathing baby dolls, handling paints, writing with pencils and felt pens, or getting dressed and undressed for Physical Education. When using the computers, many show good control using the mouse. In the hall, gross motor skills are developed through work which involves the whole body. Children are able to balance on one or more parts of their bodies and hold a pose. They show good control and an awareness of their own and others' space as they move around.

Creative development

50. A range of well arranged activities helps children to make good progress. Children paint pictures of their own and others' faces, mixing the paint to produce different skin tones. They have drawn onto flat lino tiles and then used them to print pictures in black and white. They use felt pens and pencils to draw pictures, sometimes with particularly good control and eye for detail. Some children have made colourful symmetrical patterns using the computer. With clay, they have modelled some heads. In their work in music, children show that they can beat time to a march, using hands and feet; some managing to maintain the beat after the music had been switched off. They are able to clap in rhythm as the teacher counts and know that it is necessary to have a starting point so that all begin together. In this lesson, the children were eager, very involved and worked with enthusiasm.

ENGLISH

51. The end of key stage results in the 2001 National Curriculum tests showed that reading was above the national average, but in line with the average for similar schools. Writing was in line with the national average but below the average for similar schools. Overall, the attainment of pupils currently in Year 2 is in line with national expectations, with reading being above the national average and this is a particular strength. Pupils' listening skills are good, but speaking is not as well developed. There is no significant difference in the attainment of boys and girls. Standards are not as high as found in the last inspection because of the variation in year groups.
52. Pupils make satisfactory progress, overall, though better progress in reading than writing. When pupils start school in Reception the standards they attain are in line with national expectations. In relation to these prior levels of attainment pupils' achievement is satisfactory. Pupils who have special educational needs are given good and regular support, but the system of withdrawal from class means they miss the same lessons every week.
53. Pupils usually listen attentively in lessons, both to the teacher and each other. They show a good understanding of what is required of them and know what they have to do, as they set about their work. They enjoy story time. They talk together about the activities on which they are engaged. The majority speak clearly and are reasonably confident speakers but, in class discussions, do not eagerly make observations or readily give their opinions.
54. Pupils enjoy reading, whether as a whole class following the text in a 'Big Book', or when reading individually. The best readers reach a high standard and enjoy books which are normally read by older pupils, such as the Harry Potter series. All pupils spoken to have a favourite author. They can recount in detail a story they have read. They can explain how they might find a particular piece of information by using the school library. They understand the purpose of a glossary and how the contents and index pages of a book are to be used. Readers who are sometimes unsure of a word show that they can make good use of their knowledge of phonics to help decipher it. Pupils read a good range of fiction and non-fiction books and take their books to enjoy at home. The interest of parents and the school's 'Book Week' has helped to maintain the high profile of reading.
55. The standard of writing is average and not as high as the reading would suggest. Pupils write stories or recount those they have read. They have some knowledge of how to organise their writing to suit their readers, as when writing a letter or a diary. They produce information in lists, such as when they write out what they will need to make sandwich boxes. They are learning how to take notes. However, pupils have too few opportunities to develop their skills by writing across the curriculum. For example, comparatively little writing is to be seen about their work in history or geography. Little writing in science is to be found, even when pupils have conducted an experiment. Some small books have been made by pupils, but presentation skills are not particularly good. Techniques in spelling are well taught as part of the literacy hour and handwriting is specifically and consistently taught with pupils showing good progress. Most pupils know how to use capitals and full stops in their writing. Computers are sometimes used to produce neat, finished versions of written work.
56. The quality of teaching in lessons inspected was satisfactory overall and one lesson was good. Teachers manage pupils well and plan their work carefully. They make sure that pupils understand what it is they are going to learn and share the objectives for the lesson with them. In the best lesson, a good teaching strategy was used where pupils, who had been judging improvements made by Florence Nightingale and making notes, asked a 'soldier' to describe an improvement during his or her stay in hospital. The pupils enjoyed this and it was a good exercise in speaking and listening. In the lessons seen, expectations that pupils would learn and understand were appropriate and activities were well matched to the level of understanding of each pupil. As a result, all groups were able to get on with their work and make progress. There has been an improvement in the quality of teaching and the use of assessment since the last inspection. In all of the teaching seen, relationships were good and pupils were in a secure environment, knowing what was expected of them.

57. The curriculum provided is relevant and effective but could be better, particularly with more opportunities to develop pupils' writing in a range of subjects. Assessment and recording procedures are detailed and informative. Information from National Curriculum and other regular tests are studied. Satisfactory use is made of the information gained to plan future teaching and learning. All pupils have specific targets for improvement. Pupils know their targets and are able to refer to them in class.
58. The co-ordinator has not yet been given time to monitor teaching and learning in the subject. It is the intention to begin this next term. Good use is made of extra adult support. Resources are good and used well. The library is small but has an adequate number of fiction and non-fiction books for the use of pupils.

MATHEMATICS

59. At the end of Year 2 pupils reach standards which are in line with those attained nationally. This represents a marked improvement when compared with the results of the National Curriculum tests taken in 2001. Standards are now at a similar level to those reported in the inspection of 1997. Pupils have particular strengths in mental arithmetic and in calculating with numbers and writing down their results. In this they are above levels achieved nationally. There is a comparative weakness in solving numerical problems and checking their answers. Pupils of all abilities make satisfactory progress. Higher attaining pupils are given challenging work and also have the opportunity to attend a 'mathematics master class' in a Guildford school. Pupils with special educational needs are given activities closely matched to their own level and they make satisfactory progress and reach the targets that are set for them. Although pupils make satisfactory progress, it is slowed because the skills that are taught are not being used enough in other subjects. There is good use of mathematics in design and technology and some use in geography, but insufficient in science and other subjects. Information and communication technology skills are not used enough, although mathematical programs are well used, notably for pupils with special educational needs.
60. The recent improvement in standards is because the school carefully analysed recent results and invited a consultant to work with them. The quality of teaching has now improved, expectations have risen and a wider range of learning resources provided. In Year 1 higher attaining pupils can order numbers to 100, have a quick and accurate recall of number bonds to 20 and understand place value. They can halve and double numbers quickly and can explain that half of 23 is 11.5. In Year 2 pupils use mathematical vocabulary well and use symbols accurately. They can explain how they work things out and use calculators to check their answers. Pupils recognise shapes and use measures effectively.
61. The quality of teaching is good and sometimes very good in all classes. Teachers have a good knowledge of mathematics and of how pupils of this age learn. They plan their lessons well, with a very clear focus for learning, which is shared with the pupils. Teachers are careful to set work which is very closely matched to each pupil's stage of learning. They use questions well and give pupils time to answer. A very good example of this was in a Year 1 class where the teacher said, "Time for a big think" and did not invite an answer until nearly all hands were up. In a Year 2 class the teacher required pupils to explain how they had reached their answers and showed them that there may be more than one way of solving a problem. She used the mistakes that pupils made to give further teaching and reassured pupils that it was quite acceptable to make errors and very good to learn from them. Marking is carefully done and where there are common errors, teaching is repeated in another way. Teachers use assessment well, using national and other tests regularly and they record progress and levels of attainment efficiently. Homework is set to give pupils further practice in what has been recently taught and this helps their learning. The National Numeracy Strategy is used creatively and effectively. The quality of teaching is the key factor which has led to the recent improvement in standards.
62. Pupils enjoy their learning. They are keen to take part, want to succeed and concentrate on their activities, even when a small number of pupils present challenging behaviour. Pupils take particular delight in using their own whiteboards. They also respond very well when real objects are used to

make learning exciting. A good example of this was where a Year 2 teacher used pupils themselves to show how 12 could be split into various sized groups.

63. The curriculum co-ordinator gives good leadership. A national guideline has been adapted as a scheme of work, being reviewed as it is used. New commercial support materials have been bought to use alongside this. Many more visual and tactile materials have been provided and these are used to good effect. The co-ordinator monitors the quality of teaching and learning and this helps to ensure that improvement is maintained.

SCIENCE

64. The results of teacher assessments at the end of Year 2 in 2001 showed standards to be below national expectations. Observations during the inspection show that attainments in science are now in line with national expectations by the end of Year 2. This is an improvement on last year and is better than during the last inspection. This is because the full National Curriculum is taught and the quality of teaching has improved. This was a key issue in the last inspection.
65. Pupils have a satisfactory understanding of investigative and experimental science. Pupils are learning how to observe closely. When looking at different materials they are able to group them into those which are natural and those which are man-made. They know that information about the world can be gleaned through the different senses, as when they listen carefully and draw what they can hear, deciding which sounds they like and which they do not like. In learning about life and living processes, they know that seeds require certain conditions to grow. They correctly name the different parts of a plant and measure the growth of a bean plant. Some pupils, working in the garden, plant seeds, re-pot growing plants and tend them. Pupils understand that there are different kinds of forces, because some objects have to be pulled and others pushed. They know that gravity is a force which causes cars to roll down a ramp but that the distance they travel can vary according to the surface on which they move. They have noticed that some appliances at home work using electricity. Pupils show a good understanding of how to make sure a test is fair and they are beginning to record their conclusions. Information and communication technology is not yet used enough in pupils' learning.
66. Pupils, including those with special educational needs, make satisfactory progress. They are systematically acquiring knowledge of the content of the science curriculum and particularly of investigative and experimental work. They build successfully on previous learning and work well in collaboration with other pupils. They are learning how to record their work. They make limited use of mathematics as they produce graphs of results. They increase their language skills as they learn scientific vocabulary. They discuss their work together with evident enjoyment but have little experience of writing up their investigations in a neat and detailed way, too often answering questions on a worksheet. They talk clearly about what they have been doing and in lessons are able to predict what they think will happen in an investigation.
67. Pupils enjoy work in science and are capable of remaining on their tasks for sustained lengths of time. Their attitudes and responses are good. Their behaviour is also good, even when investigations are exciting. Many are ready to explain their work to visitors in a polite and friendly manner. They co-operate well with the teacher and are quick to take on particular responsibilities, such as recording measurements. They work well with a partner or in a collaborative group, sharing equipment, taking on particular roles and discussing what they are observing.
68. The quality of science teaching is good. In lessons inspected, the teaching was never less than satisfactory and sometimes very good. The school's scheme of work is well interpreted in the activities chosen. Teachers' presentations and explanations are clear and pupils get down to work quickly and confidently. In the best lesson the teacher helped pupils recall what they had already learned in earlier lessons and they were then able to put their investigative work into context, drawing on their previous experience. There is good management and control, even when a small number of pupils present challenging behaviour. The pace of lessons is usually brisk and pupils remain interested. Teachers understand the subject well. They have appropriate expectations that pupils will understand and succeed in the work they are given to do. Teachers encourage pupils to

suggest conclusions from observations and, by carefully detailed questioning, make pupils think through what they have seen and measured. This helps all pupils to find out what it is like to be a scientist.

69. Teachers make satisfactory assessments of pupils' attainments and keep detailed records. Resources are good and include the outside area which has been very well developed as an attractive resource for learning. The subject is well managed by its curriculum leader. She examines plans of work and is given some time away from class to monitor the subject.

ART AND DESIGN

70. Standards, at the end of Year 2, are in line with those expected nationally. Pupils use a variety of materials to express their ideas effectively. This is a marked improvement since the last inspection. Standards have improved because there is now a scheme of work which covers the requirements of the National Curriculum. Although the scheme is clear as to what is to be taught, the school is aware that it needs further revision so as to show how particular artistic skills should be developed in Years 1 and 2.
71. The quality of teaching in the lesson inspected was very good. The teacher had a very good knowledge of the techniques of Batik being taught and a parent gave very valuable support in working with a group. Expectations were high and pupils were very highly motivated. The materials were very well organised and the pupils were very well managed. Pupils were clear as to what they should do, but given good opportunities to bring their own creative ideas to their work. Pupils showed well-developed skills in mixing and selecting contrasting colours. They were very pleased with the jubilee crowns that were being represented.
72. Teaching supported experimenting and pupils were eager to share their skills with others.
73. Pupils enjoy art, they sustain levels of concentration and are very pleased with what they produce. All work seen was individual, but the school states that pupils do work co-operatively on large pictures and collages and this helps their social skills.
74. Overall the quality of learning is satisfactory. There are some good examples of pupils' work painting in the style of Lowry, Monet and Mondrian which is of high quality. However, not enough use is made of sketchbooks and there is very little drawing from first hand observation. This means that work in subjects such as history and geography is not as vivid or varied as it should be. There is a dramatic wooden sculpture displayed in the entrance hall, but no other examples of the work of great artists. At present no artists come and work directly with the pupils. This limits the quality of work that children can react to and hence produce for themselves. The digital camera is used to good effect, as are paint programs on the computer, to extend pupils' visual awareness and help them to express their ideas. The school has a kiln and pupils had produced fired representations of houses and faces of good quality to their satisfaction.
75. There are satisfactory resources for the required activities and the co-ordinator has good knowledge of art and design and an enthusiasm for it. There is not enough monitoring of teaching, or checking on the quality of work and this has a negative effect on standards.

DESIGN AND TECHNOLOGY

76. No lessons in design and technology were being taught during the inspection, so judgements are made based on a close scrutiny of the work done previously by the pupils. By the end of the key stage pupils' attainment is above national expectations. This represents a good improvement since the last inspection and is because the National Curriculum is taught and pupils use the skills they have gained in other subjects. Pupils model and draw what they intend to make and they carefully list the materials and equipment they will need. At the end of the process, they evaluate what they have made and decide how it might be improved. This sometimes involves testing, such as when a class made playground and funfair equipment, making seesaws, swings, roundabouts and

climbing frames. In the 'making' process pupils cut out and shape materials with skill, using scissors. They use their growing experience of the properties of different materials to assemble and join them in different ways. Pupils used paper clips to hold the seats of the 'swing' and successfully used glue, nails and string to hold materials together. They complete their work attractively by painting the objects. As part of their work in planning the Jubilee Garden, pupils have designed it, produced a model and made seats, benches and bird tables from card and wood. In seeking ideas for benches, pupils have chosen and cut out pictures from magazines. In other work, pupils have made food containers, studying the cardboard packages used commercially. They have designed the logo for a package using the computer. Having produced a sandwich box, pupils thought about what would be a healthy sandwich to eat. Both designing and making skills are of a high standard.

77. All pupils make good progress because they have an interesting curriculum which challenges them. The skills have been carefully taught. It is not possible to comment on the quality of teaching in detail as no lessons were inspected.

78. Teachers assess pupils' progress in their own way as there is no whole-school system for assessment and recording. Nevertheless, they keep samples of work and their own notes of pupils' progress.
79. The curriculum meets statutory requirements. It is well planned to be broad and balanced and interesting to the pupils and to help them build on their developing skills and their knowledge and understanding of the subject. The good cross-curricular links with science, mathematics, ICT and art help to make this a particularly successful subject in the school.
80. The co-ordinator is knowledgeable and gives clear educational direction for the subject. She has no time to monitor teaching but regularly scrutinises work on display.
81. Resources are sufficient for the subject and are well used. Good use is also made of the local community links and pupils have visited a local supermarket and a local pizza restaurant as part of their work.

GEOGRAPHY

82. At the end of Year 2 standards are in line with those expected for pupils of this age. Standards have improved since the last inspection because a policy and scheme of work have been drawn up which cover the requirements of the National Curriculum. Although standards have improved they could be higher if more geography was taught and greater emphasis given to map work and to extending the ways in which pupils record what they have learnt.
83. Younger pupils are introduced to different places through the travels of Barnaby the Bear', and parents are happy to take him in their luggage and have him photographed in exotic places. Pupils study their own locality and, as part of the school's link with a village in Nigeria, contrast this with a very different area. Year 2 pupils use the excellent opportunities that the local area provides to extend their understanding of geographical features. Visits out are used to good effect, as when pupils took the local bus to visit a shop in Cranleigh to analyse where particular foods come from in the world. There is a whole school visit to Sayers Croft, a local field centre, but fuller use could be made of this facility. At the end of Year 2 pupils can locate the British Isles on a map of Europe and identify England, Scotland and Wales. They can find Africa on a globe, and know that Nigeria is a part of it. They have a good knowledge of their immediate locality, can describe the differences between detached and semi-detached houses and a village and a town. They are able to name the hills to the north of Ewhurst and recognise the importance of them.
84. Owing to timetabling it was only possible to inspect one geography lesson. This was well prepared and required pupils to undertake carefully chosen practical activities related to weather. Pupils responded with interest and enjoyed their tasks. Three pupils with special educational needs missed a part of this lesson as they had literacy group work.
85. Pupils, including those with special educational needs, make satisfactory progress. Their harvest activities, which included sending food to Eastern Europe, helped not only their geographical knowledge but also their social development. Teachers rightly sometimes use geographical texts in literacy hours, but skills taught in English and mathematics are not used enough in pupils' geographical learning, or in their recording of what they have discovered. The digital camera is being used to good effect and this helps pupils' observations and makes learning real.
86. Assessment is being used but is not closely related to expected National Curriculum levels. The curriculum co-ordinator has made good progress in formulating a policy and scheme of work. She recognises that assessment needs further development and that she needs to monitor how the curriculum is being taught and check on standards. Resources are adequate, but there is a need for more local maps and aerial photographs. There is a large collection of geography related books in the library, but many are at a level too difficult for the children.

HISTORY

87. Standards are now better than those reported in the last inspection. At the end of Year 2 pupils have knowledge and skills in line with that expected nationally. This improvement is largely because a scheme of work, which covers the requirements of the National Curriculum is now being used.
88. At the end of Year 2 pupils can put a series of objects in order of age and explain their reasoning. They could recall their recent learning about Florence Nightingale in good detail and describe the main differences in schooldays now and in the time of their parents and grandparents. They had constructed and used a questionnaire for their grandparents to help them in this, or asked them directly. Pupils had also been able to question a previous headteacher and former pupils of the school and this had helped their understanding and shown them how to find out about the past.
89. An analysis of work that pupils have done during this academic year shows that although the National Curriculum is covered, not enough writing, drawing, or use of information technology is required of them. This means that the skills taught in these subjects are not being used sufficiently and this limits progress. The amount of work produced was less than expected. Teachers use texts with historical content, as in the study of Florence Nightingale, to good effect during literacy hours.
90. No history lessons were being taught during the inspection and a judgement on the quality of teaching cannot be made.
91. The curriculum co-ordinator has had a very positive effect on the formulation of a policy and scheme of work. She recognises that although resources are adequate, these need extending, notably to include more photographs and objects. The village is used very well as a resource for learning and there are very good links with the community. Assessment is being used, but this needs to become more precise. The quality of teaching and learning are not monitored by the co-ordinator and it is recognised that this needs to be done in order to raise standards still further.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. Standards, at the end of Year 2, are in line with those found in most schools nationally. Although this is an improvement on the last inspection, standards are not high enough. This is because new skills are not always directly taught and pupils do not use the skills they have sufficiently across the curriculum. This means that progress is slower than it should be. Pupils with special educational needs use computers effectively and make good progress.
93. Pupils in Year 1 can use the mouse effectively to 'drag and drop' items, use the keyboard for simple word-processing, including correct use of the shift key and delete function. Higher attaining pupils can combine geometric shapes and print these out and create a simple graph from data they have collected. Pupils in Year 2 use a paint program well to create crowns for their Jubilee topic; in this they show good control and effective use of colours. They had also designed a logo for a package. Pupils can print and save their work efficiently. They word-process and print out paragraphs and collect and present data in the form of a pictogram. Some good examples of this were noted in recording choices in designing the Jubilee Garden. Although computers in all classrooms are linked to the Internet, no use of this, or of Emails was noted. CD ROMs were used to provide support programs for mathematics and English, but not as reference tools. Cassette recorders are used, notably in Year 1 and pupils operate the overhead projector effectively in assemblies. The digital camera is used to good effect to stimulate and record work in several subjects, but overall too little use is made of ICT and it is not yet a natural part of pupils' learning.
94. No direct teaching of the skills was observed during the inspection, but good use of a mathematics program to reinforce number bonds and check on correct use of mathematical symbols was noted in Year 1 and a paint and design program in Year 2. Teachers record when pupils have used computers and evaluate their work, but this is not yet closely related to the levels required in the National Curriculum.

95. Where pupils were observed using computers they worked well together, concentrated well and remained on task. They enjoyed the activity and could talk about their own progress. Many pupils said they had computers at home and that this helped them learn how to use them.
96. The co-ordinator has adapted a nationally produced scheme of work, and this is being evaluated. The governing body monitored the teaching and learning of ICT in 2001, but there is no regular monitoring and evaluation of standards by the co-ordinator. The school recognises that this is a weakness and is planning to put this in place. All teachers are now trained to teach ICT and resources are adequate.

MUSIC

97. It was not possible to see class lessons in Year 1 or 2 during the inspection, but music in assemblies was heard, a hymn practice was observed and a small group of Year 2 pupils questioned about their learning experiences.
98. Pupils are attaining in line with national expectations at the end of Year 2. This is an improvement since the last inspection report. This is because there is now a teacher with very good musical skills which she shares with her colleagues.
99. Pupils recognise and can name a selection of instruments. They clap a variety of rhythms, some of them quite complex, following the teacher closely. They perform together, following signals to indicate loud or soft playing and they successfully follow picture symbols which show them when to come in and when to stop playing. As part of hymn practice, pupils use unpitched percussion instruments or clap with their hands in time with their singing. Singing is tuneful. Pupils clearly enjoy their music. They talk with pleasure of their 'weather' music, where pupils performed music that sounded like rain and thunder. The teacher reports that it immediately began to rain heavily! Pupils show that they can both perform and listen carefully. They listen to a range of music and the boys spoken to particularly enjoyed African music with its drum beats.
100. Pupils are making satisfactory progress and have good attitudes to musical activities, speaking with pleasure about their experiences.
101. The school has produced its own scheme of work using suggestions from different published schemes. The music co-ordinator is an enthusiastic specialist who is very knowledgeable. She teaches all classes as well as running the choir and recorder groups which are well attended at lunchtimes. She sets a good example by the quality of her teaching, which was seen in Reception. She is able to make her own assessments of pupils' attainments and progress, alongside the judgements of the class teachers who take some class lessons. The school has a good and increasing selection of resources. Contacts with the local church and the community allow pupils opportunities to perform. Music played by the church organist has been taped for pupils to hear again in class.

PHYSICAL EDUCATION

102. Standards at the end of Year 2 are above those expected nationally. High standards have been maintained since the last inspection. This is because improvements have been made in the scheme of work for teaching, lessons are very well planned and the school's good resources are well used. Sufficient time is given to physical activities and at playtimes and lunchtimes there are many opportunities for exercise and exploration. Pupils of all physical abilities make good progress but some pupils with special educational needs miss parts of some lessons and this limits their involvement and progress.
103. Pupils in Year 1 and Year 2 use their bodies well to balance and move. They respond very well to the rhythm of music and use space well. They respond very quickly to the instructions they are given and can 'freeze' dramatically. Landings from jumps are good and movements are well controlled. Pupils work very well together in pairs and small groups and this helps their social

development. This was particularly noted in a Year 2 dance class where pupils could mirror the movements of their partner very closely. Pupils know why they need to 'warm up' before using their muscles and their work in physical education helps them to learn about healthy living. In addition to the required National Curriculum all pupils have swimming sessions in their own pool, which develops water movement and swimming skills.

104. The quality of teaching is good in all classes. Teachers are changed appropriately, plan their lessons very well with a clear focus for the development of a particular skill. The structure of lessons is very good, with 'warm up ' activities before the focused work. Teachers give good examples of movements themselves, but also ask pupils to give their own so that others can watch and learn. Pupils show considerable ability in judging the quality of work of others and telling them kindly what is good and what could be improved. Teachers have high expectations of the quality of movement that is possible and demand that pupils respond. A good example of this was in a Year 1 class where the teacher scattered 'slow dust' on pupils so as to enhance concentration and improve the expressive movement. The only weakness in teaching is in the 'warm down' sessions. Although sessions end with stretching activities these do not lead to stillness and silence.
105. Pupils are all changed into games clothes and in indoor lessons they have bare feet, which helps improve the quality of their work. Pupils enjoy their activities, work hard and at the end of them, are rightly physically tired. They readily take part in games, gymnastic and dance activities in lessons and in the school grounds. Pupils recounted that they also enjoyed the after school swimming, the sports day held in the recreation ground and Maypole dancing for the village.
106. The co-ordinator has formulated a detailed scheme of work, which clearly states which skills are to be taught when and this is having a very positive effect on standards. However, she does not monitor the quality of teaching, or evaluate standards and this is a weakness. There are very good resources, which the school uses very well and this helps keep pupils interested and involved and ensures that standards remain high. There are very good community links in that the parish council contributes to the running costs of the swimming pool. The pool is available for local families after school and in the summer holidays and is well used.