

INSPECTION REPORT

MEATH GREEN INFANT SCHOOL

Horley

LEA area: Surrey

Unique reference number: 125083

Headteacher: Mrs S E Jones

Reporting inspector: Mrs P Francis
2440

Dates of inspection: 20-23 January 2003

Inspection number: 248652

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 4-7 years |
| Gender of pupils: | Mixed |
| School address: | Kiln Lane Meath Green Horley Surrey |
| Postcode: | RH6 8JG |
| Telephone number: | 01293 772708 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr P Selsby |
| Date of previous inspection: | December 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|---|---|
| 2440 | Mrs P Francis | Registered inspector | Science Design and technology Foundation Stage curriculum Special educational needs | What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9646 | Mrs G Osment | Lay inspector | Educational inclusion | How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 1710 | Mrs T Edwards | Team inspector | English Art and design Music Religious education | How good are the curricular and other opportunities offered to pupils? |
| 30457 | Dr D G Evans | Team inspector | Mathematics Geography History Information and communication technology Physical education | Pupils' attitudes, values and personal development. |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Meath Green Community Infant School is of average size for an infant school and serves Meath Green, an area of Horley in Surrey. During the inspection 205 pupils, aged four to seven years, from diverse social backgrounds attended the school. There are more boys than girls, particularly in the reception year. Most pupils are white. However, just over one per cent of pupils come from ethnic minority backgrounds, although no pupils are at an early stage of learning English or have English as an additional language. The proportion of pupils who are eligible for a free school meal is below the national average, mainly due to almost full employment in the area with its close proximity to Gatwick airport. Overall, pupils' attainment on entry is average, although it varies widely. The proportion of pupils who have special educational needs and the proportion with a Statement of Special Educational Needs are broadly in line with the national average. Pupils with special educational needs have difficulties in specific learning, speech, hearing and autism and there are two pupils with statements.

HOW GOOD THE SCHOOL IS

This is an effective school that provides good value for money and has many good and very good features. Pupils across the school achieve well. They have very good attitudes to their work and their behaviour is good. This is due to the good teaching and the effective leadership and management from the headteacher and teachers, supported by the governors.

What the school does well

- Due to the good teaching, across the school, pupils achieve well and, by the end of the reception year, reach above average standards in their social skills, literacy and numeracy; by the end of Year 2, they reach above average standards in reading, mathematics, science, art and design and music.
- As a result of the excellent relationships that teachers and their assistants enjoy with pupils, the very good care that adults take of them, the very good overall provision for pupils' spiritual, moral, social and cultural development and teachers' very effective management of classes, pupils have very good attitudes to their work, very good personal development and they behave well.
- The very good provision for pupils who have special educational needs, which includes very good leadership by the co-ordinator and very good support from teaching assistants, ensures that these pupils make good progress.
- The good leadership by the headteacher, teachers and governors promotes very good teamwork that leads to effective teaching and learning in a school in which all pupils receive a fair deal.
- The school has an excellent partnership with parents who think extremely highly of the school, very good links with the community and a good partnership with other schools in the area.

What could be improved

- The quality of the curriculum for pupils in Years 1 and 2 to ensure a better balance of time for each subject, to meet the national requirements for information and communication technology (ICT) and to improve standards in design and technology.
- The procedures for assessing and recording pupils' attainment and progress in Years 1 and 2 in subjects other than English and mathematics, and the way in which teachers use this information to plan work to meet the needs of all pupils, especially those who have higher prior attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. Since then, the school has made good improvement. Despite a high turnover of teachers during the last two years, the good teaching and learning have been maintained, as well as standards in English and mathematics and the good progress made by pupils with special educational needs. Standards have improved in science, art and design and music, and

pupils' attitudes and personal development. The key issues of the last inspection, to increase pupils' independence, for a stronger focus on skills of enquiry in science, for a more relevant curriculum in the Foundation Stage and to develop a policy for higher attaining pupils, have been addressed fully. The remaining key issues have been partly addressed, but there is still progress to be made in improving the procedures and use of assessment to plan to meet the needs of the higher attainers and in pupils' use of ICT. The continuing effective leadership and management by the headteacher, supported by the governors, their maintenance of good value for money, together with their commitment to continuous improvement mean that the school has a good capacity to succeed.

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 |
| | 2000 | 2001 | 2002 | 2002 |
| Reading | A | A | B | C |
| Writing | B | A | B | C |
| Mathematics | A | A | A | B |

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

Children receive a good start to school and due to the consistently good teaching they achieve well. By the end of the reception year, they reach above average standards in personal, social and emotional development, communication, language and literacy and mathematical development. They reach average standards in the remaining areas of learning.

By the end of Year 2, in teacher assessments for science in 2002, standards were above average. At the end of Year 2, there was a high proportion of pupils who attained the higher Level 3, in mathematics and science.

The work pupils were doing during the inspection showed that pupils continue to achieve well through Years 1 and 2 as a result of the good teaching. They reach above average standards in reading, mathematics, science, art and design and music, and average standards in writing. In design and technology, pupils achieve less well than expected and attainment is below average, because of previous weaknesses in time devoted to the subject and the curriculum. Pupils with special educational needs make good progress due to the very good support that they receive.

The trend in the school's results in reading, writing and mathematics is improving in line with the national trend and the school is on course to meet its current challenging targets.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|--|
| Attitudes to the school | Very good. Pupils are very enthusiastic, like coming to school and they are prepared to work hard at their lessons. |
| Behaviour, in and out of classrooms | Good. Pupils of all ages behave well and respond positively to the school's very strong moral and social ethos. They are polite, friendly and welcoming to visitors. |
| Personal development and | Very good. Excellent relationships are underpinned by the emphasis that |

| | |
|---------------|---|
| relationships | the school places on encouraging the pupils' social and moral development. Pupils follow the very good role models provided by adults. |
| Attendance | Satisfactory. The rate of attendance is in line with the current national average. The rate of unauthorised absence is well below the national average. |

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.

Children in the reception classes learn well due to the consistently good teaching. In Years 1 and 2, there is good teaching in English including the skills of literacy, and in mathematics and the skills of numeracy, but the teaching of these skills in other subjects is a weakness. The particular strengths in teaching are teachers' very good management of pupils and an effective range of teaching methods, particularly teachers' skilful questioning. As a result, pupils make good progress, behave well, they try hard to succeed, are keen to learn and they think hard about their work. Teachers make very good use of skilled teaching assistants, which enables them to meet the needs of most groups of pupils. Pupils who have learning difficulties and pupils in the two mixed-age classes, learn well due to work that is usually matched appropriately to their needs.

The learning of pupils with higher prior attainment is satisfactory, but could be better if teachers used the information from their ongoing assessments to plan work to match their needs more precisely. While teachers teach the skills in ICT satisfactorily, as yet, pupils do not make sufficient use of these skills in mathematics and science. Teachers do not use ICT sufficiently to meet the specific needs of pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory. The curriculum for pupils in the reception classes is good. For Years 1 and 2, there is an imbalance of time for each subject and statutory requirements in ICT are not met fully. The school ensures very good access to its curriculum for pupils from all groups. |
| Provision for pupils with special educational needs | Very good. Pupils' individual educational plans are of a good quality and are regularly reviewed. These pupils receive very good support from teaching assistants and the co-ordinator for special educational needs. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall provision for pupils' personal development. Very good provision for pupils to develop an understanding of their social and moral responsibilities. Provision for pupils' spiritual and cultural development is good. The school is making good provision to prepare pupils for living in a culturally diverse society. |

| | |
|--|--|
| How well the school cares for its pupils | The safe, supportive and caring environment provided for pupils is a strength of the school. Procedures for assessing pupils' attainment and progress and teachers' use of information from assessments to guide curricular planning to meet the needs of the higher attainers is unsatisfactory in subjects other than English and mathematics. |
|--|--|

The school has an excellent partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher conveys a clear educational direction for the school's development and provides good, professional leadership that is focused upon raising standards and continuous improvement. The deputy head, and teachers in their roles as co-ordinators, support her well. Some aspects of the management of the curriculum and assessment are areas for development. |
| How well the governors fulfil their responsibilities | Good. The governing body is very well led and is effective in helping to shape the strategic direction of the school through its policies. Governors support the school well and have a good understanding of its strengths and weaknesses. |
| The school's evaluation of its performance | Satisfactory. The school evaluates pupils' performance in national tests thoroughly and takes effective steps to improve any areas of weakness. While teaching in English and mathematics is monitored successfully by the headteacher and co-ordinators, teaching in other subjects is not monitored so well. The effect of the teaching on pupils' learning is not evaluated in detail and insufficient adjustment is made to planning of work to meet pupils' needs more effectively. |
| The strategic use of resources | Good. The governors apply the principles of best value effectively and the school makes good use of its finance to provide good levels of staffing and learning resources. Overall, accommodation is satisfactory; the school supplements the adequate indoor accommodation with good use of its well-developed school grounds. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like school and are making good progress. • They think behaviour is good and the school is helping their children to become mature and responsible. • They think teaching is good and children are expected to work hard and achieve their best. • The school works closely with parents and they feel comfortable about approaching the school with questions or a problem. • The school is well managed. • They are kept well informed about how their children are getting on. | <ul style="list-style-type: none"> • The range of activities outside lessons. • The over emphasis of literacy and numeracy compared with other subjects. |

The inspectors agree with parents' and carers' positive views of the school and with the view that there is an over emphasis on literacy and numeracy in the curriculum. Inspectors disagree with the parental view expressed about the range of activities outside lessons, as they judge it to be very good for an infant school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter school with attainment that is in the average range with standards in speech and language that are slightly below average. Due to the good start in the reception classes, where teaching is consistently good, children achieve well and exceed the expectations of the Early Learning Goals in personal, social and emotional development, communication, language and literacy and mathematical development by the time that they enter Year 1. They reach average standards in knowledge and understanding of the world, creative and physical development. These findings are similar to the judgements in the previous inspection.
2. Due to the overall good teaching in Years 1 and 2, pupils continue to achieve well and, by the end of Year 2, they reach above average standards in reading, mathematics, science, art and design and music. Their achievement is satisfactory and they reach average standards in speaking and listening, writing, geography, history, ICT, physical education and religious education. In design and technology, pupils achieve less well than expected and reach below average standards because insufficient time has been devoted to the subject in the past, consequently, there are gaps in their skills, knowledge and understanding in the subject, particularly for pupils in the current Year 2. The recent good leadership by the new co-ordinator has already improved the quality of the curriculum in one term. Although pupils reach average standards in their skills in ICT, they do not have sufficient opportunities to use them in mathematics and science. Results of national tests in 2002 in mathematics were well above average. Inspection findings judge that standards in mathematics are above average, and not well above, because some higher attaining pupils in the current Year 2 are not being sufficiently challenged to attain the higher levels. The school has plans to target these pupils during the school year to improve their standards. Standards in English and mathematics are similar to those found in the previous inspection; in science, art and design and music, standards have risen from average to above average. Pupils' skills in scientific enquiry have improved considerably from below average to above average as a result of the school's emphasis on the teaching of this aspect of science in response to a key issue of the previous inspection.
3. Overall, in English pupils achieve well. Standards in reading are above average, while they are average in speaking and listening, spelling and writing. For reading, teachers provide a good, structured programme of work with a good supply of books, and pupils are well supported at home by parents. The school has a rigorous system of assessing pupils' reading that is used effectively to plan the next steps for each pupil. Pupils write in different styles for different purposes, but few write at length in English or in their work in other subjects. The school is trying to improve standards of writing and increase the proportion of pupils who attain the higher levels in the national tests by its introduction of a weekly opportunity for all pupils to write at length. Pupils listen attentively, enjoy stories and respond positively to questions. Their speaking skills are slightly below the levels of their listening. While pupils are confident to talk about their work, many do not express themselves clearly and have difficulty with some aspects of speech; for example, the past tense.
4. In mathematics, pupils achieve well due to the good teaching in the subject and, at the end of Year 2, standards, including those in numeracy, are above average. Pupils have a good mental recall of number facts, a good understanding of number and are able to perform a range of calculations. Higher attaining pupils have a good knowledge of the simpler times tables and can use coins confidently.
5. There are no significant differences between the performance of boys and girls. The few pupils who come from ethnic minorities perform in line with other pupils. Across the school, pupils who have special educational needs make good progress in relation to their prior attainment because of the very good support that they receive from the teaching assistants and from the co-ordinator for

special educational needs. Targets match their needs well within their individual educational plans in English and mathematics.

6. The school has not identified any pupils as gifted and talented although it recognises its higher attainers. Since the last inspection, when there was a key issue for the school to 'formulate a policy for the identification and development of more able pupils', the school has addressed the issue by formulating its policy and appointing a co-ordinator to lead the staff on meeting the needs of these pupils. In the reception classes, the co-ordinator withdraws a small group each week for extra teaching and she takes older pupils regularly to the neighbouring junior school to work alongside pupils in Years 3 to 6 in English and mathematics. In English, higher attainers achieve well and their needs have been recognised in mathematics (paragraph 2); they are not so well catered for in other subjects because teachers rarely identify specific learning objectives for them in their weekly plans.

Pupils' attitudes, values and personal development

7. At the time of the last inspection, pupils' attitudes and behaviour were judged to be good and their relationships very good. The vast majority of pupils in all year groups now have very good attitudes to school. They are very enthusiastic and hold very positive views about the school. They like being members of the school community and they enjoy talking about their experiences of school life. Most of them are very happy to come to school and they are prepared to work hard at their lessons. Even in the few less interesting lessons, pupils remain attentive and this makes a very positive contribution to learning and achievement. Pupils enjoy their tasks and show very good concentration. For example, pupils in one class were so eager to display their skills in ICT on the school laptop computers that they had to be persuaded to go for their lunchtime break. A significant number of pupils take advantage of the very good range of extra-curricular activities on offer. They have very good involvement and interest in all the school activities.
8. The behaviour of pupils in the school is good; an aspect that is very much appreciated by parents. They are polite, friendly and welcoming to visitors. Pupils of all ages behave well and respond positively to the school's very strong moral and social ethos, and to teachers' calm and encouraging management of their behaviour in almost all lessons. Pupils behave well, even on those rare occasions when their work lacks challenge and some of them do not produce enough work. There were no exclusions during the last school year, and there were no signs of harassment or oppressive behaviour during the inspection. Pupils' sensible behaviour in class and around the school is consistently good. The playground areas are safe, secure and unthreatening places. Pupils respect each other's and the school's property, and they are trusted not to interfere with some attractive and often quite expensive items in classrooms. The pupils take great pride in their school environment and there is no litter on the premises.
9. Pupils of all groups, including those with special educational needs, have similar very good attitudes to class, group and individual activities. Pupils with special educational needs try hard to meet their targets as defined on their individual educational plans. They listen well in lessons and their response to appropriate questions is good. They are respectful of each other's needs, and learn to think about their actions and the impact they have on others. Their behaviour in lessons and in small groups is good. They are fully integrated and socialise well.
10. Overall, pupils' personal development and relationships are very good. Relationships, in particular, are excellent and are underpinned by the strong emphasis the school places on encouraging the pupils' social and moral development. They are also excellent overall because the relationships between teachers and pupils, and amongst pupils themselves are very good, and all adults work well together for the benefit of the pupils within the very effective teamwork of all adults. Pupils mix very well in lessons and during playtimes, and there is a real sense of inclusion of all pupils within the school. Pupils follow the very good role models provided by adults, who show mutual respect, care and courtesy in their relationships with pupils and each other. Pupils notice others' needs and show initiative; for example, in acting as corridor monitors and helping in the classrooms and in the school library areas. Pupils of all ages are keen to be given responsibilities, both in class and around the school. They willingly undertake a range of tasks and carry them out diligently and

enthusiastically. The school council provides a very good opportunity for pupils to take an active part in how their school develops. Representatives take their responsibilities seriously and put forward sensible ideas for discussion.

11. Since the last inspection the school has improved its attendance rate by nearly two per cent to be in line with the current national average for a school of this type. This judgement is lower than the judgement of above average made during the previous inspection, when the actual attendance figures were lower than the current figures. This has occurred because the national average has risen since 1997. Pupils arrive at school on time, this means that they settle quickly at the beginning of the day and lessons begin promptly. The rate of unauthorised absence is well below the national average and regular attendance is having a positive impact on the standards that the pupils achieve.

HOW WELL ARE PUPILS TAUGHT?

12. During the last two years, the school has had a high turnover of teachers in an area of the country in which the cost of housing is high and there are difficulties in recruiting staff. The quality of teaching across the school is similar to that seen during the last inspection. It has been maintained at good, with a lower proportion of teaching judged to be unsatisfactory than previously. One lesson in four is of a very good quality, all in Years 1 and 2.
13. Overall in the Foundation Stage, teaching was consistently good in all lessons seen in all areas of learning. The good teaching has a positive effect on children's learning and, they achieve well from their average attainment on entry. In the reception classes, teachers expect children to behave well, work hard and experience success, and children respond by living up to these expectations. Teachers understand that children of this age need many practical and visual activities to stimulate them to learn. These they provide, through the good use of resources, with many opportunities for children to speak and listen to others, practise their use of number and use ICT in other areas of learning. As a result, children are interested and they sustain concentration for long periods for their ages. The teachers and their teaching assistants have a very good partnership and interact with children effectively to question them about their work or to challenge them to greater effort or higher standards. This was evident when a teaching assistant worked alongside a group of children who acted out the story in the house of 'The Three Little Pigs'. Using masks, each child became a character and responded to the wolf's visit, assisted by the adult's skilful questioning.
14. All teaching adults enjoy very good relationships with children and their very good management of their classes is based on these very positive relationships. Teachers' planning is good; it identifies clear learning objectives matched to the stepping stones in the areas of learning. The teacher, who leads the mixed-age class of reception and Year 1 pupils, plans effectively against the areas of learning and subjects within the National Curriculum. The effective planning, the way in which teachers group children and their use of their teaching assistants meet the needs of all pupils, including those with special educational needs and the high attainers, whether they are in classes of pure reception or mixed ages. Additionally, the co-ordinator for the higher attainers withdraws these children regularly for work in literacy that challenges them. Teachers make good use of their ongoing assessments; teaching adults assess children regularly during their activities and notes from these observations are used to build up a picture of each child's progress. This was seen when children undertook different practical mathematical activities in the hall one morning. A teaching assistant took a clipboard into the hall with her and made notes on individual children's progress during the activity. These were shared with the teacher and are used to plan future tasks and contribute to the profile kept on each child.
15. In Years 1 and 2, teaching is good overall and pupils make good progress in most lessons and learn well. Teaching was good or very good in four out of five lessons seen. Teaching and learning were good in English, mathematics, science and music; it was satisfactory in geography, ICT, physical education and religious education. Limited teaching was seen in art and design, but the teaching that was observed and the above average standards of the finished work, suggest that teaching is good. No teaching was seen in design and technology or history.

16. A strength in the teaching is the very good relationships that pupils and teachers enjoy, and teachers base their very good management of their classes on these. As a result, pupils behave well, try hard to succeed and work productively at a good pace. Their very good attitudes to science were demonstrated when, at the beginning of two science lessons, teachers asked pupils to role play their preparations for becoming scientists by donning their white coats, hats and notebooks. Pupils showed that they knew what to expect when asked to undertake scientific enquiry and were keen to learn. Teachers use an effective range of teaching methods. They establish routines well and pupils know what they are expected to do and how to behave. Most teaching adults are skilful in their questioning, which engages pupils and makes them think. Teachers organise pupils into different groups for activities for them to learn the social skills of working with different people and to learn from each other. They choose and use resources effectively to motivate pupils so that they show interest. In the good and very good teaching, teachers' explanations were well structured and clear; on occasions, in the less effective teaching, explanations were not clear and did not proceed in progressive steps. At these times, pupils became confused. Teachers have a good understanding of most of the subjects they teach, although many lack confidence and expertise in design and technology. The new, well-qualified co-ordinator is addressing this need within her plan for the improvement of the teaching in the subject. Lessons proceed at a good pace and teachers have a very good partnership with their teaching assistants whom they deploy very effectively.
17. Teachers' planning is satisfactory. The subject co-ordinators undertake the medium-term planning for both year groups and identify clear learning objectives within each subject. The class teachers use this, in partnership with their colleagues in the same year group, to plan the weekly work for their classes. While subject co-ordinators have a good input into the planning, the weakness within the system is that teachers transfer the learning objectives from the medium-term planning into their weekly plans and rarely identify specific learning objectives for the groups of pupils with different prior attainments within their classes. This, together with an unsatisfactory use of assessment information about each child's progress means that work is not always matched precisely to all pupils' needs, especially the higher attainers who could make better progress. This occurs in English, mathematics, science and ICT. In literacy, the pupils in Year 2 who are identified as school action and school action plus on the school's register of special educational needs, learn very well. They are very well taught each morning at an appropriate level to meet their needs by the co-ordinator for special educational needs in a small group of 16 pupils, and they have good support from a teaching assistant. In Year 1, pupils with learning difficulties receive extra support from teaching assistants to meet their needs. Pupils' individual educational plans are of good quality with targets in English, mathematics and social skills. In the remaining subjects, work is not always so well matched to their needs. Teachers do not plan or use ICT sufficiently in mathematics and science or to support the specific learning difficulties of pupils with special educational needs.
18. While teachers teach basic skills well in English and mathematics lessons, they do not teach them enough in the other subjects; for example, in science or geography. The over emphasis on literacy and numeracy, mentioned by parents at their meeting with inspectors, could be overcome if teachers planned to teach and use these skills across the curriculum much more.

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

19. The curriculum for pupils in the Foundation Stage is good; it is planned effectively and includes all the areas of learning including religious education. Teachers plan together and provide children with a good programme that helps them to achieve well in all areas. The criticisms, made in the previous report that, 'insufficient time was provided for opportunities for children to make responsible choices and develop independence' and that, 'play was not planned for sufficiently to allow for the development of children's capacity to imagine, explore and experiment', has been addressed fully. The curriculum is broad, balanced and relevant for children in their early years.
20. For Years 1 and 2, the curriculum as a whole has to be judged formally as unsatisfactory because the requirements for ICT are not met fully due to insufficient use of pupils' skills in mathematics and science. Nevertheless, the quality and range of learning opportunities for pupils in Years 1 and

2 is satisfactory overall, as there is a balance of strengths and weaknesses. All subjects, including religious education, are taught, however, there is an over emphasis on literacy and numeracy at the expense of other subjects; this judgement by inspectors echoes that expressed by the parents at their pre-inspection meeting. There was a lack of progression last year within design and technology for pupils in the current Year 2, because during their previous year, the subject was only taught for one day per term. Consequently, the insufficient time given to the subject meant that the requirements of the National Curriculum could not have been met and there were gaps in pupils' skills, knowledge and understanding of the subject. Due to the new co-ordinator's leadership over one term, the planning of the subject now covers the statutory requirements, but it will take longer for teachers to make up the lost time to counteract the negative effect on the below average standards for pupils in the current Year 2.

21. The school reviews subject areas regularly and the school's development plan identifies future initiatives. Pupils are taught an interesting curriculum. The school has fully addressed the key issue from the last inspection to ensure that work in science includes a stronger focus on experimental and investigative aspects of the subject. The school follows the National Literacy and Numeracy strategies. Schemes of work for other subjects are largely based on those suggested by the Qualifications and Curriculum Authority. Art and design is taught using the school's own scheme and is currently under review by the new co-ordinator. The new locally agreed syllabus for religious education is being well introduced to the school by the subject co-ordinator who was a member of the working party that helped to devise it. The school's medium-term planning is clear and helpful. It includes reminders of what pupils need to learn in each subject, suggested activities for the lessons and key questions to ask in order to judge what pupils have understood. English includes drama and physical education including dance, but there are not enough activities in competitive games. Music includes the systematic development of ongoing skills, notably in singing. A suitable amount of homework is given so that pupils can practise their skills in reading, spelling and numeracy.
22. The literacy and numeracy strategies have been well established with the result that pupils achieve well. The school's aim to encourage pupils to write more and at length is being well addressed by the extended writing lessons built into the school week. The aim to develop writing across the full range of subjects to extend learning in English and in the other subjects is not yet being achieved. Once established, this should help to address the current imbalance of time for each subject.
23. The very good provision for pupils who have special educational needs has been maintained since the last inspection. Planning generally caters well for the needs of pupils who have special educational needs in English and mathematics; it is generally satisfactory in other subjects. Additionally, pupils benefit from high quality support from teaching assistants and volunteer helpers to meet their specific needs. The special educational needs co-ordinator has a very good overview of all pupils on the register of special educational needs, which the school has chosen to keep as a way of monitoring each pupil's progress. The school has adapted its practice to meet the recommendations of the revised Code of Practice and fulfils all its requirements. Pupils' individual educational plans are of a good quality and are regularly reviewed. Pupils are taught in class and are sometimes withdrawn to another room to work with the special educational needs co-ordinator, but insufficient use is made of computer programs to match their specific needs. Good links have been established with the junior school and this helps to ensure a smooth transition from one school to another.
24. A significant number of parents feel that the school does not provide a wide range of activities outside lessons. Inspectors disagree with them and judge this provision to be very good for pupils of this age. These additional activities include reading, ICT, recorder, French, craft, mathematics and cookery clubs for pupils in Year 2. Girls and boys have equal opportunities to participate in all activities and the clubs are well supported by the pupils. The school welcomes a number of visitors including storytellers, musicians and a theatre company. The annual Book Week provides pupils with the chance to meet nationally known authors. All these opportunities provide pupils with a wider range of experiences, enrich the quality of the curriculum and successfully promote their personal and social development.

25. The school grounds enrich the curriculum. The school won an Eco-school award in 2002 for its concern about environmental issues and for the development of its school grounds. The pond area, vegetable patch and a well-maintained sensory garden all add to pupils' enjoyment and learning.
26. Through mutual respect, harmony and very good support for its pupils the school successfully ensures that all pupils have equal access to the curriculum and all that the school offers, irrespective of attainment or background.
27. The school makes good provision for personal, social and health education. It is planned as carefully as other subjects; the co-ordinator has produced a good scheme of work that meets the needs of pupils and ensures the development of skills as pupils mature. Links with other subjects and aspects of school life are being established; for example, recognising personal strengths and qualities during religious education and understanding collective and individual responsibility through the school council. Sex, health and drugs education are built into science with questions answered in a way suitable for the ages of the pupils. The school works with outside agencies, including a rail safety officer and the fire service, to promote a safe and healthy lifestyle. The good provision for personal, social and health education is helping the pupils to develop confidence and responsibility and preparing them to be active citizens.
28. The school has very good links with the local community. Many parents and other volunteers regularly help in school in a variety of roles, including working alongside pupils on computers and supporting the recorder club. Pupils from Year 2 take part in the Horley Music Festival and pupils visit Horley Library and Gatton Park. The vicar from the local parish, the pastor from Horley Baptist Church and other ministers lead assemblies. Pupils have sung for playgroups and local senior citizens at Wykeham House are entertained at Christmas and other local people benefit from the distribution of harvest gifts. A member of the school's administrative staff plays the flute and has done so in assemblies. Visits are made to local places of interest, such as the local churches and a mosque. All these contributions further enhance pupils' learning experiences.
29. The school has good links with other partner institutions. Higher attaining pupils from Year 2 visit the junior school for additional work and also take part in mathematical and scientific challenges at the senior school. The junior school music group performs to the infant pupils and attends the Christmas play. Through the 'Hub and Cluster' group, early years staff support and work very closely with other pre-school providers who are also invited to use the school's stimulating outdoor area. The headteacher is a member of the Horley Learning Partnership, which is currently exploring ways to maximise support services for the benefit of all pupils from infant to secondary level. Close links between Brooklands Special School and a Year 1 class are also a very good opportunity for pupils' spiritual, moral and social development. Teachers join local working parties, such as that which produced the new scheme of work for religious education.
30. The provision for pupils' spiritual, moral, social and cultural development is very good overall, which is an improvement since the last inspection. This reflects a school aim that is being successfully achieved 'to provide opportunities for children to appreciate others and their culture, to understand the difference between right and wrong and to be given the time to reflect'. Provision for spiritual development is good. The legal requirement for a daily act of collective worship is fully met. The school provides opportunities to inspire pupils and develop their spiritual awareness; for example, in many science lessons when teachers value pupils' questions, thoughts and ideas and when they encourage pupils to ask and answer 'why?'. Another opportunity was seen in a role-play session based on the story of 'The Lost Sheep' when pupils acted out the story and discussed the feelings of the characters. The thought for the day that is introduced at the end of assemblies and the weekly school target on display outside the hall are helping to develop an ethos within which all pupils can grow, respect others and be respected.
31. The school takes very good steps to promote moral development. All staff apply the behaviour policy consistently. This ensures that pupils behave well and lessons are not disrupted. The pupils are involved in the writing of the school rules and they appreciate the merit system and the 'Star of the Week' celebration. Personal, social and health education, 'circle times', assemblies and religious education lessons all contribute positively to pupils' moral development. This was clearly

seen in a 'circle time' discussion about feelings, 'How do you feel if you say something and then wish you hadn't?'. The pupils are becoming morally aware and this can be seen in the good behaviour and very good attitudes in lessons and around the school.

32. Provision for social development is very good. This is reflected in the excellent relationships throughout the school. In response to a key issue of the last inspection, the school has introduced many opportunities for the pupils to take responsibility within lessons and in the life of the school. Examples are working in the library, corridor and assembly duties. Classroom monitors and pupils serving on the school and 'Eco' councils are learning to exercise leadership. Teachers ensure that pupils work together in pairs and small groups; for example, in science lessons where they are learning co-operation and tolerance of each other's differences and needs. To promote discussion on school uniform, the headteacher suggested that pink socks should be part of the uniform and this engaged many pupils in lively debate. All these opportunities are producing confident pupils with very good attitudes to learning.
33. The cultural development of the pupils is good. The school receives regular visits from the local vicar, pupils visit the church and they also gain a good understanding of their own culture through geography and history lessons. The school celebrated the Queen's Golden Jubilee and Remembrance Day and pupils participate in a local music festival. The school's provision for pupils to learn about the multicultural world in which we live has improved since the last inspection. During Book Week, each class studied a different part of the world; for example, Africa in a Year 2 class. The pupils painted silhouette pictures in the style of Paul Geraghty, they looked at African artefacts and dressed up in appropriate clothes. Another class painted in the aboriginal style and children in a reception class made puppets based on the Indian story, 'The Tiger Child'. Racial harmony is promoted effectively in the school and pupils from ethnic minorities are well integrated into the school community and take a full part in its activities. The school is making good provision to prepare pupils for living in our culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school takes very good steps to ensure pupils' welfare, health and safety, which is better than reported at the previous inspection. Health and safety procedures are very well organised with the governors taking appropriate responsibility. There is a policy that clearly states what the school's organisation and arrangements should be, including those for first aid and medical support. All adults, including kitchen staff and lunchtime supervisors, have very good relationships with pupils. The pupils are very well supervised at break and lunchtimes and, as a result, their play is good-natured with no bad behaviour. The school has very good arrangements in place for child protection issues. The special educational needs co-ordinator is the responsible person; she has received the required training and ensures that all staff are aware of the procedures in place. The school provides well for personal, social and health education. In these lessons and within 'circle time', when pupils gather in a circle to discuss issues, the pupils learn how to keep themselves healthy and safe.
35. Procedures for monitoring and supporting pupils' personal development are good. Teachers' comments on the records of achievement show that they know the pupils well and are aware of any difficulties that they might have. 'Circle time', lessons in personal, social and health education and the acknowledgement of success during the 'Star of the Week' assemblies are all helping pupils to develop confidence and self-esteem. During lessons, pupils receive very good support from their teachers and teaching assistants and this helps all pupils to be successful in their learning and in part, accounts for their good achievement.
36. There are very good procedures in place to monitor and promote good behaviour and eliminate oppressive behaviour. The consistency with which all staff apply the behaviour policy is a major contributor to the good behaviour in the school. The pupils know how they are expected to behave, they respond accordingly and, as a result, no time is wasted in lessons sorting out behavioural issues.

37. The school has set up good procedures for the monitoring and improving of attendance. Attendance registers are taken promptly and checked regularly and any instances of unexplained absence are recorded and followed up. The headteacher discourages term time holidays and teachers provide work for any pupils who are away from school for extended periods of time due to illness. These good procedures ensure that pupils' learning does not suffer because of absence from school.
38. It was a key issue at the last inspection to develop an agreed system for assessment and record keeping at the short-term stage and to ensure that assessment informed curricular planning. At present, the procedures for assessing pupils' attainment and achievement are unsatisfactory. The procedures for assessing and recording pupils' attainment and progress in English and mathematics are good, but there are no satisfactory procedures embedded in other subjects. Baseline assessment in the Foundation Stage is thorough and detailed and results are recorded in order to track the progress of pupils as they move through the school. This year, the teachers in the reception classes have used these initial assessments to make a good start to the new Foundation Stage profiles for each child. Currently, the school analyses the national test results well in English and mathematics. Good systems have recently been introduced to assist in tracking individual pupils' progress in English and mathematics and these are beginning to provide useful predictions and targets for groups of pupils. However, the procedures for monitoring and assessing pupils' progress in the remaining subjects are unsatisfactory.
39. The available information from assessments in science, religious education and the foundation subjects, is not used effectively to influence curricular planning or to provide pupils with a clear enough view of what to do to improve, particularly for those pupils with prior higher attainment. Consequently, teachers do not have a complete picture on which to modify planning of work for groups or individual pupils. Some teachers keep informal records of work covered, skills gained and note comments in the evaluation sections of their weekly planning files. There is no whole-school system to ensure progression and development in the pupils' learning, and the use of assessment in subjects other than English and mathematics is unsatisfactory. The school's marking policy is not always applied consistently and too much work is marked with, at best, only general feedback. Few ways forward are indicated, restricting the effect on pupils' learning.
40. Records for pupils with special educational needs include regular reviews, each half term, of appropriate targets in their individual educational plans. Overall, arrangements for assessing the progress of pupils with special educational needs are good. In the classrooms, pupils with special educational needs are generally well supported and the information from the regular reviews is used well to plan targets for the next half term.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has an excellent partnership with parents and carers; an even higher judgement than the one made in the previous inspection. This reflects a school aim 'to establish, value and strengthen a partnership between the home and school'. At the parents' meeting, parents expressed full confidence in the school through the comment, 'we would strongly recommend Meath Green to any prospective parents'. There was a high return of the pre-inspection questionnaire (74 per cent) that supported the views expressed at the meeting, and the responses were very positive except for an issue about the school not providing an interesting range of activities outside lessons. The inspection team does not agree with this view.
42. The inspectors agree with the parents that they are kept very well informed about how their children are getting on. The school holds regular parent/teacher consultations and an open evening during the summer term; these meetings are well attended. Teachers are also willing to meet parents at other times. In the annual reports, parents receive good information about what their children know, understand and can do, and the targets for improvement set by teachers are very specific and enable parents to help their children. Newsletters and the governors' monthly bulletins provide parents with good day-to-day information about the school. Teachers provide parents with excellent tools to support their children's learning, including very good written information about what the pupils will be studying, curricular evenings on reading, number and personal, social and

health education, the school web site and booklets; for example, 'Maths at Home' and 'Reading Guidelines'. Parents are very supportive of the work that their children bring home from school. The good help that many give to their children with reading, including their comments in the dialogue with teachers in the home-school diaries, is a contributory factor to the good standards of reading in the school.

43. The school fulfils the recommendations of the Code of Practice for pupils who have special educational needs. As soon as a child is identified as requiring support for special educational needs in January of the reception year, parents are informed and given activities to help the child at home for half a term until the first review of the individual educational plan. From that point, parents are invited to attend the regular reviews of pupils' individual education plans and Statements of Special Educational Needs.
44. In September 2002 the school was given an award for 'Working in Partnership with Parents' and the inspection team agrees that this was justly deserved. Induction procedures for parents and children in the Foundation Stage and those entering the school at a later date, are very good and help families to quickly become part of the school community. The school provides good induction and training for volunteer helpers and high numbers of parents frequently help in the classroom and provide their own skills in school clubs. For example, one parent runs the recorder club for pupils and staff who wish to learn. The home-school association successfully organises fund-raising and social activities, which again are well supported by parents and carers. The school consults parents about many issues including the school development plan, inclusion and the grounds project, and the rate of return to the school's questionnaires by parents is high. Together with parents, the home-school agreement is reviewed each year and the final draft is sent home with the behaviour policy so that parents and children know what is expected of them and what they can expect from the school. The excellent partnership that exists between the school and parents is having a very positive influence on the attitudes and behaviour of the pupils and is reflected in their good learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Inspectors agree with the views of all parents, that the school is well led and managed. This judgement echoes the previous inspection report. The headteacher demonstrates good leadership. She conveys her clear sense of direction and the high standards she expects effectively. She has a clear vision for the development of the school, successfully evaluating pupils' performance and developing initiatives to raise standards still further, such as the work by the science co-ordinator to increase the investigative work in science to improve pupils' scientific skills of enquiry and raise standards. Since the previous inspection, the school has maintained the overall good quality of teaching despite a high turnover of teachers, and the very good provision for pupils with special educational needs and has improved standards in science, art and music as well as pupils' attitudes and personal development. The key issues from the previous inspection for increasing pupils' independence, a stronger focus on skills of enquiry in science, for a more relevant curriculum in the Foundation Stage and to develop a policy for more able pupils have been addressed fully and have shown good improvement overall. There is more to do in using pupils' developing skills in ICT in other subjects, in implementing the policy for the higher attaining pupils and in using information from assessment to plan work that matches their needs more appropriately in class activities.
46. One of the reasons that the school is successful and that the standards are above average in reading and mathematics is that the headteacher, senior management team and governors analyse pupils' performance very thoroughly and take effective steps to improve standards. The school has identified that standards in writing are not as high as those in reading. To raise the proportion of pupils who reach the higher levels, the school has adapted the literacy strategy to ensure that pupils receive regular opportunities for extended writing in Years 1 and 2. Teachers carefully track pupils' progress in English and mathematics from the assessments made after pupils' entry, to the end of Year 2. Teachers use the information that they gain from their assessments effectively to set targets for individual pupils in English and mathematics to help them to improve their work, but not in other subjects.

47. Together, the headteacher and deputy headteacher have developed a good management partnership that has helped to move the school forward. The headteacher has delegated responsibilities well and most teachers, in their roles as co-ordinators, play an important part in contributing to the good leadership and management in the school. The headteacher does not see the bureaucratic demands placed on the school as an issue, because she is able to delegate responsibilities to her efficient administrative staff, and the governors have taken on responsibilities, such as liaison with the neighbouring residents, to prevent her from having an overload. Overall, co-ordinators' leadership in their subjects is good; it is good in English, mathematics, science, art and design, design and technology, personal, social and health education and for the Foundation Stage. The co-ordinator for special educational needs provides very good leadership. She supports teachers well in drawing up individual education plans and in regular reviews of pupils' progress. She regularly teaches pupils with special educational needs in Years 1 and 2 and has a good overview of pupils on the register for special educational needs across the school. She is also the co-ordinator for higher attaining pupils and regularly teaches the higher attainers from the reception classes. There is close liaison between the co-ordinator and the governor responsible for special educational needs; the governor works alongside the co-ordinator and her pupils three times a week.
48. There is a considerable commitment to ensuring that all pupils receive a fair deal from the school whatever their gender, ethnic or social background or level of attainment, and teachers demonstrate very good role models in their positive attitudes to all pupils. The governors have a clear policy for promoting racial equality, but as yet, have not had time to monitor its impact.
49. The governors are committed to the school and take an active interest in all aspects. The governing body is very well led and is effective in fulfilling its statutory responsibilities to help shape the strategic direction of the school through their policies, which are reviewed annually. Governors are very supportive and the experienced Chair and Vice Chair have a clear view for the school's development and a good understanding of its strengths and weaknesses. As many governors are new to the role, the Chair and Vice Chair are helping their colleagues to take a full part in the work of the body. Many governors are linked with particular subjects and are frequent visitors to the school. Communications between the school and the governors are good and individual governors visit classes to observe teachers and pupils at work to gain a greater understanding of the curriculum in action and to monitor their policies. For example, the Vice Chair, as the governor for science, was clear that the key issue within the subject from the previous inspection had been addressed fully, because he had observed science lessons. There is an appropriate range of committees that report efficiently to the full governing body. The good partnership in the leadership and management of the school, between the governing body and the headteacher and staff, is committed to continuous improvement in promoting good achievement and effective teaching and learning. The staff have accepted the developments the headteacher has introduced for the school to move forward and give her their support willingly. All governors and staff work together very well as a team, and the teaching and administrative support staff feel valued and play an important part within that team.
50. The governing body accounts for the performance and improvement of the school well. Their view is that they do the best they can, but accept that they can always improve. The governing body makes good use of its resources and the school provides good value for money. One of the main reasons is that they apply the principles of best value effectively. They use performance data to compare the school's performance with schools nationally, schools within the local education authority, those with similar intakes and with the school's own targets. They use the Audit Commission's web site to compare their spending with similar schools and report back from courses and meetings with other schools in the Horley Learning Partnership. They challenge the school about the quality of education it provides within their role as a critical friend. They consult with parents on priorities for the school's development plan, using questionnaires, the school's web site and feedback from volunteers. They ask parents for opinions on proposed changes, such as the development of the school grounds. Pupils are also consulted through the school council. They use competitive tendering when purchasing large items, such as the recent extension to the entrance hall and school offices. They saved eight per cent of the costs of this project by using

volunteer governors for some of the work. When contracts expire, the bursar ascertains whether the school could have a better service if alternative suppliers were used and changes are made if necessary.

51. The school's development plan has clear targets for improvement, its priorities are appropriate and it is used effectively to steer the development of the school. The school links financial planning successfully to these priorities and takes appropriate action to meet the targets within the plan. The school has good procedures for the professional development of its staff. Systems for induction, appraisal and performance management are good and were commended by the assessor when the school was awarded its status as an Investor in People and when this was reviewed in December 2001. Teachers, teaching assistants and administrative staff all report how their professional development needs have been met. Teaching staff comment positively on the setting of targets for their own needs and the way they link to pupils' performance.
52. The school's finances are controlled efficiently and the bursar carries out her work effectively. Spending is monitored thoroughly and the bursar, who is also clerk to the governors, regularly keeps the headteacher and governors well informed on spending. The budget for special educational needs is appropriately spent on time from two teaching assistants for literacy support and for part of the co-ordinator's time to work with pupils identified as action plus. The school's own budget is used to supplement the provision for special educational needs. Other budgets, such as the Standards Fund are used effectively; for example, on staff's professional development. Teachers in their roles as co-ordinators manage a small budget for resources and each class teacher has a small budget for sundries. The bursar keeps good records of their spending and provides regular reports on this for each teacher. New technology is used successfully in the school office; for example, computers for finance, administrative tasks and pupils' assessments, a fax machine and electronic mail to communicate with governors, parents and personnel from the local education authority.
53. The monitoring and evaluation of the school's performance is satisfactory. The headteacher analyses pupils' performance thoroughly and takes effective steps to improve any areas of weakness, with the result that pupils' attainment in the school's national test results over the last three years has improved in line with the national trend. The school's consultant from the local education authority assists the headteacher in providing an external view of the school's performance. The headteacher monitors teaching regularly and the co-ordinators for English and mathematics, both are members of the senior management team, have undertaken monitoring of teaching by observing lessons. However, other subject co-ordinators keep an overview of their subjects through their planning for the subject and when working alongside colleagues in their one half a day per term of non-contact time. Currently, the monitoring and evaluation by the co-ordinators of subjects other than English and mathematics is unsatisfactory. The headteacher is aware that these co-ordinators are not fulfilling their roles fully yet, as they have not received sufficient training for classroom observation and reporting back to colleagues.
54. Overall, the school is well staffed with both teaching and non-teaching staff. Good quality teaching assistants are employed and very good use is made of their skills; for example, in the provision of consistently high quality support to pupils with special educational needs. The school possesses good resources for learning in English, mathematics, art and design, music and religious education, and for pupils in the reception class. There are inadequate resources in geography and history, where there is a scarcity of texts for pupils, reference books and software for computers. The school buildings are adequate for their purpose. The school grounds are enriched significantly by the recent developments and provide good space and resources for pupils in the Foundation Stage, for recreation, science, physical education and for pupils' personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to continue the good work of the school, the headteacher and governors should now address the following in their action plan:

- a. improve the quality of the curriculum for pupils in Years 1 and 2 by:*
- (i) ensuring a better balance of time spent on each subject by teaching and using pupils' skills in literacy and numeracy in other subjects more frequently;*
 - (ii) fulfilling statutory requirements in ICT by planning for the more regular use of pupils' skills in ICT in mathematics and science;*
 - (iii) planning and using ICT more frequently to meet the specific requirements of pupils with special educational needs;
 - (iv) providing more time for design and technology to ensure progression in the curriculum and improved standards in the subject.

(paragraphs 2, 17, 18, 22, 45, 70, 73, 79, 80, 84, 91, 95, 97, 99, 103)

- b. improve the procedures for assessing and recording pupils' attainment and progress in Years 1 and 2 in subjects other than English and mathematics, and the way in which teachers use this information to plan work to meet the needs of all pupils, especially those who have higher prior attainment.

(paragraphs 2, 6, 38, 39, 45, 72, 74, 78, 80, 86, 96, 100, 115)

* show priorities within the school's own development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 40 |
| Number of discussions with staff, governors, other adults and pupils | 28 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 10 | 23 | 5 | 1 | 0 | 0 |
| Percentage | 0 | 25 | 60 | 13 | 2 | 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

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 205 |
| Number of full-time pupils known to be eligible for free school meals | | 8 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 2 |
| Number of pupils on the school's special educational needs register | | 37 |

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 | 3 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.1 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 37 | 33 | 70 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 33 | 35 | 37 |
| | Girls | 32 | 32 | 32 |
| | Total | 65 | 67 | 69 |
| Percentage of pupils at NC level 2 or above | School | 93 (91) | 96 (97) | 99 (99) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 32 | 35 | 36 |
| | Girls | 31 | 31 | 33 |
| | Total | 63 | 66 | 69 |
| Percentage of pupils at NC level 2 or above | School | 90 (91) | 94 (97) | 99 (96) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 128 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 1 | 0 | 0 |
| Mixed – White and Black Caribbean | 2 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 2 | 0 | 0 |
| Asian or Asian British - Indian | 1 | 0 | 0 |
| Asian or Asian British - Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |

| |
|--------------------------|
| Any other ethnic group |
| No ethnic group recorded |

| |
|---|
| 0 |
| 0 |

| | |
|---|---|
| 0 | 0 |
| 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 8.92 |
| Number of pupils per qualified teacher | 22.98 |
| Average class size | 29.28 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 158 |

FTE means full-time equivalent

Financial information

| | |
|--|---------|
| Financial year | 2001/2 |
| | £ |
| Total income | 446,917 |
| Total expenditure | 484,453 |
| Expenditure per pupil | 2,447 |
| Balance brought forward from previous year | 50,331 |
| Balance carried forward to next year | 12,795 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 6.6 |
| Number of teachers appointed to the school during the last two years | 6.6 |
| 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 | 194 |
| Number of questionnaires returned | 143 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 74 | 25 | 1 | 0 | 0 |
| My child is making good progress in school. | 67 | 30 | 1 | 1 | 0 |
| Behaviour in the school is good. | 69 | 29 | 1 | 0 | 0 |
| My child gets the right amount of work to do at home. | 40 | 46 | 9 | 2 | 2 |
| The teaching is good. | 76 | 23 | 1 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 58 | 33 | 8 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 80 | 18 | 1 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 78 | 22 | 0 | 0 | 0 |
| The school works closely with parents. | 73 | 24 | 2 | 0 | 0 |
| The school is well led and managed. | 82 | 18 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 68 | 31 | 1 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 32 | 36 | 17 | 3 | 13 |

Other issues raised by parents

Thirteen parents made further comments on the reverse of the questionnaire form. The opinions expressed are reflected in the questionnaire responses summarised above. At the meeting for parents with inspectors before the inspection, parents expressed the view that there was an over emphasis on literacy and numeracy in the school's curriculum.

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

56. Children start school at the beginning of the year in which they have their fifth birthday. At the time of the inspection, they were accommodated in three classes, one of which is a mixed-age class that includes younger pupils from Year 1. The teachers ensure that the reception children in this class receive the same varied experiences as children in the pure reception classes. During the inspection, some younger pupils were still attending school on a part-time basis. The school's own assessment of the children's skills on starting school, together with inspection evidence, show that attainments on entry are broadly average, but cover the full range. The children have levels of personal, social and emotional development and mathematical development, which are similar to those usually found at this age. Their skills in communication, language and literacy, particularly in speech and language, are slightly lower than average. Due to the good teaching, all children, including those with special educational needs and those who have higher prior attainment, learn well. Children achieve well and, by the end of the reception year, they attain above average standards in personal, social and emotional development, in communication, language and literacy and in mathematical development. Their achievement in knowledge and understanding of the world, creative development and physical development is satisfactory and most children are on course to attain average standards by meeting the Early Learning Goals in these three areas of learning.
57. There has been good improvement overall in the Foundation Stage since the previous inspection. Standards are similar to the findings of the previous inspection. The quality of teaching varied from very good in communication, language and literacy and mathematical development to satisfactory in the other areas of learning. Teaching is now consistently good in all areas of learning. Teachers plan activities that match the recommended curriculum for the Foundation Stage and these planned activities complement other areas of learning, such as language and social skills. All teaching adults interact with children effectively to ask questions and probe their understanding to improve their learning. The curriculum for reception children is good. The key issue, 'to ensure that there is a balanced, planned programme and adequate space to provide opportunities for purposeful play and direct enquiry and a clearer balance between child-initiated and teacher-directed tasks for the under-fives', has been addressed fully.

Personal, social and emotional development

58. Children enter into a secure environment where a good team of adults is on hand to help them to settle in and who give help and support to individuals. Staff from the reception classes visit the children at home before they start school. They also have good contact with playgroups so that children who need support are identified early. In the classrooms, children work well in small and large groups, sharing equipment and working and playing together. They enjoy the range of activities on offer and learn the class systems for using materials and clearing up afterwards. They listen to their teachers and peers and when spoken to, speak politely. They quickly settle into the class routines and play readily with larger groups outside. When they lead class assembly in the hall in front of the rest of the school, they evidently see it as an enjoyable experience.
59. Both teachers and teaching assistants show that they have the same high expectations of the children. They speak quietly to them, prepare the classroom well so that children can find what they need and teach them that thoughtfulness and kindness to others are valued. Children are taught to be independent within a good framework of adult support.

Communication, language and literacy

60. The school's records show that most children enter with skills in this area of learning rather below average. They make good progress and, halfway through their reception year, are achieving well. This includes pupils who have special educational needs. Good progress is made because the teaching is good. Children enter into class discussions, such as in religious education, listening and sharing their views. They listen to stories from adults and on tapes and begin to understand

that written English is not always the same as spoken English. They can retell favourite stories and one class was seen to act out 'The Gingerbread Man' for an enjoyable school assembly. They are beginning to know that letters usually have particular sounds and many can read familiar and common words in storybooks and around the room. When they write about things that have happened to them, correctly formed letters are beginning to emerge from other marks. The more advanced writers can label their own drawings.

61. Teaching is good. The children benefit from the good teamwork of all the adults who work with them. The teaching assistants give very good help to individuals and groups. The English co-ordinator shares her expertise when teaching the higher-attaining group. Children are in a bright and stimulating environment. There are plenty of colourful and inviting books to study. Teachers, in their questioning, make children think and give them time to respond. The interesting classroom activities often stimulate children to write as, for example, when they composed and wrote Christmas letters.

Mathematical development

62. By the end of the reception year, most children count, recognise and write accurately numerals up to ten, many children, up to 24 or more. In one activity, two higher attaining children recognised 85 correctly. Children in one group added two to a number and accurately calculated the total. They recognise flat shapes and name them correctly. In practical activities with a volunteer helper, children bought toys in a toyshop, paid for their purchases in coins and calculated their change from a ten pence piece. Some children knew how ICT aided calculation in a shop; they paid with a credit card using a scanner to read the bar code on the toy. In previous work, children have used mathematical language to describe a 'tall' tower of bricks and a 'long' snake of plastic bricks and they have counted frogs on a log and how many were left when a number jumped off.
63. The quality of teaching is consistently good. The teachers use much practical work for children to visualise numbers. For example, when the teacher was asking children to count forwards and backwards, they counted up and down large leaves of Jack's beanstalk. The children were very well motivated by the very good range of mathematical activities set out on the hall floor one morning. What the teacher wanted each group to learn was clear and the teaching assistants and volunteer helpers with each group were well deployed. All adults used questioning to interact well with the children and move their learning forward. Teachers plan their activities well and these are specifically linked to the recommended curriculum for mathematical development for the Foundation Stage. During lessons, teaching assistants often make good assessments of children's progress and make written notes that help teachers to plan work that meets their needs.

Knowledge and understanding of the world

64. Children are presented with a wide range of experiences to help them to learn. During the inspection, children investigated objects and materials using their senses as they used binoculars to observe trees, explored sound when they used a beater to hit kitchen utensils hanging on a line and when they spoke into a long drainpipe to a partner. They investigated how a pulley works by sending a bucket with a variety of loads along a line to a partner. They explored a sand tray filled with compost and, using tools, 'planted' plastic flowers into pots of compost. They find out about and identify the uses of everyday technology and use ICT and programmable toys to support their learning. In the 'toy shop' in mathematics they showed their good awareness of the uses of everyday technology (paragraph 63). With adult support, they used a programmable toy disguised as the giant from 'Jack and the Beanstalk', to move a number of steps on the beanstalk of numbered leaves. Work on display showed that they had used the 'Paint' program on the computer to draw pictures of the wolf visiting the three little pigs' houses. They build and construct with a wide range of objects, such as construction kits and large bricks. They have begun to learn about the beliefs of people and the things that are special to different faiths, such as the Bible, the Torah and the Qur'an. In previous work, they have explored autumn colours on a nature walk, plants in a walled garden and a group of children have worn a Chinese dragon costume when discussing the Chinese New Year.

Physical development

65. In response to a key issue of the last inspection, the school provides a balanced, planned programme and adequate space for children to develop their physical skills. Each teacher plans the activities well for this area of learning within the current topic theme, 'traditional tales'. The school has developed the school grounds to provide many opportunities for children to engage in physical activities on large apparatus and with small equipment. There are two sheltered areas outside classrooms that are well used, even in inclement weather, for many practical activities, which ensure that children handle tools, objects and materials safely and with increasing control. From previous work, there are photographs of children on the large apparatus of the adventure area on the school field, climbing stacked bales of hay while visiting a farm, on the school's playground practising their physical skills with hoops and balls, climbing on benches, a large cylinder and the large model boat and riding wheeled vehicles. All children handle scissors, small toys and dough regularly to develop their manipulative skills; for example, when building models from construction kits. Teachers ensure that children handle pencils correctly and in a handwriting lesson, the teacher helped a child to assume the correct seating position to improve the child's handwriting.

Creative development

66. Children's creative development is average overall, but good in music. They make good progress and are well on the way to reaching the Early Learning Goals. They select and mix paints, producing colourful figures. They use pastels carefully when representing a snowy scene. When drawing daffodils, African pots or a dried flower, they show an eye for close detail and a careful control of the pencils and pastels used. Stories sometimes provide a stimulus for work. In one lesson, children drew figures from 'The Gingerbread Man' on card and cut them out to use as puppets. When working with a construction set, children have successfully made a giant chair from interlocking plastic bricks. Children sing tunefully and listen to music with enjoyment. They clap in time to musical patterns and, when using percussion instruments, demonstrate control as they beat and shake them in time to the music. They are successfully learning to understand rhythm and the pleasure of sound.
67. The teaching is good overall, and particularly in music where children are given many opportunities to listen to tapes; including while they are enjoying their mid-morning refreshments. A good range of activities and materials is provided in class, so that children can be creative with different media. In music, lessons have a very clear aim and opportunities for progression are well planned, so that there is a particular challenge to the higher attainers.

ENGLISH

68. Standards in reading are above average by the end of Year 2 and are average in speaking, listening and writing. In the 2002 national tests at the end of Year 2, attainment in reading and writing were above average compared with schools across the country and average when compared with schools that have a similar intake. In the last three years, in national tests, pupils have reached standards that are above or well above the average. When they enter the school, most pupils show slightly below average attainment in language skills. From then on they achieve well, particularly in reading. The achievement of most pupils who have special educational needs is very good. Overall, pupils make good progress in the subject because the teaching is good.
69. Pupils' reading is above average because they read within a comprehensive, structured programme of work with plenty of choice of books. They regularly take their books home to read and parents participate very effectively in this system, writing their own comments in the home-school reading diary. The school's assessment of pupils' reading is consistent and rigorous and is well used to inform the teaching and learning process. By Year 2, the higher attaining pupils read fluently and accurately from quite demanding texts and understand what they are reading. They are able to explain what has gone before in a story and, sometimes, what might happen next; showing their developing understanding of storylines. Lower attaining pupils also read with understanding their easier books. They make good use of their developing phonic knowledge when they come upon an unknown word and sometimes study the picture as a double check. All pupils read non-fiction

books as well as poetry and stories. They are able to name their preferences and favourites. They make good use of the attractive and well-organised school library. The more able readers can explain how they would find a particular piece of information in the library.

70. Attainment in writing is average by the end of Year 2. Pupils make a good start by writing in different ways and for different purposes, such as diaries, letters, stories and accounts of a particular event, like the Fire of London. However, few yet write at length or develop their writing through their work in other subjects, although some events in history are well used. Pupils are interested in words and often use them clearly and imaginatively, drawing on their reading experience. In a poem about the Fire of London, 'A dancing, flickering flame' is described and in an account of people running, 'I was woken by the sound of people shouting 'Fire!' and running over houses' gives a clear picture. Sensible sequences are described in 'How to Brush Your Teeth'. Sometimes the higher attaining writers use the language of story, 'Up the stairs Mrs Moor was fast asleep. Meanwhile back down the stairs the fire was still burning'. Thoughtful opinions are expressed, 'I hate pink. It is so last centree (century)!' The lower attaining writers enjoy their work and write away busily, but too many incorrect spellings sometimes make it difficult for the reader to understand what has been written. Overall, the pupils' knowledge and understanding of spelling and its rules are at an average level. Pupils' developing phonic knowledge is added to an increasing repertoire of immediately recognised and recalled words as they write. Handwriting is also satisfactory overall, although sometimes pupils, in their eagerness to write, forget the skills of letter formation that they have developed well in handwriting lessons. Pupils' knowledge of basic punctuation is average for their ages. Capitals and full stops are mostly used correctly and most pupils in Year 2 correctly use question marks and exclamation marks. The higher attaining writers are becoming quite accurate in their use of speech marks.
71. Pupils' speaking and listening skills are average overall, with some pupils expressing themselves very clearly and at length. Listening is usually better than speaking. Pupils are attentive to their teachers, listen carefully to instructions and respond readily to questions. They enjoy stories and show, by their responses that they understand and can comment on what is happening. This was seen in a Year 2 lesson when pupils heard the story of 'Handa's Surprise' and then offered words to describe the tall grasses - 'swaying' and 'spiky'. In a Year 1 class, good use was made of pupils' recall of the story of 'Red Riding Hood', both in drama and in their subsequent writing. Pupils talk about their work together, sometimes in pairs, and are happy to tell a visitor what they are doing, but many do not express themselves very clearly or succinctly, despite their interest in words.
72. The quality of teaching and learning is good and often very good. Where teaching is very good, teachers have high expectations that their pupils will understand and learn. When this expectation is accompanied by good, direct teaching and careful questioning, the pupils respond particularly well. An example of this was seen in a Year 1 class, which contained some younger pupils. Here, all the pupils identified the number of sounds in a word and suggested spellings for new words. They moved progressively from three letter words, like 'cap', to those that were more complex, like 'fright'. The pupils quickly moved into pairs and discussed together how many phonemes and 'sound buttons' there were in particular words, sharing their decisions afterwards with the class. In this lesson, words of different complexity were studied so that learning progressed steadily and all had the chance to succeed. In all lessons, teachers select and use resources well, whether choosing an interesting 'Big Book' for the lesson or providing on each table, lists of helpful spellings and phrases. This helps pupils to develop independence in their work. In the best teaching, the lessons move on at a brisk pace, but with time for pupils to think. This keeps pupils eager and interested. Writing is carefully taught and it is an aim of the school to help pupils to produce longer, more extended pieces of writing. The teachers have a consistent approach to this teaching and this was seen when pupils considered how to write an arresting beginning, an interesting middle and a satisfactory end to their stories. In doing this, teachers selected as examples, stories that pupils know well, such as 'Anansi'. The planning of lessons is good and teachers are clear in their aims. In the best lessons teachers show that they have clearly thought through what they expect from the higher attaining pupils. This is not always clear in the plans for other lessons. The management and organisation of the classes is consistently very good. Pupils who have special educational needs are given the help they need, both in class and when they are withdrawn for group work. Pupils behave very well and understand what is expected of them. The

class routines are well established and no time is wasted. There is particularly good teamwork between class teachers and support staff, who work well with the pupils, helping them with their reading and other work. Very good relationships between adults and pupils and amongst the pupils themselves, are a feature of all classes.

73. The subject is well led and managed and there has been good improvement in reading since the last inspection. The co-ordinator has identified how writing can be developed through encouraging pupils to write more. This teaching of extended writing is well under way. A second aim, to encourage writing by its use in other subjects, is being less well achieved at present. A large percentage of time is given to literacy lessons and there is correspondingly less time given to foundation subjects. ICT is used appropriately for word-processing. Stronger identified links between English and other subjects could help to address the imbalance. The co-ordinator works with pupils who have special educational needs and with the higher attaining pupils from reception, and so a range of pupils are given extra teaching help. The assessment of pupils' progress is good. Records include a tracking system showing how well individuals are progressing in reading and writing as they move through the school. A tracking system for speaking and listening is being prepared. Both boys and girls are achieving well and the subject makes a very good contribution to their social and cultural development. There are planned opportunities for drama and theatre workshops and writers have visited the school.

MATHEMATICS

74. National test results since the last inspection, and especially over the last two years, show a good improvement in the numbers of pupils both meeting and exceeding the expected standards at the end of Year 2. In 2002, test results show that standards were well above average compared with schools nationally and above average when compared to similar schools. Lesson observations, scrutiny of current and past work and discussions with pupils indicate that standards are above average by the end of Year 2. This represents satisfactory improvement since the last inspection when standards were also judged to be above average. The reason why standards are not well above average is that a number of pupils in the current Year 2 are not being sufficiently challenged to attain the higher levels of which they are capable. The school is aware of this and intends to target these pupils during the school year.
75. Overall, however, most pupils achieve well in relation to their previous attainment and some are achieving very well. Inspection evidence confirms that there is no significant difference in standards of attainment, progress and achievement between the performance of boys and girls. Pupils with special educational needs achieve well across the school. This good achievement is the result of a number of factors, all of which have had a positive impact on standards. The introduction of the National Numeracy Strategy has been successful and it is being used well to meet the pupils' needs. The training for teachers in the use of the strategy has been effective and, as a result, the quality of teaching is good. There is an increasing emphasis on the monitoring of teaching and learning and there is good analysis of the pupils' test results. Assessment procedures are developing well and enabling teachers to provide additional support for targeted groups of pupils. A final factor, which has a significant impact on the raising of standards, is the positive attitudes of the pupils towards the subject. The vast majority of the pupils enjoy the mathematics lessons, as a result of the wide range of appropriate mathematical games and fun activities that teachers use to engage pupils with numbers, patterns and shapes.
76. In Year 2, pupils' work demonstrates that they achieve well over time. Many of the pupils are already attaining the expected end-of-year level while others are capable of reaching above average test results. They have a good understanding of number and are able to perform a range of calculations, including jumps of ten. Many have a good understanding of place value relating to tens and units and work with numbers up to one hundred. Higher attaining pupils have a good knowledge of the three, four and five times tables and can use coins confidently. They solve multiplication problems and complete tasks in set times in order to speed up the mental recall of number facts. They carry out various surveys and collect data in tally charts presenting their findings in pictograms. They sort and sequence numbers, measure length, mass and identify common two and three-dimensional shapes confidently.

77. In Year 1, pupils' books show how well they have achieved over the year. During the inspection, pupils were working with two-digit numbers, ordering them accurately, finding missing numbers in a sequence and recognising odd from even. Most pupils can count in tens up to 100, and they recognise two-dimensional shapes like squares, rectangles, triangles and circles. Lower attaining pupils work with numbers up to ten while others are provided with more challenging activities with numbers up to 20 or one hundred. Due to the good levels of support, lower attaining pupils and those with special educational needs are successful in their mathematics lessons.
78. Teaching in the subject throughout the school is good. There are several examples of very good teaching in Years 1 and 2. In the very good lessons, there were brisk mental mathematics sessions at the start, which promoted pupils' thinking very well, a range of stimulating activities, work that precisely matched the emergent learning needs of the pupils, very effective classroom management and very productive working relationships with the classroom assistants. Teachers know their pupils well because of the assessment information that they have gathered. The information is increasingly being used soundly to target particular pupils so that those pupils can improve their attainment. The teachers' management of pupils is good and this means that pupils have a clear idea of what is expected of them. Relationships between pupils and their teachers are very good and this creates a pleasant and purposeful working ambience in which pupils feel comfortable about learning. Teaching assistants provide good support to lower attaining pupils and those with special educational needs. This good support enables pupils to make good progress in lessons. Where the teaching, although sound, is weaker, it is due to the work being repetitive and the pace, especially of the group activities, being too slow. In one such lesson, the high attaining pupils were not sufficiently challenged and the lower attaining pupils often struggled with their activities. Also the plenary session at the end of the lesson was too short and was not used effectively to prepare pupils for the next stage in their learning.
79. The use of numeracy in the subject is satisfactory. However, there is considerable room for improvement in the way in which numeracy is applied in other subjects across the curriculum. Opportunities are often missed to reinforce mathematical vocabulary and numeracy skills in other areas of the curriculum, although one good example was seen in science.
80. The subject benefits from good co-ordination and management. The subject leader has a good understanding of the strengths and weaknesses and has identified areas for improvement in a detailed action plan. However, there is little time built into this for the co-ordinator to monitor standards effectively. The results of the national tests for seven-year-olds are thoroughly analysed to check for any areas where the school could do better and for any possibility that a particular group is performing better or worse than any other. The embryonic assessment procedures are good and specific groups of pupils are targeted in order to improve standards. However, the use of assessment information to inform teachers' daily planning and set challenging work to suit the needs of the different groups of pupils in each class, particularly the higher attaining pupils, is at an early stage of development. The use of ICT in mathematics lessons is unsatisfactory at present. There has been satisfactory improvement in mathematics since the last inspection, and standards have remained about the same. However, there have been significant improvements in the development of the policy, the quality of teaching, schemes of work and in assessment procedures.

SCIENCE

81. Pupils achieve well and, at the end of Year 2, standards of attainment in science are above average. These inspection findings are supported by the results of teacher assessments in 2002 for pupils at the end of Year 2. Pupils with special educational needs in Year 1 make good progress due to good support from teaching assistants and work that is matched well to their prior attainment. In Year 2, there is limited support from teaching assistants and, on occasions, the needs of pupils with lower prior attainment are not met so well in teachers' planning. Boys and girls achieve similarly.
82. By the end of Year 2, pupils are developing good skills of scientific enquiry. With adult support, pupils in Year 1 make predictions of what they think may happen; for example, on which surface will a toy car travel the farthest down a slope or does a smaller object require a smaller force to move it? They make suggestions about how to find things out to answer questions and make careful observations of what happens, and compare their predictions with the results. Additionally in Year 2, pupils collect data using simple measurements and record their observations simply in a chart to answer the question posed. For example, which material will stretch the most? They have a secure understanding about what makes a fair test. Scrutiny of pupils' work shows that pupils have a good knowledge and understanding for their ages of life processes and living things, materials and their properties, and physical processes.
83. The quality of teaching and learning across Years 1 and 2 is good overall, but varies from unsatisfactory to very good. Teachers have a good knowledge and understanding of science and use the correct scientific language with pupils, which they, in turn, learn to use accurately. For example, in Years 1 and 2, pupils used correctly the terms 'friction, push, pull, predict' and 'fair test'. Teachers teach the basic skills satisfactorily; they give pupils many opportunities to develop their speaking and listening skills within lessons. For example, teachers make good use of the final part of the lesson to review what has been learned in relation to the learning objective and pupils report back on their investigations and results. While teachers introduce technical vocabulary orally, they rarely reinforce the words visually for pupils to read or spell the words and do not provide pupils with word banks of scientific vocabulary used in the lesson. Sometimes in Year 2, the presentation of work in books is poor and pupils are not always taught to improve this aspect of their written recording. Basic skills in numeracy are taught well within the subject; for example, in a Year 2 class when the teacher reminded pupils of the need to start measuring from zero on the ruler to ensure an accurate result. Teachers plan their lessons satisfactorily; planning is better in Year 1 where teachers provide work that matches pupils' needs and teaching assistants are deployed well to support a group, often those with learning difficulties. In Year 2, where support from teaching assistants is not always available, the match of work to groups of pupils with differing prior attainment does not always meet their needs. In the unsatisfactory teaching this was a weakness, as the work set was at too high a level and too complex for many pupils to understand.
84. Teachers manage their classes very well and expect pupils to work hard, behave well and succeed, and they provide a high proportion of practical investigative work for pupils. Due to these strengths in the teaching, pupils across the school have very good attitudes to science, make good progress in lessons, try to succeed, sustain concentration, behave well and undertake practical activities independently. In the very good teaching in Year 1, the strengths were in the teacher's very effective questioning skills that probed pupils' understanding and set challenges for the higher attaining pupils, and in the clear, structured steps in which the lesson proceeded so that pupils' skills, knowledge and understanding were built progressively through the lesson. While teachers use their resources effectively, particularly the teaching assistants, they do not use ICT sufficiently for science. Marking of science work is limited to ticks and praise with rare evaluative comments to help pupils to improve their work.
85. The curriculum for science has good breadth, balance and relevance with a good improved emphasis on scientific enquiry since the previous inspection. This emphasis has provided good opportunities for pupils' spiritual development when teachers value pupils' questions, thoughts and ideas and when they encourage pupils to ask and answer 'why?'. It also promotes pupils' social

development well when pupils work in groups co-operatively to explore ideas and to decide on a way to undertake an investigation.

86. The science co-ordinator provides good leadership in the subject. She plans the curriculum for each year group and gives helpful guidance, such as the 'investigation trains', to assist her colleagues to frame suitable questions to structure scientific enquiry. She provides good resources that are well organised and accessible from the budget that she manages. The headteacher has led the development of the school grounds, which are now a good resource for the teaching of science. The co-ordinator has been instrumental in ensuring good improvement since the last inspection. Pupils' attainment has improved from average to above average; their achievement to good from overall satisfactory, and unsatisfactory in scientific enquiry. Teaching and learning have improved from satisfactory to good and a key issue, to increase the investigative aspects of the subject and develop pupils' skills of enquiry, has been addressed fully. The co-ordinator is aware of the unsatisfactory assessment procedures in the subject and has identified these in her action plan for this year. While she uses her non-contact time to work alongside colleagues to monitor the teaching of the subject, she needs further training and experience in undertaking lesson observations and reporting back to colleagues, in interpreting performance data on science to identify strengths and weaknesses in the school's results and in using her analysis to overcome any weaknesses in pupils' learning to improve standards further.

ART AND DESIGN

87. It was possible to see only two art and design lessons during the inspection, one in Year 1 and one in Year 2. Judgements are made based on these lessons and from a study of work on display and in books and photographs of previous work. Standards in art and design are above the average for pupils by the end of Year 2. Pupils, including those who have special educational needs, make good progress; successfully increasing their knowledge of art and design techniques and their skills in using them. Both boys and girls achieve well. This is an improvement since the last inspection. The improvement has come about because there is now a better balance between learning skills and using them in a creative way with a broad range of materials.
88. Pupils in both year groups work confidently with poster paints and watercolours, selecting and mixing them carefully as they paint figures, favourite story characters and African style designs. They contribute to a group picture of 'What's the Time, Mr Wolf?'. They work creatively with paper, card, clay and natural materials such as twigs, leaves and seeds. With these materials they have produced imaginative and attractive designs and have also contributed their clay and card houses to a large picture of the Fire of London. Pupils work confidently when drawing with pencils, as when they produce pictures of Horley and the close observation studies of African artefacts. In their work, pupils often show a sureness of line and an eye for detail. They make good use of their knowledge of computer programs as they produce and print colourful pictures. In a link with mathematics and design and technology, pupils have cut and curled paper, successfully building it into structures. Pupils learn about the work of other artists, such as Paul Geraghty.
89. Too few class lessons were seen to judge the quality of teaching across the school. However, the quality of work on display, the samples of work kept and the quality of the lessons seen show that teachers have good expectations of their pupils, teach the skills carefully and provide pupils in both age groups with interesting experiences where they can make choices and be creative. Pupils respond well. They evidently enjoy their work in art and design and approach it with pleasure. Teachers value the work their pupils have produced, display it attractively in classrooms and around the school and enhance the school environment. The subject contributes well to pupils' social and cultural development.
90. The subject is well managed by the new co-ordinator, but she does not have time to monitor the teaching of art and design. She ensures that the school is well resourced, that there are attractive and stimulating displays of work in the more public areas of the school, such as the entrance hall and corridors, and that the plans of work include activities that challenge the higher attaining pupils. In her short time in the school, she has begun to address the confused understanding of

the differences between art and design, and design and technology, and the curricular imbalance between these two subjects.

DESIGN AND TECHNOLOGY

91. Since the last inspection five years ago, improvement in design and technology has been unsatisfactory. A new, very well qualified co-ordinator was appointed in September 2002 and she has made a significant difference in one term, but has not had sufficient time to implement her way forward fully. She undertook an audit of the subject during her first term and from the responses to a questionnaire given to all teachers, she found that there was a weakness in teachers' expertise and confidence in teaching the subject. She also identified confusion in teachers' understanding of design and technology and art and design, and between cookery and food technology. Before September 2002, the subject was only taught for one day per term, consequently, the limited time given to the subject meant that the requirements of the National Curriculum could not have been met. There is insufficient evidence to make a judgement on the teaching of the subject as no lessons were taught during the inspection and limited evidence of pupils' work was seen in display and in photographs in the co-ordinator's file.
92. The new co-ordinator, who also co-ordinates art and design, leads the subject well and has begun to speed up the improvement in the subject during her first term in post. Since her audit, she has completed the medium-term planning for Years 1 and 2, and has ensured that the requirements of the National Curriculum are now met. She has addressed teachers' confusion between the two subjects that she manages and is trying to ensure a more equitable balance of time on each subject. As pupils in Year 2 did not receive their full entitlement to the curriculum when they were in Year 1, they have gaps in their skills, knowledge and understanding in the subject, consequently, their standards of attainment are below average, particularly in the design and evaluation aspects of the subject, and their achievement across Years 1 and 2 is unsatisfactory. As a result of the improvements to the curriculum made by the co-ordinator in one term, pupils in the present Year 1 are experiencing the full range of a satisfactory curriculum, which the school hopes, should have a positive effect on improving their standards. The co-ordinator has begun to increase teachers' knowledge and understanding in the subject and gives advice on the teaching of it. She has audited resources and there are adequate resources to match the planning for this term's work. She plans to use her budget to ensure that resources match the future content of work. She has not yet had time to set up effective procedures for teachers to assess the subject or to monitor teaching.

GEOGRAPHY

93. Observation of lessons, evaluations of teachers' planning and pupils' work, and discussions with pupils and staff indicate that most pupils are on course to reach standards that are average by the end of Year 2. Most pupils, including those with special educational needs, achieve soundly in relation to their prior attainment as they move through the school. There are no differences between the attainment of boys and girls. Standards have been maintained since the last inspection.
94. Pupils in Years 1 and 2 study local, national and world maps and mark on them significant places. They learn about their local community and talk enthusiastically about various features. They also learn about life in distant and different communities like Bhola Island, and undertake quite detailed comparative studies of homes and schools. There is evidence throughout the school to indicate that pupils have also studied aspects of African and Japanese cultures. The subject has clearly made a sound contribution to the pupils' cultural development. Simple work on landscapes ensures that they learn geographical words for features like 'river, mountain, field' and 'island'.
95. Little teaching was seen during the inspection. Overall, however, it was of a satisfactory nature. Teachers have good knowledge and understanding of the subject and they often link the work to other subjects well. For example, pupils used drawing and art skills when comparing Bhola Island with their own homes. Resources in lessons are well organised and appropriate for the tasks. Good questioning was used to enable the pupils to develop their exploration of land use and their

skills in comparative geography. There are too few opportunities, however, for pupils to develop their skills in writing in the subject.

96. The curriculum meets statutory requirements, but the planning does not always ensure progression in pupils' learning. This is because work is sometimes duplicated in Years 1 and 2 and geographical skills are not taught progressively. The new and enthusiastic co-ordinator has undertaken an assessment of the subject's strengths and weaknesses and plans a review of the curriculum in collaboration with the history co-ordinator to reconsider progression in the units of work in the subject. The co-ordinator also recognises the need to develop a rigorous system of assessment in the subject. At present, the co-ordinator does not have sufficient time to monitor teaching in the subject. Resources for the subject are generally unsatisfactory; there is a dearth of reference books, geographical texts and appropriate ICT materials. There has been satisfactory improvement in geography since the last inspection.

HISTORY

97. Standards are average by the end of Year 2. This is similar to the picture at the time of the last inspection. There is a broad and relevant curriculum and pupils' written work shows some depth and evidence of their own work. The subject, however, reveals some deficiencies that are affecting the school's ability to raise standards further. Less emphasis has been placed on the teaching of history recently due to pressures from literacy and numeracy. Also, the subject is blocked into half-termly sessions. As a consequence, progression in pupils' learning over time is not always assured. All pupils, however, achieve satisfactorily. This is due, in the main, to the determination and willingness of the staff to work appropriately as a team to ensure that the needs of all pupils, including those with special educational needs, are catered for in a consistent manner.
98. By the end of Year 2, pupils show a sound understanding of the differences between present and past. They are able to put events and objects in a chronological sequence and use everyday terms about the passage of time. Pupils show knowledge of some aspects of the past and some main events of their own lives. Written work and displays demonstrate evidence of their knowledge of differences over time studied through toys, homes, seaside holidays, the Great Fire of London, Remembrance Day and the Queen's Jubilee celebrations.
99. No lessons were observed during the inspection and there is insufficient evidence to make a judgement about the quality of teaching overall. However, the outcomes would suggest that the quality is at least satisfactory. Displays demonstrate the appropriate interest that the subject holds for staff and pupils, and pupils' work and discussions indicate that the subject is valued and enjoyed. The quality of marking is often variable, with very few clear pointers for pupils to improve their work. Overall, there are not enough opportunities for pupils to practise their writing skills in history.
100. The co-ordinator is knowledgeable and enthusiastic about the subject and committed to improving standards in history. She has identified areas for improvement in the subject, including the development of a purposeful system of assessment and recording. Due to the recent understandable emphasis on literacy and numeracy in the school, the co-ordinator has not yet had time to ensure that monitoring procedures are totally secure in the subject. She is also planning to review the curriculum in order to reconsider progression in the units of work. Resources for the subject are unsatisfactory as there is a scarcity of texts for pupils, appropriate source materials and computer software, which could be used to raise standards still further. However, the school has made satisfactory improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Judgements are based on the observation of short periods aimed at teaching ICT skills to pupils, pupils occasionally working on computers during lessons, pupils' work on display and discussions and interviews with pupils. Standards are now average at the end of Year 2. All pupils, including those with special educational needs, achieve soundly, and there are no differences between the attainment of boys and girls. Although teachers have already benefited from training in ICT, they

are continuing to develop their knowledge and skills. Standards were below average at the time of the last inspection, and too little time was spent on the subject. The school has made satisfactory improvements in ICT since that time and is now well placed to make further improvements in standards.

102. Pupils in Years 1 and 2 build appropriately on the sound introduction to computers they have received in the reception classes. They learn to enter and correct text and, in some classes, to reinforce their work in literacy; for example, by inserting full stops. Higher attaining pupils develop good independence in completing and printing work, and lower attaining pupils, including those with special educational needs, complete work well in response to particularly effective support from teaching assistants and some parents who come to help with the teaching of ICT. By the end of Year 2, most pupils can use a mouse confidently and control the pointer accurately, selecting the left-hand command button when necessary. They use a word bank to make sentences and these are printed out using different fonts and colours. Higher attaining pupils produce accurate sentences with capital letters and full stops. Lower attaining pupils sometimes make errors in spacing or the use of capital letters. Pupils have learned how to use the space bar, shift key and the return key. Higher attaining pupils are increasingly knowledgeable about the technical vocabulary because they practise using these terms regularly.
103. Although ICT makes a contribution to the application of some mathematical skills and to work in literacy, through word-processing and the attractive presentation of written work, for most of the time computers in classrooms are underused. ICT does not make a satisfactory contribution to learning in the core subjects of mathematics and science in the curriculum, therefore, does not meet the requirements of the National Curriculum. While pupils with special educational needs make sound progress due to the good support that they receive from teaching assistants as they practise skills, there is insufficient software to help teachers to meet the specific needs of these pupils in the specialist teaching that they receive. For example, computer programs that have the facility for pupils to listen to a voice reading text, a facility that aids pupils who have difficulty in reading instructions.
104. Too little teaching was seen to make definitive judgements about its quality. However, where it was seen it was satisfactory. The weakness in the school's provision is that the teaching is not reinforced with sufficient, more effective use of computers during daily lessons. Pupils are usually taught basic skills in 20-minute periods and then given opportunities to practise their skills in an additional 20-minute period. In the sessions observed, teachers were reasonably confident with what they were doing, they taught basic keyboard skills using the mouse to pupils and made sound use of adult helpers. Pupils are making improved use of computers to support their literacy work, but there are some pupils who do not have the skills necessary to make their own independent decisions about when and how to use a computer to support their learning. Overall, teachers' weekly planning in ICT is unsatisfactory, because they do not identify clear learning objectives and tasks are not always well matched to the needs of pupils.
105. Throughout the school, teachers have appropriate expectations of pupils' attitudes and behaviour. As a result, pupils show interest in their work, concentrate appropriately and enjoy discrete ICT lessons. Pupils are motivated and show a willingness and enthusiasm to succeed. They were so engrossed in their activities during the computer club during a lunchtime session that they had to be persuaded to go out for their playtime. Overall, pupils make satisfactory progress during lessons. However, not all pupils have the opportunities to develop their skills at home, and this makes the school's provision all the more important.
106. The co-ordination of the subject is satisfactory. The subject co-ordinator has used her expertise to give advice and guidance to other staff, but she has insufficient time to monitor teaching and learning effectively and to establish a system for assessment in the subject. She has a clear idea of the educational direction for the subject. All staff share her enthusiasm for the subject and commitment to further improvement. There has been satisfactory improvement since the last inspection.

MUSIC

107. Pupils, by the end of Year 2, reach standards that are above average. All pupils, including those with special educational needs, make good progress in the different aspects of music. Both boys and girls achieve well. This is an improvement since the last inspection. The improvement has come about because the subject is well taught and all elements, such as performing, composing and appraising, are included in the school's curriculum for music.
108. Pupils in Years 1 and 2 sing confidently together with good control of their voices and a sense of rhythm. They sing in two or three parts, singing in tune with others and keeping the rhythm going. They play a selection of percussion instruments with a good understanding of the pattern and shape in the music and follow basic notation as they play different patterns of sound. They play rhythmically, identify a pattern of beats from two or three on the board and compose their own. They listen carefully and identify the patterns that others have played. They sing and play confidently at one and the same time. In a link with their topic work on Africa, pupils use African instruments as part of their percussion work.
109. The teaching is good and in one lesson observed, was very good. Although the school feels that it has no specialist musician on the staff, teachers have a good knowledge of the curriculum, enjoy the subject and know how to teach it; because of this, pupils enjoy music and respond well to the activities. Teachers have good expectations of their young pupils and their lessons are well planned and proceed at a good pace. Where the teaching was very good, the teacher knew exactly what she wanted to achieve, showed very good organisation and management of pupils and resources, covered a lot in the lesson time available and pitched the work well so that pupils of all levels of musical ability experienced success. Pupils have opportunities to listen to music in assemblies and at different time of the day in class; for example, while having mid-morning refreshments or in art and design.
110. Opportunities for performing are provided in school, such as in concerts and assemblies, and further afield, in the Horley Music Festival. A recorder club is taken by one of the parents and both pupils and staff learn to play the instrument. Pupils sometimes sing for playgroups and local senior citizens. The subject makes a good contribution to pupils' social and cultural development.
111. The headteacher has oversight of the subject in the absence of a co-ordinator. She makes sure that the school is well resourced and that standards are maintained.

PHYSICAL EDUCATION

112. Although it was only possible to observe a small number of lessons in games and gymnastics, it is clear that standards are average by the end of Year 2. This was the position at the time of the previous inspection. There is no difference in attainment between boys and girls and all pupils have equal access to the programme in physical education. Over time most pupils, including those with special educational needs, achieve satisfactorily as they move through the school.
113. Pupils in Year 2 made satisfactory progress in gymnastics lessons. They explored and demonstrated simple sequences of actions with increasing precision. They balanced on various parts of the body, travelled in movements involving changes of speed and direction, and combined these into a simple repeated routine. The teachers are careful to emphasise the importance of safe practice and encourage the pupils to warm up and cool down effectively in lessons. As a consequence, most pupils acquire an appropriate understanding of the effect of exercise on their bodies and show a good awareness of safe practice. The teachers promote warm relationships, value pupils' efforts and activities during lessons and encourage the pupils' social skills productively. In response, the pupils show good attitudes to their work and behave and relate positively towards each other in lessons.
114. The quality of teaching and learning is satisfactory overall. Teachers manage the pupils' behaviour well. Work builds on previous lessons and pupils are given the opportunity to reflect on and evaluate their learning and improve their performance. In one good lesson, pupils in Years 1 and 2 were able to listen to music as they performed their dance sequences, and this improved their

overall achievement. All members of staff change appropriately for lessons, join in enthusiastically and demonstrate for pupils. The teachers use resources appropriately and make good use of the school hall. They adapt their strategies soundly to interest pupils and they use a judicious blend of praise and encouragement to support pupils' learning. However, too few opportunities are provided for pupils to extend their skills in competitive games.

115. The new co-ordinator is enthusiastic, knowledgeable and committed to raising standards in the subject. The curriculum is planned effectively to ensure appropriate breadth, balance, equal opportunity and access. It includes all the required strands. Efforts to establish high standards in the subject are restricted, however, by the insufficient time available to the co-ordinator to monitor the quality of teaching and learning, and the attainment and achievement of the pupils across the school. Facilities and resources for learning are satisfactory. There are no satisfactory assessment procedures in physical education. However, there is satisfactory improvement in the subject since the last inspection.

RELIGIOUS EDUCATION

116. By the end of Year 2, pupils reach the standards expected by the locally agreed syllabus. Both boys and girls achieve at a level expected for their age. Pupils, including those with special educational needs, achieve satisfactorily. This echoes the judgement of the last inspection.
117. Pupils show that they have a sound knowledge of stories from the Old and New Testaments and understand the message in stories like 'The Good Samaritan'. In considering the world around them, pupils learn the biblical story of the Creation and understand why God rested on the seventh day. They know that Christians follow the teaching in The Bible and that other religions have the Qur'an and the Torah. As part of their studies, they have visited local churches and, in recent years, a mosque. When considering the idea of 'belonging', pupils understand that there are many different kinds of groups; for example, family, friendship and interest groups such as clubs, as well as religious groups. Their work shows that they particularly enjoy celebrating the Christmas festival.
118. Overall the teaching is satisfactory, and some of it is good. Teachers select resources, such as religious artefacts and storybooks, which they know will interest the pupils. Pupils, for example, were fascinated to see a very large family Bible, the scroll of the Torah and to learn that people have to wash their hands before holding the Qur'an. In the best lessons, careful questioning makes pupils think and teachers ensure that there is time for discussion.
119. The curriculum is enriched by visits and visitors to the school. Members of local churches sometimes take assemblies. The subject links well with art, music, and personal and social education. ICT is well used. For example, there is a Surrey Virtual Visits web site, which allows pupils to 'visit' a place of worship, digital cameras are used to record visits and parents have shared their own expertise in using them. The subject makes a good contribution to pupils' spiritual, moral, social and cultural education.
120. The knowledgeable co-ordinator was one of the working party that produced the new locally agreed syllabus. This is now being introduced into schools. The scheme of work contains interesting ideas for activities as well as suggestions for the kind of tasks that are likely to be helpful to teachers in assessing what pupils have learned. The management of the subject is satisfactory. The co-ordinator gives a good lead by the quality of her own teaching, but does not have time to observe her colleagues taking lessons.