

INSPECTION REPORT

BUSBRIDGE INFANT SCHOOL

Godalming

LEA area: Surrey

Unique reference number: 125099

Headteacher: Alurie Dutton

Reporting inspector: Brian Espiner
30600

Dates of inspection: 11th – 14th November 2002

Inspection number: 248655

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Hambledon Road Godalming Surrey
Postcode:	GU7 1PJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Robert Houston
Date of previous inspection:	6 th – 8 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	Brian Espiner	Registered inspector	Mathematics, Science, Art, Design and Technology, Information and Communication Technology, Physical Education	Summary of the report. 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?
14324	Michael Hudson	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23385	Suzanne Gerred	Team inspector	The Foundation Stage, English, Geography, History, Music, Religious Education	
30705	Graham Stephens	Team inspector	Special Educational Needs, Equality of Opportunity	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Busbridge Infant School is a happy, mixed community school in the Surrey Town of Godalming. There are 105 pupils on roll, of whom 23 are part-time in the reception class. The other three classes are mixed-year. There are very few pupils from ethnic minorities and very few with English as an additional language. Nine pupils are on the register of special educational needs (SEN) and no pupil has a statement of SEN, both of which proportions are below the national average. Attainment on entry is about average, although it is below average in personal, social and emotional development. The number of pupils was declining until this year, but is now rising again, and should be up to its full complement of 150 in 2004, with another class planned for 2003.

HOW GOOD THE SCHOOL IS

This is a good, effective school. Standards are above average and pupils make good progress. Teaching is good, and leadership and management are very good. Because it is a small school, the cost per pupil is well above average. Nevertheless, the school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and science are well above average.
- Leadership and management are very good. The headteacher provides very clear educational direction.
- Pupils' attitudes to school are very good. They are enthusiastic, interested and involved.
- Relationships are very good, between pupils and staff and amongst pupils themselves.
- The school's provision for personal, social and health education is very good.
- The excellent range of extra-curricular activities supports and extends the curriculum very well.
- The provision for child protection and ensuring pupils' welfare is very good.
- Parents, justifiably, have very high opinions of the school. The partnership between parents and the school is very productive.
- Governors have a very good knowledge of the school's strengths and what could be improved. Financial planning is very good, supporting educational priorities very well.

What could be improved

There are no major areas that need improvement. However, the inspection team is making some minor recommendations for the school to consider. For example, the headteacher works too hard, and responsibility is not sufficiently delegated. There are also some minor omissions in the governors' information for parents, and these are statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There were six key issues for action from the last inspection, in October 1997. The school responded very well to four of these, i.e., to reduce numbers in classes; to improve collective worship and the provision for spiritual education; to improve provision for the more able; and to improve teachers' knowledge and understanding of art and music. Improvement in the other two key issues, to increase the involvement of subject leaders in monitoring their subjects, and to improve the provision for individuals at the Foundation Stage, is satisfactory. Now, there is provision at the Foundation Stage for pupils with SEN or particular gifts or talents, as there is throughout the school. Subject co-ordinators are timetabled from January 2003 to observe lessons in their subjects. Since the last inspection, standards, leadership, and teaching and learning have all improved. Improvement overall has been good, and very good in many areas.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	A	B
writing	A	C	A	A
mathematics	A	B	A	B

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

Standards now are well above average in speaking, reading, writing, mathematics and science, and above national expectations in art and singing, although not enough evidence was gathered to make a judgement on music as a whole. There was also not enough evidence to give an overall judgement in design and technology (DT) or physical education (PE). Attainment is in line with expectations in all other subjects, including the listening part of English. Standards in core subjects are improving over time. The school has targets, agreed with the local education authority (LEA), of 100 per cent of pupils reaching the expected Level 2 of the National Curriculum in English, mathematics and science. These targets are challenging, but realistic. This year, for example, twice as many pupils reached the higher Level 3 in writing compared to the national average. The progress of all pupils, including those with SEN, those with English as an additional language, and the able and talented, is good throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils like the school and their teachers.
Behaviour, in and out of classrooms	Behaviour is satisfactory. However, a small number of self-centred boys occasionally disrupt the learning of others. Some pupils find it difficult to listen without interrupting in lessons or assembly.
Personal development and relationships	Personal development is good. Pupils enjoy taking responsibility. Relationships are very good.
Attendance	Attendance is well above average and punctuality is good.

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.

Teaching and learning are good in the core subjects of English, mathematics and science, in art and in singing, and in the basic skills of literacy and numeracy. No overall judgement could be made in DT, PE or music. Teaching and learning are satisfactory in other subjects. No lesson observed during the inspection was unsatisfactory. The pace of lessons is generally good, and almost all pupils work hard almost all the time. Teachers take account of the educational needs of groups and individuals well in

core subjects, but only satisfactorily in the other subjects. Learning support assistants (LSAs) are used well in a real partnership with teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has a satisfactory breadth and balance, and it is supported and extended by an excellent range of visits, visitors and clubs. All statutory requirements are met.
Provision for pupils with special educational needs	This is good, although learning support assistants (LSAs) are not involved in the initial drawing up of individual education plans (IEPs).
Provision for pupils with English as an additional language (EAL)	This is good, and the school is well supported by experts from the LEA. Most pupils who are formally categorised as using EAL are indistinguishable from native speakers in their command of English.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	This is good overall. The provision for cultural development is satisfactory, and for spiritual, moral and social development it is good. The school plans to enhance the already satisfactory provision for teaching pupils about our multi-cultural society by visits to the centres of worship of people in ethnic minorities.
How well the school cares for its pupils	Welfare provision is very good. Assessment procedures are also good in core subjects, although assessment is used only satisfactorily to guide curricular planning in non-core subjects.

The school works very well in partnership with parents, giving them good information on how their children are getting on. Parents are very involved in the work of the school, and the impact of this is very good. As well as very good general parental help with trips and fundraising, 14 parents regularly help in class, and others help on a weekly basis with clubs. The school's links with parents are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an excellent leader and a good manager. She is ably supported by the competent and hard-working deputy headteacher and subject co-ordinators.
How well the governors fulfil their responsibilities	Governors play a very effective role in shaping the direction of the school. They are dedicated, selfless and hard working.
The school's evaluation of its performance	This is very good. The school analyses its results very well and takes effective action to improve.
The strategic use of resources	The governors' finance committee is astute and prudent. The budget is firmly tied to the school improvement plan, and the principles of best value – competition, comparison, consultation and challenge – are adhered to very well. All large items of expenditure are put out to tender.

Staffing, accommodation and learning resources are all good. LSAs play a key part in pupils' learning, in a very good partnership with teachers. The grounds are very attractive and are used well – in the case of the gardening club, to the extent that the school is the proud holder of the 'Godalming in Bloom' (schools' section) award. The new library, very well crafted by local joiners, is well stocked and used quite extensively by pupils, who really enjoy learning in it.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Parents feel comfortable about approaching the school with questions or a problem. • Children like school. • The school works closely with parents. • The school provides a range of interesting activities outside lessons. • Behaviour in the school is good. • Children get the right amount of work to do at home. • The teaching is good. • Children make good progress at school. • The school is helping children become mature and responsible. • The school expects children to work hard and achieve their best. • Parents are kept well informed about how their children are getting on. 	<p>There are no areas that a substantial number of parents would like to see improved.</p>

The inspection team is happy to agree with almost all the positive views of parents, although behaviour is satisfactory rather than good. All the points in the left-hand box had over 90 per cent agreement in the parents' questionnaire, a very high proportion nationally. The almost 80 per cent response to the parents' questionnaire was also unusually high. Parents were very positive in the meeting with the registered inspector and in letters to the team. They are to be congratulated on the way that they support the school and their children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests and tasks for Year 2 pupils, standards were well above the national average in reading, writing and mathematics. Compared with those of similar schools, standards were above average in reading and mathematics, and well above average in writing. Only one pupil did not achieve the expected Level 2 of the National Curriculum in only one subject, mathematics. The proportions reaching Level 2 in reading, writing and science puts the school in the top five per cent. There are no national tests in science for Year 2 pupils, but teachers' assessment shows that standards here were well above average. The proportions reaching the higher Level 3 were above average in reading and well above average in writing, mathematics and science. Inspection evidence confirms test results and teachers' assessment, with standards in core subjects now being generally well above average. There is no obvious difference in the attainment of girls and boys, or in pupils of ethnic minorities or with EAL.
2. Standards in speaking are well above average. Pupils are articulate, with a good vocabulary, and they speak confidently. This is helped by always being encouraged to give their opinions, and they know that these opinions are valued. For example, after a whole-school assembly, a large group of pupils wanted to talk to the headteacher about what they had just experienced – so many, indeed, that she had to invite several to come and talk to her at lunchtime so that they were not missing all of their morning playtime. There is also a good concentration in lessons on developing vocabularies associated with the different subjects. Pupils find it more difficult to listen than to speak, and standards here are average. With a few boys, this results in calling out inappropriately, and teachers work hard to overcome this.
3. All pupils read with expression by the time they reach Year 2. Most pupils enjoy reading, and use their good knowledge of letter sounds to tackle unfamiliar words confidently. They read accurately and with understanding. More-able pupils read non-fiction and poetry accurately and fluently. A high proportion of pupils write very well. They are accurate, with a very good knowledge of punctuation and grammar. Pupils use expressive adjectives and adverbs very well. They use dedicated word-processors very well to present their work. Handwriting is very good in handwriting books, but less good, although still satisfactory, when they are writing freely
4. Standards in mathematics, particularly in number, are well above average. All Year 2 pupils can add and subtract to 10, and many to twenty. Most understand the place value of tens and units, and the more able understand and work with hundreds, ten and units. More-able pupils handle money up to £5, and work out change. Pupils are starting to understand fractions. They work with tallies, can describe simple two- and three-dimensional objects, and use simple Venn and Carroll diagrams. They measure length in centimetres, and higher attainers measure capacity in litres and millilitres. Standards in mental mathematics are good, with pupils starting to use strategies to make the subject easier. Fewer mathematical investigations were seen than is usual in a school with such high attainment.
5. Standards in science are well above average. The school's correct emphasis on experimental and investigative science ensures that standards in this area are above average. Pupils know basic plant parts and understand the need for light, water and soil

for growth. They know that different animals and plants require different habitats. They understand the dangers of electricity and taking medicine that has not been prescribed for them. Pupils have started to separate man-made materials from natural ones, and to understand the reversible nature of some changes, such as freezing water. They understand about pull/push forces, and the more able understand how a balloon rocket works.

6. Standards in art are above expectations. Pupils work in a variety of media, including clay, fabric and other collage material, as well as drawing and colouring in several ways and using an art program on a computer. They produce especially good large, communal works. In music, not enough was seen to make a judgement overall, but pupils sing sweetly and largely in tune, with appropriate volume and emphasis, and singing standards are above expectations, with some songs rendered as rounds. In the last inspection, standards in art and music were in line with expectations, but with teachers' knowledge and understanding unsatisfactory, so the school has made very good progress here.
7. As DT was not being taught at the time of the inspection, and pupils take their work home, there was virtually none to be seen. However, photographic evidence and school records showed that pupils are reaching the expected level in 'making', although there was not enough evidence to make a judgement on the designing, reviewing and skills progression parts of the subject. Similarly, not enough PE was observed to make an overall judgement, although what was observed was of a satisfactory, and sometimes good, standard.
8. In other subjects, standards are in line with expectations. In geography, pupils draw simple maps of the local area and can identify the countries of the United Kingdom. They know where London is, and that it is the capital. In history, pupils are aware of the passage of time and know about some famous historical figures such as Horatio Nelson and Florence Nightingale. In ICT, they make good use of dedicated word-processors, and confidently use, and enjoy using, a digital camera, CD-ROMS, e-mail, and the world-wide web. In RE, they understand the significance to Christians of Christmas and Easter, and know some bible stories. They also know that Moslems worship in Mosques and Jewish people in Synagogues, and are beginning to understand some of the key features of Islam and Judaism.
9. Children enter the school with standards that are about what would normally be expected of four-year-olds, except in social, personal and emotional development, where standards are below the average for Surrey. They leave the school with standards that are generally above expectations in academic areas, and sometimes well above. All pupils, including those with SEN and those who are able and talented, as well as the few with English as an additional language, make good progress throughout the school. Almost all pupils with SEN reach the expected Level 2 of the National Curriculum, and able pupils reach the higher Level 3. Talented pupils are identified and extended. For example, Southampton Football Club coaches talented footballers, and budding grand masters are extended by the chess club. Those with a musical talent are encouraged to perform for the rest of the school, and those identified as artistically talented are extended in the tasks they are set. School records and tracking show that pupils with EAL make as much progress as their peers. These are all examples of the school's good considerations of educational inclusion.
10. The school agrees targets with the LEA for those reaching the expected level in core subjects. All pupils are expected to do this, so the targets could not be any more challenging. However, they are realistic, as shown by this year's test and task results.

Pupils' attitudes, values and personal development

11. Since the last inspection pupils' attitudes have improved and they are now very good. Pupils are very happy to learn and settle quickly into lessons. They respond eagerly to challenge, sustain interest and enthusiasm. Most, but not all, remain fully attentive in classes and assemblies. Pupils are very well motivated, show a high degree of commitment and stay closely focused on the tasks they are given. They enjoy learning activities such as fitting torch batteries in a Year 1/2 science lesson. Pupils work very effectively both on their own as in numeracy exercises, and in group activities like tidying equipment after use. They take pride in their efforts and are keen to share their pleasure in achievement. Pupils offer constructive ideas and most listen to what others have to say. Their contributions to discussions are often thoughtful and imaginative, considering the significance of prayer in a Year 1/2 RE lesson being an example. Parents confirm that their children like school and work hard. Pupils' very positive attitudes substantially enhance their learning.
12. Pupils' behaviour is satisfactory, having been good at the time of the last inspection. There are no exclusions and parents are happy with the standards achieved. Pupils understand school and class rules and the vast majority comply with them satisfactorily. The atmosphere within the school is calm, orderly and purposeful, and pupils use corridors and cloakrooms responsibly. Pupils are developing self-discipline and most respond willingly to what is expected of them. They have respect for property such as computers and library books. In lessons and assemblies most pupils remain engaged and well behaved, but some boys can become distracted and fidgety. At playtimes and around the school pupils behave well. At lunch they are nicely mannered and friendly, making it an enjoyable social occasion. They are polite and pleasantly inquisitive with visitors. During the inspection there were no signs of abuse, harassment or aggression. Pupils' satisfactory behaviour helps their attainment and learning.
13. Pupils' personal development is good. Most pupils are self-assured and have personal esteem, and older pupils organise themselves effectively. Those who lack confidence or are socially insecure benefit from the advice and support they receive from staff. From the time of entering the school pupils are encouraged to show initiative and make choices, for instance from the range of free-play activities in Reception. Some opportunities for independent work continue thereafter, topic research being an example. Pupils enjoy responsibility and carry out the duties they are given with enthusiasm and pride. Classroom tasks develop pupils' self-esteem, while whole-school tasks enhance their corporate commitment and make them "feel important". Discussions of issues like bullying and litter-control improve pupils' social awareness. They appreciate the purpose of charities, benefit from visits and local events and have a growing sense of citizenship. Almost all pupils noticeably mature as they progress through the school.
14. Relationships have improved since the last inspection and are now very good and a strong feature of the school. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and readily confide in them when they are upset or worried. Relationships within peer groups are very positive and friendly, and those from different social backgrounds interact easily. There are many constructive and harmonious relationships. Pupils understand feelings and have respect for different values and beliefs. They are caring and considerate when others are hurt. If pupils feel isolated during playtime and use the "friendship bench" they are quickly invited to join in the play of other pupils. During play activities boys and girls cooperate happily and at lunch

pupils voluntarily sit together at mixed tables. All relationships are enhanced during visits and extra-curricular activities.

15. Pupils with SEN are fully integrated into the school community. They respond well to the adults that support them and give of their best. Very good support was observed on the playground as all of the mid-day supervisors are also LSAs and therefore know the pupils and their needs very well indeed. The behaviour of these pupils is good overall and they are developing positive attitudes to their learning. There is good support and advice from the LEA pupil support service. Praise in small-group work is used very effectively to raise pupils' self-esteem.
16. Attendance is very good and a strength of the school. In the last school year, albeit slightly lower than at the time of the last inspection, attendance was still well above the national average. Unauthorised absence in the same year was in line with the national average. Punctuality is good and lessons start on time. Registration is prompt and efficient; pupils answer politely and there is an orderly start to the daily sessions. Pupils' very good attendance and good punctuality have a very positive impact on their learning.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching and learning are good throughout the school. This judgement is based not only on observation of lessons, but also on standards achieved and the progress of pupils over time. In order for pupils to maintain good progress, teaching and learning must also be good. During the inspection, of the 23 lessons observed, eleven (48 per cent) were satisfactory, seven (30 per cent) were good, and five (22 per cent) were very good. Although teaching and learning were often good or very good, this is only a satisfactory profile. However, it is more complicated than this. Teaching and learning in the core subjects of English, mathematics and science are good, and standards are well above average. Standards in most non-core subjects are in line with expectations, so teaching and learning here must be satisfactory rather than good. During the inspection, most observed lessons were not in the core subjects (fourteen against nine), so this fits in with the team's conclusions from the analysis of pupils' work and the school's results. No unsatisfactory lessons were seen. In the last inspection, 17.5 per cent of lessons (over 1 lesson in 6) were unsatisfactory, so teaching and learning have improved significantly since then.
18. At the Foundation Stage, although there is some variation in skills between the two classes, teaching and learning are good overall. Teaching is good because lessons are well organised and evaluated. There is also a good deployment of LSAs, who effectively reinforce teaching points and provide good support in whole-class, group and individual activities. Where teaching is very good, there are very high expectations about behaviour and about what the children will be able to do. These ensure a calm, happy working atmosphere, and learning goals are achieved successfully. Teachers make good assessments about children's attainment and progress and use this information to plan future work. They take good account of the different needs of individuals and groups in English and mathematics, and children are given a good level of individual attention, which is especially beneficial to the small number of children with SEN. The teaching assistants' care and commitment to young children is evident in their dealings with them.
19. At Key Stage 1, teaching and learning are good in the core subjects, and the basic skills of literacy and numeracy are taught well. Because standards in art and singing are above expectations, it can be concluded that teaching and learning are good here as well. No judgement could be made in the rest of music and most parts of DT or PE. In

the 'making' part of DT, and in geography, history, ICT and RE, teaching and learning are satisfactory.

20. Lesson observation and teachers' planning show that teachers match work effectively to individual and group needs in the core subjects. They often either plan with, or seek the advice of, the LSAs when planning to meet the needs of the pupils with SEN. These often receive very good additional support from either the teacher or LSA during lessons. A very good range of SEN resources is used well to motivate and interest the pupils. The LSAs are very skilled and establish good relationships with SEN pupils. They are very well briefed by teaching staff. Questioning by class teachers and LSAs included SEN pupils well in the lessons observed. The result of this good provision is that virtually all pupils with SEN achieve the nationally expected level in Year 2. Teachers also plan well for the more able, and challenge them to do as well as they can. The result of this is the high proportion of pupils reaching the higher Level 3 of the National Curriculum in the core subjects. However, individual needs are met less well in non-core subjects, and quite often all pupils are required to do the same work, with differences in ability catered for only by different amounts of adult support, different resources, or 'outcome', i.e., by what individuals achieve in the lesson. Learning in these subjects and progress over time is, however, satisfactory. In wanting progress here to be good, the headteacher is reorganising the curriculum to place more emphasis on learning in non-core subjects.
21. Teachers have a good knowledge and understanding of the National Curriculum. They incorporate the teaching of literacy and numeracy into other subjects well, and the school plans to do this even better. History, geography and RE are used to support literacy. Numeracy is supported in science and DT. Lesson planning pro-formas have a space for any vocabulary that is subject-specific, such as technical terms in mathematics or science, thus supporting learning in literacy. Teachers have high expectations of what pupils can do. As a result, pupils generally work hard, are interested and concentrate, and the productivity of most pupils is good. However, there is a small number of boys who are immature for their age, and their behaviour can occasionally disrupt learning and encourage others not to concentrate enough. Some have difficulty in listening and, even in Year 2, will respond to a question with a totally inappropriate answer. In two of the observed lessons, both at Key Stage 1, behaviour was unsatisfactory. The management of these pupils was satisfactory, and it was only this that prevented the lessons themselves from being unsatisfactory.
22. The pace of lessons is generally brisk, keeping up pupils' motivation and work-rate. LSAs are used very well in a very productive partnership. Resources are prepared and used well, promoting pupils' interest. Teachers know their pupils well, and direct questions dependent on what pupils can do. Pupils are generally happy in lessons, and enjoy learning.
23. All pupils have homework, mainly reading. The school has only just started to extend mathematics homework to more than learning multiplication tables, and there are plans for teachers to increase the emphasis on mathematical investigations this way. The school has a good new marking policy, and marking is now helpful in suggesting ways forward.
24. The good aspects of teaching and learning in the school are illustrated well by a very good Year 1 lesson in mathematics. The teacher introduced 'arrow cards' as an aid to developing ideas of place value, after a testing session on counting up to, and back from, 20, with considerations of so many more than, or less than, a given number. She demonstrated a very good knowledge and understanding of the National Numeracy

Strategy and the lesson content. Key words for the day linked very well into learning literacy skills. The teacher's planning showed clear links from the long-term to the medium-term to the lesson itself. There was obvious progression from the previous lessons, and the teacher knew exactly where each pupil was in terms of skills, knowledge and understanding, and directed her questioning accordingly. Expectations were high, of what the pupils could achieve as well as their work rate and how they should behave. Consequently, all pupils tried really hard. They responded very well to the teacher's patience and very good use of personality and voice. Class management was excellent. The obvious mutual respect resulted in pupils wanting to please, work hard and do well. The teacher's quiet enthusiasm was catching, and the result was a lesson where every pupil enjoyed their learning and made very good progress.

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

25. The quality and range of learning opportunities for children in their reception year are good and lessons are planned well to provide the six required areas of learning. Together with good teaching, these opportunities give children a strong start to their education and help them to make effective progress. Staff, who are often well supported by parents, have created a happy, secure environment in the reception class, where children quickly adapt to routines that encourage them to work well together. The teacher's initial assessments of children's attainment are used well to identify those who may require additional support and guidance in their learning. The curriculum for the Foundation Stage is in accordance with national recommendations for the Early Learning Goals. Staff in the Foundation Stage plan together as a team and share teaching strategies and resources effectively. The system for planning and organising adult-led activities is good, although not all activities, especially those chosen by children independently, have a clear enough purpose.
26. The curriculum at Key Stage 1 is broad and balanced. The curriculum policy is a useful document that makes reference to multidisciplinary enquiry, the need for pupils to have first-hand experiences and the importance of aesthetic, artistic and moral considerations when planning work. All statutory requirements are met. Time allocations are appropriate with most subjects being taught in a two-year rolling cycle appropriate to meet the needs of pupils in mixed-year classes. The National Literacy and Numeracy Strategies have been implemented successfully and pupils achieve well. Exemplar schemes from the Qualifications and Curriculum Agency are used as a basis for planning in most subjects. The school is in the process of reviewing and adapting their medium-term planning in order that it supports the recently adopted 'topic' approach to learning.
27. There is a good-quality scheme of work and policy for the teaching of personal, social and health education and citizenship. This guides teachers' planning well and also makes reference to the part ICT can play in supporting learning. Discussions with pupils indicate that they understand the importance of exercise, "it gets you fit", can discriminate between healthy and unhealthy foods "doughnuts have too much fat" and understand the importance of personal hygiene. Governors have decided not to teach sex education as such, but all pupils' questions are answered sensitively according to the circumstances in which they are asked. The governing body has adopted a useful and relevant anti-drugs policy.
28. Provision for pupils with SEN is good and they have access to a broad and balanced curriculum. Teachers work closely with experienced and well trained LSAs to ensure that these pupils' needs are met and consequently they make good progress, although

individual education plans are initially drawn up by class teachers and the SENCO without involving the LSAs. Pupils are withdrawn for additional support in small groups in English and mathematics according to need.

29. Provision for extra-curricular activities is excellent and a strength of the school. All pupils, with the support of thirty adults, have visited the Isle of Wight for the day. Pupils also have the opportunity to attend ICT, recorder, choir, gardening, football, French, chess, drama and cooking clubs. This extensive range of activities, run by staff, some parents and LSAs, adds considerably to the broad and balanced curriculum and range of experiences offered to the pupils.
30. Good links have been established with the community. Pupils walk around the local area to support work in geography; they visit the local church, most recently for a harvest festival service; they visited the local pizza parlour where they designed and made pizzas that were later cooked and delivered to the school. Key Stage 1 pupils have visited the Weald and Downland open-air museum at Singleton.
31. Links with partner institutions are very good. E-mail links have been established between pupils in Year 2 and pupils in Year 5 in the local junior school. Pupils exchange messages and Year 5 pupils visit the school to meet and work with their partners. Staff make regular visits to a large number of nursery placements before children transfer in September and January. Very good links have also been made with the local 'beacon' school where training sessions for LSAs and the new science co-ordinator have been arranged. Secondary schools send pupils to the school on work experience. The local secondary technology school offers technical support for ICT, and the technician works very well with the senior LSA, who is also the school's computer technician and runs the computing club. The school also has very good links with Kingston University, where the deputy headteacher is training as a mentor for initial teacher training students, who use the school for teaching practice.
32. The overall provision for spiritual, moral, social and cultural development is good. Staff plan to ensure that opportunities for spiritual development are provided. For example, in acts of worship pupils are given the opportunity to reflect on national events, as observed when reasons for Remembrance Sunday were explained. Staff are also encouraged by the headteacher to 'seize the moment and give pupils the opportunity to reflect on and become aware of more than is just in the classroom.' Therefore, consideration of the weather, visits and visitors to the school all broaden the pupils' range of experiences and offer opportunities for discussion and reflection. Pupils' work is valued and displayed to good effect and staff provide good role models in terms of how people should appreciate others and relate well with them.
33. The provision for moral development is good. The principles that distinguish right from wrong are promoted well from the moment pupils enter the school in the Foundation Stage. All staff are caring, setting clear boundaries and having high expectations with regard to behaviour. Reward systems exist that promote good and considerate behaviour, and pupils have been very involved in drawing up playground, dining-hall and classroom charters that detail expectations with regard to behaviour. Pupils respond well to visitors, as observed when they listened and behaved very well during a story session led by a visiting actor. Teachers also use the regular 'circle time' sessions well to encourage pupils to talk about the impact that their behaviour may have on others and how problems might be resolved.
34. Good provision is made for the promotion of pupils' social and interpersonal skills and plans to initiate a school council are in hand. Pupils are polite and relate well with each

other, mixing and playing together happily on the well-equipped playground and collaborating well in lessons. The friendship bench on the playground is used by pupils who are either lonely or want someone to play with. Pupils with SEN are very well integrated into the school community and take advantage of the many opportunities open to them. Social issues are discussed in assemblies and circle time. Pupils raise money for charities each year, thereby gaining an understanding of the needs of others and how they might help.

35. Pupils' cultural development is satisfactory. The broad curriculum ensures that the pupils experience British cultural traditions through dance, music and literature. Staff are aware of the need to take every opportunity, when planning lessons, to prepare pupils for life in a culturally diverse society. For example, the headteacher shared with the pupils, in an assembly, what it was like to share a 'Shabbat' meal with friends. Pupils sent contributions to Bosnia at harvest time and were told why they were so urgently needed. This was also linked to an explanation of why so many people are refugees and would like to live in this country. An African storyteller has visited the school, the Stomp band has performed for the pupils, and visits to synagogues and mosques are planned but have not yet taken place.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Procedures for child protection and pupils' welfare have improved since the last inspection and are now very good and another strength of the school. The school has a strong sense of responsibility, staff know pupils very well and pastoral care is a very high priority. Pupils feel safe, nurtured and secure. Procedures for accidents, illnesses and medicines are very good and sufficient staff have current first-aid qualifications. There is a purpose-related medical room and pupils have regular medical and dental checks. Pupils who bump their heads wear a red sticker to identify them to other pupils and staff. The child protection arrangements are very good. The policy is clear, the child-protection liaison officer is designated and known to staff, and good links are established with the requisite agencies.
37. Health and safety procedures are very good. Action has been taken to ensure the support pillar in the hall, mentioned in the last inspection, does not create a hazard. Health and safety and related policies are well structured and staff have a good awareness of health and safety matters. Police and fire officers talk to pupils about safety issues. Cleanliness and hygiene within the school are very good and hazardous substances are properly managed. All equipment and appliance inspections are up-to-date except for the fire alarm system, which has been arranged. The school has no emergency lighting, but fire exits are clearly marked. Risk inspections are carried out, emergency evacuations practised and security arrangements periodically reviewed.
38. Procedures for monitoring and supporting pupils' personal development are good. Circle time, during which pupils express themselves freely, is used to develop confidence and self-image, while discussions on topics such as conservation broaden their understanding of the world. Pupils with personal or social difficulties are identified and given support. However, unless these pupils have SEN, there is no formal monitoring of them as they progress through the school. To help younger pupils become self-assured and considerate they are given classroom duties like tidying books and sharpening pencils. Older pupils undertake whole-school tasks, for example as lunch and wet-play monitors, which develop their individual and collective responsibility. The school house system successfully promotes corporate endeavour. Pupils' efforts and achievements are recognised at weekly celebratory assemblies. Personal development is further enhanced during adventure training and extra-curricular activities.

39. The school's provision for pupils with English as an additional language is good. It consults fully with the local education authority's English Language Service about suitable learning programmes and the use of resources.
40. The school's procedures for monitoring and improving attendance are satisfactory. The school actively promotes good attendance and pupils' absences and punctuality are closely checked. A 'late' book is kept, and most parents observe the absence procedures and ensure their children arrive at school on time. The school contacts parents who do not follow the correct procedure. Parents are reminded in newsletters of the educational disadvantages of pupils taking holidays in term time, but there is no reference to these disadvantages or to the importance of punctuality in either the prospectus or attendance policy. The education welfare officer visits the school when required. Attendance registers are neatly and accurately maintained and meet statutory needs.
41. Procedures for monitoring and promoting good behaviour are good. The behaviour policy defines standards and expectations, and reinforces the importance of positive behaviour. It includes a balanced range of rewards and sanctions that are implemented by staff with consistency and common sense. The policy is supplemented by school and class rules, which are prominently displayed. Play activities are well supervised and good wet-weather arrangements are in place. The school's procedures for monitoring and eliminating oppressive behaviour are good and no groups or individuals are unfairly treated or disadvantaged. The multi-cultural, equal opportunities and racial equality policy is fully inclusive and the bullying statement is forthright and clear. Pupils are well aware that any signs of abuse, harassment or aggression will be dealt with firmly.
42. At the time of the last inspection the school's assessment procedures were not used consistently and did not guide planning. Since then procedures have developed and are now good. Assessment procedures for the core subjects are well established and provide a clear overview of the achievement of both individuals and different groups of pupils from the moment they enter school. Pupils' targets are assessment-driven and are amended in response to progress made. The headteacher scrutinises the outcomes of assessment and in this way makes regular judgements about the impact of teaching, especially in the core subjects of English and mathematics. Assessment procedures have been introduced for the foundation subjects more recently and these have yet to become established in terms of informing teachers about pupils' progress over time.
43. In core subjects, teachers keep good records of what children know and can do, using the information to guide their next steps in learning. Initial assessments on entry, on-going day-to-day observations and records of progress in basic skills inform teachers' judgements and enable them to plan work for different groups of children. Foundation Stage Profiles clearly identify the steps that children have achieved towards the Early learning Goals, when children transfer from reception to Key Stage 1.
44. Procedures for monitoring and supporting the academic progress of individuals, including pupils with SEN, are good in core subjects, and satisfactory in other subjects. Pupils with SEN are supported well by the LSAs. Targets for learning for this group of pupils are set out clearly in individual education plans and are reviewed termly and discussed with parents at the schools' open evenings. Individual pupil targets are set and displayed on 'target trees' in classrooms. Pupils are aware of these and can recount details of their targets. However, they have recently been set and teachers'

marking has only just started to help pupils to understand what they must do in order to achieve them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents' views of the school have improved since the last inspection and are now very good. The parents' meeting was well attended and the response to the parents' questionnaires was well above average. Opinions expressed at the meeting, through the questionnaires and during the inspection show that parents strongly support the school's provision for their children. Parental concerns from the last inspection about the lunch menu and PE changing arrangements have been satisfactorily resolved.
46. Parents say that the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm that their children enjoy school, they are becoming more responsible and mature, and their behaviour is good. Parents further affirm that they are happy with the home-school links and the information they receive on children's progress, and that they find it easy to approach staff with questions and problems. Parents support the amount of homework their children are given and are more than content with the range of school activities offered outside lessons. Evidence gained during the inspection upheld all these views except one, i.e., pupils' behaviour, which is satisfactory rather than good. But then, the question in the questionnaire gives parents only two options, i.e., behaviour is good or it is not good, so they were not asked if behaviour was satisfactory.
47. Since the last inspection the school has worked hard to improve its links with parents and these are now very good. Parents' views are regularly sought through questionnaires and when drawing up the school improvement plan. The partnership is fully inclusive and a strong feature of school life. Pupils' academic, personal and social learning are markedly enhanced.
48. The quality of information provided for parents, including that on pupils' progress, is good. Regular notices and newsletters keep parents up-to-date with school activities and forthcoming events. Curriculum workshops are held, for example on literacy and numeracy, and teachers are always willing to talk to parents after school. There is an open day to view pupils' work and two parents' evenings each year, with a third on request to discuss children's school reports, which are comprehensive and very good. These give a clear commentary on pupils' efforts and achievements by subjects as well as general remarks on their attitudes and relationships. Appropriate and realistic targets for improvement are set and pupils' and parents' comments are included. The prospectus is attractively presented, imparts useful information and meets statutory requirements. Parents know the school's complaint procedure. The governors' annual report to parents has a number of omissions and does not meet statutory requirements. These omissions were brought to the attention of the governing body during the inspection.
49. The impact of parental involvement in the work of the school has also improved since the last inspection. It is now very good and a further strength of the school. The school greatly values the part parents play in their children's education and encourages their interest in all aspects of school life. Parents respond very well and most comply willingly with their undertakings in the home-school agreement. Many assist in classes, accompany educational visits and work in their own time to improve school facilities, the Foundation Stage outdoor play area being one example, and the new large circular flowerbed another. Parents support school occasions and some take part in extra-curricular activities like the gardening, music and cookery clubs. A "bed-time story"

evening to which parents brought their children dressed for bed was wonderfully successful. Home-school reading diaries are well kept and most parents help their children with homework. The parent-teacher association is active and attracts very good support for its fund-raising and social events. The money raised is spent on important projects such as the wildlife and adventure areas.

50. Good arrangements are made for children's smooth entry to the reception classes. These include meetings for parents and a number of pre-school visits for the children to become familiar with the reception staff. There are opportunities for parents to have useful dialogue with staff at the start and end of each day. Children have reading and library books to take home and parents are suitably involved with their children's learning.
51. Class teachers are responsible, with the SENCO, for completing individual education plans for pupils with SEN, and good contacts have been established with parents. All parents of pupils with SEN are kept well informed about progress and individual education plans are reviewed every term at 'open evenings'.
52. Most parents fully understand the importance of their role in reinforcing the school's education of their children and they are very happy to contribute both to the learning process and to the life of the school. Their support enriches the school's work and greatly benefits pupils' attainment and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher is an excellent leader, and she has the full backing and support of staff, governors and parents, giving very clear educational direction. Consequently there is a genuine, shared commitment to improve, and a very good capacity to succeed. In her year at the school, the headteacher has involved parents more, built up very good relationships with partner institutions, had the library refitted to a very good standard, used other spaces in the school more constructively, and started to reorganise the curriculum so that foundation subjects are given more emphasis. Very bravely, she led the whole school and 30 adults to the Isle of Wight for the day, which provided the stimulus for some very good work throughout the school. Very importantly, she has halted the slide of falling rolls and turned the situation round to such an extent that a new class is planned for next year, and in 2004 the school will be full, with 150 pupils. The headteacher's management is good, but not as good as her leadership. She is too kind to her staff, and does too much herself rather than delegating. The headteacher

- teaches a 0.5 timetable so that Year 1 pupils in the same class as Reception children can be given more attention for literacy and numeracy (and she is very good at this)
- teaches an extra afternoon in order to release the deputy headteacher to carry out her role effectively
- sits on all five committees of the governors as well as the governing body itself and the parent-teacher association
- appraises all teachers, LSAs, the caretaker and the administrative officer
- has responsibility for the curriculum, assessment, tracking pupils' progress, SEN, ICT, DT and RE
- runs the choir and chess club.

All this is on top of running the school efficiently and taking most assemblies. Although she is eminently capable in all these areas, the headteacher works too hard.

54. Each member of staff has responsibility for more than one subject, and subject leadership is good. Co-ordinators examine teachers' plans and pupils' work and progress. One of the recommendations of the last inspection was for co-ordinators to observe lessons in their subjects. It has taken a long time for this to happen in all subjects, but co-ordinators are timetabled from January 2003 to carry it out. The competent and hard-working deputy headteacher co-ordinates planning and the use of the 14 parents who help regularly in school, and manages and mentors students, some of whom are on work experience from local secondary schools, and others who are training to be teachers.
55. There were six key issues for action in the last inspection, and the school has responded well to them overall. The school has successfully introduced the National Literacy and Numeracy Strategies, and are now planning to integrate the teaching and learning of literacy and numeracy further into other subjects. They have responded satisfactorily to government initiatives on performance management. The headteacher initially planned for the deputy headteacher to appraise LSAs, but the headteacher is the SENCO, and the new SEN code of practice says that appraisal of LSAs should be done by the SENCO. The school has applied for 'Investors In People' status. All teachers are observed as part of performance management. These lesson observations are then used in the appraisal process, which leads to targets being set which are tied to continuing professional development. This development is firmly based on the needs of the school, expressed in the school improvement plan, and on the perceived needs of the individual.
56. The leadership and management of the Foundation Stage are good. The co-ordinator works closely with the other reception class teacher and all staff are involved in planning activities and in tracking children's progress.
57. The headteacher, as SENCO, has completely reorganised the provision for pupils with SEN since her appointment. She has built on systems that ensure that pupils' progress is tracked and that action is taken to meet need as and when necessary. She liaises well with support services from the LEA and with parents, who are kept very well informed about their children's progress. The headteacher currently writes the individual education plans initially with class teachers. However, this task should include the LSAs who are responsible for ensuring that the targets they set with the class teacher and SENCO are achieved by the pupils over time.
58. Staffing matches the demands of the curriculum well. The senior LSA is highly competent, and he also does a very good job in managing playground supervision. New staff are inducted well, with the deputy headteacher acting as mentor. Initial teacher training students from Kingston University are well supported on teaching practice. Teamwork is evident everywhere throughout the school.
59. The school improvement plan is very good. It takes into account the views of pupils, staff, governors and parents, and is linked to the local education authority development plan. Action plans are detailed, timed and costed, with staff development needs and success criteria. There are good subject action plans for English, mathematics, science, ICT and RE. The action taken to meet the school's targets is very good.
60. Financial planning supports the school's educational priorities very well. Specific grants are used well for their designated purposes. The governing body's astute and prudent finance committee works very well with the hardworking and competent school administrative officer, who also appraises other secretarial staff. The day-to-day

running of the school office is efficient and unobtrusive. New technology is used well for administrative purposes, and satisfactorily in lesson preparation.

61. The governing body is very effective. Governors have a very good knowledge of the school's strengths and where it could improve. Governors are dedicated and hard working. They have responsibilities for curricular areas, observe lessons and liaise regularly and effectively with subject co-ordinators. There were some minor omissions in their information to parents this year. However, governors play a full role in shaping the direction of the school, in a strong partnership with the headteacher, staff and parents. The school's aims and values are reflected well in its work.
62. Accommodation is good. The headteacher has vision in the efficient use of space. The school grounds are very attractive, and used well in sports and science, and by other schools for sports. The new library is very inviting and used well. Some refurbishment is needed in the stand-alone classroom in order to prepare it for full use next September with the extra class. Learning resources are good, and very good for pupils with SEN. Resources are used well, in keeping with the principles of best value, which the school always adheres to very well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. There are no key issues for action. There are, however, several suggestions that the school might like to consider:-
- Continue to improve planning and assessment in foundation subjects (paragraphs 20, 42) (this is already in the school improvement plan).
 - Restructure staff responsibilities in order to reduce the headteacher's workload (paragraph 53).
 - Work with the parents of the few pupils with unsatisfactory behaviour in order to improve this (paragraphs 2, 12, 21, 89, 101).
 - Involve LSAs in the initial construction of individual education plans (paragraph 28).
 - In Reception, make the learning objectives of children during 'free play' sessions more explicit (paragraphs 25, 65).
 - Ensure that all the statutory requirements of the governing body are met (paragraphs 48, 61).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	70

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	7	11	0	0	0
Percentage	0	22	30	48	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four 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)	0	105
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	16	19	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	19	19	18
	Total	35	35	34
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (91)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	19	18	19
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	100 (94)	97 (97)	100 (94)
	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	60	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	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	1	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	0	0	0
No ethnic group recorded	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)	4.6
Number of pupils per qualified teacher	21.6
Average class size	26.25

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	298414
Total expenditure	290636
Expenditure per pupil	3229
Balance brought forward from previous year	8269
Balance carried forward to next year	7778

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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	103
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	55	38	0	0	8
Behaviour in the school is good.	65	29	0	0	6
My child gets the right amount of work to do at home.	56	38	1	1	4
The teaching is good.	71	22	1	0	5
I am kept well informed about how my child is getting on.	50	40	4	0	6
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	64	28	3	0	6
The school works closely with parents.	74	22	3	0	1
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	76	16	3	0	5
The school provides an interesting range of activities outside lessons.	76	19	1	0	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN AT THE FOUNDATION STAGE

64. Children enter the reception year in the September or January of the school year in which their fifth birthday falls. There are two classes. The autumn-born children attend full time in a class with the youngest Year 1 pupils. The youngest children attend on a part-time basis until nearer their fifth birthday. At the time of the inspection, one child was identified as having SEN. On entry to the reception year, there is variation in children's stages of development. Taking the intake as a whole, however, children's attainment is broadly average in all areas of learning except in their personal, social and emotional development and in their listening skills, both of which are below average. This judgement is confirmed by the initial assessments undertaken with these children on entry to the school.
65. A wide range of interesting and relevant learning opportunities is provided both inside and outdoors. These, together with good and sometimes very good teaching, enable children to make good progress in the reception classes. Consequently, most children are well on course to attain the nationally expected standards and a good number to exceed them in all the areas of learning by the end of the reception year. Teachers have good knowledge of the Foundation Stage curriculum and of the progressive steps needed for children to attain the nationally expected Early Learning Goals. However, in the day-to-day planning, especially for those activities that children choose independently, there is not always sufficient clarity about what children are expected to learn from them. This leads to 'free-play' sessions where it is not clear what some children are actually learning. There are good systems for assessing children's attainment and progress and satisfactory use is made of these to evaluate and revise the curriculum and in guiding children's next steps of learning from week to week. In both reception classes, the good level of personal attention provided, together with targeted support, ensures that children with SEN make the same progress as other children.

Personal, social and emotional development

66. Children are making good progress in this area and most are on course to achieve the nationally expected standards at the end of the reception year. Children are learning to share, take turns and to play co-operatively with each other. Most of them come in happily and separate from parents or carers confidently. Some do not demonstrate the independence expected for their age; for example, when they still rely on parents to hang their coats up for them. Children develop trust in adults, who are good role models, and settle quickly into routines. With the support of staff, they begin to develop an awareness of right and wrong and begin to follow their class and school rules well. Some children find it difficult to listen and to follow instructions, and they do not always behave as adults expect them to. Children learn to be independent in their personal hygiene and change independently for physical education. They know how to line up and to move confidently to the hall. In the main, children work well in a group or individually, setting about their activities with enthusiasm and with good levels of concentration for their age.
67. Although there is some variation in teachers' skills, the overall quality of teaching and learning in this area is good, helping children to develop their personal and social skills well. Teachers and support staff work well together to create happy, secure and safe environments. They have high expectations of how children should behave, which are

reinforced through positive encouragement. Adults take care to include all children in the activities so that those with SEN are able to participate fully. Adults are particularly good at encouraging children to take responsibility by providing opportunities for choice and by involving them in tidying their classrooms at the end of lessons. A very good example of this was seen when the teacher asked, "Where's my helper for the whiteboard?" Clear instructions and guidance are given to children, which help them feel secure. Praise is regularly used, which enhances children's self-esteem and prompts them to become more confident in their environment. As a result, they move to activities with increasing confidence, from an initial position of being generally below the Surrey average on entry to the school.

Communication, language and literacy

68. Most children are on target to achieve the expected national standards by the end of the reception year. A good number of children are likely to exceed them, particularly in the speaking, reading and writing aspects. Children are keen to answer questions and most are confident speakers for their age. When they start school, however, their listening skills are not so good and teachers work very hard to encourage children to listen carefully to adults and to each other. Consequently, most children learn to listen attentively to stories and respond appropriately to instructions. They are developing an interest in books, recognising that words and pictures convey meaning. Children hold books carefully, turning the pages correctly, and most tell the story from the pictures. They are beginning to recognise familiar words. They are getting to know the sounds made by letters of the alphabet and to link these to the initial letters in words. For example, children can recognise the initial sound "g" and "o" in objects as they play a memory game. They use pencils and crayons as they pretend to write, ascribing meaning to marks and beginning to form recognisable letters and words. Most hold their pencils correctly and all but the least able can write their own names independently.
69. The quality of teaching and learning is good. Teachers model language effectively, which is beneficial in developing children's vocabulary and particularly supportive of children experiencing difficulty with speech. Adults continually engage children in talk about what they are doing. For example, when children were using art materials to make models of gardens, the teacher encouraged children to talk about their choice of materials and colours. Later, when reviewing the morning's activities, she asked, "Who can write 'g' for garden?" Teachers make good use of elements of the literacy hour to develop children's enjoyment of books and knowledge of letter sounds. Early reading and writing skills are developed through a good range of contexts, including role-play. Teachers model handwriting effectively as they mark work so that children are helped to form their letters clearly in line with the school's handwriting policy. The use of a computer program reinforces a range of letter sounds. Listening to a cassette recorder helps children turn the pages of a book in the correct order and develops their listening skills further. Adult involvement in activities ensures that children concentrate on a task and reinforces new language skills. Parents contribute well to children's reading through the use of the home-school reading record.

Mathematical development

70. Children are well on course to reach the national standard for mathematics by the end of the reception year, and many will exceed it. At the time of the inspection, most children could recite numbers to 10 and back again. The most able could recite numbers beyond this. They recognized written numerals on a number line and many could write 0 to 10 independently. They counted fifteen objects into a bowl, matching

one to one. Most children recognized and named shapes such as circle, triangle and square and knew their colours well. When playing outside, they counted fir cones as they found them in the sand and beanbags as they threw them into a bucket. The most-able children arranged numbered carpet tiles from 1 to 10 in the correct order and rearranged them in a hopscotch pattern. Children recognised the number patterns on dice and matched the same number of buttons on a picture of a coat. They completed number jigsaws efficiently, matching the correct number of objects to the equivalent numeral. The most-able children could recognise a picture of up to five objects without counting them.

71. This area of learning is taught well so that children's achievement is good. In one very good lesson, the teacher ensured that there was a very good balance between adult-led and child-initiated activities. In whole-class discussion, she targeted questions specifically so that the most able were challenged well and the least able could answer at a level within their capability. All the well-prepared tabletop, floor and outside activities were organized to make effective contributions to children's mathematical development. Teaching assistants and parent helpers were deployed well and they directed children effectively in playing number games. Very high expectations of behaviour and of academic progress were evident. This resulted in good levels of concentration and intellectual effort by the children and very good learning of counting and number recognition as a consequence.

Knowledge and understanding of the world

72. By the end of the reception year, most children are likely to achieve the Early Learning Goals. They show curiosity for the world around them and readily investigate any aspect of it. Many children know where they live, for example, in Godalming, and are developing a satisfactory knowledge and understanding of the wider world. Children are developing an understanding of the seasons of the year, recognising some of the changes that happen; for example, the way that leaves change colour and fall from the trees in autumn. As they walk through the school grounds, they look at fallen leaves and begin to notice different shapes and sizes. They begin to recognize colours associated with autumn leaves such as red, yellow, orange and brown. They begin to notice the lines in leaf patterns and begin to associate these with important features that provide the leaves with "food." They are able to sort leaves according to shape and size, beginning to recognize different leaves from different trees. When using salt-dough, children use different tools confidently to cut out or mould, recognising various shapes such as butterflies. When using the computer, children operate the mouse and keyboard, controlling the shapes, numbers or letters on the screen and making increasing use of ICT to develop their knowledge and understanding in other areas of learning. They know how to operate a cassette recorder and use it confidently to listen to stories and familiar songs and rhymes.
73. Teaching and learning in this area are good. A wide range of activities is provided to support children's learning through what they see, hear, touch and experience in both the indoor and outdoor environment. Teaching builds effectively on children's natural curiosity. Teachers and teaching assistants organise activities effectively, both indoors and outside, to develop children's knowledge and understanding of the world. Good use is made of visits, within the local area and, for example, to the Isle of Wight. Visitors, such as a policeman and the local curate, are also used well to develop children's knowledge of people who work for us.

Physical development

74. Most children are on course to achieve the Early Learning Goals in this area by the time they leave the reception year. Children move with confidence both indoors and outdoors. They confidently pedal cycles and other wheeled vehicles outdoors. They use space well in the classroom and in physical education lessons in the hall. In these lessons, they move safely and keep in rhythm when carrying out actions or beating out a pattern. Most children handle paintbrushes, pencils, crayons and dough-tools with the expected skill for their age.
75. Teaching and learning in this area are good. A good range of activities is planned through music and movement and large-apparatus work in the hall. Opportunities to play imaginatively outdoors are provided through push- and pull-toys and wheeled vehicles, sand and the play house. However, there is limited opportunity to climb and balance outside. The area available for outdoor play is used satisfactorily. However, it is not always clear from planning what children are expected to learn from these activities. Teachers plan a good range of tasks to develop hand-eye co-ordination and to develop small hand movements and control of small implements. Adults effectively demonstrate how to manipulate scissors and small equipment such as crayons, pencils, scissors, glue and paintbrushes. As a result, children gain confidence and increase their control and care. In a very good observed lesson, using a recorded action song as the stimulus for learning, children's physical skills improved quickly. Children learned to clap their hands, stamp their feet, click their tongues and sing "la, la, la" and to do these in reverse order, because all instructions about how to listen and follow instructions were very clear. The teacher's questioning was very good, reflecting her high expectations, and both the teacher and LSA used praise to give children confidence and build up their self-esteem.

Creative development

76. Most children are well on course to achieve the Early Learning Goals for this area by the end of the reception year, and many are likely to exceed them. Children enjoy working with a variety of materials. They show curiosity as they explore and experiment with crayons, paint, glue, card, dough, clay, and fabric. They enjoy cutting out leaf shapes in a variety of materials to represent autumn colours. They model with salt-dough and use their imaginations in playing with sand and construction toys. They increase their levels of concentration and tackle tasks with a good degree of enjoyment and creative effort. Children recognise and name a number of musical instruments, including a drum and triangle. They join in singing familiar songs and rhymes, participating in actions and body movements. With "small world" people and in role-play areas, they play imaginatively and co-operatively with other children, entering into the roles of characters and engaging in conversations with others.
77. Teaching and learning are good throughout the reception classes. This is largely due to the provision of a wide range of both directed and free-choice opportunities, which develop children's creativity well. These opportunities are planned satisfactorily and resources are used effectively to enable children to explore and use a variety of painting, modelling, collage and printing materials, which are often linked to topics. Children are given opportunities to work on a large scale to produce paintings of themselves as well as friezes representing stories and number rhymes. Teachers set up areas, such as home-corners, shops and offices, which stimulate children's imagination and encourage role-play. Adult-led activities promote good learning of colours and develop children's visual perception and fine motor skills successfully.

ENGLISH

78. Standards in English at the end of Year 2 are well above average. This is because the percentage of pupils achieving above the national expectation is well above average and there are usually no pupils achieving below the expected standard. All pupils, including those with SEN and those who are able and talented, achieve well. This represents very good improvement since the last inspection, which found standards to be average overall.
79. At this point in Year 2, standards in speaking are well above average, but in listening they are no better than satisfactory. While most pupils listen carefully and make suitable responses, a small but significant number find it difficult to listen attentively and sometimes call out inappropriately. These pupils do not always listen to teachers or to each other as well as they should. Most pupils are confident and articulate speakers. They talk with assurance in a range of situations and express their ideas clearly and fluently in the classroom, in assemblies and in their own conversations.
80. Currently in Year 2, standards in reading are above average. This signifies good achievement and reflects good teaching of basic skills throughout Year 1 and Year 2. Most pupils enjoy books and read simple passages accurately, demonstrating understanding. They have a good grasp of letter sounds and this helps them to tackle unfamiliar words. Most pupils know how to use the school's library classification system in locating books. Even the least able pupils read with some expression. A high percentage of more-able pupils read a variety of texts, including poetry and non-fiction, both accurately and with fluency. These pupils read independently and express preferences for authors. Many pupils recognise the difference between different kinds of texts such as narrative and instructions. They correct themselves when what they read does not make sense, and they make good use of punctuation. The reorganisation of the school's books and the development of an attractive library has given added impetus to pupils' interest in books and has helped with the teaching of library skills.
81. By the age of seven, standards in writing are well above average. Some good and very good teaching is having a positive effect on pupils' learning in Years 1 and 2, enabling pupils to make very good progress. A high proportion of pupils write very well for their age. Pupils write for a variety of purposes and in different styles. In stories, such as those about dragons, pupils make good use of skills in ICT to present their work. Pupils write at a very good length for their age and reflect a good understanding of characters and setting. They use interesting vocabulary and descriptive language such as adjectives, adverbs and similes. For example, in a story based on that of St George, one pupil wrote about a "fearless knight" and described a corner of the dragon's cave as "cold, gloomy and slimy." In factual writing, such as booklets on "How to grow a bean" or in topic folders about a visit to the Isle of Wight, they set out their work neatly, and include contents and index pages.
82. At this point in the year, standards of handwriting are very good in pupils' handwriting books and pupils regularly practise forming and joining their letters correctly. However, not all pupils consistently apply the same very good standards in the course of their own writing either in English or in other subjects and this is not sufficiently identified by teachers when marking pupils' work. Whilst marking is effective in drawing pupils' attention to spelling and punctuation it is less effective in guiding pupils' handwriting.
83. Spelling was identified as a weakness at the previous inspection. This is now satisfactory, with pupils depending less on help from teachers and more on their knowledge of letter sounds and spelling patterns so that, although spelling may not always be accurate, it is usually phonetically plausible. By the age of seven, pupils have a very good knowledge of punctuation and grammar. Nearly all pupils use capital letters

and full stops accurately and most use commas, speech marks and exclamation marks appropriately.

84. Teaching is good overall. None of the lessons seen was less than good and one very good lesson was seen with the Year 1 pupils, who are withdrawn from the mixed Year 1 and Year R class. Teachers demonstrate a good knowledge of the National Literacy Strategy. They plan together and interpret its structure imaginatively so that learning is enjoyable. For example, in a week where the focus was to learn about instructional writing, in the first two lessons they read and followed two different types of instructions - to make firstly salt-dough and secondly a spiral paper snake. Pupils had to decide which type of instructions were the easiest to follow. From the practical activities, they learned that instructions needed to be clear and precise and to be written in simple, straightforward language if people were to follow them. These preliminary activities provided much enjoyment for pupils, prompting such remarks as, "Oh, this is great!" Consequently, the activities promoted good understanding for pupils when coming to write their own set of instructions.
85. Basic skills in reading and writing are taught effectively. Teachers encourage pupils to use their knowledge of letter sounds to try out spellings for themselves. They also teach pupils how to identify common spelling patterns; for example, in words that end or begin with the same sounds, or to recognise words within words such as "hat," "hen" and "here" in "what," "when" and "where." Teachers use rich and wide vocabulary to promote pupils' interest in new words. For example, when making salt-dough pupils learn that mixing the dough together with their fingers is called 'kneading' and the materials needed to make the dough are called 'ingredients'.
86. Teachers are clear about what they want pupils to learn and when planning lessons are mindful of the range of pupils' needs in the mixed-year classes. They make good use of support staff, students and parents, ensuring that these additional adults are clear about what pupils are expected to learn. Consequently, teaching assistants reinforce teaching points well and contribute effectively to the pupils' good learning.
87. Pupils with SEN are very well supported, often in small groups with a support teacher or learning assistant. Their individual needs are identified satisfactorily and plans are followed carefully. This results in good learning, and in their reaching the nationally expected level.
88. In the lesson where teaching was very good, the pace was brisk and it maintained pupils' interest. The teacher had very high expectations that resulted in pupils working very hard and co-operatively. Most significant, however, was her excellent way of dealing with pupils, and this resulted in very good behaviour and positive attitudes in an atmosphere of good, natural, mutual respect. At one point, a boy started crying, saying that he had 'a tummy-ache'. "Oh, dear", said the teacher, "Is this a hard-work tummy-ache?" "Yes", he wailed. After a cuddle and a few pointers as to what he should do, the stomach-ache disappeared and he carried on very happily with his work.
89. On the whole, pupils' behaviour is managed satisfactorily. However, a small number of pupils behave inappropriately at times, drawing attention to themselves. Dealing with these interruptions, especially in whole class discussions, slows the pace of teaching and learning, although teachers deal sufficiently firmly with them. The great majority of pupils concentrate well and settle to activities with good levels of concentration.
90. The effectiveness of the school's use of the National Literacy Strategy is good, and its structure enables teachers to respond well to the needs of all pupils. Although

opportunities are provided for pupils to write factual accounts in other subjects such as history and religious education, not enough use is made of these subjects to develop literacy skills and to draw pupils' attention to their reading and writing targets. The school is well aware of this, and has already begun to take a more integrated approach to learning through the study of topics. A very good example of this was seen in the work which pupils produced following the trip to the Isle of Wight.

91. Leadership and management of English are good. The co-ordinator, together with the headteacher, has a clear vision for the subject's development and is committed to raising standards. She has undertaken monitoring of teaching and has introduced strategies to improve spelling. The school uses a good range of procedures for checking pupils' attainment and progress in English. Tests and assessments are analysed carefully to identify strengths and weaknesses and to set targets for the school. Pupils' progress is tracked as they move through the school and individual targets have been introduced so that pupils themselves are becoming more aware of their own learning.

MATHEMATICS

92. By the time pupils leave the school, standards in mathematics are well above average, particularly in number. Almost all Year 2 pupils reach the expected Level 2 of the National Curriculum, and this year all should do this. Standards are above average in mental arithmetic, particularly in pupils' knowledge and use of mental strategies to make the subject easier. They are also above average in knowledge and understanding of shape and space, and in measurement. All pupils count forward to, and backward from, 20, and add and subtract accurately to 10. Most add and subtract successfully to 20. They are beginning to understand place value in tens and units, and more-able pupils understand it in hundreds, tens and units. Most pupils are beginning to add and subtract 10 with confidence. All pupils understand halves and quarters as proportions of lengths or areas of circles and rectangles. They can name common two- and three-dimensional shapes, and some are starting to describe these by their mathematical properties. Their knowledge of space is helped by using a programmable floor robot, which helps them to understand left and right, and the beginnings of angle measurement. Pupils measure length in centimetres and tackle problems about time and money. More-able pupils measure capacity in litres and millilitres and work with change from £5.
93. Standards in using and applying mathematics are above average. Pupils are encouraged to explain exactly how they came to a particular conclusion, and how they could have done it differently, and they do this very well. However, the inspection team saw fewer examples of mathematical investigations than usual in a school with such high mathematical attainment. The school has just started a programme of sending investigations home as part of the extended provision for mathematics homework, so that parents can enjoy working with their children in a more open-ended way. This initiative is to be commended.
94. All pupils make good progress throughout the school. The fact that almost all pupils reach Level 2 is testament to the good progress made by pupils with SEN. The more able are challenged well, and reach the higher Level 3. Pupils with English as an additional language make as good progress as their peers. Pupils are given individual targets that are regularly reviewed. A new tracking system has been introduced so that the progress of individuals can be monitored more closely.

95. Teaching and learning are good. Pupils are enthusiastic and work hard, and teachers make the lessons interesting. Many pupils said that mathematics was their favourite subject. Teachers use the National Numeracy Strategy well, with a starter in mental mathematics to make pupils more alert and receptive, and also to teach them strategies to make everything easier. Teachers plan well together. The Year 1 pupils are withdrawn from the mixed Reception / Year 1 class and taught separately, thus avoiding the problems of teaching a mixed Key Stage class and, at the same time, giving these pupils a lot of individual attention. Other individuals who need extra attention are also put in this class. The lesson seen with this group was very good, and is referred to in the 'teaching' section earlier in the report.
96. The co-ordinator, who is new to the post and the school, is competent and enthusiastic. She is planning dedicated mathematics days and introducing more varied and colourful resources. These are already good, although there is a need for more games in Reception and there is a shortage of rulers. The school has adopted the National Numeracy Strategy without losing sight of the National Curriculum. A new commercial scheme has just been introduced, and this is being used as a resource along with other published material.

SCIENCE

97. Standards in science are well above average in all areas. There is a good emphasis on enabling pupils to discover scientific facts for themselves, so standards in experimental work are good. Teachers' Assessment last year showed that attainment was in the top five per cent of schools in life processes and living things and in materials and their properties, and above average in physical processes. All pupils reached the expected Level 2 of the National Curriculum and half reached the higher Level 3. All pupils make good progress throughout the school in all areas of science.
98. By the time they leave the school, pupils know the main parts of the human body and understand about growing up; for example, what toddlers can do that babies cannot. They know that drugs should be taken only by the person who is prescribed them. The school policy is not to teach sex education as such, but questions are answered honestly and pupils learn about their bodies. They also know the main parts of plants, and what they need to grow. They understand that different plants and animals require different habitats. Pupils know that freezing water is a reversible process, and they can sort man-made materials from natural ones. They also know the difference between living and non-living things. Pupils understand the dangers of electricity, and what appliances need electricity to work. They are beginning to understand that electricity flows round a circuit, the parts necessary for a simple circuit with a bulb or motor, and the function of a switch. Pupils understand that forces are needed to cause the initial movement of an object (the beginnings of Newton's First Law of Motion), and that things can be pushed or pulled. More-able pupils understand how a balloon rocket works (the beginnings of Newton's Third Law of Motion).
99. Teaching and learning are good. Teachers have the right balance in exposition and allowing pupils to find things out for themselves in well-planned, guided activities. Planning is good across the classes, so pupils in the same year get the same experiences. This is particularly important in Year 1, as they are spread though three classes. LSAs are included in the planning process as part of a very good partnership. They provide very good support to pupils with SEN and to the more able, ensuring their good progress. Three lessons were seen at Key Stage 1, all concerned with how a torch works. In two of these, inspectors looked at the learning of Year 1 pupils, and in the other at the learning of Year 2 pupils, and the content of the lessons showed very

clearly how different years are planned for very well in the two-year cycle. There are appropriate expectations of what pupils of different ages and abilities should achieve.

100. All the lessons had a good emphasis on experimental and investigative science. Pupils had to take a torch apart and experiment with putting the batteries back in different ways, to decide what was necessary for the torch to work. They had to look at the batteries and find the '+' and '-' sign on them, and decide what was the physical difference between the two ends. For the Year 1 pupils, this was the learning objective of the lesson, and it was correctly pitched. For Year 2 pupils, this was extended into looking inside the torch and trying to find the circuit – where was the switch? – what changed inside the torch when the switch was pressed? Pupils were interested and enjoyed their learning. The correct scientific vocabulary of 'positive', 'negative' and 'pole' was emphasised in each lesson, and 'circuit' was added for Year 2 pupils, supporting literacy development.
101. In all three lessons, almost all pupils were keen to learn, although the behaviour of some Year 2 boys in one lesson was unsatisfactory. They were not doing as they were asked. At one point, when told by the teacher to stop and put everything on top of the table, they were hiding torches under the table, where the teacher could not see them, and flashing them at each other. This lesson was on the Monday of the inspection week, when pupils' behaviour was not as good in general as on the three following days. When the teacher discovered what was going on, she dealt with it satisfactorily, but their unacceptable behaviour was enough to bring the overall judgement of the lesson down from good to satisfactory. Had the teacher not dealt with the problem, the lesson itself would have been unsatisfactory.
102. The school uses the nationally recommended scheme of work and the associated suggested assessment procedures, which are obviously working well in supporting learning and telling the school what it needs to do to improve. Numeracy is supported satisfactorily in measurement and in using block- and bar-charts. ICT is used only sporadically, and is not planned to support science consistently.
103. The science co-ordinator is new to the post, and took over from the previous, very competent subject leader in a general reorganisation this year. It is too soon to make a secure judgement on her leadership. It was the last co-ordinator (the present deputy headteacher) who put in place all the procedures and planning that have secured such high standards in the subject. The present co-ordinator is committed, enthusiastic, and determined to continue the good work. She recognises the importance of science in 'knowledge and understanding of the world' at the Foundation Stage, and has the vision to ensure a smooth transition to Key Stage 1. Resources are satisfactory, although the torches presently used are too stiff in their deconstruction for the small fingers of Year 1 pupils. This has advantages in the general smooth running of the school, but is a drawback in science. There is also a lack of big books for class consideration.

ART AND DESIGN

104. Standards in art are above national expectations. One of the recommendations of the last inspection was to improve teachers' knowledge and understanding of art. The work now produced by pupils shows that this has been done very well. Classrooms have bright and encouraging displays of art in a variety of media, and the school's photographic records show work of a high standard. Year 2 pupils last year did some excellent communal work on the Willow pattern. Work inspired by the paintings of L.S.Lowry is very good. Printing inspired by William Morris is good, but is not very Morris-like. No evidence was seen on the influence of other famous artists. The

drawings of kitchen tools, displayed on the walls of one classroom, show above-average skills of drawing from observation. Photographs of drawings of daffodils show good consideration of form. However, pupils do not use sketchbooks to preserve their work and show progress over time. Clay pinch pots show standards in line with expectations for ceramic work. There are also displays of collage work using a variety of materials such as fabric and pasta, and some charming painted portraits.

105. From a consideration of the standards of work, it can be concluded that teaching and learning are good over time, although lessons seen during the inspection were satisfactory rather than good. Year 1 pupils started their lesson by looking at different patterns from various cultures, particularly Nigerian. They then chose various natural objects from the school grounds – acorn cups, different leaves – to make a frieze. Their skills were no better than satisfactory for their age, although some of the results were pleasing. The LSA was used well to give the pupils individual attention. The other two lessons, where Year 2 pupils were observed in the mixed-year provision, were set up for a circus of different experiences. The variety was good, and pupils enjoyed themselves and worked hard. Once again, LSAs were used well. Some pupils were printing with polygonal shapes, some were using cardboard viewfinders to isolate and draw parts of religious buildings, and some were working with an art program on the computers in order to make Christmas cards. All groups moved round so that eventually everybody had a chance to do every activity. There was some lack of attention with the printing, and in some cases more paint ended up on hands and arms than on the paper, and not all of this was accidental. Teachers missed an opportunity of demonstrating the correct printing techniques enough times, until pupils knew exactly how to do it properly. Nevertheless, there were a few good brick patterns. The drawing was of a better quality, with pupils concentrating well. This work fitted in well with what the pupils were doing in RE.
106. The subject is led by a competent and enthusiastic co-ordinator. Because of the judgement in the last inspection on teachers' unsatisfactory knowledge and understanding, she has attended a variety of courses. More money was devoted to the subject after the last inspection, and resources are now good. Art is used well to support cultural development, not just of the pupils' own culture, but also to illustrate the art of other cultures. For example, along with the Nigerian and other African art used as a stimulus in Year 1, Rangoli patterns are being studied and reproduced during Diwali, even though Hinduism is not part of the agreed RE syllabus.

DESIGN AND TECHNOLOGY

107. Not enough DT was seen in the inspection to be able to make a reliable judgement on overall standards or teaching and learning. No DT was taking place during the inspection, and pupils had taken home, or eaten, all the evidence. In talking to pupils, it became apparent that they are aware of the importance of the design and review process, and that they enjoy the subject, especially food technology. After examining photographic evidence of models and structures created by pupils, it is safe to say that the 'making' part of DT is at least satisfactory, and pupils produce finished work that is fit for purpose and in line with expectations. However, there was not enough evidence to make a judgement about standards in the very important 'designing' part of the DT curriculum, although teachers' plans show that statutory requirements are met. Nor was there enough evidence to make a judgement on the 'reviewing' part of the curriculum, or on the teaching of the progression of required skills.
108. There is a two-year cycle of topics to make sure that nothing is covered twice in the mixed-year classes. Different ways of fastening are considered well, including stitching.

The design process was evident only in samplers and in pictures leading to the construction of wheeled vehicles. Pupils make puppets and card people with movable joints, using paper clips. In food technology they consider fruit salads and sandwiches, tied to healthy eating principles. The headteacher, who co-ordinates the subject, is knowledgeable and enthusiastic. In her office she has one excellent example of a wheeled vehicle made by Year 2 pupils last year. Assessment is satisfactory. Pupils are assessed against government recommended statements of achievement every term. The school greatly appreciates the help of parents in DT classes.

GEOGRAPHY AND HISTORY

109. Due to the way the time-table was organised, it was not possible to observe any lessons in history or geography during the inspection. Other evidence was gathered from an examination of pupils' past and present work, teachers' planning and discussions with pupils and staff. It is evident from this that all pupils, including those with SEN, make satisfactory progress as they move through the school. At this point, standards in history and geography in Year 1 and 2 are broadly in line with national expectations for pupils of this age.
110. In geography, pupils demonstrate an awareness of localities beyond their own; for example Lulworth Cove in Dorset and the Isle of Wight. Pupils are aware of the immediate area of the school and draw simple maps, marking these with some features such as river, wood, shops, roads and the church. They can interpret a map by answering questions about different routes and find their own address on a large-scale map of Busbridge and the area around the school. They know the constituent countries of the United Kingdom and name and locate them on a map. They identify and locate London as the capital of England. Pupils have an awareness of localities beyond the United Kingdom and make a book of photographs of places they have visited with the Busbridge Bear, a toy from the school lent for this purpose.
111. At this point, pupils in Year 2 have the expected knowledge and understanding for their age of the passing of time, and a reasonable awareness of some of the changes that have taken place over time. Through looking at pictures and photographs and comparing artefacts, they identify differences in such things as toys, homes and holidays. In their drawings they successfully illustrate, for example, "Grandad on holiday", showing a man in a striped bathing costume and hat. They successfully sequence items such as teddy bears and household implements, showing an increasing understanding of the passage of time. They have a satisfactory knowledge of some famous people such as Florence Nightingale, Admiral Lord Nelson and Louis Braille. They use historical terminology such as 'old', 'new', 'oldest' and 'long ago' confidently in their work.
112. In both history and geography teachers make effective use of photographs, artefacts, maps and the local area to foster pupils' interest. Visits such as the ones to the open-air museum in Singleton and the visit to the Isle of Wight help to bring history and geography to life and provide a stimulus for follow-up activities. Pupils are well motivated as a result, and work with interest and enthusiasm, which is reflected in their beautifully presented topic folders, which also make effective contributions to literacy, numeracy and ICT skills.
113. History and geography schemes of work meet the requirements of the national curriculum. However, medium-term planning is not sufficiently detailed to ensure that work is more accurately matched to meet the needs of all pupils in mixed-year classes.

Currently, it does not ensure that older or more-able pupils are given greater challenge to enable them to achieve above the expected standard.

114. The co-ordinators for history and geography are committed to improving their subjects and have clear action plans for the development of teaching and learning. While they monitor teaching and learning by looking at pupils' work and display boards, they have not yet had the opportunity to check teaching and learning through observation of lessons. New systems for assessing pupils' knowledge and understanding have recently been introduced and should prove effective in helping teachers plan pupils' next steps of learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in ICT are in line with national expectations. The school has a number of dedicated word processors, and pupils use these with confidence and enjoyment. They change colour, font, style and size, and produce some good work; for example, in their projects on the Isle of Wight visit and in a book on dragons on show in the school library. Pupils use a digital camera, produce bar charts, and are familiar with importing icons from painting programs and changing their size. They use CD-ROMs and have access to the internet. Year 2 pupils send e-mails to former pupils who are now at junior school. Pupils also use a 'Roamer', a programmable robot, to navigate a route across the classroom floor, supporting their development in the 'shape and space' part of numeracy well. Pupils are introduced to art programs in Reception, and have good knowledge of these packages at Key Stage 1. This early introduction helps to develop their facility with and control of the 'mouse'. By the time they reach Year 2, pupils are confident in 'painting' pictures on the computer; for example, some good pictures of the Isle of Wight.
116. Progress over time is satisfactory, as are teaching and learning. No lessons in ICT were seen, but small groups of pupils were often being taught during other lessons, usually supported by LSAs or parents. Teachers have increased their knowledge, understanding and confidence since undertaking very successful government-funded training. They are greatly helped by the senior LSA, who is also the computer technician and runs the weekly computing club. He works closely with the technician who comes in half a day a week from the local secondary school that specialises in technology.
117. The headteacher is a confident and competent subject co-ordinator. She is replacing the assessment sheet, at present filled in by teachers and passed on every year, with a sheet based more firmly on the programmes of study and levels of the National Curriculum. The school uses the nationally recommended scheme of work. Resources are good in general, and the school plans to make them better by purchasing a projector that can be connected to a computer, thus making whole-class presentations easier. The teachers' use of the internet to provide materials for other subjects is limited. ICT is used well to support the learning of literacy and numeracy, but there is little evidence of its use in science.

MUSIC

118. It was not possible to observe any music lessons during the inspection. As a result, it is not possible to make firm judgements about the overall standards in Year 2 or about the quality of teaching throughout the school.

119. Standards at the last inspection were judged to be average overall. In a singing practice for Years 1 and 2 during this inspection, standards in singing were above average. Pupils sang enthusiastically, keeping in good tune and with clear diction, indicating at least satisfactory improvement since the last inspection. The session provided good opportunities for pupils to sing a range of songs in unison and to sing in rounds. There were also opportunities for some pupils to play percussion instruments such as a hand drum, castanets and a guiro, amongst others. The standard of playing was satisfactory. Music in assemblies is used satisfactorily for pupils to increase their knowledge and understanding of a range of composers and different types of music.
120. While there is no one on the staff with a particular expertise in the subject, the co-ordinator is enthusiastic and is keen to promote music and to ensure that pupils have a wide range of musical experiences. The school benefits from volunteer parents who generously give their time to play the piano to support some of the singing each week and to run recorder clubs and help run the choir. For the past three years, the school has taken part in the Godalming Music festival. This gives pupils the opportunity to work with a professional conductor and to sing in a large choir as well as to perform as a school.
121. Pupils' learning in music is enriched by experiencing live performances by a variety of performers such as the Surrey Ensemble. Earlier this year, a group of professional musicians and dancers provided exciting and stimulating musical experiences, which also led to work in other areas of the curriculum. Pupils have a satisfactory range of occasions to use their musical knowledge and talents through such events as Harvest Festival, Christingle services, concerts and class assemblies. The singing of hymns that are related to the Christian faith makes a good contribution to pupils' spiritual development.
122. At the time of the previous inspection there was no scheme of work for music. Since then, a published scheme has been purchased and this provides a satisfactory balance between performing, composing and appraising music. It provides a suitable programme of work from which teachers plan their lessons. The school has recently introduced procedures for assessing pupils' attainment and progress, and this should help teachers in planning the next steps of pupils' learning more effectively.
123. The co-ordinator has had limited opportunity to monitor teaching and the curriculum through lesson observations, which means that she does not have a clear picture of standards across the school. This part of the co-ordinator's role is planned from January next year. Resources for the subject are adequate overall and now that they are stored and displayed on shelves in the school hall, they are more accessible to staff and pupils than they were previously.

PHYSICAL EDUCATION

124. Not enough PE was seen to make an overall judgement on standards or on teaching and learning. Only two lessons were seen, and only one of these was observed for long enough to make a judgement on teaching and learning. Most Year 2 pupils are confident dancers and they can put together a sequence of steps and repeat the sequence. Overall, standards in dance are in line with expectations, but with a large variance. Attainment ranges from very good in the case of some, mainly girls, who seem to be natural choreographers, to some, mainly boys, who find it difficult to move in time to the music. Pupils were enthusiastic and well behaved in the dance lesson. Pupils' ball skills are in line with expectations, and with less variation than in dance. They throw, bounce, catch, dribble and shoot. Teaching and learning in this lesson

were satisfactory, with 60 per cent of pupils showing improvement in accuracy during the lesson in kicking a ball between markers. Good use was made of the LSA and a parent.

125. The subject is well led by a competent and enthusiastic co-ordinator. Although she is not a PE specialist, she has attended courses to improve her knowledge and understanding. She has introduced maypole dancing into the summer term curriculum and, in saying that they enjoyed PE in general, pupils picked this out as being particularly enjoyable. Playground games, skipping and the use of the climbing-frame all support the subject. There is a weekly football club, run by professionals, that challenges and extends talented young players. The much-used and much-loved climbing-frame needs replacing, but resources are generally good. Accommodation is very good, with extensive grounds and a good-sized hall.

RELIGIOUS EDUCATION

126. Only two religious education lessons were observed during the inspection. Other evidence was gained from examining samples of pupils' work and from talking to pupils and staff. It is clear that pupils attain the standards expected in the Locally Agreed Syllabus by the end of Year 2. Achievement for all pupils, including those with SEN, is satisfactory over time. The picture was much the same at the last inspection.
127. By the end of Year 2, most pupils are familiar with stories from Christianity, such as the Christmas and Easter stories. They learn about special places of worship such as the church, mosque and synagogue, and their importance to the believers of these faiths. Teachers provide appropriate opportunities for pupils to communicate their own experiences about special times and special places. By exploring the customs and traditions associated with Christian, Moslem and Jewish religious festivals and ceremonies, pupils are helped to develop the awareness that others have experiences different from their own. For example, through drawings and writing, pupils show some understanding of artefacts associated with Jewish, Islamic and Christian worship. Pupils demonstrate the expected knowledge of a "supreme being" and of spiritual leaders, such as Jesus.
128. Of the two lessons seen, one was good and the other was satisfactory. An examination of pupils' books and folders indicates that teachers find satisfactory ways for pupils to record their work. Last year, marking was inconsistent and not used as well as it could have been to support pupils' literacy skills. The new marking policy has improved this. Teachers make good use of resources and artefacts to provide visual stimuli to promote learning. For example, in a good lesson about a Christian church, the teacher made effective use of a video recording, photographs and a jigsaw puzzle to support pupils' learning about various parts of a church and to help them understand their use in Christian worship.
129. Effective use is made of RE to enhance whole school assemblies and acts of worship. There is a satisfactory scheme of work in place and good procedures for checking pupils' attainment, based on the requirements of the Locally Agreed Syllabus, have recently been introduced. Teachers use the scheme of work satisfactorily to plan lessons in year teams. However, when planning lessons, not enough consideration is given to the needs of all pupils in mixed-year classes to ensure that work is matched appropriately.