

INSPECTION REPORT

TOWN FARM PRIMARY SCHOOL

Stanwell, Staines

LEA area: Surrey

Unique reference number: 125126

Headteacher: Mrs J Koops

Reporting inspector: Mr M H Cole
3369

Dates of inspection: 16th – 20th June 2003

Inspection number: 248661

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	St Mary's Crescent Stanwell Staines
Postcode:	TW19 7HU
Telephone number:	01784 254380
Fax number:	01784 421915
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Place
Date of previous inspection:	October 1997

© Crown copyright 2003

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

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3369	Mr M Cole	Registered inspector	Music Physical education Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
12775	Ms J Goodchild	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?
14319	Mr M Brown	Team inspector	Information and communication technology Geography Religious education Educational inclusion, including race equality Special educational needs	
20832	Dr M Galowalia	Team inspector	Science Design and technology	How good are the curricular and other opportunities offered to pupils?
15023	Mr A Haouas	Team inspector	English History English as an additional language	
32391	Ms L Gabriel	Team inspector	Mathematics Art and design	

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset TA8 1AN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

TERMS USED IN THIS REPORT

Ages	Years	Curriculum stage	also known as
3 to 5	Nursery and Reception	Foundation Stage	
5+ to 7	1, 2	National Curriculum Key Stage 1	Infants
7+ to 11	3, 4, 5, 6	National Curriculum Key Stage 2	Juniors

JUDGEMENTS OF ATTAINMENT

Inspection judgements of pupils' *attainment* focus mainly on:

- Pupils completing the *Foundation Stage*, at about age **5**
- Pupils in *Year 2* completing *Key Stage 1*, at about age **7** (this is also when pupils take standard National Curriculum tests (SATs))
- Pupils in *Year 6* completing *Key Stage 2*, at about age **11** (this is also when pupils take standard National Curriculum tests (SATs))

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large infant and junior school which educates 383 boys and girls aged between four and eleven. An additional 66 children aged three and four attend a nursery class half-time. Overall, there are six boys to every five girls. Children begin at the school with attainment which is below average, especially in language and communication skills. The area served by the school is one of social and economic circumstances that are below the national average. Many parents are employed in work connected with the nearby Heathrow Airport; this often involves shift work or seasonal fluctuations in employment. Local housing is mostly relatively low-cost owner-occupied or rented. A result of these factors is that pupils often join the school after, or leave it before, the usual ages; the rate at which this happens is double the national average rate. The proportion of pupils in the school with special educational needs is typical but the level of their needs is rather greater than usual. A significant number of pupils have difficulties with speech and language or with behaviour. Four pupils, a typical proportion, have a statement of special educational needs. About one pupil in twenty is of minority ethnic origin. Many of these pupils speak English as an additional language but almost all of them have a basic competence in English. A small number of pupils is of traveller origin.

HOW GOOD THE SCHOOL IS

This is a very good school. Good teaching helps pupils achieve well in their work. An outstanding feature of the school is the way it helps pupils to develop exemplary attitudes to school by the time they leave at eleven. Very good leadership and management have resulted in very good improvement in the school since the previous inspection. The school provides good value for money.

What the school does well

- The headteacher and key staff give very good leadership to a school with a strong sense of purpose and a very committed team of staff. The school keeps a very good check on its own performance and strives continually and successfully to make improvement.
- Pupils achieve well in their work. In mathematics, in art and design and in physical education the oldest pupils' attainment is better than expected for their age.
- The school's excellent management of pupils' behaviour and its very good provisions for their moral and social development results in pupils' excellent attitudes and relationships and their very good behaviour.
- The teaching is of good quality and includes some very good features.
- The quality and range of learning opportunities are good and include very good activities outside lessons.
- The school cares very well for the full range of pupils' needs, especially in their personal and social development, and it keeps a good check on how well pupils are progressing in their work.
- Parents have very positive views of the school.

What could be improved

- In Years 1 and 2, pupils' attainment in geography is below the standard expected at their age.
- Despite good checks on attendance, the level is well below the national average.
- Although provision for pupils' cultural development is satisfactory overall, the school gives pupils too few regular opportunities to appreciate cultures other than their own.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has achieved a very good level of improvement since its previous inspection in October 1997. Although there are fluctuations in the standards achieved from year to year, the long-term trend is of

rising standards of pupils' work. Pupils' attitudes were variable at the previous inspection but are now consistently excellent while their behaviour has improved from satisfactory to very good. Relationships, described as good previously, are now excellent. The quality of teaching at the previous inspection was satisfactory overall but with some marked variations and unsatisfactory practice in a sixth of lessons. Teaching is now much more consistent, is good overall and no unsatisfactory lessons were seen during this inspection. The school has attended successfully to all of the issues where previous inspectors judged improvement necessary. Where there were weaknesses in the teaching, the curriculum and the provision for children under five, there is now good practice. The role of subject co-ordinators in leading improvement in their subjects has improved greatly and is now a substantial strength of the school. Governors' fulfilment of their role has also improved and is now satisfactory. The school's proven success in improving itself, the very good management procedures for promoting improvement and the very evident commitment of the headteacher and her staff suggest the school has a very good capacity for still further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002 ¹
English	C	A	E	D
mathematics	C	C	D	C
science	A	A	B	A

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

¹ Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

The table shows that results fluctuate considerably from year to year. This reflects variations in children's attainment at the time they start school, in the levels of their special educational needs and in the length of time they have spent in the school. (Records show that pupils joining the school late do less well than those who have had all of their primary education at Town Farm.) The 2002 results, in particular, were adversely affected by all of these factors. A third of the pupils taking these tests had special educational needs, some of them of a severe nature which had an effect on their behaviour and attendance. Several of these pupils had joined the school towards the end of their primary schooling. The long-term trend in school test results over the last six years is upward and the school received a national award acknowledging this in 2000. The 2002 results exceeded the realistic targets the school had set. The overall standard of work of present Year 6 pupils about to leave the school is much better than that suggested by the previous Year 6 pupils' 2002 test results. In English, standards of work are below average (but no longer well below), while in mathematics standards are above average. Standards are in line with those expected for eleven-year-olds nationally in science and in all other subjects except physical education and art and design; here standards are above those expected. Again pupils' overall attainment is affected by a significant number of pupils joining the school in the later years of their primary education; all those joining the present Year 6 did so with below average attainment on arrival. Year 2 pupils taking the National Curriculum tests for seven-year-olds in 2002 achieved results well below average in reading, writing and mathematics. These results were poorer than those of other recent years and again reflect the very low profile of ability when this group of pupils started at the school and the high level of special educational needs amongst the pupils. Present Year 2 pupils' work shows a better picture. Standards in reading and writing are below (but not well below) average and standards in mathematics are average. In most other subjects standards meet the national expectation for pupils' ages. In art and design, in music and in physical education, standards are above the expected level but in geography they are below. The great majority of children at the Foundation Stage complete their reception year having achieved the early learning goals set for them in their personal, social and

emotional development, in their knowledge and understanding of the world, and in their creative and physical development. Overall though, children do not reach the goals for development in communication, language and literacy or in mathematics.

Throughout the school pupils of all abilities and backgrounds, including those with special educational needs, achieve well when their previous attainment is taken into account. They respond with very positive attitudes, effort and industry to the challenging tasks teachers set them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils develop an exemplary attitude to school and to their work. They show a lively interest and a very responsible attitude to learning.
Behaviour, in and out of classrooms	Very good. Almost all pupils behave very well at all times with little need for adult direction. They show very good self-discipline.
Personal development and relationships	Pupils develop very good levels of independence and responsibility and they make excellent relationships with both fellow pupils and adults in the school.
Attendance	The level is well below the national average. Although pupils are keen to attend, there is a significant number of parents who do not ensure their children attend school on a regular basis.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teachers know their subjects well and plan lessons well. Teaching in both main subjects of English and mathematics is good. Basic skills of literacy and numeracy are well taught by systematic and thorough means. Teachers keep a good check on pupils' progress in lessons and are thus able to match work well to the range of pupils' abilities and needs. Plenty of extra help is given to pupils experiencing difficulty, with skilful classroom assistants often helping teachers give such support. Teachers make good use of their resources of support staff, equipment and time. Teachers' very good management of pupils is a particular strength. They use a good range of methods to ensure pupils take an active interest and participate very well in lessons. Teachers' clear, consistent expectations of pupils and the excellent relationships they make with them result in pupils showing very good interest, concentration and behaviour. Lessons are calm, purposeful occasions where time is given fully to teaching and learning. Very good homework arrangements extend pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, with very good additions to pupils' learning opportunities from activities outside lessons. Work in geography in Years 1 and 2 is rather sketchy.
Provision for pupils with special educational needs	Good. Well-designed and thorough support is provided.
Provision for pupils with English as an additional language	Good. The pupils' needs are well assessed. They are well supported, and helped by a visiting specialist where necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, with very good provision in the moral and social elements. Provision for cultural development is satisfactory overall but pupils are not given enough regular day-to-day encouragement to

	appreciate cultures other than their own.
How well the school cares for its pupils	Very good. The school keeps a very close check on pupils' welfare and progress. Thorough procedures are supported by very caring relationships and by good links with most parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision and shows determination and dedication in improving the school and in ensuring that pupils' needs are fully met. She gives strong leadership and support to a close-knit team of staff who respond with commitment and much hard work. The deputy headteacher and others with management responsibility give very strong support. All school staff work closely together so that school aims and policies are very consistently and effectively put into practice.
How well the governors fulfil their responsibilities	Satisfactorily. Governors are concerned and supportive and work effectively with the school to see that the school satisfies all legal requirements, that the pupils are cared for well and that their needs are met.
The school's evaluation of its performance	Very good. There are very thorough procedures for keeping a check on the school's performance, especially the quality of the teaching. These are used well to plan school improvement and support for teachers in developing their professional practice.
The strategic use of resources	Sound financial planning takes care to see that priorities are funded and that the best value is obtained from monies available. The school has very good and efficiently used resources of staff, equipment and accommodation. Support staff make a strong contribution to the school's work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>That their children:</p> <ul style="list-style-type: none"> • like school and make good progress; • behave well at school; • become more mature and responsible; <p>That the school:</p> <ul style="list-style-type: none"> • is well led and managed; • provides good teaching, including homework • expects pupils to work hard. 	<p>A small minority of parents stated that they would like the school:</p> <ul style="list-style-type: none"> • to have closer links with parents, and • to give more information on their children's progress.

Inspectors' findings support all of the positive views expressed by parents. Inspectors consider arrangements for informing parents about pupils' progress to be good. The school publishes good written reports on each pupil's progress each term (whereas most schools do this only annually). Inspectors find that the school wishes to create a positive partnership with parents and has tried some good approaches to achieving this. However, these are not always successful in attracting parental involvement or support, especially over the matter of attendance. Some information published to parents is a little unwelcoming in tone and style.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils aged eleven taking the 2002 National Curriculum tests of English, mathematics and science achieved average points scores that were well below the national average in English, below average in mathematics and above average in science. However, compared with similar schools, results were below average in English, but average in mathematics and well above average in science.
2. The school had expected the 2002 results to be lower than in previous years because the profile of ability in this year group had been lower than usual when they started at the school. One pupil in three was identified as having special educational needs. Some pupils' special needs were severe and they included difficulties over behaviour which in turn affected pupils' attendance. In addition, a good many pupils taking the tests had joined the school relatively late in their primary education, arriving with existing special needs and/or below average attainment for their age. Despite the challenge presented by these factors the school exceeded the realistic targets it had set for the test results in English and mathematics.
3. Allowing for year-to-year fluctuations and the special circumstances of the 2002 Year 6 pupils, the long-term picture from the national tests since the previous inspection is of rising standards. Recognition of this led to a national government award for the school in 2001.
4. The work of present Year 6 pupils seen during the inspection points to a higher overall standard than suggested by last year's test scores. Again, though, the overall standard is lower than it might be because of the impact of a significant number of pupils joining the school for the latter part of their primary education, all of them with below-average attainment on entry. In English the work is below the national standard, in mathematics it is above the national standard and in science it matches the national standard. The lower standard in English reflects the fact that it is in this aspect of attainment that pupils score lowest in assessments of their attainment on entry to the school and it is here that those pupils with special educational needs most commonly find difficulty. In addition, while pupils for whom English is an additional language make good progress in basic language skills, some have had insufficient time to master some more advanced skills of reading comprehension and imaginative writing. In mathematics the school has worked hard to raise standards over recent years and the present Year 6 pupils' attainment restores the trend of improvement interrupted by last year's results. They use their good mental recall of number facts, such as multiplication tables, effectively and quickly to make mental calculations and solve problems.
5. The work of the oldest pupils in art and design exceeds the standard expected at their age. Pupils show good skills in a wide range of materials and techniques, and employ them with imagination and care. In physical education, too, standards are better than expected for pupils' ages. Their work in athletics and some games skills, for example, shows good control and co-ordination while, in dance, Year 6 pupils show qualities of rhythm, co-ordination and innovation in their movement that are well beyond those expected at their age. In both art and design and physical education the challenging and inspiring teaching and the enthusiasm of pupils are key reasons for the good standards found. In all other subjects standards are in line with those expected for pupils aged eleven.

6. Pupils aged seven took the 2002 National Curriculum tests of reading, writing and mathematics. Their results in all three tests were well below both the national average and the average for similar schools. These pupils had entered the school with especially low attainment and a high level of special educational needs. Although their results compared unfavourably with national measures, when compared with their attainment on entry, pupils' results were satisfactory. In the case of a good many pupils who started at the school with very low attainment, their results at age seven represented good progress.
7. The work of present seven-year-olds (Year 2) in reading and writing is below the national standard but in mathematics it is in line with the standard expected at their ages. This is a much more positive picture than that provided by last year's test results. It reflects the fact that this group of pupils, while starting at the school with below-average attainment has fewer pupils with special educational needs than the previous Year 2. In science, design and technology, history and religious education pupils' work is of the standard expected at their age.
8. In art and design, in music and in physical education, pupils aged seven achieve above the expected level of attainment. In art and design pupils' pencil drawing and their ability to mix and match colours in their painting are especial strengths. In music pupils sing well, have a good sense of pitch and rhythm, know a good deal about musical instruments and understand patterns in music well. In physical education their movement is well co-ordinated and controlled. In these three more practical subjects pupils are not held back by the difficulties some experience with literacy or numeracy skills and very good, challenging teaching, together with pupils' enthusiastic response, results in their good standards.
9. In geography the seven-year-olds' attainment is below the level expected at their age. Although some sound work is done, a sketchy coverage of the curriculum results in weak understanding and skills in relation to their locality and to the use and making of maps.
10. Children starting the Foundation Stage as they enter the nursery class show attainment which is clearly below average. This is especially the case with skills of speaking. A well-planned curriculum and good teaching help the children achieve well during their time in both the nursery and reception classes. By the time they reach the end of the reception year the great majority of children achieve the early learning goals set for this age-group in their personal and social development, knowledge and understanding of the world, physical development and creative development. In communication, language and literacy and in mathematical development, a majority achieve the early learning goals but a good many children do not. Where children do not meet the early learning goals this largely reflects their low attainment, and in some cases special educational needs, on starting in the nursery. However, the poor attendance of some children has also hindered their progress. This is particularly significant with development in language and mathematics where a structured sequence of learning is especially important and some children's absence causes them to miss vital building blocks in their learning.
11. Throughout the school pupils' overall achievement is good. When their earlier attainments and their range of needs are taken into account pupils' progress is generally good. Good achievement is also shown by the fact that in most recent years the oldest pupils' test results have generally been better than those for similar schools. Good achievement is also clearly seen in lessons where teachers' high expectations,

careful matching of work and support to pupils' abilities and needs, and the very keen and well-behaved response of pupils, results in good progress.

12. Boys and girls of all abilities and needs, and of all ethnic and social backgrounds, progress well. This is achieved through the school's thorough knowledge of its pupils, its clear commitment to providing equal opportunities and the conscientious and thorough provision it makes for pupils when extra help is needed. Pupils with special educational needs make good progress towards the individual targets set for them. Pupils with challenging behaviour work well because of the good support of teaching assistants within the classroom. The majority of pupils with English as an additional language, including the few who are in the early stages of learning English, achieve well in relation to their prior attainment. This is mainly due to the effective system of assessment the school uses and the quality of support provided by a specialist visiting teacher.

Pupils' attitudes, values and personal development

13. The attitudes of pupils towards school are excellent. This is a significant improvement since the previous inspection when attitudes were considered to be positive. Pupils demonstrate exemplary attitudes to their work and are determined to succeed. The school is dedicated to raising pupils' aspirations and encouraging them to make choices about their standard of work and behaviour. Many pupils join the school with poor attitudes and the school has to work hard to reverse these. It does so most successfully. Young children in the nursery and reception classes are soon learning to be confident and keen learners and teachers in Years 1 to 6 build very effectively on these foundations. A feature of this school is the enthusiasm pupils demonstrate in their learning. During a role-play activity in a Year 4 lesson, for example, the room was bubbling with energy as pupils enthusiastically practised their roles. Pupils with special educational needs are fully integrated into the school community and those with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are highly motivated and this contributes significantly to the progress they make.
14. A very high percentage of pupils take part in optional activities outside lessons. All Year 6 pupils take part in at least some of these activities. A mark of Year 6 pupils' excellent attitudes was the way virtually all of them have attended learning clubs before and after school, and on two Saturdays, to receive extra help from their teachers. Pupils take pride in representing the school in the wider community. Each year they lay a wreath at the war memorial on Remembrance Sunday.
15. Relationships both between pupils and staff, and amongst pupils themselves, are excellent throughout the school. This contributes significantly to the excellent attitudes of pupils. Staff respect, value and care for pupils as individuals and help them to achieve their potential. They are very good role models. Pupils respond positively to this and develop during their time in school into confident, happy and articulate young people. They are happy to approach members of staff if experiencing difficulties with their work or have personal problems. There are many opportunities for collaborative or group work to further develop pupils' social skills and they willingly share and support each other in their learning. Younger pupils happily play games together in the playground at lunchtimes, sharing equipment and taking turns. Pupils listen with sensitivity to the views and opinions of their peer group that may differ from their own.
16. The standard of behaviour within the school is very good and much improved since the previous inspection when it was described as satisfactory. Pupils have a clear

understanding of the standard of behaviour expected. Behaviour in lessons is never less than satisfactory, often very good and, on occasions, excellent. Outside of lessons there is a sense of purpose and order. Pupils organise themselves well with minimal adult supervision. There is a calm, relaxed atmosphere in the school that promotes courtesy and respect for others. A number of fixed-term exclusions for poor behaviour took place in the previous academic year. Although this was an increase since the previous inspection, it reflects the characteristics of a few individual past pupils and not the efforts made by the school to manage pupils, or the pupils' membership of ethnic groups. The majority of pupils excluded had been identified by the school as having emotional and behavioural difficulties, were subject to behaviour management plans and receiving support from external agencies. Exclusions have reduced this year. There have been no permanent exclusions. Bullying is not an issue in this school. Pupils state that staff always deal effectively with any minor upsets that occur. Relationships between pupils from different ethnic and social backgrounds are very good.

17. The development of pupils' initiative and personal responsibility is very good. A strong sense of responsibility is seen in the fact that pupils' very good behaviour is the result of their very good self-discipline. Pupils choose to do the sensible thing and adult direction and control are often hardly necessary. Pupils are confident in lessons in expressing their own views, making suggestions and asking their own questions. They also respond well to opportunities to take responsibility in negotiating their own class rules, acting as 'playground friends' or as 'buddies', supporting the youngest pupils. The school council is active and provides a forum where pupils express their views sensibly. They recently presented to the governing body a proposal to build an adventure playground, which has been approved. Pupils have received Junior Citizenship Awards from the local council for taking part in debates on crime and disorder and the environment. At the last inspection it was noted that opportunities for pupils to undertake personal study and investigative work were not extensive. There has been improvement since then. The development of investigative and research skills is encouraged in many subjects, though some opportunities to promote pupil independence in lessons are missed, for example in science. The very good arrangements for regular homework give good support to development of independent learning skills and a sense of responsibility.
18. Attendance levels were well below the national average during the last academic year. There has been no significant improvement since the previous inspection, despite the school's rigorous monitoring of pupils. Unauthorised absence was only a little higher than the national average. The attendance level of pupils rises as they move through the school and become less dependent on parents to take them. Only seven pupils in Year 6, for example, had an attendance level below 90 per cent, compared with 21 pupils in Year 4. There is a significant number of parents who do not ensure their children attend school on a regular basis. The majority of pupils are punctual arriving at school.

HOW WELL ARE PUPILS TAUGHT?

19. The teaching throughout the school is of good quality and includes some very good features. Teachers have high expectations of pupils' work and behaviour but they also give pupils much support and encouragement and they are very skilled at encouraging pupils' interest and co-operation. These vital qualities lead pupils to learn well in lessons.

20. The great majority of lessons seen during the inspection were of at least good quality. A substantial number of lessons were very good and several were of excellent quality. There were no unsatisfactory lessons. This profile of the quality of lessons represents a marked improvement since the previous inspection. Weaknesses found at that time in teachers' knowledge in some subjects, and in the teaching of the nursery class, have been fully eradicated.
21. The teaching of the Foundation Stage children in the nursery and reception classes is good overall. Teaching is consistently good and sometimes very good in the nursery. In the reception classes it is good overall but less consistent following staff changes and the school's difficulty in recruiting staff experienced with children of this age. Generally, the teaching effectively combines a clearly structured approach to teaching language and number skills with activities where children can make choices and opportunities for creativity, exploration and role-play. The teachers and support staff work very closely together to see the children gain maximum benefit from the planned activities and learn well. Staff are imaginative, resourceful and hardworking in planning and resourcing activities and events to excite children's interest so that, for example, they are keen to talk about these activities. The teaching meets the needs of all the children, including those with special educational needs. The adults have a good knowledge and understanding of the children's needs and use their close assessments of individuals' progress to plan stimulating and relevant activities to meet these needs. The teachers and support staff have high expectations that the children will work hard and behave well and they are sensitive and effective in their relationships with the children. Children respond well to the opportunities to learn, showing increasing confidence in, and enthusiasm for, their activities. They progress well in both learning and personal development in a happy, calm but stimulating environment.
22. The teaching in Years 1 to 6 shows all-round strength. Teachers know their subjects well and plan lessons with clear objectives for pupils' learning which they often share with them. Teachers set generally high expectations of what pupils can achieve, and plan work that matches the range of pupils' abilities and needs. Good checks on pupils' day-to-day progress help them to do this. With older pupils, teachers discuss in detail how well they are doing and how they can improve, so that pupils respond with a very responsible attitude towards their own learning and a determination to make progress. Checks on progress also help teachers to recognise where pupils, including those with special educational needs, need extra help and they are conscientious about providing it. Extra help is often given in English and mathematics through teachers' close collaboration with teaching assistants who work with individuals or small groups, both within lessons and also when pupils are withdrawn to work outside the classroom. This support is well planned and teaching assistants have been well trained and briefed so that they are successful in the assistance they give. They also provide sensitive and very effective support to the few pupils who sometimes have difficulty behaving well. Pupils with special educational needs are fully integrated into lessons and are encouraged to contribute wherever possible.
23. The school has no especially able pupils but the headteacher and class teachers are aware of the most able in each class. Provision for them is the responsibility of each class teacher and there are no formal checks that planning for them and their progress is always fully appropriate. In a few instances, for example in science and information and communication technology, teachers do not fully challenge a few more able pupils.
24. Pupils who are in the early stages of learning English receive good support from the visiting specialist teacher. Individual pupils are effectively targeted and work is carefully matched to their needs. There is a good system of liaison with class teachers and

activities are closely linked to mainstream tasks which enable the pupils to have the maximum access to the curriculum. In one session, focused on a Year 3 pupil, the teacher carefully rehearsed the language needed for the mathematics activity, using and reinforcing the language needed for multiplication as a kind of addition. As the activity progressed and once the pupil understood the concept, she opened up, responding well to the teacher's questioning. However, whilst teachers match work well to pupils' needs in the majority of lessons, occasionally, individual pupils who need support are not always specifically targeted.

25. Teachers use a good range of teaching methods and make good use of visual aids and other equipment to support clear explanation and demonstration. Some very good use is sometimes made of an interactive whiteboard¹ to display and demonstrate ideas and processes. Many lessons begin with lively class discussions, during which teachers ask questions well designed to stimulate pupils' own thinking and to help the teacher assess the progress the pupils are making.
26. A particularly strong feature of the teaching throughout the school is the very effective way teachers manage pupils. It results in pupils taking a lively interest in their studies, concentrating on their work, trying hard and behaving very well. Teachers take much trouble to make the work interesting and to involve pupils actively in lessons through use of a good range of methods. For example, teachers often ask pupils to discuss questions or ideas briefly with partners or in small groups. This helps all pupils to take an active part, to try out their ideas and answers on partners and to gain confidence before offering their thoughts to the whole class. By keeping pupils active in this way, and by valuing their thoughts and comments, teachers are able to sustain pupils' interest and concentration well. Because pupils are willingly engaged in lessons, teachers need to spend very little time directing or correcting pupils. Pupils do the sensible and co-operative thing as a matter of habit. Lessons are happy, but orderly and very purposeful events, where there is a very good level of co-operation, both between teachers and pupils and amongst pupils themselves. These qualities are especially evident in Year 6 where the school's consistently effective promotion of pupils' personal development achieves its full fruition. This, together with the very good and sometimes excellent teaching that takes place there, results in Year 6 pupils showing exemplary attitudes of interest and responsibility towards their work, self-confidence and excellent relationships with both adults and fellow pupils.
27. A clear and powerful feature of the school is the consistency of approach adopted by teachers. This helps pupils become very clear about what is expected so that they are quickly able to respond to teachers' wishes. As a result, lessons proceed smoothly and the time available is well used. The consistency of the teaching results from the very good way staff work together to explore teaching methods and share good practice. This, in turn, is the result of the high level of support the headteacher and senior colleagues give to the teaching and of the close checks they make on the effectiveness of teaching and learning.
28. The school makes very good use of homework to extend pupils' opportunities for learning. There is a clear system which is well understood and appreciated by pupils and their parents. A good range of tasks, which is regularly set and followed up afterwards, makes a valuable contribution to progress in basic skills, such as reading, spelling and mathematics tables, while there are also more open-ended 'finding out' tasks, too.

¹ An interactive whiteboard is a large touch-sensitive screen on which images are displayed by a projector linked to a computer, as an alternative to a conventional monitor. By touching the screen, teacher or pupils can control events instead of using a keyboard or mouse.

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

29. The overall quality and range of learning opportunities offered to pupils is good. This represents a good improvement since the previous inspection. The need for improving the curriculum was one of the key areas for improvement identified at the previous inspection. Previous concerns about time allocations for art and design, design and technology and information and communicational technology have been resolved effectively. Concerns about schemes of work for art and design, for design and technology, and for personal, social and health education have all been dealt with fully. Provision for French has been reviewed and is now good.
30. The subjects of the National Curriculum are well covered, with the single exception that work in geography in Years 1 and 2 is sketchy. The school makes good use of national guidance to develop its schemes of work and to teach literacy and numeracy. The school's strategies for teaching basic skills works well and are soundly supported by work in other subjects across the curriculum. Some effective planning makes very good use of time when objectives for literacy are met alongside those for another subject, such as history. Skills in information and communication technology are also sometimes practised in lessons in other subjects, although some opportunities for this are also overlooked.
31. The locally agreed syllabus for religious education is soundly covered. It considers several major world religions and thus widens pupils' understanding of people beyond their immediate environment. A well-developed scheme of work for personal, social and health education makes a good contribution to the school ethos and pupils' personal development. Pupils are made well aware of their role and responsibility as citizens of modern Britain. Sex education, and awareness of misuse of drugs, alcohol and smoking are an integral part of this scheme. These are promoted well.
32. Work in some subjects is sometimes covered in concentrated units at particular points in the year to make teaching and learning more effective. However, when work in design and technology is sometimes concentrated within a single week each term, this disadvantages any absent pupils since they are likely to miss a third of the year's provision in the subject.
33. The curriculum for the Foundation Stage is very well planned to give young children a breadth of appropriate and stimulating activity, with both opportunities for creativity and exploration and a suitably structured approach to the learning of basic language and numeracy skills. It follows national guidance closely and is considerably better than as reported at the previous inspection. The curriculum provides children with a smooth transition from their first days in the nursery towards readiness to embark on the National Curriculum when they start Year 1.
34. The school has a clear commitment to providing equal opportunities for pupils to learn that take full account of individual needs. This is evident in the conscientious teaching, assessment and support for pupils with special educational needs and for those with English as an additional language. The recommendations of the national Code of Practice on special educational needs are fully implemented. The newly designed individual education plans for pupils are informative and well used to provide essential information for those concerned with making provision for them. Parents and pupils are fully involved in their compilation and use. The school is well resourced for catering for pupils with special educational needs. There are ramps for wheelchair access and

disabled toilet facilities.

35. Very good provision for activities outside lessons is wide-ranging and very effective in enriching pupils' learning opportunities and experiences. These are provided at lunchtime, before and after school. There are especially good opportunities in sport, including competitions with other schools, and some good openings in music. Several visitors and visits enrich learning opportunities. These include visits of theatre and music groups, a planetarium visit, the 'Life Bus' supporting health education, storytellers and a West African artist. There are sound links with the community and with local secondary schools which enhance the school's work. A valuable link with the nearby Yehudi Menuhin School of Music provides for free violin tuition for 12 pupils. The upper school choir sometimes sings with the Ashford Choral Society in local concerts. Surrey County Cricket Club supports cricket coaching.
36. The provision for pupils' spiritual, moral, social and cultural development is good overall. There is particular strength in the very good provisions for moral and social development which have a direct impact on the excellent attitudes pupils develop and the excellent relationships they make.
37. The provision for pupils' spiritual development is good. This is a significant improvement since the last inspection when it was judged to be limited. Spiritual development is promoted effectively, not only through assemblies and religious education, but also through the good teaching strategies in lessons where personal reflection is often encouraged and ideas about feelings and values are discussed. Some assemblies seen during the inspection used presentations by groups of pupils, or by a visiting presenter, effectively to stimulate pupils' thinking about fundamental questions in life, such as the impact of war or the challenge of the new and unfamiliar. The high standard of singing of songs on related themes also contributed to creation of an atmosphere that was sometimes moving and in which pupils joined with very good, and sometimes excellent, attitudes and behaviour.
38. Provision for pupils' moral development is very good and has improved since the previous inspection when it was judged to be good. A strong moral code is taught through the way school values are consistently reflected in every aspect of school life. This helps pupils know clearly, and understand fully, the school's rules and expectations. They adhere firmly to the values and beliefs promoted by the school. Pupils are taught right from wrong and debate such matters very well with each other, as they did in a literacy lesson where Year 4 children were challenged to give their opinions about Goldilocks. Teachers and teaching assistants provide very good role models by dealing with pupils in a calm and confident manner. Assemblies help pupils to respect each other's differences and value what makes self and others special. This is effective in encouraging the evident respect pupils show for each other.
39. The provision for pupils' social development is very good and represents an improvement since the previous inspection when the judgement was good. Adults set very good examples and help pupils raise their self-esteem and confidence in all areas of school life. Pupils' views about school rules and life are valued and encouraged, inspiring pupils to take a responsible attitude towards their own contributions to the school community. There are very good opportunities for pupils to undertake responsibilities, for example as members of the well-established school council composed of elected representatives from different year groups; or they may act as 'buddies' in a system for supporting reception class children. Opportunities for pupils to co-operate and collaborate are included in lessons and pupils respond well to this, often giving very good support to each other. Pupils take part in fundraising for charities

such as the Spelthorne Farm for the Handicapped and Samaritan's Purse, which gives pupils an awareness of others less fortunate than themselves. The many and varied after-school clubs provide good opportunities for pupils to further enhance their social skills.

40. Provision for pupils' cultural development is satisfactory overall and has improved since the previous inspection. There has been improvement in pupils' understanding and questioning more critically their own cultural values. These qualities were shown, for example, in the assembly by Year 4 where they dramatised World War Two and demonstrated clearly their understanding about this period of history. The school now invites in representatives from religious and other cultural groups, such as from FACT, which is a local Christian-based charity, and organises a visit to a synagogue and talks in school from Hindu, Sikh and Muslim representatives to provide firsthand experiences for the pupils. These are valuable special occasions. However, pupils are still not given enough opportunities on a routine, day-to-day basis to appreciate cultures other than their own and to recognise that cultural diversity is the everyday reality of modern society. Opportunities to celebrate and draw on pupils' linguistic and cultural diversity are not fully exploited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. This is an inclusive and caring school that clearly sets out to ensure that all pupils are valued for who they are and not just for what they achieve. An abiding concern for raising pupils' confidence and equipping them well for their future lives is woven seamlessly into the work of the school. The effectiveness of this aspect of the school's work has improved significantly since the previous inspection.
42. The educational and personal support and guidance pupils receive is very good. Care is given to the introduction of pupils into the school. Both teachers and teaching assistants establish excellent relationships with their classes and this contributes to their ability to monitor the personal development of pupils. Staff know pupils very well and both personal and social problems are quickly identified. Good use is made of external agencies to identify and provide for pupils' wide-ranging needs.
43. Procedures for monitoring and improving attendance are satisfactory. The school meets the requirements for the registration of pupils. Registers are checked on a daily basis for absentees and phone calls are made to those homes that have not notified the school of absence. Some difficulties are experienced in contacting parents as they do not always notify the school of telephone number changes. There is rigorous monitoring of pupils' attendance by the headteacher in conjunction with the local authority's education welfare officer. A recent 'fast track' initiative to improve attendance was successful in all but one case. The school has felt in the past that it received insufficient support from external agencies to tackle pupil absence but this has improved recently and further changes are in the pipeline. Pupils with high attendance are rewarded with certificates. However, there are no systems in place to set small-step achievable targets for the significant number of pupils whose attendance is below 90 per cent, half of whom fall in the 85 to 90 per cent range. Neither are there any rewards to recognise improvement.
44. The school's procedures for monitoring and promoting good behaviour are excellent. Pupils clearly understand what constitutes an acceptable standard of behaviour. They are encouraged not to say anything to others if the words are not kind and to respect their peers and adults. The reward system is used effectively to promote good behaviour. Pastoral staff monitor incidents of unacceptable behaviour through a good

system of recording which is well used by all staff and understood by pupils. The school has been successful in reintegrating several pupils who were in danger of being excluded from other schools back into mainstream education and giving them a fresh start. The non-confrontational approach to behaviour management by staff has enabled these pupils to confront their unacceptable behaviour and understand the effect it has on others.

45. Procedures for monitoring and eliminating oppressive behaviour are very good. It is part of the school's ethos to promote respect for all. Any incidents that cause concern are recorded on a database and used by senior staff to identify any potential problems. Advice is sought from external agencies, such as the educational psychologist, if pupils fail to respond to the school's systems. Parents are always involved. Pupils report no concerns about bullying and they are clear about what action to take if ever it should occur. There are very successful policies and practices for preventing bullying and for ensuring racial equality.
46. Child protection procedures and those for ensuring pupils' welfare are very good. The procedures for child protection are excellent. The school clearly demonstrates a high degree of awareness of the importance of this aspect of its role. Staff are aware of the procedures to follow if concerns arise, through regular training carried out by the child protection officer. Appropriate arrangements are in place to meet the requirements for looked after children and close links with the relevant agencies have been established. First aid procedures are well established and a sufficient number of staff have completed training. Health and safety procedures are very good and the governing body is involved in monitoring standards on a regular basis. A minor issue was brought to the attention of the governing body. There are good procedures for pupils' safety while using the Internet.
47. Assessment of pupils' progress and attainment, which was sound at the last inspection, has improved and is now good overall. Procedures are thorough and very detailed in English, mathematics and science and there have been good improvements in the other subjects. Systems using national guidance have been piloted in information and communication technology and design and technology and school plans provide for similar developments in other subjects. The systems developed in English, mathematics and science are very detailed and thorough with data updated regularly. The procedures are particularly effective in the way they are used to plan pupil groupings and to change these in the light of monitoring and the analysis of data. Opportunities are effectively used to check assessments through consultation to improve the accuracy of the assessments made. Assessment criteria are now shared with pupils, and portfolios of work to show progress are well used in English, mathematics and science.
48. The school has been working hard to improve the setting of targets for progress and this has been extended to every year group. Target setting applies to every subject, including personal, social and health education, and target cards are prominently displayed in each classroom. During the week of inspection, some good examples were seen where teachers were using these judiciously when lessons were introduced to inform specific activities. The headteacher has an intimate knowledge of individual pupils' strengths and weaknesses and works closely with the assessment co-ordinator and class teachers. The analysis of assessment data is thorough and effectively used to identify those who are likely to fall short of expectations and to ensure they receive the support needed to help them catch up.
49. Assessments of the progress of pupils with special educational needs are carried out

thoroughly. Regular reviews of their progress towards targets identified in their individual education plans are made. The school works closely with outside agencies to ensure that pupils' needs are properly identified and necessary provisions made.

50. Initial assessment of pupils for whom English is an additional language is carried out by teachers, and those who need extra support are referred to the visiting specialist teacher. This system works well in most cases. However, sometimes, assessment is delayed and can result in specialist support not being provided immediately. The school has effective induction procedures for the pupils, including late arrivals, so that pupils are settled quickly and are fully integrated. This clearly contributes to the progress they make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The parents who responded to the questionnaire or attended the meeting prior to the inspection felt that the quality and effectiveness of what the school provides and achieves are very good. Many more parents returned the questionnaire than at the previous inspection and, although their answers were mostly positive on that occasion, they are still more positive on this occasion. Inspectors' findings support parents' positive views.
52. The school works hard to involve the parents in the education of their children. Nursery teachers visit parents and prospective pupils at home to establish early partnership with them. If concerns arise parents are encouraged to work in partnership with the school to resolve them. The headteacher goes out of her way to provide support to parents on an ongoing basis if they seek help. However, despite the school's best efforts, there is a number of parents who do not respond to the school's attempts to involve them in supporting their children's education. Information evenings about the curriculum, or a recent one on drugs, are often poorly attended. Only one person, a grandmother, attended a consultation meeting for parents about changes to the school day. However, assemblies and school productions which involve their children, are usually well attended by parents.
53. The information the school provides for parents, particularly about the progress of their children, is satisfactory overall. Reports to parents are of a good standard. They are issued each term and ensure that parents are clear about what their children have achieved and the effort they have put into their work. This is an improvement since the previous inspection when parents only received an annual report. Reports also tell parents how pupils are achieving against national standards. Targets are set for pupils to raise their standard of work but these do not always relate to specific matters in subjects and are thus of limited value to parents. Meetings for parents are held each term and provide opportunities to discuss progress with teachers and senior staff. The school works hard to offer a variety of arrangements to encourage parents to attend, such as early morning and evening appointments. Attendance is monitored at these meetings and contact made with parents who did not attend.
54. There are good links with parents of pupils with special educational needs, and they are kept fully informed about their children's progress. The school provides copies of the individual education plans with the school reports and arranges regular meetings with parents, including annual review meetings, to discuss pupils' progress.
55. A regular newsletter keeps parents informed about the activities of the school but its presentation is uninteresting and does not encourage parents to read it. The school prospectus, though containing all the required information, is presented in a formal

manner and information is not easily accessible to all parents. Parents of nursery and reception children are given some useful information to help them support their children's early education but the style and format of this, too, is a little unattractive and the guidance unclear.

56. Parent governors represent the views of parents well and take their responsibilities seriously. Currently they are looking at ways to encourage parents to become more involved with the education of their children. The friends of Town Farm School, under their new chairperson, are planning to become more active in supporting the school. Several parent volunteers help in school. The majority of parents listen to their children read and ensure that homework is completed on time. However, it is a serious concern that a significant number of parents do not ensure that their children attend school on a regular basis.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school has built on the existing strength in leadership reported at the previous inspection and it has improved its management processes greatly. This has led to very good improvement in the school as a whole since the previous inspection.
58. The headteacher gives very strong leadership to the school. Her vision for the school is very clear and she is very successful in uniting staff in pursuit of this vision. She has high expectations of her staff and her pupils but is also very supportive of them all. In her warm relationships with pupils and her clear commitment to meeting their needs she is a very good role model. The headteacher inspires the full support of a committed staff who work very closely together in a strong shared endeavour to improve the school. In all that she does the headteacher receives full and effective support from her deputy headteacher whose own teaching and relationships with pupils are also very good exemplars for other colleagues to follow.
59. Other staff with management responsibilities, such as for co-ordinating provision for subjects or the Foundation Stage provision, also make strong contributions to leadership and management. They are enthusiastic, join in good processes for keeping a check on performance and strive to promote improvements. This aspect of school leadership and management was a weakness at the previous inspection but it is now a strength.
60. The special educational needs co-ordinator manages and monitors provision in this aspect of the school's work very well using very efficient systems. She works closely and industriously with the headteacher and with support from outside agencies to ensure early identification of pupils' needs. The governor with specific responsibility for special educational needs also provides effective support.
61. The headteacher's strong leadership is evident in the way school staff are given very clear guidance on how the school is to function and at the same time a great deal of help to be successful. There is a clear shared determination to raise pupils' expectations of themselves, to help them find pleasure and success in learning and to give them both the personal values and academic skills they will need to take their education and their lives further forward. The day-to-day life of the school shows all of these prime aims being very consistently put into practice. Every detail of the life of the school is carefully considered and planned to achieve the desired effect and all staff follow agreed ways of working closely.
62. The good quality of the teaching and of the support given to pupils, and the excellent

provisions for pupils' personal development, reflect the success of the leadership in promoting practice that is consistent across the school and true to the school's fundamental aims. The excellent attitudes, behaviour and relationships shown by the oldest pupils as they leave the school pay tribute to the school's success in pursuing those aims. This is achieved despite some difficulty experienced by the school in recruiting and retaining teachers in a region where high house prices leads teachers to look elsewhere for posts.

63. Management systems are very thorough and effective. This is particularly true of the very good procedures for keeping a check on the school's performance. There is, for example, a thorough agreed system for keeping a direct check on the quality of teaching and learning in lessons. The headteacher and her deputy give close personal attention to these processes. An outstanding and valuable feature is the willingness of many teachers to have colleagues both observe and make video recordings of lessons as a basis for later evaluation and discussion about strengths that can be shared and areas where improvement can be made. There are good procedures, too, for collecting and analysing data, tracking pupils' progress to show where strengths and relative weaknesses in learning lie. The information gained from all these processes is well used to set priorities for school improvement, to plan what needs to be done and to set targets for raising standards and giving an even better quality of education.
64. School governors fulfil their obligations soundly and show good support for the school. The chairman is a regular weekly visitor to the school and knows the school and its staff well. Governors are kept well informed through good relationships with the school staff and the full documentation provided by the headteacher and administrator. This helps them to keep a sound check on how well the school is doing and to make an effective contribution to planning for the school's future. Governors are conscientious in seeing that the school complies with all legal requirements and that pupils are well cared for.
65. Clear financial planning supports the school's priorities identified in the school improvement plan. This area of the school's work is satisfactory. Care is taken to ensure that the budget is focused on the raising of standards of attainment and on establishing a positive learning culture within the school. In major items of expenditure, considerations of cost and value are given thorough consideration. However, subject co-ordinators do not have a budget allocation which restricts their ability to be aware of the cost implications of their own development plans and monitor their success against investment.
66. The day-to-day management of finances is very good. The financial reports to governors are clear and enable them to monitor the budget effectively. For historic reasons a substantial financial surplus has been built up in recent years. Appropriate plans for reducing and employing these funds have been made. Last year, for example, a valuable covered area was built outside the nursery for outdoor play activities. A subsidy was also wisely made to the budget allocated to the school for the support of pupils with special educational needs. In view of the prediction that pupil numbers will fall over the next few years the school has prudently allocated funds to meet the corresponding fall in annual income so that it can retain current staffing levels. Financial planning and administration have helped to see that the school has good resources of staff, equipment and accommodation. Taking account of the very good gains pupils make personally and academically, and the above average expenditure on pupils, the school provides good value for money.
67. Since the previous inspection there has been a significant improvement in the number

of qualified and experienced teaching staff. The match of teachers and support staff to the demands of the curriculum is now very good. There is a strong emphasis on teamwork that both supports and allows innovation in teaching styles. Teaching assistants make a significant contribution to the educational experience of children. They are fully briefed and involved in lesson planning and sometimes in monitoring and assessing pupils' response to lessons. The headteacher observes every teacher at least once a year. Performance management and appraisal procedures are very good and clearly linked to the professional development of staff. Teachers, teaching assistants and clerical staff are all included in the process. Staff share their knowledge after attending courses which is an efficient use of resources. Effective induction programmes are in place to support newly qualified teachers and those new to the school. The students currently on placements in the school feel well supported.

68. The school has a good range and quality of resources for most subjects and for teaching and learning at the Foundation Stage. For some subjects, such as art and design, and information and communication technology, resources are very good. Teachers make good use of these resources to raise standards. The junior library, however, has not received the same level of attention as other resources and the stock of books is not sufficient to fully support older pupils' reading.
69. The school has good accommodation with sufficient good-sized classrooms, two sizeable halls, a large computer suite, junior and infant libraries and a number of other rooms and spaces where classes and small groups may be taught. The libraries are somewhat unattractive in appearance and do too little to excite pupils' interest in reading and books. Outdoor accommodation is very good. There are good playgrounds equipped with climbing and play apparatus and large playing fields, including a jumping pit and a running track and other areas properly marked out for athletic events. An attractive conservation area and pond support learning in science. The accommodation for the nursery and reception classes is also spacious and includes good outdoor spaces for play and learning, including a large sandpit and covered areas adjacent to the main teaching spaces.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. To raise standards further, and to enhance the already good quality of education, the school should:
- (1) Raise standards in geography in Years 1 and 2 by ensuring teaching gives sufficient time to a broad and balanced programme of work.
(Paragraphs 108, 109, 112)
 - (2) Continue and extend attempts to raise the level of pupils' attendance by:
 - introducing small-step achievable targets for pupils whose attendance is below 90 per cent, and rewarding them when they improve;
 - continuing to stress the importance of regular attendance to parents;
 - further developing links between home and school.*(Paragraphs 18, 43, 56)*
 - (3) Make opportunities for pupils to learn to appreciate cultures other than their own a more regular and everyday feature of the life of the school, both in lessons and beyond.
(Paragraph 40)

Other issues which should be considered by the school

- extending to all subjects the good practice, already found in some, of using information and communication technology to support pupils' learning; (*Paragraphs 30, 121*)
- identifying more systematically the most able pupils and using a register of them as a basis for checks that planning for them, and the progress they make, are always appropriate; (*Paragraph 23*)
- giving the older pupils more opportunity in science to design and carry out investigations for themselves; (*Paragraph 98*)
- improving the appearance and stock of the libraries so that their use is more inviting to pupils; (*Paragraphs 68, 84*)
- improving the style of information given to parents to make it more accessible to them. (*Paragraph 55*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	22	32	21	0	0	0
Percentage	5	28	40	27	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.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	383
Number of full-time pupils known to be eligible for free school meals	n/a	86

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	2	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	51

Attendance

Authorised absence

	%
School data	7.6

Unauthorised absence

	%
School data	0.6

National comparative data	5.4
---------------------------	-----

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

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	17	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	26	26
	Girls	11	16	13
	Total	29	42	39
Percentage of pupils at NC level 2 or above	School	53 (80)	76 (89)	71 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	29	22
	Girls	15	16	13
	Total	39	45	35
Percentage of pupils at NC level 2 or above	School	71 (85)	82 (75)	64 (91)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	35	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	21
	Girls	24	24	34
	Total	36	40	55
Percentage of pupils at NC level 4 or above	School	61 (86)	68 (70)	93 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (72)	n/a (81)	n/a (95)
	National	73 (72)	74 (74)	82 (82)

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	210	7	0
White – Irish	0	0	0
White – any other White background	8	3	0
Mixed – White and Black Caribbean	1	3	0
Mixed – White and Black African	2	6	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	1	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	81	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	22.5
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	388

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	2
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.

Financial information

Financial year	2002/2003
----------------	-----------

	£
Total income	985,987
Total expenditure	1,044,493
Expenditure per pupil	2,640
Balance brought forward from previous year	228,836
Balance carried forward to next year	170,330

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	449
Number of questionnaires returned	160

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	1	1	1
My child is making good progress in school.	66	28	4	0	3
Behaviour in the school is good.	54	41	2	0	3
My child gets the right amount of work to do at home.	54	35	9	1	1
The teaching is good.	68	29	2	0	1
I am kept well informed about how my child is getting on.	50	38	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	21	8	0	3
The school expects my child to work hard and achieve his or her best.	71	26	1	0	1
The school works closely with parents.	46	37	14	1	1
The school is well led and managed.	64	31	1	1	3
The school is helping my child become mature and responsible.	59	37	1	0	3
The school provides an interesting range of activities outside lessons.	54	29	8	3	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. The school has a nursery class which children attend half-time, either in the morning or the afternoon. Children start in the nursery in September or January depending on age. Virtually all who attend the nursery move up to one of two reception classes in the September preceding their fifth birthday. Children enter the nursery class showing attainment which is clearly below average, particularly in their skills of speaking.
72. The curriculum and teaching in this part of the school were found to have weaknesses at the previous inspection, especially in the nursery class. There has been much improvement since then, concerns have been fully resolved and present practice is now good. A well-planned curriculum and good teaching in every area of learning help the children achieve well during their time in both the nursery and reception classes. Overall, however, the children's attainment on completing the Foundation Stage is below the level defined by the national early learning goals for the age-group. Most children achieve the goals for personal and social development, knowledge and understanding of the world, physical development and creative development. However, in the important areas of communication, language and literacy and mathematical development, a sizeable minority of children does not achieve the goals. This reflects their low attainment when starting in the nursery, the special educational needs of some children and, in a few cases, poor attendance.
73. The teaching of the nursery class is shared between two teachers, one of whom teaches the class for the first three days of the week, with the other teacher taking over for the last two days. However, both teachers are present in the school each Wednesday when they meet to plan the forthcoming work together. This arrangement is well established and works smoothly. Good teamwork in the nursery and reception classes includes teachers, a nursery nurse and teaching assistants who all work hard together to create a happy, orderly and stimulating environment for the children. One of the nursery teachers also provides effective co-ordination of the overall Foundation Stage provision, supported by a senior reception teacher who leads the provision in these classes.

Personal, social and emotional development

74. Although children begin in the nursery with below average development in this area, good teaching helps them to make good progress. Teachers and their assistants are all skilled at guiding children with gentle firmness towards a happy compliance with the routines of life in an initially unfamiliar setting. They are patient, caring and supportive and use encouragement and reward very effectively to show children how to behave, to co-operate with each other and to show independence in beginning to look after themselves. Most nursery children learn to change into and out of physical education kit, largely by themselves. Children grow in confidence and by the end of their time in the nursery many show a lively interest in activities and relate well to adults and each other. Some, though, remain quite self-contained, do not talk freely to others and need a good deal of encouragement to interact with others. In the reception classes, however, further progress sees almost all children becoming more confident and communicative. Most, for example, join in lively discussions about class stories. Teachers' effective use of strategies, such as names displayed on 'smiley' or 'sad' face boards, is helping pupils to take turns in conversation. In both nursery and reception classes pupils behave well and there is a calm and purposeful atmosphere.

Communication, language and literacy

75. Teaching is also good in this area and helps children to make good progress from a low starting point. Stimulating talk and stories soon lead to nursery children listening satisfactorily but they are slower to develop speaking skills. Teachers and their assistants work hard to encourage speaking and an interest in communication generally. Nursery children, during the inspection, were seen starting their day writing their names with the help of their parents or carers, tracing or copying according to their ability. Fun role-play activities supported by adults are also well designed to encourage speech. Nursery children combine practice in controlling toy cars with practice in speaking when they call in at a 'drive-through restaurant' to place their orders. Occasionally, when nursery children are in group activities, the adult encouragement of speech is not targeted closely enough on those children who most need the practice. In a reception class, the culmination of a week's work on the story of 'Dan the Flying Man' was an appearance by Dan himself – a parent dressed in a most impressive home-made costume. This generated great excitement which led to some valuable extensive speech by children keen to describe what had taken place. As they progress through nursery and reception classes children experience a well-structured and progressive encouragement to understand and value books, letters, words and writing. During the inspection some reception children keenly offered to find and show an inspector books about planes. Many reception children show a sound growing knowledge of letter sounds, identification of initial letter sounds and recognition of rhymes. This helps them, for example, to think of a good number of words that would rhyme with 'cat' and to identify the initial letter. The more able children are beginning to read simple words. Some reception children are also completing their year with sound early attempts, supported by adults, to write their own words and simple sentences. Overall, though, the children do not reach the early learning goal for this area of learning.

Mathematical development

76. Good teaching provides a structured and progressive programme of appropriate activities for development in this area. By the end of their time in the nursery many pupils are counting up to five and know what the numbers look like. The more able have a sure sense of sequence and can, for example, fill the gap between two and four. Many also recognise squares, oblongs, circles and triangles and can count the number of sides or corners on each. The work is made fun through practical activities, big, bright equipment such as numbered carpet tiles, and through singing games that help children to count backwards and to begin to understand 'take away'. In the reception classes most children progress towards meeting expectations in the use of numbers as labels and in counting. A good many count confidently to 20. Most are also beginning to understand the ideas and language of position such as 'over', 'under' and 'between'. Some, though, find difficulty in early attempts at calculation and using ideas such as addition and subtraction. A significant minority of children does not achieve the early learning goals in this area of learning.

Knowledge and understanding of the world

77. Good teaching provides pupils with a good range of interesting opportunities for learning in this area. Almost all pupils progress well and reach the early learning goals. The good accommodation and resources allow staff to set up good opportunities for children to explore the properties of sand and water and to look at the effects of different shaped mirrors. Children learn to control the movements of a wheeled

electronic robot and to operate simple computer programs. A visitor to the school with a small collection of farm animals gives pupils an exciting opportunity to become more aware of living things. Reception children learn about the life cycle of the frog in connection with observations of life in the school pond. At appropriate times children are told about a range of religious festivals. This is sometimes linked with provision for children's creative development, as at the time of the Chinese New Year when children look at tangram patterns. In the reception class, much of the work during the inspection was linked with the theme of flight and pupils were encouraged to use binoculars to make close observations of planes taking off from the nearby airport and of local bird-life, and to make comparisons. Some children looking at books about planes in connection with this work did well to identify and explain some differences between historic and present-day aircraft. Children talk about, and hear stories of, journeys and unfamiliar places and their understanding of routes is supported by play on a mat marked out as roads.

Physical development

78. Good accommodation and equipment, together with teachers' thoughtful planning and high expectations of what children can learn, provide children with good opportunities for physical development. Large wheeled toys help nursery children develop control and co-ordination as they steer their way around a course marked out for them. Games using the large parachute, and throwing and catching with bean-bags, also help children with their larger movements, while construction and making activities with a good range of materials and tools help them to use their hands with precision. Children progress well in their physical development and by the end of the reception year they are moving with confidence, control and good co-ordination. During the inspection one reception class was beginning to undertake activity in readiness for the start they are soon to make on the National Curriculum. Moving over, under and through, wall bars, ladders and benches, with some children adventurous enough to ascend to a challenging height, children almost all showed good control and co-ordination in their movement. They climbed with care and concentration, rising to the challenge with courage and perseverance. Almost every child reaches the early learning goal in physical development.

Creative development

79. Children are given good learning opportunities in this area, through a combination of open-ended opportunities and activities, to express themselves with some adult guidance. The teaching is good and children progress well so that almost all achieve the early learning goal for this aspect of their education. Imaginatively presented role-play activities, sometimes linked to well-told stories, encourage children to exercise their imaginations. In the nursery, children have a good opportunity to experiment with the different sounds and effects they can achieve with a range of musical instruments. Adult-led singing helps children develop musical awareness, and an increasing proportion join in the singing and show rhythmic awareness through actions, as children move through the nursery and reception years. Children also have good opportunities to express themselves imaginatively and boldly with paint and by making collages using foil, paper, pasta and paint. There is a good balance between open-ended opportunity for children to explore and adult guidance that helps them develop techniques with which to express themselves so that they take pride in what they have produced.

ENGLISH

80. Standards in English are below the national average by the end of Year 2 and Year 6, but pupils are achieving well from their low starting point on entry to the school. The quality of the teaching and the progress pupils make are better than at the previous inspection and the oldest pupils' standards have risen in line with the national trend. Pupils, including those with special educational needs and those for whom English is an additional language, achieve well in relation to their prior attainment. This is mainly a reflection of the good quality of the teaching, the effective monitoring of teaching and learning, and the full support provided for those who are at risk of underachieving.
81. By the end of Year 2 and Year 6 pupils' attainment in speaking and listening is below the national average. In Year 2, more able pupils listen and speak confidently in response to teachers' questions and at the end of lessons when they share their work. However, whilst all pupils listen well, a significant proportion are more tentative when attempting to speak, and need prompting. By the end of Year 6, pupils of above average ability engage well in speaking and listening activities. All pupils here are attentive listeners but many of average and below average ability tend to respond briefly and tentatively in their speech.
82. Where teachers make speaking a central focus of the lesson and where pupils have been specifically prepared, many rise to the occasion and demonstrate good skills in role-play. This was amply demonstrated in a Year 4 assembly where pupils presented an effectively narrated dramatisation of World War Two and its aftermath. This was judiciously combined with songs of the period, making the presentation particularly moving with pupils speaking clearly and effectively to an audience of pupils, parents, staff and inspectors. The school has attempted to identify more opportunities for speaking and listening, for instance by giving a higher profile to questioning, but these opportunities are not systematically planned through a scheme of work and identified within other subjects across the curriculum.
83. Attainment in reading by the end of Year 2 and Year 6 is below the national average. By the end of Year 2, above average pupils enjoy reading and are able to talk about the plot. They read with confidence and with some expression. Average attaining pupils read many words accurately but need help with unfamiliar words. They are not forthcoming when invited to comment on the book and do not use what they read to predict what might happen. A high proportion of less able pupils struggle with simple words and hesitate a great deal. Good provision is made to support younger pupils through the reading recovery programme and the well-planned deployment of teaching assistants.
84. By the end of Year 6, many pupils use a range of strategies to help them in their reading and discuss a variety of texts. They predict what might happen using their knowledge of the plot and characters and justify their predictions. Less able pupils read hesitantly and do not confidently speak about the content of what they have read. Few have developed sufficient skills to infer and deduce beyond the literal meaning or to refer to texts to support their views. However, considering their low starting point, pupils make good progress. This is the result of the effective management of reading and the improving provision for guided and shared reading. Teachers' records are well organised and include diagnostic information related to agreed learning objectives. However, library facilities for older pupils are unsatisfactory with a number of books which are dated, and the library is uninviting.
85. By the end of Years 2 and 6, attainment in writing is below average. By the end of Year 2, more able pupils develop their ideas in sequence, use capital letters with most words

correctly spelt and begin to use joined writing. They write in a range of genres with good examples of instructional writing, narrative pieces and letters. However, whilst many pupils manage to communicate meaning, a high proportion do not write in sentences, sustain ideas and develop them sufficiently. Handwriting is satisfactory with many developing a good cursive style.

86. By the end of Year 6, higher and average attainers produce a range of effective writing including reports, letters, play scripts and poetry. The majority write imaginatively and clearly and extend their ideas in a logical way. However, a high proportion among the less able pupils lack confidence and understanding to produce work using vocabulary that is rich or is arranged in a way that captures and holds the reader's attention. Pupils' spelling improves as they grow older and handwriting which was described as weak in the last inspection has improved, with most pupils producing legible and joined writing.
87. The quality of teaching is mainly good and has improved since the last inspection. In the majority of lessons, learning objectives are thoroughly rehearsed with the pupils to focus their attention and revisited at the end to check understanding. Good use is made of the interactive whiteboard, when this is available, to illustrate and record ideas during discussion. Lessons are well structured so that often the introduction to the whole class is employed to prepare the pupils to work independently. This was amply demonstrated in a Year 2 lesson using the history topic of Florence Nightingale to learn both about the period and write a letter. The method used by the teacher of impersonating the character of Florence Nightingale created an authentic opportunity for listening and for posing questions, which the pupils responded to positively. The rehearsal was effectively employed to practice adjectives, identify items needed to improve conditions in the hospital and prepare the ground to demonstrate the writing of the letter. In all lessons, work is suitably matched to different abilities and offers appropriate challenge to more able pupils. Teachers' very good management of pupils is highly effective in promoting pupils' good learning. Pupils' overall achievement is enhanced because they have very positive attitudes to learning. They are keen, highly motivated and engage well with activities. They are attentive listeners and work very well together when asked to work collaboratively.
88. Another distinctive strength is the quality of team teaching in some lessons when two classes in the same year group are taught together. The teachers collaborate effectively and enable pupils to collaborate in their turn. The combined expertise often results in good gains, especially as the pupils also benefit from the help provided by teaching assistants so that during independent work pupils' access to support is maximised. On the rare occasions where teaching is less effective, this is due to activities going on too long or where time is not efficiently used when pupils move to low-level activities once they have completed the main task.
89. Provision for teaching literacy skills across the curriculum is satisfactory overall with good examples in history and science. Good use is made of history topics as a vehicle in literacy lessons for role-play, discussion and writing for a specific purpose. This approach, exemplified in the use of the topic on Florence Nightingale and evacuation, is particularly effective as it combines a number of literacy skills while extending pupils' knowledge and understanding of history. In science, skills of recording and note making are developed as an integral part of investigations. However, there is scope for extending this practice more systematically to other subjects, especially in speaking, given pupils' low starting points.
90. The subject is well led by the co-ordinator who is very keen to raise pupils'

achievement. She provides good advice and support for colleagues and has been instrumental in disseminating good practice in writing as a result of training she attended. Assessment arrangements in English are thorough and detailed with data regularly updated and effectively used to identify and support those who are underachieving. A range of programmes such as reading recovery and the additional literacy strategy, together with the good deployment of teaching assistants, are valuable in helping pupils catch up, especially in reading. The use of information and communication technology is underdeveloped and opportunities are sometimes missed in literacy lessons, particularly to promote drafting and redrafting. The priorities in the action plan for developing the subject are not sufficiently focused on precise targets for raised standards to enable the co-ordinator to assess the impact of developments on pupils' achievement.

MATHEMATICS

91. In Year 6, standards are now above average. This is a great improvement since the previous inspection when the oldest pupils' test results were well below average. Standards in Year 2 are in line with national expectations for their age, maintaining the situation at the previous inspection.
92. By the end of Year 2, pupils show sound knowledge and understanding of the number system with a sound mental recall of number facts and some multiplication facts. This is achieved by regular practice in lessons and assessments set by the teachers. By the end of Year 6, pupils have developed a good mental recall of multiplication facts that is the basis of the effective and quick way that they make mental calculations involving problem solving, such as money conversions to rupees and decimals. Teachers encourage all pupils to use their knowledge of number facts to estimate an answer before they start and, by the end of Year 6, this becomes a natural practice and helps pupils with their mathematics work. Year 6 pupils also show good understanding in the construction of a range of graphs to present data and in extracting and interpreting data from graphs.
93. The quality of teaching and learning is good throughout the school and promotes good achievement by pupils, including those with special educational needs and those with English as an additional language. Teachers have been well trained and supported in their adoption and implementation of the National Numeracy Strategy, and make good use of the high quality support provided by classroom assistants. In the best lessons observed, good pace was maintained throughout and teachers' good subject knowledge, leading to very clear use of subject-specific vocabulary, extended pupils' knowledge and understanding significantly. These qualities were demonstrated well in a Year 6 lesson on problem solving and data handling when the teacher's excellent use of specific vocabulary and challenging questions resulted in pupils being able to explain their answers in a variety of relevant ways.
94. Teachers set clear learning objectives that they share with pupils. This allows pupils to be aware of what they are doing and why. Teachers have high expectations of both pupils' work and their behaviour which they establish very effectively. The very good relationships that have been established, together with the very good management of pupils, lead to excellent attitudes in the pupils. They are enthusiastic and very co-operative, they concentrate well and they try hard. Teachers' planning for lessons is generally good and tasks with different levels of difficulty are set for pupils. There is particular attention to the support required by those with special educational needs which includes the successful implementation of the Surrey Numeracy Achievement Project (SNAP) initiative. In occasional lessons which are satisfactory but less

successful than the best, the teachers' checks on pupils' progress are slow to identify pupils' misunderstandings, or too little attention is paid to asking pupils to explain the methods they are using. Some good use is made of information and communication technology in supporting pupils' mathematical development, for example on handling data and presenting graphs. Attractive displays in classrooms and around the school further enhance learning, as does the incorporation within work across the curriculum of sound opportunities for pupils to apply and practise their mathematical skills. Very good use is made of regularly set homework to support pupils' learning.

95. The subject is well managed by the co-ordinator who has a good awareness of the strengths and areas for improvement in the subject. This knowledge has been achieved through effective monitoring and evaluation of colleagues' teaching in lessons, checks on lesson planning and analysis of pupils' work. There is also very thorough and systematic assessment and tracking of pupils' progress, which shows where individuals need more help or teaching can be developed. The school sets targets for each year group which are regularly reviewed. Resources are good in quantity and quality and are used well to support learning.

SCIENCE

96. Standards of attainment in Year 6 are close to the upper end of average. The oldest pupils' standards have improved greatly since the previous inspection when they were below average. Slightly lower standards in Year 6 than last year reflect the fact that there are fewer more able pupils capable of exceeding the expected level of attainment. In Years 3 to 6 good teaching and learning results in good achievement. Standards of attainment in Year 2 meet expectations. These show an improvement from last year and are now similar to those found in the previous inspection. Pupils' achievement in Years 1 and 2 is satisfactory and reflects satisfactory teaching and learning. The achievement of pupils with special educational needs and English as an additional language is similar to that of other pupils.
97. Average standards in Year 2 are seen in their work across different areas of the subject. The pupils observe and classify materials such as metal, plastic, wood and fabric satisfactorily. They investigate soundly what affects the melting of a cube of ice and exemplify their understanding of reversible and irreversible changes in materials, for example a boiled egg. They investigate and understand the effect of the height of a ramp on the distance a car travels. They describe life cycles of animals, such as beetles, butterflies and the frog. By the time they reach Year 6, pupils are clear about the relationship between the size of a shadow and the distance between the torch and the object. More able pupils explain the phenomenon more clearly than other pupils. A significant proportion understand soundly the principles of fair testing and the idea of variables, recognising which one to change and which ones to keep the same. They have a clear understanding of soluble and insoluble materials and know how to separate a mixture of these. More able pupils have a good understanding of the life cycle of a plant including stages such as pollination, fertilisation, seed dispersal and germination.
98. Teaching and learning are satisfactory in Years 1 and 2. Teachers manage pupils well and make good use of questioning. However, more able pupils are not challenged enough for them to make the full progress of which they are capable. Teaching and learning are good in Years 3 to 6 and are especially strong in Year 6. Teaching in Years 3 to 6 is greatly improved since the previous inspection, when it was judged to be mainly unsatisfactory. Good planning and preparation, methods, management of pupils and challenge are common strengths. Good teaching also leads to good inclusion and

helps pupils with special educational needs and pupils who are learning English as an additional language make good progress. In the best lessons there is excellent use of questioning and a quick pace to learning. Very good practice is also apparent when teachers enthuse pupils and make learning challenging and exciting. In one such lesson, the teacher used pupils to represent the spacing of particles in solids and liquids when cold and when heated; this was very effective in helping pupils to grasp the idea of solids and liquids. Sometimes teaching makes too little use of practical demonstration to help pupils' understanding of phenomena such as how seasons are caused. In Year 6, team teaching that combines the expertise and experience of the two teachers is a particular example of good practice that leads to good and enjoyable learning. There is scope for improvement in teaching, however, by giving more attention to pupils' development of independent investigation skills by designing and carrying out investigations for themselves.

99. Leadership and management of the subject are good and promoting good achievement. Monitoring of teaching and learning and of pupils' work and the curriculum are well developed and lead to imaginative action planning for improvement. Assessment procedures are very well developed. The information is used well to set targets and improve progress. Homework, especially in Year 6 is very well organised and helps in consolidating learning and carrying out some research where pupils have computers at home. Good quality resources to support the teaching are used well, for example to investigate the effect of temperature on the fizziness of drinks. Some of the most able pupils are taken to high achiever workshops. The good initiative of establishing a conservation area and club makes a good contribution to pupils' knowledge and understanding of nature and respect for the environment.

ART AND DESIGN

100. Standards have improved greatly since the previous inspection when they were lower than expected nationally for pupils' ages. Pupils' attainments are now above the expected levels at the end of Year 2 and again at the end of Year 6. All pupils achieve well and both teaching and learning are good, as is the quality of the curriculum provided. Particular strengths include the careful introduction and consolidation of techniques and understanding.
101. Teachers recognise the value of developing close observational skills and a variety of pencil techniques. As a result, Year 1 pupils produce careful pencil drawings of a range of objects using different grade pencils to good effect. Year 2 pupils mix colours well while painting, some showing especial care in achieving subtle differences in shade and tone. Year 3 pupils use colour and line sensitively to produce drawings of musical instruments in the style of Picasso. By Year 6, pupils using 'modroc' create models from previously drawn figures from 'Macbeth' that show good observation and good skills in producing well-proportioned figures. As with younger pupils, they take good care to achieve a good standard of finish.
102. The teaching is of good quality and includes examples of very good and excellent practice. As a result, pupils learn well. The teaching is interesting and stimulating and pupils are very well managed. This makes for enthusiastic, very well-behaved pupils who concentrate well and make co-operative relationships with both teachers and each other. They often work collaboratively and are always expected to make any appraisal of a peer's work with sensitivity. Good planning provides for pupils to receive a very good range of art experiences and evaluate their work from an early age. Throughout the school they compare the work of various artists from different eras, including contemporary work, and use these discussions to inspire their own efforts. Pupils enjoy

visits from visiting artists who support the teaching of sculpture and of using clay. Year 6 pupils visit the Tate Gallery as part of their art education. Discussions and evaluations of others' achievements in art and design make a valuable contribution to pupils' cultural development and to their progress in speaking and listening skills. Teachers explain and demonstrate a wide range of art and design techniques well. They develop pupils' confidence and independence well, ensuring that their work is well displayed and celebrated.

103. The subject co-ordinator provides very good leadership. She uses her considerable enthusiasm and expertise very effectively to support colleagues and thus promote their confidence in demonstrating techniques to pupils. A comprehensive scheme of work throughout the school guides teachers' planning effectively. The co-ordinator has successfully ensured that there is a very good range of resources available to support teaching and learning. By her regular monitoring of art and design she is able to ensure that pupils' skills, knowledge and understanding develop systematically as they move through the school.

DESIGN AND TECHNOLOGY

104. At the time of the previous inspection, standards in design and technology were below expectations and the subject did not meet statutory requirements. The school has made good improvements in the quality of teaching and learning and the quality and range of learning opportunities in the subject. These have led to better standards which now match expectations for pupils in Years 2 and 6.
105. By the age of seven, pupils generate ideas and use models and draw pictures soundly to plan and make products such as puppets, wheeled vehicles, moving pictures and fruit salad. They select and use a sound range of materials and tools successfully to make these products. They evaluate their products as these progress and sensibly suggest ways of improving them. By the age of eleven, they carry out research for designing and making an expected range of products such as slippers, shelters, musical instruments and moving toys to given design briefs. They use planning frames effectively for their design plans, list materials and write instructions for making. They use a sound range of tools and techniques competently for making their products. The standard of their finished products is satisfactory. Pupils evaluate their products against their design briefs and identify what they can improve.
106. Teaching and learning in the subject are satisfactory and lead to satisfactory achievement by pupils, including those with special educational needs and English as an additional language. However, some lessons have very good features that make learning exciting for pupils. Teachers are enthusiastic and have a sure knowledge of the subject. Their planning and preparation of activities and their management of pupils are good. Consequently, pupils work well both independently and together in small groups of mixed gender, ability and ethnicity. They learn the value of team working. On occasions, weaknesses in timetabling and assessment when pupils' work is in progress lower the quality of learning. For example, the quality of shelters that pupils make is not as good as it could be because there is insufficient time for the glue to dry and bond the joints firmly to hold the structure in good shape before they are decorated and finished. Work in design and technology gives pupils good opportunity to apply and practise mathematics, such as when making measurements. Pupils making slippers, for example, were required to measure the area of the sole and calculate the cost of making the item.
107. The leadership and management of the subject are good. The co-ordinator checks

learning effectively by monitoring teachers' plans, examining pupils' work and sampling learning by asking pupils to complete a well-devised questionnaire. Formal monitoring of teaching by direct lesson observations follows a four-year subject cycle. Detailed guidance for teachers' lesson planning is given. There is some developing use of information and communication technology to support teaching and learning.

GEOGRAPHY

108. Standards in geography are below national expectations by the end of Year 2 and are in line with them by the end of Year 6. This is a similar situation to that found at the previous inspection. Pupils, including those with special educational needs and English as an additional language, achieve satisfactorily and have a positive attitude to their learning.
109. By the end of Year 2, most pupils know the names of the countries of the British Isles and label them correctly on an outline map. They explain the location of the island of Iona, and more able pupils describe with accuracy its main physical and human features, using vocabulary such as 'mountains' and 'island'. Most pupils know the cardinal points of the compass and apply this knowledge in the classroom. They recall the travels of Barnaby Bear around the world, and some pupils mark India correctly on a world map, but the majority display little knowledge of world geography. They show limited geographical knowledge of the locality of the school, and many pupils have little recorded evidence of local studies in their books. Pupils' geographical skills, particularly related to fieldwork and map work, are of a low standard.
110. By the end of Year 6, most pupils show good knowledge and understanding of the physical features of rivers and mountains. More able pupils describe processes of river development with accuracy, and make correct use of geographical vocabulary, such as 'source', 'mouth', 'erosion' and 'meanders'. They understand the main characteristics of mountains, and name and locate correctly major mountain ranges on a world map. Pupils study places which contrast with their home area, such as Scotland and the Indus valley, but most show only superficial knowledge of them. More able pupils understand that there are variations in weather and climate throughout the world, and compile an accurate list of hot and cold countries, shading them correctly on an outline world map. Most pupils demonstrate developing geographical skills when they locate clearly on a local map their homes and their route from home to school. They use a tally chart effectively to record how they travel to school, and produce graphs of the data using a computer. They also make good records of their observations of land use in the local area by drawing bar graphs and by colouring maps with accompanying keys.
111. The quality of teaching is satisfactory overall, but varies from class to class. Where teaching is good, teachers are well prepared and organised, and display good subject knowledge which is based soundly on the National Curriculum Programmes of Study. They make effective use of resources, explain the lesson objectives clearly to the pupils and use good prompting and questioning to stimulate and involve the class. When present, teaching assistants give good support to individuals and groups of pupils. Pupils generally learn satisfactorily but in some less effective lessons teachers do not provide pupils with sufficient challenge and the pace of learning is slow. There are some inaccuracies in the marking of pupils' work and an excessive use of worksheets limits pupils' opportunities to extend themselves.
112. Leadership and management of the subject are satisfactory. The co-ordinator, who is also the co-ordinator for history, has only recently taken over responsibility for the

subject, and has plans to monitor teaching and to revise the scheme of work. There are sufficient resources to support the curriculum, and these are well organised and accessible. Effective use is made of information and communication technology to enhance pupils' learning. However, the school does not make full use of pupils' visits out of school to develop their geographical knowledge and skills, both in the local area and on more distant day and residential visits.

HISTORY

113. Pupils' attainment in history is in line with national expectations at the end of Year 2 and Year 6. The majority of pupils, including those with special educational needs and English as an additional language, achieve well against their prior attainment. This is mainly reflected in their increasing use of historical evidence to record their findings and of different sources of information. Pupils' attitudes to the subject are very positive and contribute to the progress they make. Overall standards have been maintained since the last inspection.
114. By the end of Year 2, most pupils have developed a firm understanding of chronology with more able pupils appreciating the distinction between recent history and periods in the distant past. They have a good knowledge and understanding of the period in which Florence Nightingale lived and of the health conditions of the hospital in Scutari. From evidence of previous work, they also demonstrate knowledge and understanding of key features and events surrounding the Great Fire of London when they sequence events and write pieces describing the causes of the fire and the role of Samuel Pepys as an eyewitness.
115. In Year 4, pupils demonstrate good understanding and knowledge of aspects of the Second World War such as the blitz and the reasons for targeting cities. They show clear understanding of evacuation and of the feelings and reaction of those involved. In Year 5, pupils show good research skills as they use the information collected to make presentations on a range of famous people and their achievements. They prepare and rehearse their presentations showing good recall of facts and answering questions from peers. Evidence from the analysis of pupils' work in Year 6 shows good understanding of the Indus civilisation with higher attaining pupils showing a good grasp of the reasons for settlements. The majority of pupils show a good understanding of chronology, for instance when using a timeline. In their research on famous persons, pupils make good use of the Internet to select information and write a profile of their chosen personality.
116. The quality of teaching and learning is good overall and has improved since the last inspection. Issues about teachers talking for too long or directing pupils' work too closely have been addressed with appropriate emphasis on enquiry approaches and finding and presenting information. In lessons seen, activities are presented in a lively and stimulating manner, and this enthuses the pupils about their learning. Pupils' learning is enhanced when they are asked to carry their own research or when creative methods like role-play are used, as when exploring the time of Florence Nightingale or the experience of evacuees. Good use is made of questioning to further extend pupils' learning and challenge their thinking. Pupils engage in activities with enthusiasm. In one less effective lesson seen, too little attention was given to ensuring that the most able pupils were sufficiently challenged.
117. The subject is well led by the co-ordinator who regularly monitors colleagues' planning and provides good levels of support and advice. Good approaches are used to review the subject, for instance by conducting questionnaires with staff and pupils, enabling

the subject leader to formulate and discuss where improvements are needed. The history curriculum is effectively enhanced, and pupils' cultural development well promoted, through visits to places such as Hampton Court to support work on the Tudors and The Imperial War Museum to support work on the Second World War. Good use is also made of resources and information packs which teachers download from the Internet. Information and communication technology is soundly used with a range of CD-Roms to serve different topics. The subject is effectively used to support and promote literacy skills with good examples seen during the week of inspection of the use of role-play, drama and collaborative discussion to promote talk. This also supports pupils' social development well.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. By the end of Year 2 and Year 6, standards attained by pupils are in line with national expectations. This is a good improvement since the previous inspection. The school has invested considerably in installing new computer facilities and these are beginning to have an impact on standards in information and communication technology throughout the school. All pupils, including those with special educational needs and English as an additional language, achieve satisfactorily.
119. By the end of Year 2, most pupils develop wordprocessing skills with which they write sentences, and more able pupils correct and redraft their writing. Pupils of lower ability are held back by their weak writing skills. The majority of pupils demonstrate good skills in experimentation when using a computer graphics program to produce a picture, and are confident in using the mouse and the keyboard. They successfully gather information from a class survey, and make pictograms to show the number of pets kept by the members of the class. They demonstrate skills in entering the data into a computer database, and then use the computer effectively to draw bar graphs. More able pupils develop confidence in searching a CD-Rom to find out information, and they present their findings by printing them in a variety of forms.
120. By the end of Year 6, most pupils can successfully input data into a computer to produce a table of results or to draw a graph, such as a bar graph or a pie chart. They make a spreadsheet by entering football scores into the cells which it displays and use it effectively to calculate totals. In Year 5, pupils learn to use an objects-based graphics package with which they effectively create geometric shapes. They investigate the uses of information and communication technology when, for example, successfully constructing a basic circuit which functions to illuminate the flashing light of a model lighthouse. More able pupils explain clearly the different roles of the component parts of the circuits. In Year 6, most pupils make a multimedia presentation using a multimedia program to inter-link pictures and text. Pupils of higher ability make the presentation interactive. Pupils also develop competent skills in using the Internet to access information from large databases, and download pictures and text to support their learning across many subjects of the curriculum.
121. The quality of teaching and learning is satisfactory overall. Most teachers make good use of the school's interactive whiteboards and computer suite to enhance pupils' learning. They demonstrate the use of software programs clearly and provide effective support to pupils working individually or in small groups. Good provision is made for pupils with learning difficulties, but the few more able pupils are not always challenged sufficiently, and so underachieve. Good opportunities are given in the work in some other subjects such as mathematics and history for pupils to apply and practise their information and communication technology skills. There are some missed opportunities for this in other subjects.

122. The leadership and management of the subject are good. The co-ordinator is well organised and has developed a realistic action plan to improve the subject. The scheme of work is up to date and is soundly based on national guidelines supplemented by commercially produced materials. Pupils' progress is checked well, and the co-ordinator has an established programme for monitoring teaching across the school. There is a full staff training programme, supported by outside agencies, which includes training of teaching assistants. The school is well equipped with computers, ancillary equipment and a good range of software. The information and communication technology suite is spacious and well equipped, and there are computers with Internet access in all classrooms, together with others strategically located throughout the school. Interactive whiteboards are available for use by all classes, and staff have been trained in their use.

MUSIC

123. The oldest pupils' standards in music are, overall, in line with national expectations for their age and their singing is of especially good quality. The attainment of pupils aged seven is above the standard expected at their age. Few lessons in music took place during the days of the inspection and none for the Years 5 and 6 pupils. However, pupils were heard singing in a number of assemblies, recordings of past musical performances were heard and discussions were held with groups of pupils. Together, the evidence points to pupils achieving well throughout the school. The oldest pupils' standards have been maintained since the previous inspection while those of the seven-year-olds have risen.
124. In Years 1 and 2, pupils progress well in understanding and applying basic musical ideas such as pitch and rhythm. Year 2 pupils are able to clap rhythmic patterns accurately and are quick to spot differences between high and low pitch and changes in tempo and dynamics. Good, accurate and expressive singing reflects these skills. In a lesson on 'ternary structure' in music very effective teaching, based on the helpful analogy of a 'musical sandwich', led to very good progress. Virtually every pupil was able, by the end of the lesson, to identify the joins between the three parts of the melody as the teacher played 'Twinkle, Twinkle Little Star' on the recorder. In discussion, Year 2 pupils show a good knowledge of a wide range of musical instruments, recognising the very different ways in which they are played and with most understanding that small instruments generally produce higher sounds than large ones.
125. Older pupils build on the good start made in Years 1 and 2 in their very expressive singing that shows good accuracy, clear diction and a pleasant tone. The choir formed from the oldest pupils sings with excellent accuracy, purity of tone and a sensitivity of expression which was well demonstrated in a movingly tender performance during an assembly in inspection week. The choir is often asked to take part in performances in the wider community. All of the singing in school assemblies plays an important part in creating an atmosphere appropriate to the occasion. In discussion, Year 6 pupils respond soundly to the challenge to consider how they might set about composing a piece of music to achieve a given effect. However, their work in understanding composition and different styles of music has had less impact than their practice in performance, and especially singing, skills. They find it difficult, for example, to describe the qualities of the music of different styles or ages.
126. Too few lessons were seen for an overall judgement on the quality of teaching to be made, but planning for the teaching is good and pupils' evident enthusiasm for the subject reflects well on the learning. Teaching seen in Year 2 was of very good quality,

showing high expectations of what pupils could learn, clear explanation and demonstration and very good management of pupils that led them to show much interest and enthusiasm, effort and excellent behaviour.

127. The subject co-ordinator, who is well qualified in the subject, gives good and enthusiastic leadership to the subject. She is well supported in this by a colleague who also has good musical expertise. Together they provide valuable additional learning opportunities through choirs and recorder groups for both younger and older pupils and opportunities for all to take part in performances for parents each year. Some visiting expert support is also given to learning musical instruments. Teaching is well supported with detailed guidance on lesson planning and the provision of good resources to support the work. There are sound checks on the planning and some useful sampling of pupils' attainment across the school. As part of the planning for improvement in the subject a new system of more detailed assessment of pupils' progress is being tried out.

PHYSICAL EDUCATION

128. Throughout the school pupils' attainments exceed the standard expected nationally at their ages. Very good, challenging teaching builds on the good start children have made at the Foundation Stage and promotes excellent attitudes and behaviour in lessons. This leads pupils to achieve well. Throughout the school, the standards achieved by pupils and the quality of the teaching have improved since the previous inspection.
129. Year 2 pupils practising athletics skills during the inspection tackled their activities with enthusiasm and energy. They persevered very well in their practice at running techniques. Almost all made clear progress in their leg and arm actions, and in synchronising the two, to improve their running style and speed. Pupils join energetically in warm-up and cool-down activities. They understand well the processes within their bodies that make these activities necessary.
130. Older pupils in Years 4 and 6 were seen during the inspection making further good progress while developing athletics and games skills. They persevere and try hard at practising skills, for example, of using bats and balls, of throwing with accuracy and distance, of long-jumping and of baton passing for relay races. In these, and in energetic warm-up activities, almost all pupils show good co-ordination and control. In an excellent Year 6 dance lesson, pupils showed very good co-ordination as they moved very responsively to the rhythm of the music. Pupils evaluated each other's performances thoughtfully and showed good qualities of imagination in developing their own ideas. The school provides a programme of swimming instruction in Years 1 to 3. This happens at an earlier stage of primary education than in most schools and leads to a good many pupils swimming successfully at an earlier age than usual.
131. The teaching is of very good quality and promotes very well-motivated learning in pupils. Teachers plan very appropriate activities and manage these, and the pupils, very successfully. Teachers in some year groups teach as a team. This, and close co-operation with effective and well-briefed teaching assistants, provides for a good range of closely supervised activities in lessons. This helps pupils to sustain their high level of interest and enthusiasm throughout each lesson so that time is very well used to promote progress. Teachers set high expectations of what pupils can do but are also very supportive and encouraging. They provide clear explanations and often demonstrate skills very effectively themselves. Occasionally though, teachers' emphasis on coaching pupils in developing skills means they overlook some opportunities to involve pupils in evaluating their own and others' performances so that

they can work out for themselves how to improve. Pupils show excellent relationships in lessons which support the promotion of very good attitudes of teamwork and sportsmanship.

132. The subject co-ordinator gives very good, knowledgeable and determined leadership to the subject and is strongly supported in this by a colleague who is also well qualified in the subject. Together, they set the tone of enthusiasm and high expectations that surround the work in the subject. An illustration of this is the fact that, from their very first days in the school, pupils all comply with the school's physical education dress code. Another example is the provision of a wide range of well-attended activities outside lessons which include opportunities for coaching by visiting experts, staff-pupil matches and competition with other schools in which the school is often successful. Very good use is made of the very good indoor and outdoor accommodation and good equipment resources available for the subject.

RELIGIOUS EDUCATION

133. Pupils achieve satisfactorily and the standards attained by those at the end of Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus. This is a good improvement on the previous inspection. The curriculum meets statutory requirements.
134. By the end of Year 2, most pupils have a basic knowledge of key aspects of the Christian faith. For example, pupils explain that Christians may go to a church to worship God, that they believe that Jesus was God's son and that their special book is called the Bible. Pupils make a study of a church and most of them describe correctly its important features such as the altar, the font and the lectern. More able pupils explain the significance of religious symbols such as the cross, candles and bread and wine. The vast majority of pupils write detailed accounts of major events in the life of Jesus, such as his birth, his ministry, the Crucifixion and the Resurrection, and produce good pictures to illustrate them. Year 2 pupils discuss knowledgeably the faith of Muslims and their belief in Allah. They make a virtual tour of a mosque on the computer and describe clearly a Muslim's daily duties and routines. Pupils also examine a prayer mat, and describe fully the rituals associated with praying. However, the quality of recorded work from pupils of lower ability is poor.
135. By the end of Year 6, pupils consolidate their understanding of Christianity and learn about other world religions. They make a thorough study of Judaism and learn about how Jewish people worship in the synagogue. Pupils examine pictures of the objects they use when they pray, produce well-illustrated descriptions of the tallit and the menorah, and make paper copies of the kippah. They also plan a meal for a Jewish family and describe the foods on the seder plate. They show good understanding of religious Festivals of Light such as Diwali and Hanukah, and know that different religious faiths have religious celebrations of milestones in life, such as when they celebrate christenings and weddings. One pupil, for example, wrote sensitively about her experience of attending a friend's christening.
136. The quality of teaching is satisfactory and, on occasions, it is very good. In a very good lesson on the daily duties and special rituals in the lives of Muslims, the teacher used very good questioning and vocabulary to stimulate the pupils' interests. She displayed good subject knowledge and provided an interesting range of resources and artefacts to enliven the lesson. Pupils' work is usually well marked, with suitable comments. Pupils generally learn satisfactorily but, occasionally, lessons do not provide sufficient challenge for the most able pupils.

137. Leadership and management of the subject are satisfactory. The subject policy and scheme of work have recently been revised and the latter is soundly based on the locally agreed syllabus and national guidelines. There is an established programme of monitoring of pupils' work, and monitoring of teaching is now under way. The co-ordinator provides sound support for colleagues through school-based education and training. The school is well equipped with religious artefacts, books and other resources to support the curriculum. Pupils' learning experiences are enriched through visits to the local parish church and a synagogue. There are also visits to the school by parents who give talks on the customs and practices of Sikhism and Hinduism, and by representatives of the local Free and Anglican churches.