

INSPECTION REPORT

THE GROVE PRIMARY SCHOOL

Frimley

LEA area: Surrey

Unique reference number: 125131

Headteacher: Mrs B Brown

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: June 2nd – 5th 2003

Inspection number: 248664

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Chobham Road
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Surrey

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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Goron

Date of previous inspection: January 19th –22nd 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	Religious education; geography.	The school's results and achievements; Teaching and learning; Leadership and management.
11575	Catherine Fish	Lay inspector		Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents.
1710	Thelma Edwards	Team inspector	English; music; Foundation Stage; English as an additional language.	
12367	Anthony Green	Team inspector	Science; information and communication technology; design and technology; history; educational inclusion.	Learning opportunities.
21899	Gillian Lawson	Team inspector	The work of the Language Unit	
31029	Peter Thrussell	Team inspector	Mathematics; art and design; physical education; special educational needs.	Personal, spiritual, moral, social and cultural development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Grove Primary School is a community school that draws most of its pupils from the local neighbourhood but some from further away. At present, there are 297 boys and girls from 4 to 11 years of age. The school includes a Language Unit for up to 20 pupils with specific speech and language difficulties, who come from a wider area. Children's attainment on entry to the school is broadly average, but varies in some year groups. Pupils come from a wide range of backgrounds although the number known to be eligible for free school meals is below average. There are 25 per cent of the pupils identified as having special educational needs, mainly as a result of learning difficulties. This is above average. Just over seven per cent of pupils have a Statement of Special Educational Needs, most of whom attend the Language Unit. This is well above average. Fifteen per cent of pupils come from ethnic minority backgrounds and 14 per cent speak English as an additional language. Several are at an early stage of acquiring English. The present headteacher took up her post three years ago. This coincided with a period of high turnover of temporary teachers as a result of recruitment difficulties, which has now stabilised.

HOW GOOD THE SCHOOL IS

The Grove Primary School is a good school with many strong features. Standards are improving as a result of good teaching across the school and have already risen in the last two years to above average in English, mathematics, science at the end of Year 2. It is too soon to see the full effect of the improvements on standards at the end of Year 6, which are average. Pupils behave very well and have very good attitudes towards school. The headteacher, governors and staff work together very well as a team to improve standards for all pupils and are fully committed to continuing this. The school provides good value for money.

What the school does well

- Pupils receive a good start to school in the reception classes and reach above average standards in mathematics, writing and science by the end of Year 2 and in reading throughout the school; pupils throughout the school make good progress in many lessons because they are taught well.
- The headteacher provides very good leadership, working closely with parents, all staff and governors to overcome weaknesses and to bring about improvements in pupils' achievement and standards of work.
- Pupils in the Language Unit make very good progress because the school makes very good provision for them, successfully helping them to take part in all aspects of school life.
- The school cares very well for its pupils, providing very good support and guidance for them; together with the very good relationships between all members of the school community; this makes a strong contribution to pupils' very positive attitudes towards school.
- The school promotes pupils' personal development very well, successfully encouraging them to behave and to get on very well together and to work hard.
- The school enriches the curriculum with very good, relevant learning opportunities that help to interest pupils and motivate them to learn.

What could be improved

- Standards in information and communication technology at the end of Year 6, which are below average.
- Standards in mathematics, English and science at the end of Year 6, which are not yet as high as at the end of Year 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998 and since then there has been good improvement overall, although some aspects of school development have been hindered by the high turnover of staff from 2000 to 2002. The school has addressed the weaknesses identified in the last report in the provision for information and communication technology well. This is reflected in improved standards in the subject as pupils move through the school. The full impact has yet to be felt in Year 6. The staff turbulence also had an adverse effect on standards in some year groups. The results of effective action taken by the school to address this is now seen in the rapid improvements in standards and pupils' achievements in English, mathematics and science by the end of Year 2 and the good quality of teaching across the school. Well-focused programmes of monitoring and evaluation and staff training, together with the effective use of performance data to raise expectations, set targets and support pupils in reaching these, have helped to bring the improvements about. The well-planned use of national initiatives to support pupils' learning has also contributed to this success. There is a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning and, as a result, the school is well placed to make further improvements.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	A	C	E	well above average A
mathematics	D	B	C	E	above average B
science	C	A	C	D	average C
					below average D
					well below average E

The particular characteristics of the school, with the Language Unit and an above average number of pupils with special educational needs, mean that comparisons with similar schools can give a misleading indication of pupils' achievements. In 2002, for example, Year 6 pupils achieved satisfactorily compared to their prior attainment at the end of Year 2. Since the last inspection, results overall have kept pace with national trends, but have fluctuated from year to year as a result of differences in the sizes and range of attainment within year groups, as well as the impact of staff changes. Results at the end of Year 2 in 2002 rose to above average in mathematics, average in reading and below average in writing from a low point in 2001. They were average in teachers' assessments in science.

Lesson observations and pupils' work show continuing improvement in standards and achievements. Children achieve well in the Foundation Stage. This year, children's attainment on entry to the school was below average. They are in line to reach average standards in all areas of their learning and to exceed them in their personal, social and emotional development by the time they leave the reception classes. By the end of Year 2, standards have risen further and are now above average in reading, writing, mathematics and science, with pupils achieving well. This is a good improvement since the last inspection. Standards at the end of Year 6 have also improved in reading, but remain average overall in English, mathematics and science and pupils achieve satisfactorily. One reason for this is a high turnover of pupils, with two fifths of the year group having joined the school since Year 2. Another is that it takes longer for the impact of improvements, especially in the quality of teaching and learning, to work through from Year 3 to Year 6. The school is likely to come close to meeting its own challenging targets set for this year. Pupils with special educational needs and those who speak English as an additional language achieve well in relation to their previous attainment. Standards are above average in art and

design, history and design and technology at the end of Year 6. They are below average in information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are enthusiastic, very eager to learn and work hard.
Behaviour, in and out of classrooms	Very good both in lessons and at play. There were four exclusions last year, but only one so far this year.
Personal development and relationships	Very good personal development; relationships are very good between pupils of all ages and with all of the adults in the school.
Attendance	Good; above the national average.

Boys and girls, including those who speak English as an additional language and those with special educational needs, co-operate with each other very well, concentrate and take a real interest in their work. They show thoughtfulness, care and respect towards the feelings and ideas of others and most act very responsibly.

TEACHING AND LEARNING

Teaching of pupils in:	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.

The overall quality of teaching is good and has improved further since the last inspection. As a result, pupils learn well in most lessons. This is contributing well to the improvements in standards and achievements. The school has done well to reach this level of consistency of good teaching across the school so soon after the period of staffing difficulties. Basic literacy and numeracy skills are taught well. Teaching is good throughout the school in English and science. It is also good in mathematics in Years 1 and 2. Teaching is satisfactory in mathematics in Years 3 to 6, where there is a greater variation in its quality. This is one reason why standards in mathematics are not rising as quickly as in Years 1 and 2.

Some lessons and a scrutiny of pupils' work showed that teachers do not always match tasks well enough to the needs of average and higher attaining pupils. The needs of lower attaining pupils and those who speak English as an additional language or have special educational needs are met well through effective teaching and well targeted support and they achieve well. In the many well-taught lessons across the school, teachers manage pupils very well, using a good variety of methods and resources to provide interesting activities. As a result, pupils work hard, with a good sense of purpose and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall; enriched very well by visits and visitors, very good links with the community and an excellent range of extra-curricular activities.

Provision for pupils with special educational needs	Good overall; pupils make good progress towards their targets. Provision for pupils in the Language Unit is very good and pupils there make very good progress as a result of very effective teaching and support.
Provision for pupils with English as an additional language	Good; pupils receive good support that helps them to participate well in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; good for spiritual and cultural development, very good for moral and social development.
How well the school cares for its pupils	Very well; a strong emphasis on promoting self-esteem contributes very well to their personal development.

The school has a very good partnership with parents and this makes a strong contribution to pupils' learning. Teachers and teaching and special needs assistants use their very good knowledge of pupils to provide very good educational and personal guidance to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall; very good leadership by the headteacher, very well supported by the senior management team and by very good teamwork between teachers.
How well the governors fulfil their responsibilities	Well; they take an active and effective part in the management of the school.
The school's evaluation of its performance	Good; a rigorous programme of monitoring, evaluation and support has contributed strongly to improvements in standards and teaching.
The strategic use of resources	Very good; available funds are used very well to support the school's priorities.

The headteacher has established a very clear sense of direction that is shared by the whole school community and focused on improving standards and the quality of teaching and learning. The school works well to apply the principles of best value when making decisions. Staffing levels are good. Satisfactory levels of resources and good accommodation are used well to create a stimulating learning environment for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Their children are well taught and make good progress. • Their children are expected to work hard and do their best • The school is approachable and responsive to their views and concerns. 	<ul style="list-style-type: none"> • The range of activities outside the classroom.

Inspection findings fully support the very positive views parents have of the school. With regard to their concerns, the team found that there is an excellent range of activities for pupils outside the classroom.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the 2002 National Curriculum tests at the end of Year 2 were average in reading, below average in writing but above average in mathematics compared to all schools nationally. This showed a good improvement from the results of the previous year, which had fallen to a low point in 2001 after the last inspection, mainly as a result of a significant turnover of teachers in the preceding two years because of recruitment difficulties. Teachers' assessments in science indicated that standards were average. At the end of Year 6, results were average in English, mathematics and science, in comparison to all schools. Although the results fell back from the previous year, with fewer pupils reaching the higher Level 5, they represented satisfactory achievement overall in relation to the prior attainment of this particular group of pupils at the end of Year 2. Results at the end of Year 6 over the last five years have broadly kept pace with the national trend, but have fluctuated considerably. This partly reflects differences in the range of attainment in particular year groups, but also the staffing difficulties experienced by the school. The interpretation of results is also affected by differences in the sizes of the year groups throughout the school, ranging at present from 27 to 58.
2. Compared to similar schools, the 2002 results at the end of Year 2 were average in mathematics, below average in reading and well below average in writing. At the end of Year 6, they were well below average in English and mathematics and below average in science. However, the particular characteristics of this school show an above average proportion of pupils with special educational needs. These include a number of pupils with specific speech and language disorders, who attend the Language Unit. Consequently, although these pupils do well in relation to their prior attainment, comparisons with similar schools, which are based on the proportion of pupils eligible for free school meals, can give a misleading indication of pupils' standards and achievements overall. Differences in the performance of boys and girls over the last three years are similar to the national picture. The school monitors any year-to-year variations carefully so that appropriate action can be taken if needed.
3. Although children's attainments on entry to the school are average overall, they vary sometimes from year to year. Attainment on entry to this year's reception classes from observations and from analyses of the baseline assessments was below average. As a result of consistently good teaching, these children have achieved well. By the time they leave the reception classes, the majority are likely to meet the early learning goals in all areas of their learning and to exceed them in their personal, social and emotional development.
4. Past work and lesson observations show continuing improvements in standards and pupils' achievement at the end of Year 2 since the 2002 results. Standards at the end of Year 2 are now above average in English, mathematics and science. Pupils of all levels of attainment achieve well in relation to their individual starting points. This is a good improvement from last year and from the judgements made in the last inspection and shows the increasing impact of effective action taken by the school. At the end of Year 6, standards remain average in English, mathematics and science. Pupils with special educational needs and those who speak English as an additional language do well, but the majority of average and higher attainers achieve satisfactorily overall in relation to their prior attainment at the end of Year 2. The quality of teaching and learning is good overall, but the good progress pupils now make in many lessons and the effect of other school improvements has not had time yet to impact fully on the standards and achievement of the oldest pupils. This is partly because the pace of their learning was slowed during the period of staff turbulence, but also because there has been a significant turnover of pupils in Years 3 to 6. Only 60 per cent of pupils currently in Year 6 attended the school at the time of their Year 2 national tests.
5. A number of factors have contributed to the good improvements already evident in standards and achievements at the end of Year 2 and as pupils now move through the school. The staffing

situation is now more stable and the quality of teaching is good across the school - a remarkable improvement given the relatively short length of time the current team has worked together. The school makes good use of initiatives, such as the Early and Additional Literacy Strategies, for pupils in need of additional support. The good provision for pupils with special educational needs is reflected in the increase in the numbers of pupils reaching the expected standards. Good use is now made of performance data to track pupils' progress and to identify and set challenging targets to address specific areas of weakness at school and year group level in English, mathematics and science. It is also used well to give targeted support to those pupils in every year group who are identified as not achieving as well as they might in English or mathematics. As a result, the school is likely to at least meet the targets agreed for this year with the local education authority and to come close to its own more challenging targets as part of their wholehearted commitment to continuing to raise standards. The very positive attitudes that boys and girls have towards school also contribute to their achievements.

6. In English, standards in all aspects of the subjects are above average at the end of Year 2 and pupils achieve well. They are average overall at the end of Year 6 and achievement is satisfactory, although standards in reading are above average and have improved since last year, with pupils achieving well in this area. Teachers provide frequent opportunities across the curriculum for pupils to practise their speaking and listening skills through discussion and drama in groups of varying size. Consequently, by the time they leave the school, pupils listen attentively to their teacher and to each other. They make thoughtful contributions to sustained discussions. This makes a good contribution to their learning in all subjects. In reading, phonics and key words are taught in a consistent, well-structured way and teachers monitor and support the progress of individual pupils very carefully. Pupils are enthusiastic readers, and show a good understanding of what they read. Standards in writing are rising as a result of a whole school focus on this area, with good improvements in particular in the numbers of pupils reaching level 2b in Year 2 and level 4 in Year 6. Teachers generally make good use of opportunities in other subjects to reinforce and extend pupils' literacy skills.
7. Standards in mathematics are above average in all aspects of the subject by the end of Year 2 and pupils of all levels of attainment achieve well. Standards are average at the end of Year 6 and pupils achieve satisfactorily, because in Years 3 to 6 there is a greater variety in the quality of teaching, which is satisfactory overall. Basic skills are taught well but as pupils move through the school, work is not always matched well enough to their needs. In some lessons, there is not enough emphasis on pupils practising their oral and mental skills or of pupils consolidating and extending their learning at the end of the lesson. Teachers make good use of opportunities across the curriculum for pupils to practise their mathematical skills.
8. Standards in science are above average by the end of Year 2 and pupils achieve well. At the end of Year 6, standards are average and pupils' achieve satisfactorily. This is partly because improvements since the last inspection have not had time to impact fully on the skills of older pupils. Also, in Years 3 to 6, standards in scientific enquiry are slightly weaker than in the other aspects of the subject, as pupils are not given enough opportunities to develop their own investigations. In some lessons, tasks are not matched well enough to pupils' needs.
9. Standards in information and communication technology are average by the end of Year 2, but below average at the end of Year 6, although pupils achieve satisfactorily in relation to their prior attainment. Considerable improvements in resources have been made since the last inspection, particularly with the provision of a computer suite and other resources. However, there is some disparity in teachers' expertise and as yet there are no assessment procedures in place to help teachers take account of pupils' existing skills. Although teachers provide good opportunities for pupils to practise their word processing skills across the curriculum, opportunities to practise other skills are not planned.
10. In religious education, standards are in line with expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Pupils achieve satisfactorily overall. By the time they leave the school, they have a secure knowledge of several of the major world religions and can make some comparisons between them. They reflect appropriately on their own experiences and those of each

other, helping them understand and respect the ideas and values of others. This makes a good contribution to their spiritual, moral, social and cultural development.

11. By the end of Year 6, standards are above average in art and design, history and design and technology and pupils achieve well. One reason for this is because they are taught a wide range of skills and techniques well. It also reflects the importance the school places on successfully providing a broad curriculum for pupils. Standards are average in geography and pupils achieve satisfactorily. There was not enough evidence of music or the different strands of physical education to make an overall judgement on standards or pupils' achievement by the end of Year 6.
12. Pupils with special educational needs achieve well and generally make good gains in their learning relative to their prior attainment. They make good progress towards their individual targets because of the effective support given by the co-ordinator for special educational needs and the special needs assistants in withdrawal groups. Pupils who speak English as an additional language make good progress in their acquisition of language. Over half of them are already fluent English speakers. They receive good support in class and withdrawal groups to develop their speaking, language and communication skills.

Pupils' attitudes, values and personal development

13. The pupils' attitudes, behaviour and personal development are all very good. This helps to create the calm atmosphere that exists in school and promotes a good learning environment. The good levels at the time of the last inspection have been improved further. All staff provide very good role models for the pupils. The very good relationships that develop across the school community make it a friendly and supportive place in which to work and play. These outcomes positively reflect the overall very good provision for the pupils' spiritual, moral, social and cultural development.
14. Parents feel that their children like coming to school and this was confirmed during the inspection. Pupils talk enthusiastically about what they are doing at school and are really looking forward to the opening of the new adventure playground. What they like best is being with their friends and the friendship and support they receive from the staff. All the pupils come into school eagerly at the start of the day. The youngest pupils settle without fuss to the activities provided for them and from this early age, enjoy being involved in the daily routines. The older pupils enjoy the responsibilities given to them, undertaking any tasks sensibly and with pride. Those pupils elected to the school council take their responsibilities seriously; recent discussions have taken place about the need for litter bins and having mirrors in the pupils' toilets. The council is a very effective way of taking the pupils' views into account.
15. The pupils' attitudes to their lessons are very good overall. There is very little variation across the school, but they are particularly strong in Years 3 to 6. These very positive attitudes are characterised by high levels of concentration, enthusiasm to be involved and confidence to ask and answer questions. For example, in a mathematics lesson for Years 5 and 6, the pupils were very eager to put up their hands to offer an answer during the briskly paced introductory activity. This involved writing, in figures, very large numbers called out by the teacher. The pupils rose to the challenge very enthusiastically, eagerly offering their own difficult numbers, one pupil suggested two million, four hundred thousand and seventy six, for their peers to write. In the same way, in a literacy lesson for Years 1 and 2, the pupils knew what they had to do because they had concentrated hard on what the teacher told them. They were fully involved in listening to and reading the text used and responded with appropriate horror to the description of 'Mr. Twit'.
16. Most parents have positive views about the behaviour in school and this was confirmed during the inspection. The pupils behave very well in many different situations and contexts from the playground to assemblies. Even when, as occurred occasionally, the activity they were taking part in was less than scintillating, their behaviour remained good. The school sets very high expectations of behaviour during the school day and, generally, the pupils rise well to them. There are, however, a few pupils who experience difficulties in maintaining self-control. They generally respond positively and sensibly to the specific provision made for them. There were four fixed term exclusions last year involving three pupils. Exclusions are used only as a last resort and as a short, sharp, shock, before

pupils are quickly re-integrated into school life. The number has been reduced to just one so far this year.

17. Bullying was raised as a concern by parents. However, none was seen during the inspection and it was discussed formally and informally with some of the pupils. Whilst a few said there is some bullying, they also said it is handled quickly and effectively by the school, if brought to its attention. The action taken often involves the pupils tackling and resolving the issue amongst themselves without resort to staff intervention. The pupils like this approach. They did not appear concerned about bullying and stressed how friendly and helpful all of the staff are.
18. The pupils' personal development seen around the school is very good, but it is less well developed within lessons, where the pupils are often still too reliant upon the staff. The pupils are courteous, polite and trustworthy. They happily chat about what they are doing, hold doors open and initiate conversations. The very good provision for spiritual, moral, social and cultural development has a very positive effect in this area. For example, during the inspection, in an assembly for the pupils in Reception and Years 1 and 2 about 'One Big Family', they showed great regard for pupils from different ethnic backgrounds, talking with great respect about their different religions and skin colour. The pupils learn to listen carefully to each other - this helps them to appreciate and respect the views and opinions of others. For example, in a food tasting session in a lesson for Year 5 and 6, the pupils readily appreciated that one pupil's delicious chewy, nutty, sweet snack bar was another pupil's worst choice. A recent initiative introduced by the caretaker and much enjoyed by all pupils, is the collecting of 'Galleons' that build into the weekly awarding of certificates for the classes with the most. Pupils spoke enthusiastically about the way that they can receive 'Galleons' for any good deed or action, or indeed a beaming smile! Nobody feels excluded – indeed the aim is that all pupils should gain rewards.
19. Relationships across the whole school are very good. The pupils speak enthusiastically about the friends they make amongst their peers and with the staff. Year 6 pupils about to leave identified the missing of friends as a real regret. Most pupils get along with each other very well, enjoying one another's company both in and out of the classroom. This includes pupils with special educational needs and pupils who speak English as an additional language, who are fully integrated and participate well in all aspects of school life. Very good incidents were seen of boys and girls playing together and supporting each other when they were hurt. Older pupils enjoy being playground 'buddies' for the younger pupils. In lessons they gain a lot from working in pairs and groups, sharing ideas and discussing tasks. In a literacy lesson for Year 3 and 4 pupils, they discussed the task in pairs as well as to take turns to write the answers. The pupils show initiative by, for example, organising games for younger pupils at lunchtime. However, there are fewer opportunities for pupils to show their initiative within lessons.
20. Attendance at school is good; it has risen in the last few years. The levels of both authorised and unauthorised absences are lower than the average. Many of the authorised absences are due to parents taking their children out of school for holidays. Most pupils arrive at school on time and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

21. The overall quality of teaching and learning is good, with a higher proportion of good and very good teaching than at the time of the last inspection. However, over two thirds of the teachers have joined the school since that time, with recruitment difficulties leading to a considerable turnover of temporary teachers between 2000 and 2002. Although the situation is now more stable, the current team of teachers has been together for a relatively short length of time. This makes the consistency of good teaching across the school all the more notable. The quality of teaching was good or better in nearly three-quarters of the lessons seen. It was very good, and at times excellent, in a quarter of them. Very little unsatisfactory teaching was seen. Key factors in this have been the impact of a systematic programme of monitoring of teaching and learning, focused, ongoing staff training and close teamwork between teachers. These have made a significant contribution to the improvements in pupils' achievements at the end of the Foundation Stage and Year 2. Pupils also learn well in many lessons in Years 3 to 6. However, it is too soon to see the full impact of this on pupils'

achievements and standards over this four-year period, especially as there has been a significant turnover of pupils as well as teachers in these year groups. Good improvements have been made in the expertise of teachers in information and communication technology and training is ongoing to include more recently appointed staff. This was a particular area for improvement in the last report.

22. The quality of teaching is good throughout the school. Teaching is good overall in English, and science. This results in many pupils learning well, and often very well, in lessons. While the quality of teaching in mathematics is good in Years 1 and 2, it is satisfactory overall in Years 3 to 6. This is one reason why standards are not rising as quickly at the end of Year 6 in mathematics. In all of these subjects, in Years 3 to 6 especially, past work shows that lower attaining pupils and those with special educational needs often do well because of the good support they receive, but that some average and higher attaining pupils are not always challenged enough. This is one reason why these pupils achieve satisfactorily rather than well. In the lessons seen, teaching was good overall in information and communication technology, religious education, art and design, design and technology, history, geography and physical education and satisfactory in music.
23. Basic literacy and numeracy skills are taught well. This gives pupils a secure base on which to build. One reason for this is the good use teachers make of the training associated with the National Literacy and Numeracy Strategies. This means, for example, that in many lessons teachers use their good subject knowledge well in questioning and intervention to improve pupils' skills and understanding. In a very well-taught introduction to a mathematics lesson for Year 4 pupils, the teacher questioned pupils skilfully, encouraging them to explore different ways of adding and subtracting two digit numbers, and so helping them to improve their skills of mental calculation. Phonic skills are taught well from the time children start school and teachers help pupils to apply their skills to both reading and spelling well. They monitor pupils' progress carefully so that additional help is given to pupils who are not making the expected progress. Reading Recovery is one strategy used for this. In a one such well-taught session, the teacher helped the pupil to practise and use sounds to tackle unfamiliar words effectively, turning any errors skilfully into teaching points in a way that increased the pupil's confidence and skills. Teachers make good use of other subjects, such as history and geography, to extend pupils' literacy skills. They also make good use of opportunities across the curriculum for pupils to practise their numeracy skills. Teachers are beginning to make more use of information and communication technology to extend pupils' learning in subjects such as geography and religious education as well as opportunities for pupils to practise their word processing and presentational skills.
24. Pupils with special educational needs are taught well overall. Good, regular well-focused learning opportunities are provided for them in withdrawal groups, where good teaching helps them to meet their targets, particularly those related to literacy and numeracy. Within class lessons, although teachers take care to fully include pupils in their questioning, planned activities could at times be more appropriately adapted for pupils with special educational needs. Teaching and special needs assistants mostly carry out their support role in lessons effectively. However, in some lessons, their role is not sufficiently defined in planning and preparation and is therefore less effective. Pupils who speak English as an additional language receive good support from their class teachers and teaching assistants. A specialist language teacher comes into school for a short time in the week to provide help for individuals and to assess their progress. Teachers ensure that any necessary help is given in the classroom to enable pupils to take a full part in lessons. Teachers, in their lesson plans, often identify individuals and the help they are likely to need. This is done most clearly and consistently in the reception classes. Pupils who are in the early stages of learning English have individual education plans that clearly show their targets and guide teachers about the kind of activities which will help them.
25. In many lessons, there are strong features that contribute to the very good attitudes pupils have towards their learning. There are very good relationships between staff and pupils throughout the school. Teachers manage their pupils in a very consistent and positive way. This is based on the very good relationships clearly evident between all staff and pupils throughout the school. This helps to motivate pupils well. Teachers, teaching assistants and special needs assistants apply agreed strategies very consistently and effectively to support pupils with behavioural difficulties. Teachers and their assistants have a very good knowledge of individual pupils and they use this sensitively to

support their learning and to promote their self-esteem and personal development. They work hard and successfully, to ensure that every pupil, irrespective of their culture, home language, social background or level of attainment is included in all activities and feels fully part of the class. Pupils who attend the Language Unit for part of the day are integrated very well in their mainstream classes. This contributes very well to the respect that pupils show for each other and reflects the aims of the school well. Teachers listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many very good examples of this were seen in lessons across the school. It means that pupils are keen to share their ideas and to learn readily from their mistakes.

26. Teachers are careful to choose resources and interesting activities that are relevant to pupils and arouse their interest. The very good use that teachers make of a wide range of visits and visitors to support and extend pupils' learning and the purposeful links they make between subjects across the curriculum contribute very well to this. In many lessons, teachers use a good range of teaching and learning strategies to keep up a brisk pace and inject a sense of urgency, for example, by using time targets effectively. As a result, in many lessons, pupils listen well, work hard and are keen to learn, showing how very well they can concentrate and co-operate together. This has a very positive impact on their learning.
27. In most subjects, teachers make useful comments when marking work so that pupils know what they have done well, but also, in the best examples, how to improve their work. Teachers encourage pupils to assess and evaluate their own learning at the end of lessons and at the beginning and end of topics. Where appropriate, they ask pupils to comment constructively on each other's contributions in lessons. As part of the recent whole school focus on improving standards in writing, pupils have their own individual targets which they use in class to check their writing for specific points. All of these strategies help pupils to be more aware of their own learning and to begin to take responsibility for it. Teachers make good use of homework to support pupils' learning in class.
28. The impact of such features on the rate of pupils' learning was illustrated in a very good literacy lesson about conjunctions for pupils in Years 3 and 4. The teacher explained the objectives very clearly so that pupils knew exactly what they were expected to be able to do by the end of the lesson. The teacher referred to the objectives frequently during the lesson to keep pupils tightly focused on what they should be learning. Her lively approach, very good relationships with the pupils, her high expectations of their attention, together with a well-structured, briskly paced lesson resulted in all pupils concentrating and working hard throughout. A good variety of activities helped pupils to consolidate and extend their learning well. She used a number of good strategies for ensuring that all pupils participated actively in the lesson, such as paired discussions. This also enabled them to order and extend their ideas and articulate them confidently. The group activities were very well matched to pupils' differing needs. Very good liaison between the teacher and her assistant resulted in very effective support for a group of lower attaining pupils. The teacher worked with higher attaining pupils, showing very good subject knowledge as she skilfully moved their learning on to the wider use of connectives, including adverbial phrases. All pupils worked with a very good sense of purpose, showing how much they had learnt during a well conducted discussion at the end of the lesson.
29. In some lessons seen, learning was satisfactory or occasionally unsatisfactory, rather than good or better. In some cases it was because teacher's subject expertise was insecure. Most teachers deploy their teaching assistants well, so that their skilled support has a very positive impact on pupils' learning but in some lessons, this was less effective as the teaching assistants were not always actively involved. Good examples were seen of teachers using questioning well in whole-class sessions to involve pupils of all levels of attainment and to ensure, for example, that boys and girls, including those who speak English as an additional language, were equally involved. However, there was some difference in the effectiveness of teachers' questioning skills in extending pupils' learning. While very good examples were seen of high level skills in some lessons, in others, questioning was directed only at individuals and opportunities were lost to encourage pupils to build on each other's responses. In some instances, teachers accepted pupils' initial responses without challenging them to develop their ideas further or left pupils uncertain of why an answer was incorrect. Sometimes not enough time was left to use the plenary session effectively to review or extend pupils' learning.

30. In some lessons, the match of work was not sharply focused enough on the differing needs of average and higher attaining pupils. The same task was often given to the whole class with teachers depending too much on their own intervention or support from teaching assistants to provide the necessary challenge or help, or merely varying the amount of recording expected from different groups rather than adjusting the nature of the task. This was evident in scrutinizing past work as well as in lessons. Teachers plan work together in their two-year age-bands. This is effective in ensuring that pupils, especially those in the mixed age class with in each band, do not repeat or miss out any part of the curriculum as they move through the school. However, in planning and the outcomes of work, the expectations over the progression of pupils' skills and understanding in the two year groups is not always clear. This means that higher attaining pupils are sometimes not challenged fully.

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

31. The school provides its pupils with a very good range of learning opportunities. The curriculum is very broad and balanced and a particular strength is its relevance to the interest, aptitudes, special educational needs and additional language needs of all pupils, which prepares them well for their next stage of learning. At the time of the previous inspection the curriculum was being well developed following the amalgamation of two schools. The good start noted in the previous report has been built upon well. Statutory requirements are met in all subjects, including religious education, collective worship and personal, social and health education. At the time of the previous inspection some aspects of the programmes of study for information technology were not being met. This has now been addressed and the subject meets requirements. The interesting and relevant curriculum not only adds to pupils' learning but also contributes to their very positive attitudes, behaviour and personal development.
32. The strategies for teaching literacy skills are good and include the effective use of the National Literacy Strategy, which is contributing to the rising standards in English. The strategies for teaching numeracy skills are satisfactory. Sound use is made of the National Numeracy Strategy. The use of information technology to support all areas of the curriculum is satisfactory overall but has been identified as a priority for further development. The curriculum is planned very well for the Foundation Stage and provides children with very rich, relevant and varied learning opportunities that help them to achieve well.
33. Policies are in place for all subjects except for design and technology. Schemes are in place for all subjects. Long-term and medium-term planning is good. The school has taken good aspects of nationally approved guidance and published schemes to develop themes and topics. Because of the mixed aged classes throughout the school, planning has been developed on a two-year cycle to ensure that pupils do not repeat work or topics as they move from one year to the next. Planning and the schemes are reviewed on a regular basis.
34. Provision for personal, social, and health education is good and is well co-ordinated. It is firmly established in the day-to-day teaching and life of the school and is effectively planned for within a range of topics or themes. These themes are used effectively to promote pupils' sense of responsibility, to develop their self-confidence and sense of self worth, and to enable them to form very good relationships with each other and with adults in the school. Sex education and drugs education are taught from Years 1 to Year 6 in accordance with the policies of the governing body. The school nurse supports sex education in Year 6. 'Circle time', provides an opportunity for pupils to talk about issues of importance to them and the school council encourages the values of citizenship. The provision is further enhanced by visits by a theatre group, the safety 'Play bus' for Years 1 and 2 pupils and a 'Life-skills bus' for Years 3 to 6. These support science and personal, social and health themes well. Year 5 and 6 pupils attend a junior citizenship day, which includes themes such as 'Stranger Danger'.
35. The provision for pupils to take part in all aspects of school life is good. Staff give good attention to ensuring that the curriculum, including visits and extra-curricular activities, are accessible to all

pupils regardless of their gender, race, background or ability. Pupils with special educational needs, pupils who speak English as an additional language and pupils from the Language Unit participate equally well. The way that the provision made for all of these pupils helps them to do well and be fully included in all aspects of school life is a strong feature. No pupils are disapplied from the National Curriculum. All teachers are committed to ensuring that pupils participate in and gain the most they can from the curriculum offered. However, in some lessons work is not always securely matched to the individual needs of pupils. Some pupils are withdrawn from classes for extra support for English or mathematics. Although this benefits pupils well and fully supports the development of their skills in those subjects, at times they miss other aspects of the curriculum or an important part of a lesson. The school is aware of this and is monitoring the time that individuals or groups of pupils are out of lessons in order to review provision.

36. The provision for pupils with special educational needs is good. Pupils' individual education plans relate closely to their particular needs, and are reviewed regularly. The requirements of the Code of Practice are met. The support given, particularly in withdrawal groups, helps to ensure that pupils make good progress towards their targets. The provision for pupils who speak English as an additional language is also good and helps pupils to do well.
37. The provision for extra-curricular activities is excellent. Almost seventy per cent of parents who returned the pre-inspection questionnaire felt that the school provides an interesting range of activities. A very high proportion of staff give freely of their time to provide an excellent range of activities, which include sporting activities as well as arts and crafts. For example, sporting clubs include cricket, long jump, throwing, rounders, athletics, judo and football for boys and girls. Other clubs include art, card making, dance, first aid, choir, sewing, reading and computer. Some activities take place during the lunch hour so that Years 1 and 2 pupils and pupils from the Language Unit who need to catch transport at the end of the day, also have the opportunity to take part in clubs.
38. The enrichment of the curriculum by first hand enquiry, educational visits and visitors to the school is very good. For example, visitors include representatives from a number of religious faiths, a Roman re-enactment group, a science theatre group, Indian dancers, speakers and displays about road and fire safety, musicians, members of a Guilford ice hockey team, and a mother and baby to support lessons in personal and social development. The many visits include a Hindu temple, local walks to look at the environment and shop use, the Basingstoke canal, a farm and the local schools' music festival. Two residential visits also enhance the curriculum and opportunities to develop pupils' personal, social and cultural development. Year 4 pupils go to Springhead Trust in Dorset and Year 6 pupils to Hindleap Warren, Sussex.
39. The school has very good links with the local community and these strengthen the range of opportunities available to the pupils. When the new offices were built opposite to the school, a group of engineers worked with the older pupils on structures and materials, both very relevant to the curriculum. This gave the pupils the very good opportunity to relate what they had learnt in the classroom to real situations. The company also provided trees and shrubs to enhance the school grounds and environment. Further links include singing Christmas carols at a local supermarket, collecting and delivering harvest parcels to old people's homes and displaying pottery at Frimley Park hospital. The 'Friends of the Grove' have recently invited local industry and businesses to advertise in their calendar, a mutually beneficial initiative.
40. The school has good links both with the nursery schools and playgroups that the pupils attend before entering school and the secondary schools that most pupils transfer to at the end of Year 6. The early years co-ordinator visits the nursery schools from which most pupils are drawn. This helps to build the good relationships that make the transition easier for the pupils. There are adequate arrangements for the pupils to have a taste of their secondary schools through induction days arranged for the summer term. Good relationships exist between the school and the local language specialist secondary school whose teachers provide the pupils in Years 3 to 6 with good opportunities to sample German or French through the provision of weekly lessons. These introduce the pupils to modern foreign languages in a constructive and useful way and add breadth to their curriculum. Apart from this, there are, as yet, few curricular links with secondary schools. However,

the head teacher attends meetings with secondary heads designed to ensure that the pupils continue to make progress as they move between schools. Links with other local primary schools are chiefly through the meetings of the headteachers and through staff training.

41. The school's provision for pupils' personal development overall is now very good and is a strength of the school. Good provision is made for pupils' spiritual development. Within religious education they are taught about different world faiths and through this start to show respect for people with different beliefs to their own. Very good relationships within the school enable pupils to share their own different religious backgrounds. Teachers consistently praise pupils' achievements in all areas of the curriculum, demonstrated partly by the high quality of display around the school. This also brings about pupils' belief in and respect for themselves and others. Assemblies are well planned; they provide time for reflection and prayer, and celebration of achievement, but do not always create fully the atmosphere of a special occasion, for example by the lighting of a candle. At times, pupils arrive late from groups. Music is played, but no reference was made to this during the inspection, or time given to reflect on it further. Through the careful links made between subjects and a wide range of out of school visits and activities, pupils are able to build up a clearer picture of the world and the part they have to play in it.
42. The provision for pupils' moral development is very good. In their dealings with each other, staff act as very good role models for pupils. Within religious education, personal, social and health education lessons and assemblies, moral issues are discussed well. Each class discusses and agrees its own rules for classroom behaviour. The school's very high expectations of behaviour, along with the very good relationships between staff and pupils, create an atmosphere in which pupils can clearly distinguish between right and wrong. Achievements, both academic and personal, are consistently recognised. Pupils earn certificates that are presented in weekly assemblies.
43. Very good provision is made for pupils' social development. Within classrooms pupils have responsibilities for giving out, tidying away and taking registers. Older pupils have responsibilities around school, for example, operating the projector in assemblies and showing visitors around. Each class has a representative on the school council, which meets to discuss and suggest items of concern and for school improvement. For example there are now mirrors and air fresheners in the toilets. Pupils take part in fund raising activities, recognising those in society who are less fortunate than themselves. Through arranged visits, including residential visits for Years 4 and 6, and an excellent range of extra curricular activities, pupils have very good opportunities to develop their social skills away from school. Good provision for homework encourages pupils to work independently and to be in charge of their own learning.
44. The provision for cultural development is good. There are good opportunities to develop a knowledge and understanding of western culture, for example in literature and in art, where pupils study the work of famous artists. In history and geography pupils study aspects of cultures past and present throughout the world. Visits to museums, galleries and other places of interest add to this provision. Pupils gain satisfactory insight into the cultural diversity of Britain today. For example, in religious education lessons pupils and parents of different faiths are encouraged to share aspects of their cultural backgrounds. Books have yet to be fully monitored for racial and cultural stereotypes.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school strives to create a warm and caring atmosphere for everyone to work in. All staff work hard to guide and support the pupils to become mature and responsible. The pupils know that the staff are approachable and are there to help them; this helps them to grow in confidence and allows them to get on with their learning and involve themselves in the many other activities offered to them.
46. The school takes very good care of the pupils and this has been sustained since the last inspection. There are very good child protection procedures. The head teacher is well trained; she ensures that all staff are reminded of their responsibilities in this area at the beginning of each school year. The site is safe and well maintained. Very good measures are in place to ensure the safety of pupils in all activities they undertake; first aid is carried out quickly and efficiently and

recorded accurately. Attention to any health issues form part of permission forms for activities and trips. Those pupils with specific medical conditions are listed and staff are made aware of their needs. Supervision throughout the school day is very good. The staff on duty at lunchtime, some of whom have other duties in school during the rest of the day, such as the school caretaker and teaching assistants, are very well trained in managing behaviour and in promoting play, thus all lunchtimes observed were happy, safe and enjoyable times.

47. The school has very good procedures for monitoring and promoting good behaviour; in addition there are very good procedures for eliminating any form of harassment. These contribute positively to pupils' learning and personal development. The principles behind these policies – the development of respect and self-discipline - and the actions relating to them are discussed with pupils at the start of the school year, and at other times when a need arises. There are a few pupils who have difficulty in controlling their behaviour. They are very well supported within school, with specialists from outside working with the school to devise strategies to support them. Where there is a need, parents are involved and plans are drawn up after negotiations. The policy regarding bullying is very good, (although there is some confusion amongst some parents and pupils about what actually constitutes bullying); it includes the 'No Blame' approach. The procedures undertaken to resolve any issues are very good. These include very good provision to discuss issues amongst those involved, which is appreciated by the pupils. If this does not produce a satisfactory outcome, further steps are taken – including the involvement of parents. All details relating to behaviour issues and bullying are very well recorded.
48. The procedures in place to support and monitor the pupils' personal development are very good. All of the staff know the pupils very well, and they work hard to promote and support their personal development. For example, the caretaker set up a system, for the use of non-classroom based staff, to reward the pupils for doing anything that warrants commendation. As the 'Galleon' points awarded are attributed to classes it has the added advantage of also actively promoting class identity and spirit. It is also a very effective way of building pupils' appreciation of others' efforts. Annual reports to parents show that the teachers have a very good understanding of their pupils' personal strengths and where they need to improve.
49. Attendance has risen in recent years as a result of the school being far more active in insisting that the parents notify the school of the reason for their child's absence and through taking, rightly, a firmer line over holidays during term time. Parents are actively discouraged from taking holidays during term. The granting of leave of absence is dependent also on previous attendance and parents are often reminded of the disruption to their child's education and what they are missing. Parents generally inform the school promptly of reasons for absence; the school rigorously follows up those who do not.
50. There are good procedures for identifying pupils with special educational needs. Baseline assessments for pupils starting school are analysed carefully. From this analysis and careful observation of pupils in class, special educational needs are identified at an appropriately early stage and individual education plans drawn up by class teachers and the special educational needs co-ordinator. Realistic and manageable targets are mostly set, which are reviewed termly, and are discussed and shared with pupils. Careful records are kept of pupils' progress towards these. The help and support of outside agencies is sought as required and there is good liaison with them. Pupils with behavioural needs are generally supported through the school's behaviour policy. Some pupils receive further support through sessions with the co-ordinator, for example to build up self-esteem, and by using the calm down centre. Pupils with statements receive their full entitlement of support.
51. Pupils who speak English as an additional language are assessed shortly after their arrival in the school and their stage of acquisition of English is recorded. Some have individual education plans. Their progress is monitored carefully, including their performance in national tests.
52. Procedures for monitoring and supporting pupils' academic progress are good overall. In the Foundation Stage, the assessment and recording system is very good and is managed well. Teachers and classroom assistants share their detailed observations of individual children with one

another. Teachers then successfully identify and provide for the next step for each child in the six areas of learning. Baseline assessments are analysed carefully to provide good individual support.

53. The assessment of pupils' attainments is good in the core subjects and particularly in English. The school makes regular assessments of how well pupils are doing, through a scrutiny of work, tests and observations. Teachers then set targets for improvement for each pupil. The targets are precise. Both pupils and parents know what they are. They are printed out and placed inside the cover of homework books. In the classrooms, pupils refer to their writing targets as a normal part of their work. For example, at the end of a piece of writing, pupils assess how well their work has met their targets, indicating this on the page.
54. The school's informative tracking system allows teachers to judge the rate of progress that individual pupils are making and to predict how well they are likely to do in national tests and identify those in need of additional support. The school has a high turnover of pupils, but all entrants, of whatever age, are assessed once they have had time to settle into the school, so that any particular help can be given.
55. The national test results are analysed closely and used to adjust the curriculum appropriately through targets for each age band to address any particular weaknesses found. This sometimes results in a whole school action plan for further development of one aspect of a subject, such as the recent focus on writing. The helpful portfolios of pupils' work show examples at different levels of the National Curriculum and help teachers to judge the standard of work in their own classes. Teachers, in a year group, sometimes set a particular task and then, as a group, agree the levels of attainment seen in the pupils' work. Teachers also get together with staff from other schools to study and assess the work from a cluster of schools.
56. Assessment in other subjects is not as fully developed as in the three core subjects. Teachers usually make their own assessments about pupils' progress but in some subjects, such as information and communication technology, this means there is no continuity in passing on information about pupils' developing skills, as they move through the school. Consequently, work is not always planned at an appropriate level for different groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The parents have very positive views of the school. Those who took the opportunity to make their views known through the questionnaire and the meeting before the inspection were supportive of the school in nearly all areas. What they particularly like is the fact that their children enjoy coming to school. They also think that the teaching is good and their children make good progress because of the high expectations set for them. These very positive comments were fully endorsed by the findings of the inspection team. The only area of concern, where more than a fifth of parents were dissatisfied, is the provision for activities outside lessons. However, this provision was found to be excellent, with a very large number of varied clubs available, together with a very good range of trips, visits and visitors to enhance what pupils are learning. Discussions with parents during the inspection confirmed very high levels of satisfaction for what the school provides.
58. The information provided for parents does much to establish very good links with parents. Newsletters go home most weeks and keep parents fully briefed on what is happening in school on a day-to-day basis, together with anything interesting that has happened and forthcoming events. Other information more relevant to individual classes or bands is sent out as needed. Annual reports to parents about their children are generally of good quality, with good details given in English, mathematics and science of what pupils can do, together with any areas that need to be improved. Other subjects also contain helpful information including comments made about the completion of homework. Parents like the reports, but what they like most are the very good quality face-to-face discussions with teachers at which they can talk about their children's progress. These take place each term and very good records are kept of them. The headteacher encourages the few parents who do not come to parent consultation evenings to come in to school at a time more convenient for them. Parents are particularly well informed about what their children are learning because at the beginning of each year they are also provided with high quality information, both written and through

well attended meetings, about the work each band will be covering. It is particularly good because it also provides very good details about homework, assessment, trips and other pertinent information.

59. Parents are kept well informed of children with special educational needs and of those who speak English as an additional language. They are involved in reviews of pupils on school action plus and with statements, and discuss the help that they as parents can provide. Opportunity is given at consultation meetings for teachers to discuss these pupils and the progress they are making.
60. Parents make a very good contribution to the school through supporting their children's homework. This may be due in part to the fact that the parents' consultation group was asked to look at and comment on the homework policy drawn up after the parents had completed a questionnaire. Most parents have signed the home school agreement; this sets out clearly the expectation on all sides. The 'Friends of Grove School' are very active in raising large sums of money each year. This may be for specific projects, such as the recently installed adventure playground, or for the general support of the school and the pupils through the provision of resources such as the library equipment, globes and musical instruments. Parents are very effectively consulted and involved in decision making at school through the parents' consultation group. This is open to any parent, and what is to be discussed is well advertised. Recently, discussions have taken place about school uniform and head lice! This is a very effective way of trying to ensure that every part of the community from which the pupils are drawn has confidence in the school. A good number of parents come in to school, particularly in to Reception and Years 1 and 2, to help, for example, on trips and to hear reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The overall leadership and management of the school are very good. There has been a good overall response to the one key issue identified in the previous report regarding information and communication technology, although it is too soon to see the full impact of this on standards at the end of Year 6. A number of other good improvements have been brought about by the current headteacher, who took up her post in January 2000. Her appointment coincided with a period of recruitment difficulties, resulting in a rapid turnover of temporary teachers, which had an adverse effect on standards at the end of Year 2 in 2000 and 2001 and at the end of Year 6 in 2002. It has also slowed down the impact of some aspects of school improvement.
62. The staffing situation is now more stable, but the current group of teachers has worked together for a relatively short length of time. In spite of this, the quality of teaching and learning across the school is good and has improved further since the last inspection. This is a tribute to the effective systems for monitoring, evaluating and supporting the development of teaching and learning that have been put into place by the headteacher and the very good teamwork engendered by her. A well-focused programme of staff training that has made good use of expertise from within and outside the school, has also contributed to this.
63. Other key improvements include the very effective use of performance data in identifying curricular priorities for development and setting up the wide network of support and target groups for pupils in need of additional support. A number of initiatives such as the Early and Further Literacy Strategies are used to good effect to enhance pupils' learning. The increasing impact of these improvements is now seen in the significant improvement in standards and pupils' achievement at the end of Year 2 during the last two years. There has not been time for them to impact fully on standards and achievement at the end of Year 6, especially as there has also been a significant turnover in pupils in Years 3 to 6. For example, only 60 per cent of the current Year 6 were been in the school for their Year 2 national tests.
64. The headteacher, ably supported by the senior management team, provides very good leadership. She has created a very effective climate for change, motivated the staff team, gained the confidence and support of most parents and secured the full commitment of all to school improvement. These have been key factors both in the improvements already made and in the evident capacity for continuing improvement. The response of the staff to this, through high-quality teamwork, mutual support, hard work and the dedication of all to improving the quality of teaching and learning for

pupils is very good. A very clear, common sense of direction and purpose, which is encapsulated in the school aims, is shared and supported by the whole school community. It is focused successfully on raising standards and pupils' achievements, irrespective of ability, gender, background or culture, supporting all aspects of their personal development and providing a high level of care and support for them. The very good relationships, teachers' very good knowledge of individual pupils, the way they promote self-esteem and recognise the achievements of each pupil and the very good inclusion of all pupils, are some of the many examples of how the school's aims and values are seen in practice daily. Another is the high degree of racial harmony, although the school has not yet formally monitored the effectiveness of its policy for promoting racial equality. All of this makes a strong contribution to the very positive attitudes and behaviour of the pupils

65. The senior management team is fully involved in all decision-making and contributes very effectively to the leadership and management of the school. The school has been without a deputy headteacher since January 2002, owing to recruitment difficulties. One has recently been appointed for September. Two senior teachers have shared this role on a temporary basis very well. The involvement of subject co-ordinators in school improvement has improved since the last inspection. They are given time each year to monitor aspects of their subject, including teaching and learning. Their evaluations form the basis for their annual action plans, which in turn contribute to the school development plan. Several, including those for literacy and early years, have been instrumental in bringing about improvements in their areas. In information and communication technology, staff turbulence led to the appointment of four different co-ordinators since the last inspection, which has slowed some aspects of improvement in the subject. Some of the co-ordinators in other subjects are temporary or newly appointed and have not yet had time to make an impact on their subject across the whole school.
66. The provision for pupils with special educational needs is well led and managed. The co-ordinator has a clear picture of the special educational needs within the school, and how they are being met. Special educational needs folders have been provided for all classes with relevant records and information. Support assistants meet regularly with the co-ordinator to discuss pupils and any concerns they might have. There is a room set aside for special educational needs tuition, equipped with three computers, which also provides a haven for pupils with behavioural concerns. There has been little monitoring of classroom provision to check either the quality of individual education plans written by teachers or how well pupils with special educational needs are being supported in lessons. Funding for special educational needs is used fully and appropriately. The headteacher and co-ordinator for special educational needs jointly manage provision well for pupils who speak English as an additional language. They are ensuring that it is suitably enhanced as the number of these pupils in the school increases and that appropriate staff training is given.
67. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the effective use of the performance management process. This has been developed as a very positive tool to support the key priorities on the school improvement plan and is carefully linked to well-planned training. Links with Beacon schools in the area are used well for this purpose. The school also makes good use of other initiatives, such as Springboard mathematics and schemes such as Investors in People to provide further support for pupils' learning and school improvement. The headteacher manages the additional bureaucratic demands, arising from implementation of national initiatives well. She does this, for example, through the effective use of information and communication technology and by delegating very well, thereby providing additional management experience for a number of teachers, while ensuring that the demands do not detract from the benefit to pupils.
68. There are good overall procedures for monitoring and evaluating the work of the school. The headteacher has increasingly involved all staff and governors in these since the last inspection in order to identify strengths to build on and key priorities for improvement. These form the basis for the school development plan, which reflects the shared sense of purpose well and focuses whole-school development on a manageable number of priorities, which are evaluated against standards and achievement and also in terms of value for money. There is a systematic approach to lesson observations involving the headteacher, senior management team and core subject co-ordinators as well as local education authority advisers. Work-sampling, discussions with pupils and peer

observations are useful parts of the process. The subsequent discussions and action points agreed with teachers have contributed well to improving the quality and consistency of teaching and learning.

69. Good use is made of performance data to track progress of individual pupils. The information is used well to raise expectations through the setting of challenging numerical targets for individual pupils and each year group and to identify those pupils who do not seem to be making the expected progress in English and mathematics or more generally in need of additional support. This is provided through a wide range of small groups both in and out of the classroom. Pupils make good progress in these groups and this has a significant impact on their overall achievement and the improvements especially in the numbers of pupils reaching the expected levels in the national tests. This is a good improvement since the last report.
70. Governors are very committed and supportive of the school and carry out their statutory duties well. Although several are recently appointed, they take an increasingly active and effective part in the leadership and management of the school. The partnership and teamwork between staff and governors is clearly evident and contributes very well to the common sense of purpose. Governors are linked to key areas of the curriculum. Their systems for monitoring and evaluating school priorities are a particular strength and include observing work in class, reviewing school performance data and taking part in the target setting process. This, together with detailed information from the headteacher, has helped to inform their very clear view of the strengths and weaknesses of the school and of what is needed to continue to take it forward.
71. The quality of financial planning and management is very good and the efficient finance officer makes a very good contribution to this. The funds received by the school are used very effectively to support the school priorities. The difficulties caused in forward planning by the year-to-year fluctuations in the numbers of children starting school are managed effectively. Following the period of staff turbulence, appropriate measures are now in place for both the recruitment and retention of teachers. Very good use is also made of specific grants, for example, to increase the number of teaching assistants and so extend the successful group support for pupils. The effectiveness of such spending decisions is carefully evaluated in relation to individual pupils' progress and school performance. Principles of best value are applied well and contribute to the improved cost effectiveness of the school. For example, the school ensured through careful research and discussion that they obtained best value for money when purchasing the interactive whiteboards. Parents are consulted regularly, both informally, through annual questionnaires and the parents' consultative group, while pupils' views are sought through the school council. Office staff, teaching and support staff make appropriate use of new technology, both to increase the efficiency of their work and to enhance pupils' learning.
72. The induction of new teachers, newly qualified teachers, supply teachers and teaching assistants is very good and has been maintained since the previous inspection. Teachers new to the school are given very good guidance about the policies and practices in the school. During the inspection week, a teacher very new to the school and one who has been at the school since September 2002 praised the support they were given. The potential for training teachers is good and good links have been established with the initial teacher training institution at Reading University.
73. The match of teachers and support staff to meet the demands of the curriculum is good and has improved since the previous report when it was judged to be satisfactory. Teachers are suitably qualified and well balanced in their total experience and are deployed effectively. Overall, the teaching assistants and special needs assistants provide skilled and effective support for pupils. Administrative staff provide efficient and helpful support. Lunchtime supervisors support the school well, especially with behaviour management. The caretaker and a number of the teaching assistants and office staff also work as lunchtime supervisory assistants. They have a good knowledge of the pupils, which helps with the effective management of pupils at lunch times.
74. The accommodation is good. It is well cared for and displays provide an attractive learning environment. The two halls for Years 1 and 2 and Years 3 to 6 provide good space for indoor physical education lessons and clubs before and after school. Classrooms and specialist rooms are

spacious and support learning well, however a number of rooms are liable to wide fluctuations in temperature depending on the weather. The fiction and non-fiction libraries are small, though soundly stocked and can only accommodate small groups. The school has identified this as an area for development. The caretaker and cleaning staff maintain the building well and ensure that it is clean and welcoming. No adaptation has been made to the school for disabled and wheelchair access but the governing body is aware that this is an area for development. At present there is no accessibility plan or policy for disabled access. A rolling programme is in place for redecoration. Unfortunately, constraints on the budget have limited the amount of work that can be carried out at present.

75. The level of resources is satisfactory overall and has been maintained since the previous inspection. They are good for the Foundation Stage and for physical education. The ratio of computers to pupils is in line with the national average. The provision and quality of computers has improved since the last inspection, when they were judged to be inadequate and unreliable. As well as the computer suite, each classroom has one computer but these vary in age. The school also has three laptop computers for use by staff and pupils. The computer suite has a newly installed electronic whiteboard, linked to a computer, which allows for teachers and pupils to share and present work in a variety of ways on a large screen. The grounds are a very good size and are used very well for outside activities in physical education and science. They include a spacious and secure area for outside play and learning for the Foundation Stage pupils, part of which has recently been covered by a canopy so that children can use the outside area in all weathers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

a) Continue to raise standards in information and communication technology , which are below average by the end of Year 6,* by:-

- establishing systematic procedures for assessing pupils' skills and knowledge to help teachers take more account of pupils' differing needs in their planning;
- further increasing teachers' confidence and skills through the planned training;
- making more use of classroom computers and planned opportunities for extending pupils' skills across the curriculum.

(see paragraphs 9, 56, 153, 155-159)

b) Raise standards and pupils' achievement in mathematics, English and science by the end of Year 6, which are not yet as high as at the end of Year 2,* by:-

in all three subjects

- ensuring that the tasks are consistently matched to the needs of pupils of differing levels of attainment within classes or sets, so that all are planned for and challenged appropriately

in mathematics

- improving the consistency and quality of mathematics teaching in Years 3 to 6;
- providing a sharper focus to the mental arithmetic session at the beginning of lessons and the review of learning at the end of lessons.

in English

- making more use of library resources to help pupils develop their information retrieval skills.

in science

- providing more opportunities for pupils to plan and develop their own investigations and experiments;

(see paragraphs 4, 7, 8, 22, 29-30, 99, 101, 103, 109, 113, 119-120)

**The school has already identified these areas for development.*

THE WORK OF THE SPECIAL EDUCATIONAL NEEDS UNIT (THE LANGUAGE UNIT)

77. The Language Unit is a local education authority funded service, situated within the school, for pupils with language disorders and communication difficulties that make it hard for them to access the National Curriculum in a mainstream classroom. The Language Unit provides places for 20 pupils, an infant class for children and pupils aged four to seven and a junior class for pupils aged seven to eleven. At present there are 18 pupils attending, who have had a statutory assessment and have a Statement of Special Educational Needs that recommends a language unit placement. Pupils are allocated a place at the unit by a local education authority panel according to strict criteria. The head teacher, who has oversight of the unit, is part of the management structure and sits on this panel. Pupils come from a range of pre-school groups, nurseries and primary schools in the area.
78. Three teachers, two of whom share the job of teaching the infant class, are in charge of the unit classes. They work closely with seven special needs assistants and a speech and language therapist. This very effective teaching team ensures pupils receive intensive support through individual speech and language therapy and an intensive language curriculum. Staff in the unit also provide a useful range of services for pupils and for teachers in the main school.
79. Pupils are taught all areas of the curriculum in the unit although there is a heavy emphasis on language, the development of listening and social skills. Each pupil has their own flexible integration programme that enables access to mainstream classes for those parts of the curriculum they can manage.
80. The staff in the Language Unit are skilled and well informed. This ensures highly effective teaching and very good achievement for these pupils. Many pupils, on entry to the unit, have no confidence in speaking, limited understanding and poor listening and attention skills but soon make rapid progress due to careful, detailed professional assessment and expert individual and class tuition. They develop increasingly effective skills and strategies in speaking, listening, and understanding. Many regularly succeed in the important targets set for them and they are able to return to full time classes in mainstream schools within two or three years. A minority of pupils with severe language and communication disorders go on to specialist provision in secondary education.
81. The staff and pupils have very good relationships, which are formed through careful induction procedures, and a detailed knowledge of each individual's specific language difficulty. By establishing regular sessions and routines, which include opportunities for reflection in the circle, an active listening programme, social skills programmes and drama activities, pupils grow in confidence and develop positive self-esteem. They know that they are valued and learn to value others. In this supportive environment, they also learn to take responsibility, to express their opinions and feelings and to listen to others. This was particularly noticeable in a very good drama lesson, which involved Year 4 and 5 pupils from both the main school and the unit. Pupils who previously had found interaction with others very difficult and had significant problems with communication, described feelings confidently, listened to each other and worked well on group tasks. This rich culture provides good opportunities for pupils' spiritual, moral and social development. Teachers and the special needs assistants expect pupils to achieve and behave well and even those with the most complex difficulties try hard and have very good attitudes towards their learning. For example, a young pupil, on entry to the unit in reception, was unable to speak or understand anything that was said because of severe language difficulties. The teacher's notes and records show that skilled and careful teaching, intensive work with the speech and language therapist and the pupil's own determination resulted in rapid progress in all areas of speech and language. The pupil will be able to return to mainstream education next term.
82. Diagnosis is thorough and leads to meticulous planning. The teachers, special needs assistants and the speech and language therapist work together to write high quality individual education plans with clear and measurable learning targets. Statements are regularly reviewed and comply well with statutory requirements. Relationships with other visiting professionals are very effective.

83. Individual and group work is carefully tailored to support work in lessons in the main school. Language Unit teachers work with mainstream teachers to formulate mid-term plans. Separate plans are made for speaking and listening and social skills lessons to meet individual and group needs. In this way, unit teachers ensure that work closely matches the pupils' language and learning needs. The speech and language therapist gives individual carefully focused tuition to pupils to develop their spoken language and understanding. The staff use detailed, well-recorded and clearly focused continuous assessment and a highly structured multi-sensory approach to ensure continuity and reinforcement of pupils' learning. Specialist teaching programmes tackle specific aspects of pupils' needs and develop pupils as confident, independent speakers and listeners. Staff use information and communication technology in the classroom and in the computer suite to support and reinforce skills in looking, listening and attention. For example, a special needs assistant taught a pupil to follow a light to fill in a number line. Her skill and patience made this a successful session with the pupil making effective gains in learning.
84. Parents of pupils with language and communication disorders are fully involved in their children's learning and experiences. They are kept well informed about their children's progress at every stage, from the pre-entry visits and very careful induction, to review and progress meetings. The unit teachers make particular efforts to encourage parents to become involved in their children's learning and encourage them to come into the unit to discuss their children's targets, individual education plans and annual reviews of their Statement of Special Educational Needs. Teachers hold coffee mornings for parents to get together and to hear and discuss topics of specific interest.
85. Management of the unit is very good. The special educational needs co-ordinator supports the work of the team who are well qualified and experienced. The three teachers in charge of the unit liaise closely together, and meet each week to review their work and plan. The speech and language therapist and special needs assistants are also involved in the planning process. The high level of effective support provided by this team makes a significant contribution to pupils' good learning and achievement. Their training and expertise is updated by regular courses and visits to other educational establishments and outside agencies to further develop their own good practice.
86. Since the last inspection, the unit has maintained a very good service, improving it in many areas, particularly in assessment, developing information and communication technology skills and in individual training work with teachers and families. Accommodation in the unit is now spacious and well resourced.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
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	2	14	29	15	2	0	0
Percentage	3	23	47	24	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	297
Number of full-time pupils known to be eligible for free school meals	17
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	22
Number of pupils on the school's special educational needs register	75
English as an additional language	No of pupils
Number of pupils with English as an additional language	41
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	25	24	49
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	23
	Girls	23	22	23
	Total	42	40	46
Percentage of pupils at NC level 2 or above	School	86 (72)	82 (77)	94 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	23	22
	Girls	23	23	23
	Total	42	46	45
Percentage of pupils at NC level 2 or above	School	86 (74)	94 (88)	92 (72)
	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	21	21	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	18	17	20
	Total	35	33	38
Percentage of pupils at NC level 4 or above	School	83 (93)	79 (73)	90 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	19	18	19
	Total	37	37	39
Percentage of pupils at NC level 4 or above	School	88 (67)	88 (73)	93 (82)
	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	214	4	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	7	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	10	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	20:1
Average class size	21

Education support staff: YR– Y6

Total number of education support staff	21
Total aggregate hours worked per week	310

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Financial information

Financial year	2001/02
	£
Total income	795952
Total expenditure	787105
Expenditure per pupil	2589
Balance brought forward from previous year	47020
Balance carried forward to next year	24478

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	301
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	2	0
My child is making good progress in school.	63	29	0	6	2
Behaviour in the school is good.	37	50	12	2	0
My child gets the right amount of work to do at home.	25	56	8	4	8
The teaching is good.	48	48	2	2	0
I am kept well informed about how my child is getting on.	38	50	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	25	2	6	4
The school expects my child to work hard and achieve his or her best.	50	40	6	2	2
The school works closely with parents.	29	51	12	6	2
The school is well led and managed.	27	54	8	6	6
The school is helping my child become mature and responsible.	50	33	8	6	4
The school provides an interesting range of activities outside lessons.	31	38	12	10	10

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

87. Children enter the reception classes at two points in the school year, September and January, depending on when their fifth birthday falls. The majority have had some pre-school experience by attending a local nursery or playgroup before starting school. The baseline assessments show that children's attainment on entry to the school is broadly average, but vary in some year groups. Both last and this year, it has been below average, particularly in the development of the skills of communication, language and literacy. Some children have speech problems and spoken language that is rather immature for their age.
88. The teachers and teaching assistants work well together and have a good relationship with the parents. Parents have good opportunities to visit the reception classes and learn about their work and the way children are taught before their children attend the school. This helps the children settle quickly into school. They are provided with a rich curriculum, with a very good, well balanced, well-planned range of learning opportunities, which meets their needs well. They are in a bright and stimulating environment where they are given good individual attention. The reception classes have access to a spacious outside teaching area, partly covered, which is attractive and well arranged. The children work outdoors as well as inside and good use is made of the spacious grounds, for example, when searching for mini-beasts. This shows further improvement from the time of the last inspection.
89. The children make good progress in their learning and achieve well, particularly in their personal, social and emotional development. Children who speak English as an additional language are given good support and also progress well. Children who have special educational needs make good progress in line with their targets. The current reception year group is particularly young. About half of the pupils have summer birthdays. While some need still help to express themselves clearly, observations show that the majority of the children have already reached or are close to the early learning goals in all six areas of learning as they prepare to move to Year 1.
90. The quality of teaching and learning is consistently good in both classes. The organisation and management is of a high order. Daily routines are well established and activities well prepared. The children quickly become familiar with the pattern of the school day and know what is expected of them. In all the activities, adults engage in plenty of discussion with the children, both as a whole class and when they are in groups or working individually. Teachers and their assistants have good questioning skills, probing children's understanding and giving them time to think. Teachers plan the work well and all adults help to assess how well each child is learning. The assessment and recording system is very good. It is comprehensive and informative, with teachers and classroom assistants sharing detailed observations with one another. Teachers successfully identify and provide for the next step for each child in the six areas of learning. The children, themselves, are now becoming involved in assessment as they discuss with teachers what they are learning to do well and what they should learn next. The curriculum is well planned to cover all areas of learning and children are well prepared for starting the National Curriculum. Resources are well chosen to help children learn and the children move freely between the classroom and the outside areas as they work.

Personal, social and emotional development

91. In this area of their development, children are achieving very well, with the majority likely to exceed the early learning goals. They enter the classrooms in the morning eager to start their day's work. They share equipment and take turns, working readily with other children and with adults. Relationships are very good. Children concentrate well on their activities and stay on task, making choices and selecting from the activities on offer. When the teacher requires it, they settle on the carpet as a whole class without fuss, tidying away their equipment and materials and getting ready for discussions or a story. In discussions, children are successfully learning to listen to others and

to take turns to speak. In the hall, during assembly, they behave confidently with older children around.

Communication, language and literacy

92. Children achieve well in this area of their learning and the majority are likely to meet the early learning goals for this area by the time they leave the reception classes. They enjoy listening to stories and looking at books. They listen to questions carefully and answer sensibly and thoughtfully. This was seen when children looked closely at a shape in a picture by Matisse and said, 'Start in the middle, it's a spiral!' Other children, having handled different materials, decided they felt 'squidgy and soft'. Another group, when playing a game of Sharks, were able to explain the rules, and others could describe how they had cut out shapes and used them for measuring. Some children need particular encouragement and help to express themselves clearly and with a good choice of words, but all listen well and are eager to respond. Children develop early reading and writing skills well. Children learn to recognise letters and their sounds and most can successfully build simple words using their developing knowledge of phonics. In one lesson on alliteration, children thought of words beginning with the same sound, identifying them on the page of a Big Book. They later successfully made words that ended in -og. Children enjoy reading, with some children accurately reading small, published books. In their writing, children have made their own little booklets on how to prepare to go on holiday. Children who are learning English as an additional language show that they are learning to understand what is being said to them and one was heard to ask politely, 'Please could I borrow the glue?'

Mathematical development

93. Children achieve well in their mathematical development and are in line to meet the early learning goals by the end of the year for this area of their learning. Many count reliably up to 15 and 20 and can point to each object as they count. This was seen when they used cubes of different sizes to measure fabric 'animals', deciding what one more or less would make and which were the longest and the shortest animals. When working in the outside area, children practised long jumps and measured them with card 'feet'. They recorded their own names and the length of their jumps on writing boards. In doing this, they understood that there could not be gaps between the line of feet if the measurement was to be correct. In judging comparative sizes, children understood that it would not be sensible to try to measure a small book with a large measure like the 'feet'. In learning to use a balance, children know that having too many items on one side means that one will fall off into the shark-river. Children showed they could remember a sequence of coloured shapes that they had used two weeks before, naming the shapes accurately and learning a new word, 'oblong'. When using construction sets, children were seen to build and talk about three-dimensional shapes.

Knowledge and understanding of the world

94. Children achieve well in this wide-ranging area of their learning. They have found snails and other mini-beasts in the school grounds and know that their snail shells have colours and are a spiral shape. They have watched carefully to see how the snails move and what they eat, using magnifying glasses correctly to study them. Teachers help this work by colourful displays with some books for reference. There is much discussion in this work. Before their studies began, the children had 'brainstormed' everything they already knew about snails for a chart. They added to this, with the teacher, once they had observed, discussed and learned more. When using the computer, children show they can use a painting program, drawing mini-beasts in different colours and printing them. In a good link with mathematics, they have found that sand, when damp, will hold its shape. In their role-play areas, children work and sit in their cafe, being customers or waiters and, when washed up on a Treasure Island, other children study and draw maps. Photographs show that children have taken part in a wedding ceremony dressed up as a bride, groom and friends.

Physical development

95. Children again do well in developing their skills in handling large objects as they pick up and carry equipment, such as wooden blocks, balancing the load. In carefully rolling out and modelling play dough, children produce recognisable giraffes, tigers and other animals for their class display. When handling paint brushes, felt pens and pencils, children's manipulative skills are suitably co-ordinated as they produce pictures and patterns, using wrist and arm movements. Children are successfully learning the control needed to write words and figures which are recognisable and of an appropriate size. Photographs show that children use the hall for dance and physical education; being aware that others need space to move as well as themselves. When sewing, children show good hand and eye co-ordination and when using the mouse at the computer, they know that only small movements are needed to build up pictures.

Creative development

96. Children also achieve well in their creative development. They learn to sing together and keep time with others when they sing in assemblies. Photographs show that they have made and played their own musical percussion instruments. Most recognise the basic colours and use them in their paintings. They refer to the 'blue monkey' and the 'red lion' in a game they are playing. In a good link with mathematics, children drew around hands and then measured with hand spans. When using play dough, they enhanced the models by selecting and using the correct colours for the giraffe and the striped tiger. When making books or retelling a story, children show they can use drawings as well as writing in the process.

ENGLISH

97. By the end of Year 2, standards are above average in reading, writing, speaking and listening. Achievement is good in Years 1 and 2, with pupils doing particularly well in reading in both year groups and in story writing in Year 2. This is a further good improvement from the national test results of last year and from the last inspection, showing the increasing impact of good teaching and school action to raise standards in writing in particular. By the end of Year 6, standards in English are average overall and in writing, speaking and listening. Reading standards, however, are above average and pupils achieve well throughout the school in this area. This is also a good improvement since last year. Achievement is satisfactory overall in Years 3 to 6, as the impact of good teaching and other initiatives in writing take longer to work through these four year groups, especially as a large number of pupils have entered the school since Year 2. The achievement of pupils who speak English as an additional language is good. Pupils who have special educational needs make good progress towards their identified targets as a result of effective support.
98. Pupils' speaking and listening skills are above average by the end of Year 2. They have a well-developed vocabulary and are able to listen carefully and engage well in discussions. For example, Year 2 pupils discussed in detail what they could picture in their minds about two characters in a story, having looked at pictures and read something of the story. When asked about their favourite books, they can give an opinion and can speculate on a likely ending in their current story book. In Years 3 and 4, pupils discussed together in small groups as they choose what to write in a letter and selected appropriate words. In Years 5 and 6, pupils organised themselves well in rather larger groups, discussed the strengths of each member of the group, for the particular task, and then rehearsed competently and sensibly a poetry performance for the rest of the class. The opportunities teachers provide for speaking and listening make a particularly good contribution to pupils' personal and social development.
99. Attainment in reading is above average, particularly in Years 1 and 2 and Years 5 and 6. By the end of Year 2, many pupils are reading independently with the higher attaining pupils reading books that are quite demanding. All pupils read with enjoyment and increasing confidence. Lower attaining pupils read easier texts, building up a repertoire of words they immediately recognise and using their increasing phonic knowledge to try the words that are unfamiliar. One pupil, learning English as an additional language, was heard to read his book carefully and accurately, articulating the words properly and then recounting, in clear English, what happens at the end of the story. Pupils, who need very particular individual help, were seen to benefit and make good progress from one-to-one teaching in a Reading Recovery lesson. By Year 6, pupils have read many books and most

make their own selection. Very able readers read confidently from books such as 'The Three Musketeers'. Others read classics like 'The Little Princess' or choose 'The BFG'. All are able to discuss authors, preferences and give reasons for their choice of books; such as 'It has a well constructed plot' and 'It doesn't flag in the middle'. Pupils understand how libraries work and how to find information in a non-fiction book, although some do not use their information retrieval skills effectively. All take their books home to read and sometimes bring their own books to school. Some regularly use the local public library.

100. Attainment in writing is above average by Year 2. The higher attaining pupils write clearly and legibly. They write interesting news or directions to places in a sensible sequence. Before writing a story, they plan it carefully. They are learning to use the more formal language for their stories. For example, 'It was on Thursday night when Barry the stealing mouse was stealing. He went into the kitchen and took all the cheese'. When writing poems, carefully selected words give a succinct description, as in 'Bang, bang, bang went her tiny, horrible, clumsy feet.' Pupils of all levels of attainment make good progress, becoming confident in the use of capital letters and full stops, and the more competent writers use speech marks and apostrophes correctly. Handwriting is mostly clear and well formed. Spelling standards are good. By Year 6, standards in writing are average, overall. Most pupils write accurately and mostly fluently in English lessons and for other subjects. They write in different styles and are able to write persuasively, developing both sides of an argument. They show a sense of audience; sometimes splitting their writing into paragraphs so that it is more easily read and, in letter writing, using the correct form of greeting and ending. Some pupils successfully learn how to use a variation of sentence length as well as vocabulary to create tension in a story, as in 'When she was in the room she saw a slight movement. She found a light switch. She turned it on.' Punctuation, including speech marks, is usually correct. Handwriting is neat and most words are correctly spelled. Pupils of all levels of attainment benefit from the careful discussions, planning and drafting of work. Lower attaining pupils can plan and write a story, read texts and write answers to questions sensibly, even though spelling and punctuation are sometimes not as accurate.
101. The quality of teaching and learning is good throughout the school, with examples of very good teaching in both key stages. Where the teaching is very good, there is particularly good planning, organisation and management of the lessons, helpful support so that pupils can work independently and good team work between teachers and teaching assistants. In these lessons, the teaching is brisk and lively, a lot of work is covered in the lesson, and the pupils are eager to be involved. Because classroom routines are well established, pupils know what is expected of them and no time is wasted. In a Year 5 and 6 lesson, pupils had been taught how to work in a collaborative way. Group leaders were appointed and the planning of a poetry performance was quickly underway with some groups busily organising themselves. The teacher and assistant concentrated on the others who needed some help. Pupils were going to judge each performance, so they had been provided with prompts of things to note, which had been discussed and selected with their teacher previously. This was very good teaching. In lessons where teaching was less effective, resources were not well chosen and did not really assist pupils in achieving the aims of the lesson. Also, here, the expectation of higher attaining pupils was less challenging.
102. In a very well taught Year 2 lesson, the teacher engaged the pupils' interest by a very good choice of book to study. Her questioning was detailed and helped the class focus on what they thought the characters were like and the words and phrases that best described them. The subsequent activities were challenging to all pupils as they recalled the descriptions, wrote them down and added words and phrases of their own. The amount of help given varied according to the needs of the group, the higher attainers getting on well on their own, while teacher and assistant helped the others. There was plenty of discussion in all groups and, for the lower attainers, some pre-printed words and phrases from which they could read and select.
103. No unsatisfactory English teaching was seen during the inspection, but teachers do not make clear, in their planning, what is expected of the higher attaining groups; especially in Years 3 to 6. Sometimes, a rather different task from that given to the rest of the class could provide a greater challenge for them in lessons.

104. Overall, literacy skills are well taught in the school and pupils have many opportunities to develop their speaking and listening, reading and writing in a range of subjects, particularly history, geography and religious education. Pupils know what their targets are for improving their writing and good examples were seen in lessons of pupils using these effectively. They studied their target cards before embarking on their writing and referred to them again when they checked the piece of work. Parents also know their child's targets and can refer to them at homework time, as they are pasted into the homework books. Teachers also help pupils to know what to do to improve their work by the way they mark it and make useful evaluative comments. Teachers make good use of on-going assessments as they plan their class work. The use of information and communication technology to support pupils' language work is limited mainly to word-processing. Pupils make first drafts of their work and produce attractive finished versions.
105. There has been good overall improvement since the last inspection. The National Literacy Strategy has become a well-established and effective part of the work of the school. A number of successful initiatives have been introduced to help those pupils who need support. These include several booster groups to improve language skills in all age groups and support for pupils learning English as an additional language. Assessment and record-keeping are now very good. There are comprehensive and informative systems that include detailed tracking of the progress of individual pupils as they move through the school. There is a good range of procedures to help pupils assess their own work and to become more aware of their own learning. All of these initiatives are contributing to the rising standards and improving achievement of pupils.
106. The co-ordinator is new in post since September and is already making a good impact on the subject. In the past year she has successfully introduced the individual pupil target cards and has made sure pupils understand the marking code used by teachers. A new handwriting script is in the process of being introduced through the older classes, initially. A school portfolio with examples of work at different National Curriculum levels guides teachers as they moderate pupils' work; sometimes as year groups and sometimes in conjunction with teachers from other schools. A successful Book Week is held each year when pupils can dress up as favourite characters and meet authors. The co-ordinator monitors her colleagues' teaching and gives feedback. Some have observed very good practitioners in other schools. More sharing of the very good teaching expertise already seen in the school could help to raise all teaching to the high level of the best. There are enough resources to teach the subject but the three libraries are small and cramped which means there is little space for pupils to read, browse and do research. In the library for pupils in Years 1 and 2, many books have been very well used and now need replacing. The school has plans for the improvement of these important facilities.

MATHEMATICS

107. Standards in Year 2 are above average, whereas at the last inspection they were average. In Year 6 standards remain average. Unsettled staffing and a high proportion of pupils leaving and joining the school, particularly in Years 3 to 6, have had a negative effect on standards. Improvements in standards that have taken place have been due to the introduction of the National Numeracy Strategy, a recent emphasis on problem solving, and continuing good assessment procedures that monitor pupils' progress and identify where further support is needed. Pupils overall achieve satisfactorily, but achievement in Years 1 and 2 is good where teaching is stronger. The school's monitoring shows that pupils with special educational needs and those who speak English as an additional language achieve well. There has been good improvement since the last inspection.
108. By the end of Year 2, pupils work in hundreds, tens and units with a good understanding of place value. They round numbers to the nearest ten, understand that subtraction is the inverse of addition, and recognise pattern in number such as odd and even. Higher attaining pupils begin to work with multiplication and division; lower attaining pupils work satisfactorily in numbers up to twenty, but are unsure about place value and numbers beyond this. Pupils use their number skills to work with money, measurement and time. They recognise two and three-dimensional shapes by their basic properties; they collect information, and display and compare this using pictograms and block graphs. Pupils develop strategies for working in number, such as partitioning and counting on and

back. Where opportunities are provided, higher attaining pupils especially are becoming confident in discussing their work and explaining their reasoning.

109. By the end of Year 6, pupils have a sound understanding of number and place value, knowing how to multiply and divide numbers by 10 and 100. They begin to use efficient written methods for their calculations. Pupils work with decimals to two and three places, and understand the links between decimals, fractions and percentages. They reduce fractions to their lowest terms, and apply this to their work on ratio and proportion. Their number skills are applied satisfactorily to other aspects of mathematics and to problem solving. Higher attaining pupils begin to use formulae, for example when calculating area, and use brackets appropriately when solving equations. Pupils find the perimeter of simple shapes, and draw nets for making common three-dimensional shapes. Higher attaining pupils measure and draw angles accurately, and know the angle sum of a triangle and the sum of angles at a point. Pupils collect and record data using a frequency table, and display and compare this using bar and line graphs. Higher attaining construct pie charts accurately. Although individual pupils reply to questions giving reasons for their answers, this does not generally lead to class discussion and so allow pupils to become involved more actively in looking for alternative ways of finding answers or giving an explanation. Some lack of 'quick fire' questions at the start of lessons results in only a satisfactory mental recall of number facts.
110. Taking account both of the lessons seen and pupils' past work, the overall quality of teaching and learning is satisfactory. In Years 1 and 2, it is good. Lessons seen across the school included those that were very good and excellent as well as unsatisfactory. In the lessons that were good or better, teachers' very good subject knowledge contributed to the very effective planning and preparation of lessons in which pupils made good progress. For example, in the Year 4 class, all pupils made good progress in translating and reflecting shapes. As well as high expectations of learning, time targets for work to be completed were also set, helping to maintain a very good pace to lessons. Questioning was rigorous, which helped pupils to develop their understanding further, and the teacher to assess this. Very good relationships meant that pupils' errors could be used as teaching points, without any loss of their self-esteem. Where teaching and learning were unsatisfactory, the pace of lessons was very slow, and there were minimal opportunities for pupils to be actively involved in their learning. As a result little progress was made in these lessons.
111. Lessons have clear learning objectives, which are displayed and generally explained to pupils so that they understand the purpose of the lesson. However, these objectives are not re-visited sufficiently at the end of lessons. Pupils do not have enough opportunity to discuss and comment on their learning, saying for example, what they have found easy or need more help with. Although pupils' work is marked consistently, there are few comments that refer to learning objectives, inform pupils how well they have done and what they need to do to improve, in order to encourage them in their learning.
112. Lessons start with a mental recall session. Few lessons, however, were seen where this involved quick fire questions to enliven pupils and to get them thinking. Instead these sessions often provide teaching points, for example, in a lesson for pupils in Years 3 and 4 where they were reminded how to use a hundred square to subtract 19, avoiding any initial quick mental recall. These parts of lessons do, however, encourage full participation, for instance, with the use of individual white boards or fans.
113. Planning for lessons does not always take enough account of the levels at which pupils need to be working, particularly when they are set across two year groups or are in mixed age classes. Although they are given end-of-year level targets, based on assessment, the work planned tends to reflect the prescribed National Numeracy Strategy objectives for different year groups, rather than National Curriculum attainment targets on which pupils' predicted levels are based. This sometimes means that higher and lower attaining pupils are not challenged appropriately. Where special needs and teaching assistants support in lessons, planning does not sufficiently indicate how this support is to be effectively used to promote learning, both during the introduction and when working with groups.

114. Classes are managed well, resulting in very good behaviour and positive attitudes to learning. This is demonstrated well when pupils work independently and in groups. They readily settle to activities, often talking about their work and helping each other spontaneously. This enables teachers to focus their support more effectively on groups and individuals. Good provision is made for homework, which again encourages independent learning, and consolidates classroom learning.
115. Good use is made of mathematics in other subjects. For example, in science, pupils measure, record and compare the results of investigations; they carefully measure materials for construction in design and technology; in art and design they create patterns using shape and symmetry; in history they construct time lines. Satisfactory use is made of information and communication technology. Pupils find out about direction and turn when using Roamers, and use data handling programs to enter and compare information; they use spreadsheets to tabulate numerical data and generate equations. However, there was little evidence of information and communication technology being used in numeracy lessons to support learning. The school has recognised this as an area for development.
116. The co-ordinator has been in post since the start of the current school year, and is keen to move the subject forward. Her monitoring of planning and sampling of work has shown that greater attention is now being given to problem solving. There has been no recent rigorous monitoring of lessons, with a view to improving the quality and consistency of teaching and learning and raising standards. The school has identified the need to identify and share good practice within the school. There are good assessment procedures that monitor pupils' progress throughout the school and are used to set end of year targets. They are used well to identify groups of differing levels of attainment within classes and to form sets across Years 5 and 6. Further support is provided through initiatives such as Springboard and Booster groups, and targets on individual education plans. The results of national testing are analysed for strengths and weaknesses, which is starting to inform future planning for the subject. A consultant has run workshops for parents to inform them how mathematics is now planned and taught, in order to help them better support their children's learning. More practical workshop sessions are now planned for parents.

SCIENCE

117. During the inspection week the majority of lessons observed were in Years 3 to 6, although no lessons could be observed in Year 6. Therefore, judgements for the end of Year 2 and Year 6 are also based on the scrutiny of pupils' work, scrutiny of planning and assessment files and discussions with teachers, pupils and the subject co-ordinator.
118. Inspection evidence indicates that standards this year have improved by the end of Year 2 and are now above average. Pupils' achievement is good. Attainment by Year 6 is average and achievement is satisfactory. The fall in standards by pupils in Year 6 from the time of the last inspection can be attributed to a number of factors. There was a period when the school was unable to attract permanent teachers, there has been a high mobility of pupils especially in Years 3 to 6. There is a higher number of pupils with special educational needs in Years 5 and 6 and a number of changes of co-ordinator resulted in inconsistent leadership and management. The achievement of pupils with special educational needs and those who speak English as an additional language is good. This is a result of the good support given by teaching assistants and special needs assistants in lessons.
119. From the lessons observed, the analysis of pupils' work and teachers' planning and assessment files, all aspects of science; life processes and living things, materials and their properties and physical processes, are covered well. However, in the majority of lessons there is a relative weakness in the use of scientific enquiry and investigative skills, especially in Years 3 to 6. Higher attaining pupils are not always given the opportunity to design, carry out and repeat their own tests and experiments over a period of time, and with increased accuracy, in order to draw conclusions consistent with the evidence.
120. By Year 2, pupils ask questions and predict outcomes of their investigations confidently. For example, in a good lesson for pupils in Years 1 and 2, they were able to discuss and describe the basic conditions necessary for plants to grow. They had a good understanding of a 'fair test'. They

understood that when planting seeds, the depth in the soil, the type of soil and the size of flowerpot needed to be the same and the variable was the amount of water given to each seed to test the effect of water on seed growth. By Year 6, attainment in practical and investigative science and the use of fair tests is in line with expectations. Pupils use charts, diagrams and graphs in a variety of ways to record their results. However, scrutiny of pupils' work shows that work is often similar in content and is not always specifically matched to the attainment of individuals or groups of pupils.

121. By the end of Year 2, in their study of life processes and living things, pupils name correctly the major organs of the body, the main parts of a flower and describe conditions basic to animal and plant life. For example, pupils identify the roots, stem, leaves and petals of a flower. Year 2 pupils can describe the life cycle of animals and humans. By Year 6, pupils make appropriate predictions and observations related to the major organs of the body. They can discuss the major functions of the heart and the effect of exercise on the heart and body. They can explain the digestive system. In their study of materials and their properties, Year 2 pupils can sort objects accurately by texture, colour, shape, flexibility and hardness. They know that certain materials change when heated and cooled. Year 6 pupils describe methods for filtering dirty water, classify solids, gases and liquids appropriately and know that changes in materials can be reversible or irreversible. Higher attaining pupils can describe the situations required for change such as condensation. When studying physical processes, Year 2 pupils have a good understanding of how light is reflected using a mirror and can explain why a bulb will not work in an open circuit. By Year 6, pupils can design and make a simple electrical circuit using a variety of materials as a switch. Higher attaining pupils can explain changes in shadows over time and how light is reflected when it hits a mirror at different angles.
122. The quality of teaching of teaching and learning is good in Years 1 and 2. Although no lessons were observed in Years 5 and 6, inspection evidence and lessons observed in Years 3 and 4 indicate that the quality of teaching in Years 3 to 6 is also good. There has not been enough time yet for the full impact of this good teaching to be seen on the standards and achievement of the oldest pupils. In a third of lessons observed, teaching was very good. For example, in a very good lesson to investigate the varying waterproofing properties of materials, pupils were initially confused by the terms 'resistant', 'repellent' and 'absorbent'. Pupils made very good progress in the lesson through very good questioning by the teacher and the good use of practical tasks to investigate the surface of different materials to discover if they were similar or different. By the end of the lesson, they were able to explain why materials are or are not waterproof, using the new terms.
123. Pupils are very well managed and are set tasks that they enjoy. As a result, their attitudes and behaviour are very good. They are enthusiastic about science, particularly when there is a practical and investigative component to the lesson. They are keen to share their knowledge and understanding with each other. They are co-operative when working in groups and want to learn more. Boys and girls work well together and make similar progress. However, opportunities are sometimes missed for pupils to develop their independence. For example, in a number of lessons observed all the resources were laid out on pupils' tables prior to the start of the lesson, which restricted pupils' choices as to which resources were to be used and how to organise the experiment.
124. The use of numeracy to support the subject is good and has improved since the previous inspection. For example, Year 6 pupils construct line graphs to show pulse rates, charts to show lengths of shadows and graphs of heights of pupils. They work out the number of bacteria on bread by observing the results every twenty minutes. Year 2 pupils measure the distance a car travels along different inclines of ramps. Sound use is made of information communication technology to support the subject but it is not always planned for.
125. Since the previous inspection the co-ordinator has changed a number of times, which led to an inconsistent approach to teaching and learning. The present co-ordinator manages and leads the subject very well. She has a very good awareness of the strengths and areas for development, which are identified in her development plan. She carefully analyses results, which are used very well to guide curricular planning. Resources are satisfactory overall but the spacious school grounds, including a large wild area, support the subject well. Very good use is made of visits and visitors to make the subject more relevant and practical for pupils. For example, a mobile

planetarium visits the school and the 'Life Skills Bus' supports topics about the body. The subject contributes well to the spiritual and social development of pupils. For example, pupils work well in groups and show an awareness of the wonders of science. In the Year 1 and 2 lesson, pupils audibly cried 'Wow!' as they looked at the different colours of plants and seeds.

ART AND DESIGN

126. By the end of Year 2, pupils achieve satisfactorily and reach average standards. By the end of Year 6, standards are above average. Pupils in Years 3 to 6 achieve well due to good teaching that develops their skills well. Improvement since the last inspection, where standards by Year 6 were average, is good.
127. Displays and portfolios of work show that by Year 2, pupils are developing an awareness of tone and shape, as in their pencil sketches of flowers and school buildings. A developing use of colour is evident in their pattern work. Their portraits show a satisfactory interpretation and understanding of the human form. Satisfactory use is made of different media and techniques, such as paint, pencil, pastel, collage, wax resist and rubbing. Pupils study and respond to the work of famous artists, such as Monet.
128. In Year 6, pupils' sketchbooks show a careful planning of ideas for artwork. They develop sketching skills well, with regard for pattern, form and tone. This was shown in their designs in the style of Clarice Cliff, which were modified and improved, and later translated into very well produced paintings and clay pots. Their observational paintings of flowers shows a good use of watercolour; their still life paintings show a good understanding of composition. Further skills and techniques are developed, such as block printing, batik and the use of charcoal. Pupils are encouraged to be imaginative, for example when interpreting music such as 'The Hall of the Mountain King'.
129. No lessons were seen in Years 1 and 2, so no judgement on teaching and learning is made. From the lessons seen and displays of pupils' work, the quality of teaching and learning in Years 3 to 6 is good. Teachers plan and prepare lessons well, showing good subject knowledge and high expectations. They encourage close observation and expect pupils to be self-critical in order to improve their work. This was evident in a very good lesson for pupils in Years 3 and 4, where they were using shading to produce tone in their drawings. They practised the skill until they were happy with their results. All of the work produced shows that skills are well taught. For example, the wire statues produced by Year 3 and 4 pupils, in the style of Alberto Giacometti, are carefully constructed, and show a clear interpretation of human form and movement. Relationships in lessons are good, resulting in very good behaviour and positive attitudes to learning. This produces a climate in which all pupils want to learn and are fully included.
130. Art and design are used very well to support learning in other subjects. In science pupils drew flowers and insects, and printed patterns using wheels; in a topic on space, pupils designed and made rocket ships, and drew patterns to interpret music from the Planet Suite. In history, pupils made impressive Egyptian death masks and clay plaques of Tudor houses. In design and technology, pupils used their skills to enhance their model making, when constructing models of Anderson shelters. In religious education, as part of their studies on Hinduism, pupils made mendhi and rangoli patterns. Some use is made of information and communication technology, through the use of paint programs, but the school recognises that this is an area for further development.
131. The co-ordinator keeps portfolios of work from the three age bands in the school. Work in these is dated and comments are added, but not yet given National Curriculum levels in order to show progress more clearly. There has not yet been any formal monitoring of teaching and learning. National guidelines have been introduced and are helping to inform how skills can be developed throughout the school, but there are not yet any whole-school procedures for assessing and recording pupils' progress. Resources are good. Good use is made of visits to support learning, for example to the British Museum and the National Portrait Gallery. Some use has been made of visitors. A photography student inspired Year 5 pupils to produce photographs of the surrounding world, showing interesting and careful observation. Work is very well displayed around the school, helping to raise the profile of the subject and to create a stimulating learning environment. An art

club and opportunities to contribute artwork to a neighbouring building development provide further opportunities for pupils to extend their skills.

DESIGN AND TECHNOLOGY

132. During the inspection week it was only possible to observe a small amount of teaching. Therefore, judgements are based on the small number of lessons observed, the small amount of evidence of pupils' previous work available, teachers' planning, the scheme of work and discussions with teachers, pupils and the two subject co-ordinators.
133. By the end of Year 2, standards are average and pupils achieve satisfactorily. By the end of Year 6, standards are above average and pupils' achievement is good. This is an improvement since the judgements of the previous inspection when standards by Year 6 were judged to be average. Pupils design and make models and structures from recyclable and commercial materials and evaluate the final result well. For example, Year 6 pupils designed and made models of Anderson shelters as part of their history work on The Blitz. They used wood, card and plastic to produce models with a cutaway view of the inside of the shelter. The construction and finish is of a high quality and the finished product is evaluated well. As part of their science topic on space, Year 4 pupils built model rockets using a variety of materials, which were well produced and also complemented their work in art. Year 3 pupils designed and made a wooden pocket sized maze, inside a box, for a marble to travel along. The maze combined careful measuring and cutting of wood to produce the walls and a path wide enough for the marble. The box also had a hinged lid and a high quality finish. Pupils' skills of cutting, sticking and joining are sound by Year 2. By Year 6, pupils have built on previous experiences well and their skills are above average. For example, Year 2 pupils design and make small vehicles using a variety of materials, which they evaluate on a simple prepared sheet. They build model houses from card as a follow-up to a visit to the Weald and Downland Open Air Museum. By Year 6, pupils have developed these initial skills and are measuring, cutting and joining wood to produce a vehicle with axles and moving wheels, which are moved by a motor connected to an electrical circuit. They evaluate products well.
134. In the lessons seen, the quality of teaching and learning was good, with some that was very good. This accounts for the above average standards and good achievement pupils, by the time they leave the school. Teachers have a good knowledge of the subject and in the lessons observed pupils were very well managed, which resulted in them working very well together. Their attitudes and behaviour are very good and they behave very well. They share resources well and support each other. Teachers are clear about their expectations concerning health and safety. For example, in a Year 1 and 2 lesson about food tasting and in the Year 5 and 6 lessons observed about evaluating the taste and presentation of snack bars, teachers stressed the importance of clean hands and hygiene when handling food. Pupils make good use of evaluations. For example, in the Year 5 and 6 lesson observed, pupils used an eight-point scale to evaluate snack bars for taste, moisture, crunchiness, fruitiness and sweetness. In the part of a Year 6 lesson observed, pupils evaluated the packaging of snack bars for appearance, design, structure and strength before working in groups to design and make their own packaging for a snack bar.
135. The leadership and management of the subject are satisfactory. Two part-time co-ordinators share the role this year. Within the constraints of the time they have had to develop their role, they have monitored planning and have developed a scheme for the subject to ensure there is clear progression and continuity. They monitor pupils' work informally. A policy has yet to be written. They have a good awareness of the strengths of the subject and the areas for development. However, they have not had allocated time to monitor teaching and learning.
136. The subject contributes well to the spiritual, social and cultural development of pupils. For example, pupils work well together, display a sense of success when they complete their work and show pride in their finished product. Good links have been established with visits and visitors to the school and other subjects of the curriculum. For example, pupils made model rockets as part of a science topic after a visit by a planetarium. They made model Tudor houses after a visit to a museum of houses. In English, Years 5 and 6 pupils write in a persuasive style to convince buyers that their packaging for fizzy drinks is the best. Mathematics skills are developed well. Pupils measure

carefully when making a product, construct graphs and charts of evaluations of their work and, in Years 5 and 6, interpret graphs of school surveys to find the most popular snack bar and the reasons why pupils like them. The use of information and communication technology to support the subject is underdeveloped.

GEOGRAPHY

137. No lessons were taught in Years 1 and 2 during the inspection and consequently judgements for this group of pupils are based on a scrutiny of work and teachers' planning. Standards are average at the end of Year 2 and Year 6. Pupils, including those who speak English as an additional language and those with special educational needs, achieve satisfactorily. In the last inspection report, standards were described as above average at the end of Year 6. However, with the introduction of the National Literacy and Numeracy Strategies, not as much time has been devoted to geography and the way in which the geography curriculum is planned within the two year age bands does not fully promote the progressive development of pupils' skills and understanding. Consequently, standards are not quite as high.
138. Pupils in Year 1 begin to develop their mapping skills by drawing picture maps of where they live and their route to school. Pupils in Year 2 draw aerial views of a walk into the centre of Frimley, which show appropriate development from Year 1. They note different types of land use in the High Street and conduct a shop survey, using a tally chart, which is linked well to their work in mathematics. During the inspection week, pupils in Years 1 and 2 thoroughly enjoyed a visit to a farm to provide them with practical experiences on which to base subsequent work about food and farming. These activities illustrate the good use teachers make of the local area to help pupils to develop field-work skills.
139. As a result, by the end of Year 6, pupils have a sound knowledge of the features of their own locality. The annual residential visits for pupils in Year 4 and Year 6 are also used well to broaden pupils' geographical experience of contrasting areas. Pupils use a good range of secondary sources, including the Internet, to find information about developing locations and countries such as India. They use these to make sound comparisons with aspects of their own lives. They present their work very well in varied and interesting formats. Teachers use such opportunities well to help pupils apply and extend the information retrieval skills they are learning in literacy lessons. Pupils develop their mapping skills satisfactorily so that by the time they leave the school they can interpret and use an appropriate variety of maps and plans.
140. In the lessons seen, the quality of teaching and learning was good. Several of the strengths seen in these were also reflected in a scrutiny of pupils' work. For example, teachers make good and purposeful links with pupils' learning and skills in other subjects, such as history and English. This motivates pupils well as it increases the relevance of what they are doing as well as reinforcing their learning. In a well-taught Year 4 lesson, pupils were comparing and contrasting geographical features in Egypt and England. The teacher questioned the pupils skilfully to help them reflect upon and use what they had learnt about Ancient Egypt in history to deduce geographical information about the climate, physical and human features of modern Egypt. Pupils suggested, for example, that tourists would want to visit the pyramids and that the Nile is still important for transport, farming and pleasure. The teacher used every opportunity to introduce new geographical terms such as 'arid' and 'economy' and when collecting pupils' ideas to challenge and check the accuracy of their spelling.
141. Teachers give pupils frequent opportunities to practise their word processing skills to present their work and older pupils are learning how to make multi-media presentations for this purpose. Teachers also mark pupils' work well, so that they know how well they have met its objectives and, where appropriate, set homework tasks that contribute well to pupils' work in school. They also target their questioning carefully to ensure that pupils who speak English as an additional language and those with special educational needs are helped to participate fully in lessons.
142. However, past work shows that the same task is usually given to all the pupils in the class. Although teachers adjust the amount of recorded work and level of support for pupils of differing

levels of attainment, there is no distinction made in the challenge of the geographical content. This is one reason why there is little evidence of above average work, as higher attaining pupils are not always fully extended. The geography curriculum is carefully planned for each band to ensure that there is no unnecessary repetition or gaps in topics for pupils as they move through the school. Both year groups within each band are taught the same topic each term. However, the outcomes of the work often show little difference except in presentation skills and the amount of information, as the study of India undertaken by Years 5 and 6. This indicates that the expectations of the progressive level of geographical skills for the older and younger year groups are not sufficiently clear and that tasks are not adjusted to reflect these. This also means that some pupils are not challenged enough.

143. The co-ordinator is new to the school this term and consequently has not had time to gain an overview of the subject. However, she has made a good start by starting to collect samples of pupils' map work in order to monitor its progression.

HISTORY

144. During the inspection week, it was only possible to observe lessons in Years 3 to 6. No lessons were observed in Years 1 and 2. Therefore, judgements for Years 1 and 2 are based on teachers' planning, assessment records, analysis of pupils' work and discussion with teachers, pupils and the subject co-ordinator.

145. By the end of Year 2, standards are average and the achievement of pupils, including those with special educational needs and those who speak English as an additional language, is sound. By the end of Year 6, standards are above average and pupils' achievement is good. This represents an improvement since the last inspection when standards were average.

146. By Year 2, pupils have a sound recall of their knowledge of important people studied in history, for example, Florence Nightingale and George Stephenson. They can compare objects found in the home today with those found in homes a hundred years ago and know how transport has changed during the past 100 years. They can draw a simple family tree. By Year 6, pupils are able to describe the importance of using historical evidence to compare different aspects of the past, they understand that evidence can be used to explain the cause and effect of people's actions, for example when explaining why children were evacuated during the Second World War. They describe life enthusiastically in Ancient Egypt and Ancient Greece, in Roman Britain, and the life of the rich and poor in Tudor and Victorian times. They have a good understanding of the social changes in Britain from the Second World War to the present day. By Year 6, the majority of pupils can securely describe the difference between primary and secondary sources. However, analysis of pupils' work shows that independent research skills are less well developed because of the limited opportunities they are given to research information from the school library, CD-ROMs and the Internet.

147. As no lessons were observed in Years 1 and 2, it is not possible to make an overall judgement about teaching. Scrutiny of pupils' work indicates that teaching is at least satisfactory. However, work is often similar in content for different attaining groups within a class and opportunities for extended writing and links to English are missed. Work is generally well presented, which reflects high expectations by teachers.

148. In Years 3 to 6, teaching is good overall and results in good progress in lessons and good achievement by Year 6. In one lesson observed, the teaching was excellent. Teachers' knowledge of the subject is good and their enthusiasm ensures that pupils enjoy history, are very interested in the subject and behave very well. During the inspection week a group of Year 6 pupils spoke with knowledge and enthusiasm about the historical topics they had studied since Year 3. Their recall of basic facts about the Ancient Greeks and Egyptians, the Romans, the Tudors, the Victorians and the changes in Britain since the 1930s showed a very good level of interest and enjoyment as well as good knowledge. The pupils especially enjoyed the practical content of the subject. For example, in an excellent Year 6 lesson about the structure of the Roman army, pupils were grouped to discuss what had been learnt during a 'Roman Day', led by a Roman re-enactment group, before

presenting their ideas to the rest of the class. Each group was also asked to analyse pictures of Roman soldiers. The very good subject knowledge by the class teacher and her excellent questioning meant that pupils were able to make deductions about why the officers in the army acted as they did, why discipline was so strong and why the army was such an efficient fighting force. The lively and stimulating nature of the lesson resulted in excellent learning, attitudes and behaviour. Pupils were very eager to discuss their findings with each other and with the class.

149. Analysis of pupils' work indicates that opportunities for pupils to extend and practise their skills in writing are good. For example, pupils write factual accounts about the Jarrow March, write a letter to their parents in the style of a child evacuated in the war, or write a diary as a Roman soldier. Work is well presented and well marked indicating high expectations by teachers. However, in the majority of work seen, the tasks set are often similar, especially if a worksheet is used, which does not allow for work to be fully matched to the attainment of pupils within a class or to the age of pupils where classes contain two age groups. The good use of timelines and dates makes a good contribution to pupils understanding of chronology and a satisfactory contribution to numeracy.
150. The leadership and management of the subject is satisfactory overall. Two part-time co-ordinators share the role. They manage the subject well and have developed a policy and scheme of work, which enriches the curriculum. However, they have not yet had the opportunity to monitor teaching or to work alongside colleagues or to attend courses to update their own knowledge. The use of assessment to inform planning and to track pupils' progress is satisfactory overall but varies across the school. The planned opportunities for information and communication technology to support the subject are satisfactory. For example, pupils word process historical information and have some opportunities to use the Internet for research but other opportunities are underdeveloped.
151. Very good use is made of visits and visitors to support the subject and to give pupils first hand experience of the topic being studied. This adds considerably to their interest in the subject. For example, in Years 1 and 2, grandparents are invited into school to talk about their childhood memories. This has proved to be so successful that 'Grandparents' Day' also now includes a tea party for pupils and grandparents. Pupils also visit the Weald and Downland Open Air Museum to have first hand experiences of the history of houses. In Years 3 to 6, pupils visit the Imperial War Museum for a 'Blitz experience', Hampton Court Palace and Uppark House. A re-enactment group visits the school for a Roman day. Parents also generously lend artefacts for the topics being studied. These enrichments to the history curriculum also support pupils' spiritual, moral, social and cultural development well.

INFORMATION AND COMMUNICATION TECHNOLOGY

152. During the inspection week, it was only possible to observe whole class teaching in Years 3 to 6. No class teaching was observed in Years 1 and 2. Therefore, judgements for Years 1 and 2 are based on the small amount of evidence of pupils' previous work available, teachers' planning, the scheme of work and discussions with teachers, pupils and the subject co-ordinator.
153. By the end of Year 2, standards are average and pupils' achievement is satisfactory. By Year 6 standards are below average but pupils' achievement overall is satisfactory in relation to their prior attainment. Although there would appear to be a lack of progress made by pupils in Years 3 to 6, most Year 5 and Year 6 pupils are moving from a lower base of skills and knowledge. This is because of inconsistencies in the past, which included a lack of teacher confidence and knowledge, poor staff training, a high turnover of teachers, the unsatisfactory quantity and quality of resources and a lack of systematic co-ordination. These issues have now been addressed and standards are relatively higher in Years 3 and 4. This is laying a sound foundation for further progress by pupils as they move on to Years 5 and 6. Pupils, with special educational needs and those who speak English as an additional language, achieve well in relation to their prior attainment because of good support they are given by teaching and special needs assistants. Overall, there has been good improvement since the previous inspection, when standards and achievement were judged to be unsatisfactory. The computer suite is having a positive impact on standards, as whole class lessons can be taught, which ensures pupils have the necessary skills to use computers and the

programs. There has been a good improvement in teaching, resources and the role of the co-ordinator, which is also having a positive impact on standards.

154. By Year 2, pupils confidently log-on, use the mouse to open files and folders, select from an on-screen menu, delete and insert letters and words, save and print their work. They know that information can be obtained from television, video, tape and CD-ROMS. Pupils' work shows that they can word-process satisfactorily, use an art program to draw shapes and pictures, programme a floor robot to follow a specific route, and control radio-controlled models. The attitudes of pupils to the subject are good. In discussions, pupils displayed a good interest and enjoyment for the subject.
155. By Year 6, pupils competently log-on, manipulate screen icons using the mouse, select items from an on-screen menu, import clip art pictures, search the Internet and use the 'drag and drop' features of a program. They use the keyboard well to word-process their text and to change the font style, colour and size of the text. Displays of pupils' work indicate that word-processing is a relative strength, which supports many areas of the curriculum. Pupils are less confident about using e-mail and presenting multi-media presentations that combine text, pictures, photographs, clip-art and sound.
156. It is not possible to judge the quality of teaching in Years 1 and 2 as no lessons were observed. However, discussion with pupils and scrutiny of pupils' work indicates that teaching is at least satisfactory. The quality of teaching in Years 3 to 6 is good overall and leads to good progress by pupils in lessons. No lessons observed were less than satisfactory. A quarter of the lessons seen were very good. Pupils are very well managed and so work in a calm and purposeful way. Teachers' subject knowledge is good overall but varies from satisfactory to very good. Year group teachers plan together to ensure a consistency of subject matter and approach. For example, in Years 5 and 6 pupils were observed being introduced to computer generated slide presentations. Teachers' planning and presentation of the subject was the same for each class, which ensured all pupils received a similar content in the lesson. However, although tasks set are interesting for pupils and develop their skills well, teachers do not always take account of the different rates of progress of pupils. In the majority of lessons observed in the suite, teachers set the same task for their pupils, irrespective of their levels of attainment and competence. For example, in a very good Year 4 lesson, pupils were introduced to using the address bar when using the Internet for research. The research tasks set were very motivating and relevant to the pupils. However, the worksheet given was the same format for all pupils and did not account for the different reading attainment within the class.
157. The use of assessment to inform planning varies throughout the school and is unsatisfactory overall. There is no systematic assessment of pupils' skills and knowledge, or of the skills many bring from home, to ensure work is well matched to individual needs. In Years 5 and 6 pupils were observed self-assessing their skills at the start of a new topic, but prior assessment was not used to group pupils by attainment. This is one reason why there is little evidence of above average attainment.
158. The suite is providing sound opportunities for pupils to use information technology across a number of aspects of the curriculum. For example, pupils word-process poems and stories in English, use graphs, charts and spreadsheets in mathematics, research information off the Internet in English and history and use an art program to illustrate work or to produce a graphic in the style of a famous artist. However, planned opportunities for all subject areas are less well developed. Opportunities in Years 3 to 6 to use classroom computers during lessons vary. Little use was made of classroom computers during the inspection week.
159. At the time of the last inspection there was no co-ordinator for the subject. Since then there have been four co-ordinators. This is one of the reasons for the unsatisfactory progress and achievement by pupils in the past and by the present Years 5 and 6 pupils. The new co-ordinator has been at the school for a year and is already providing good leadership and management. She has a good understanding of the strengths of the subject and the areas for development. A national training initiative for teachers was poorly matched to the individual needs of many of the teachers and so the co-ordinator has begun to provide training for staff that meets their individual needs. This is raising

staff confidence and expertise, which, in turn, is having a positive effect on teaching and pupils' learning. She has established good links with the local advisor for information technology to support the subject's development. Access to the Internet is via a secure system, which ensures that pupils and adults only access appropriate web sites. There is a written policy for Internet access to ensure staff, pupils and parents are aware of how the Internet is to be used.

160. The school is developing an informative web site, which is easily accessible to pupils as well as parents. The school employs a technician for five hours a week who gives very good support and ensures computers are well maintained. This allows the co-ordinator to concentrate on curricular development of the subject rather than having to worry about technical issues. The computer to pupil ratio is in line with the national average. Since the previous inspection, a computer suite has been developed, which is having a positive impact on the teaching of the subject. However, the worktops for the computers are narrow, which makes it difficult for pupils to use the keyboard and mouse and at the same time use exercise books and worksheets. Also, during warm weather, the suite becomes uncomfortably hot. These issues have been recognised as areas for improvement by the co-ordinator.

161. The subject contributes well to the spiritual, social and cultural development of pupils. For example, pupils work well together and support each other when using the computers and there is often a clear sense of success and achievement when they manage to complete a task. The co-ordinator has recently established an e-mail links with a school on the Atlantic island of St. Helena. The technician is developing pupils' sense of citizenship and responsibility by encouraging them to donate used ink cartridges and their parents' old mobile phones, which are recycled and have raised money for resources such as a digital camera. An after school club is run by the co-ordinator, which provides additional opportunities for some pupils to extend their skills. During the inspection week a small group of pupils were observed using a web-cam and laptop computer to make a small film. Recently, a group of pupils from the club took part in a competition organised by a national weekly educational paper. The pupils produced a newspaper based on the news on a specific day. The pupils were highly commended and are to collect their award at the Houses of Parliament.

MUSIC

162. No lessons were seen in Year 6, and there was not enough evidence to make judgements about standards or achievement by the end of Year 6. By the end of Year 2, pupils reach average standards. Boys and girls of all levels of attainment achieve satisfactorily and they enjoy the subject.

163. By the end of Year 2, pupils develop an appropriate repertoire of songs. They sing tunefully with a good sense of the shape of a melody. They enjoy using their voices in different ways to sound aggressive, timid or amused, as they sing. They show that they can listen to a pattern of sounds and reproduce the rhythm by clapping or by using percussion instruments. Most can follow the instructions of the conductor. This was seen when cards of different colours were held up, indicating when to sing out and when to fall silent, but keeping the tune in their heads. Children listen attentively to the teacher and try to improve. They perform percussion accompaniments to singing, keeping to a steady pulse.

164. By Year 4, pupils understand simple musical notations and can sing and recognise a pentatonic scale of five notes. In one lesson, pupils could point out the scale in a piece of music and recall it in the song 'Rain, rain, go away'. When following the conductor's coloured cards, they showed they could keep the rhythm in their heads and pick it up easily after the silent beats. When listening to music, such as Janacek's 'Sinfonietta', they describe how it makes them feel and what it brings into their minds. By Year 5, pupils understand how the words and melody of a song need to go together. In one lesson, having read a poem, pupils were able to suggest the kind of music that would best reflect the mood and the words. Pupils are developing a satisfactory understanding of the performing, composing and appraising aspects of the music curriculum.

165. The teaching is satisfactory overall, ranging from satisfactory to good. Pupils make satisfactory progress in lessons, including those who have special educational needs, and pupils who speak

English as an additional language. The subject co-ordinator teaches part-time in the school. She takes lessons and sometimes demonstrates lessons to give guidance to class teachers. Class teachers are reasonably confident in teaching the subject. The scheme of work helps them to have clear aims in their lessons. As a result, pupils are interested, enjoy the lessons and try to improve. Teachers' management and organisation are good and equipment and instruments are used well. The use of information and communication technology is part of the scheme of work, but was not observed during the inspection. The assessments of pupils' progress are made by the co-ordinator. This means that, should the co-ordinator leave, teachers would be unused to judging how well their pupils are doing. This is an area to be addressed.

166. Pupils have good opportunities to perform before larger audiences. The choir has recently sung at a Surrey music festival. Younger pupils performed with dance and percussion instruments. The school caters for pupils who wish to learn to play an instrument through specialist teachers who come into school. At present, 39 pupils are learning to play nine different instruments. In these ways the subject makes a good contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

167. It was only possible to observe lessons in games and athletics. Therefore, no overall judgement is made on standards, achievement or improvement since the last inspection. Only pupils in Year 4 go swimming and about seventy five per cent learn to swim at least ten metres. There is therefore no evidence of standards by Year 6, or whether pupils have reached the expected minimum standard.

168. In the lesson seen for pupils in Years 1 and 2, they made satisfactory progress in learning to skip. Careful control of the rope enabled many pupils both to skip on the spot and when travelling. Year 4 pupils made good progress in developing underarm bowling techniques and Year 6 pupils in refining the techniques of relay changeover. Pupils become increasingly aware of the importance of exercise and its effect on the body. Many Year 4 pupils, for example, refer to increased pulse rate and blood circulation to get oxygen to the muscles.

169. In the lessons observed, the overall quality of teaching and learning was good. One lesson was judged to be very good. This lesson was very well planned and prepared, and showed very good subject knowledge. Very good methods were used to teach the techniques of underarm bowling, which added to the pace of the lesson and kept pupils fully involved. They therefore made good progress, with some achieving above average standards in control and fluency in performance. By observing each other, pupils were able to improve their own performance. Where pupils from the Language Unit take part, they are well supported and fully included in lessons.

170. Leadership and management of the subject are good. The co-ordinator is very enthusiastic, and is keen to maintain the high standards and quality of provision reported at the last inspection. The scheme of work refers to national guidelines and covers all aspects of the subject. There are not yet any whole school procedures for assessing and recording pupils' progress. Limited time has been available to monitor teaching and learning in order to identify strengths and areas for development. The spacious grounds are well used and resources for the subject are good, enabling a wide range of sports and activities to take place. Some have been built up through links with Top Sports.

171. A very good range of extra curricular activities is provided. Activities include judo, soccer, cross-country, netball, hockey, athletics, dance, long jump and throwing, cricket and rounders. All age groups have opportunities to take part in some of the activities. Links with a local football club have provided further coaching for pupils. Pupils have many opportunities to take part in competitive sport. All of these activities not only enhance the provision for the subject, but also provide very good opportunities for pupils' social development.

RELIGIOUS EDUCATION

172. Evidence from lessons seen during the inspection, together with discussions with staff scrutiny of planning, displays and previous work indicate that standards are in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Boys and girls, including those with special

educational needs and those who speak English as an additional language, achieve satisfactorily overall in relation to their prior attainment. Standards are similar to those described in the previous report.

173. By the end of Year 2, pupils know why Christians celebrate Easter and Christmas. They are familiar with some of the stories from the Bible. They increase their understanding of the significance of these, by, for example, relating the 'Feeding of the Five Thousand', to their own experiences of sharing food on a picnic. They have a secure knowledge of some of the main features of Islam, such as the importance of prayer and traditions of worship. Pupils explore their feelings about relationships by considering what is special about themselves and people in their families and friends who are special to them. This makes a very good contribution to their spiritual and personal development.
174. By the end of Year 6, pupils have a secure knowledge of the key beliefs and traditions of some of the major world religions, such as Christianity, Hinduism and Islam, and can draw out some similarities and differences between them. They explore the concept of faith and its meaning to them, by considering how it affected the actions of well-known people of faith, such as Martin Luther King or in the story of David in the Old Testament. In some lessons, teachers skilfully integrate pupils' learning about world religions with opportunities for them to respond to it and reflect upon the wider meaning. Good examples were seen of this in lessons for pupils in Year 6 and in Year 5. For example, after a discussion of the story of David and Goliath, one pupil suggested that having faith in something could help you overcome your own fears, such as a fear of heights. However, in general in the planning of the curriculum, there is a greater emphasis on learning about religion. This reflects some confusion over the aspect of learning from religion with the personal, social and health education curriculum.
175. In the lessons seen, the quality of teaching and learning was good overall. Strengths in the lessons seen were the positive and consistent ways that teachers managed their pupils and the very good relationships between pupils and teachers and between the pupils themselves. As a result, boys and girls of all levels of attainment were confident in sharing their ideas, secure in the knowledge that both teachers and their peers would value and respect what they had to say. This, together with the very good role-modelling of teachers and teaching assistants, not only added to pupils' interest and positive attitudes in lessons, but also contributed to the evident respect they show for the values, views and beliefs of others. In this way, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Good examples were seen of teachers ensuring that pupils with special educational needs and those who speak English as an additional language were fully included in lessons through appropriate questioning and support.
176. Good examples were also seen in lessons of teachers using interesting activities to motivate pupils and help them to learn in different ways. They also provided good opportunities for pupils to extend their speaking and listening skills through discussion and drama. In a well taught Year 3 lesson about the features of a Roman Catholic church, the teacher immediately captured pupils' attention by using a video taken of their recent visit to a nearby church as a starting point. She used items borrowed from the church and drama techniques very effectively to both reinforce and increase pupils' knowledge by 'recreating' the church in the classroom. The impact of this on pupils' learning was illustrated very well by the clarity and confidence with which they were able to explain their function as the teacher questioned them in role. The 'sanctuary light' explained, for example, without prompting, that 'I am a candle always burning to show that God is here'.
177. Teachers place a strong emphasis in lessons on the importance of respecting the beliefs and traditions of others. They model this very well themselves, both in the way that they handle and use religious artefacts and in the way that they involve, value and draw on the experiences of pupils from different faith backgrounds as an integral part of lessons. This makes a significant contribution to the respect that pupils show for the ideas and beliefs of others. The very good use they make of a wide variety of visits and visitors also contribute very well to this, as well as to pupils' knowledge and understanding. For example, pupils visit Christian churches of different denominations, a mosque and a Hindu temple. Visitors include parents from different faith tradition, an Imam and local Christian clergy. This makes a very good contribution to their spiritual and cultural development.

178. Teachers make good use of opportunities in religious education for pupils to practise and extend their literacy skills, in a way that also consolidates their knowledge and understanding of their learning in religious education. For example, pupils in Years 5 and 6 recorded what they had found out about Hinduism during a visit to a temple as well presented information leaflets, applying techniques they had learnt in literacy lessons. Others reflected on their experiences by writing poems. Some Year 2 pupils showed their understanding of Christians' belief of how important everyone is to Jesus when they wrote engagingly in character as the 'lost sheep'. Teachers are making increasing use of information and communication technology to support pupils' learning in the subject, helping them to use the Internet to research information or virtual reality web sites.
179. The reason that pupils achieve only satisfactorily as they move through the school in spite of good teaching in many lessons is that, although pupils of differing levels of attainment record their work in different ways, the challenge of the task itself is not often adapted to their needs. In addition, the same or similar lesson is often given to both the older and younger pupils in the age band, with little evidence of teachers having different expectations of the level of their knowledge and skills. This means that average and higher attaining pupils in particular do not always build effectively on previous learning.
180. The temporary co-ordinator has the expertise to support colleagues well and a good awareness of what is needed to build on the improvements initiated by the previous co-ordinator.