

# INSPECTION REPORT

## **POWELL CORDEROY PRIMARY SCHOOL**

Dorking

Surrey

Unique reference number: 125151

Headteacher: Mrs J Lightfoot

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 14 – 17 July 2003

Inspection number: 248667

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:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Longfield Road Dorking Surrey
Postcode:	RH4 3DF
Telephone number:	01306 883373
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P May
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22330	Mr L Lewin	Registered inspector	Science, information and communication technology, design and technology, equality of opportunity and English as an additional language.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
14324	Mr M Hudson	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
24805	Mrs A Cogher	Team inspector	Mathematics, geography, history, physical education and the Foundation Stage.	Leadership and management.
18703	Mrs C Canniff	Team inspector	English, art and design, music and religious education.	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Powell Corderoy Primary School is situated on the western edge of Dorking. The 188 pupils on roll are taught in seven single year group classes by seven full-time and five part-time teachers. About half of the pupils are drawn from private housing in Dorking and local villages, with the other half coming from locally rented accommodation. Nearly all pupils are of white, UK heritage backgrounds, with a very small number from other ethnic backgrounds. Six pupils speak English as an additional language; there is no specific support required for these pupils. At 12 per cent, the proportion of pupils who are eligible for free school meals is below the national average and, at 31 per cent, the number of pupils with wide ranging special educational needs is above average. Six pupils have Statements of Special Educational Need, which is a high level compared to most other schools. Over the last year, there has been an above average level of pupil mobility, with 13 pupils joining and 14 leaving the school, other than at the usual times of admission or transfer. Attainment on entry to school is broadly average.

### **HOW GOOD THE SCHOOL IS**

This is an improving school. Good leadership by the headteacher and effective work by the governors have enabled the school to improve at a good rate over the last three years. A good range of initiatives put in place by the headteacher is having a positive effect on improving the quality of teaching and learning, which although good overall, is still in need of improvement. Similarly, standards in Year 6 are improving, but not yet as good as they could be. The school provides a welcoming and supportive atmosphere in which pupils enjoy their learning. The school provides satisfactory value for money.

#### **What the school does well**

- The headteacher provides good leadership and a clear vision for future development and is well supported by the effective work of the governors.
- Good provision is made for children in the Foundation Stage so that they achieve well.
- Good provision is made for pupils with special educational needs and they progress well.
- The school provides a very good range of extra-curricular activities.
- Strong links are established with other educational institutions and with the parents.

#### **What could be improved**

- Standards in writing, art and design and design and technology.
- Opportunities for extending higher attaining pupils.
- The quality and consistency of teaching especially in Years 1 – 2.
- Systems for observing lessons and evaluating the quality of teaching and learning.
- Systems for assessing pupils' progress and the use of assessment information to help improve the rate at which pupils learn.
- Attendance.

*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 November 1997. Since that time it has improved at a satisfactory rate overall, but at a good rate over the last three years under the leadership of the current headteacher. Weaknesses previously noted in the leadership of the school and in the work of the governors have been thoroughly addressed. The school now provides detailed and well presented information for parents. It has developed satisfactory systems for planning lessons, although there is still further improvement needed in ensuring that work is planned that challenges and extends higher attaining pupils. The school now ensures that an act of collective worship takes place every day and that proper provision is made to promote pupils' spiritual awareness. The school has successfully devised systems for checking the progress that pupils make in English and mathematics and recognises rightly the need to develop similar systems for all other subjects. Standards in different subjects have mainly been maintained at the same levels as reported previously. The exceptions to this are that standards in information and communication technology have improved, but writing standards are not as good as reported last time. In addition, the school has made significant improvements to the classrooms and facilities for children in the reception class and at Key Stage 1 and for teaching

information and communication technology (ICT). The strong commitment to move forwards and the enthusiasm of the staff and governors mean that the school is well placed to improve in the future.

## 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	A	B	D	E	well above average    A above average        B average                 C below average         D well below average    E
Mathematics	C	C	D	E	
Science	A	A	C	D	

The table above shows that the school's test results for pupils in Year 6 were about the same as other schools nationally in science, but not as good as other schools nationally in English and mathematics. The results were well below the performance of other 1similar schools in English and mathematics and below average in science. However, nearly half of the pupils in this cohort were on the school's register of special educational needs. A comparison with the results they achieved in the Year 2 national tests (1998) shows that they had made very good progress in science, good progress in English and sound progress in mathematics. The recently published 2003 results show much improvement in standards overall. Just over half of the pupils exceeded the nationally expected level in science and, while most pupils attained the nationally expected levels in English and mathematics, a significant minority of them reached an above average level. These results are confirmed by inspection findings that show most Year 6 pupils reaching average levels in English and mathematics and above average levels in science. The improvement in standards is a clear and encouraging indication that initiatives put in place over the last three years are now beginning to show an effect. Also, the improvement signals that a decline in the standards over recent years has now been reversed. However, within this overall picture of improvement, standards in writing remain the weak link, with pupils – especially boys – not achieving as well as they should.

By the end of the Foundation Stage, children achieve well and attain above average standards in all of the areas of learning. By the end of Year 2, pupils attain the nationally expected levels in English, mathematics and science. However, standards in writing are not as good as they should be. Pupils in Years 1 – 6 do not achieve as well as they should in art and design and design and technology. Not enough lessons were seen in music to judge standards. In all other subjects pupils reach average levels. The targets that the school sets itself for pupils' performances in the national tests are appropriately challenging and were met in 2002 and 2003. Throughout the school, pupils with special educational needs make good progress in relation to their prior achievement. By the end of Year 2 and the end of Year 6, overall, pupils' achievements are satisfactory. However, higher attaining pupils are not always sufficiently extended by the work that they do.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are usually attentive and enjoy learning. When teaching is lively and challenging pupils are well motivated and enthusiastic.
Behaviour, in and out of classrooms	Good. Behaviour in most lessons and around the school is good, although there are instances where pupils display unsatisfactory behaviour in the Year 1 and 2 classes. Pupils are usually polite.
Personal development and relationships	Pupils' personal development is satisfactory. Pupils noticeably mature as they progress through the school. Relationships are good.
Attendance	Unsatisfactory. Attendance is below the national average due to long-term

<sup>1</sup> These schools are categorized nationally by the number of pupils on roll who are in receipt of free school meals.

illnesses of pupils, and parents taking their children on holidays in term time.
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## TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.*

Overall, teaching for the school as a whole is good. However, the proportion of good lessons is lower than that found in most other schools nationally. In the reception class, most of the teaching is good and often very good. The teacher plans and organises lessons very efficiently so that tasks are challenging and carefully matched to the needs of all individual children. For Years 1 – 2, teaching is satisfactory overall, with only a few lessons noted as good or very good and two lessons being unsatisfactory. Lessons are usually well prepared, explanations and learning objectives are usually clear and discussions are well managed. However in too many lessons, the teachers' expectations for pupils to listen and focus carefully are not set high enough and, as a result, pupils do not always listen properly and concentrate fully. In Years 3 – 6, the teaching is good. The work set is interesting so that pupils are eager to learn and teachers have good relationships with the pupils. Teachers demonstrate methods well and in the best lessons, activities are challenging and a good or sometimes very good pace of work ensues. In Years 1 – 6, teachers do not make effective use of assessment information to aid their planning and, as a result, work provided does not always cater fully for the needs of groups of pupils of differing attainment. Also, the marking of pupils' work is not always effective enough in aiding pupils to improve. Teachers generally have a sound knowledge of the national strategies for teaching literacy and numeracy and ensure that pupils cover all of the appropriate areas. However, in English, not enough opportunities are provided for pupils to produce pieces of more extended and detailed writing. Teaching assistants work well across the school and, in particular, provide effective support for pupils with special educational needs. During the week of the inspection, most teachers did well to sustain pupils' concentration despite some exceptionally hot weather on two of the four days.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Good provision in the reception class. For Years 1 – 6 the school provides an appropriate curriculum that integrates a good range of worthwhile learning experiences. A wide range of extra-curricular activities is provided. The school's involvement in the community is good and links with partner organisations are very good.
Provision for pupils with special educational needs	Good. Provision is well organised and teaching assistants and teachers provide effective support for individuals and groups of pupils.
Provision for pupils with English as an additional language	The school has a very small number of pupils who speak English as an additional language. While teachers monitor their progress carefully, none of these pupils require extra specific support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral development and social development are well promoted. The school makes satisfactory provision for promoting pupils' spiritual and cultural awareness although not enough attention is paid to preparing pupils for living in a multi ethnic society.
How well the school cares for its pupils	Satisfactory. Staff know pupils very well and pastoral care has a very high priority. Assessment arrangements are good in the Foundation Stage and satisfactory in English and mathematics in Years 1 – 6, but under-developed in all other subject areas.

<sup>2</sup> National data retrieved from all of the inspections carried out in primary schools in England during the last year shows an average figure of 60 per cent of teaching being good or better.



The school has very effective links with its parents and greatly values the full part that most parents play in their children's education. Parents are kept very well informed. The friends' association is very active and its fund raising events contribute significantly to school resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership. She has developed a clear vision for the school's future development and is fully supported by the effective work of her senior management team.
How well the governors fulfil their responsibilities	Good. Governors are fully informed about and involved in the management of the school. They fulfil all of their statutory responsibilities and provide effective support for the headteacher and staff.
The school's evaluation of its performance	Satisfactory. Staff and governors evaluate the school's performance carefully when constructing the next phase of the school development plan. The school has suitable systems for monitoring and evaluating teaching and learning and the curriculum, but these are not yet rigorous enough.
The strategic use of resources	Very good. The school manages its finances very efficiently and ensures that the maximum use is made of all available funding. By carefully evaluating the effectiveness of the school's work, governors ensure that the best value is gained from all spending decisions.

Overall, the school has an appropriate number of suitably qualified teachers and teaching assistants. The accommodation is good and there is an adequate range of resources to support teaching and learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Most parents have a good opinion of the school. In particular they feel:</p> <ul style="list-style-type: none"> <li>• It is well led and managed</li> <li>• Staff are approachable</li> <li>• Pupils enjoy school, are taught effectively and progress well.</li> </ul>	<ul style="list-style-type: none"> <li>• A very small minority of parents feel that they are not sufficiently well informed.</li> </ul>

The inspection team agree with the positive views expressed by parents. They also judged that the level of information provided for parents is very good.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

- Overall, standards that pupils' currently attain are similar to those reported at the time of the last inspection with the exception of ICT where standards have now improved at Year 6 and English at Year 6, where standards are not as good as reported previously.

		Attainment – Last Inspection	Attainment – This Inspection
<b>Attainment of children by the end of the Foundation Stage</b>		Average	Above average
<b>Key Stage 1 Attainment of pupils in Year 2</b>	English	Average	Average
	Mathematics	Average	Average
	Science	Average	Average
	Art and design	Average	Not enough evidence to judge attainment
	*DT	Average	Not enough evidence to judge attainment
	Geography	Not enough evidence to make a judgement	Average
	History	Average	Average
	*ICT	Average	Average
	Music	Average	Not enough evidence to judge attainment
	*PE	Average	Average
	*RE	Average	Average
<b>Key Stage 2 Attainment of pupils in Year 6</b>	English	Above average	Average
	Mathematics	Average	Average
	Science	Above average	Above average
	Art and design	Average	Not enough evidence to judge attainment
	DT	Average	Not enough evidence to judge attainment
	Geography	Average	Average
	History	Average	Average
	ICT	Below average	Average
	Music	Below average	Not enough evidence to judge attainment
	PE	Average	Average
	RE	Average	Average

\*DT – design and technology, ICT – information and communication technology, PE – physical education, RE – religious education.

- Attainment of children when they begin school is average. Their achievement is good and by the end of the Foundation Stage they exceed expectations in all of the areas of learning.
- The school's <sup>3</sup>national test results for Year 2 pupils in 2002 were better than other schools nationally in reading, about the same in writing and below in mathematics. Results were the same as other <sup>4</sup>similar schools in reading but well below the performance of these schools in writing and mathematics. Teachers' assessment of science in 2002 showed most pupils reaching an average level in science. The very recently published <sup>5</sup>test results for 2003 reflect a broadly similar picture for reading and mathematics, but despite improvements over recent years, the number of pupils attaining the expected level or above in writing fell. However,

<sup>3</sup> Caution is always advised when considering the national test results for small schools where results tend to vary more widely from year to year than they do in larger schools.

<sup>4</sup> These schools are categorized nationally by the number of pupils on roll who are in receipt of free school meals.

<sup>5</sup> Although these results are available now – at the time of writing this report, there is no national comparative data available to compare the results with other schools.

looking at the big picture of trends in the school's reading, writing and mathematics results since 1998 – there are clear signs of improvement, with particular improvement since 2000. Overall, pupils' achievement by the age of seven is satisfactory in reading and mathematics, but unsatisfactory in writing. Standards of work noted during the inspection reflect a broadly similar picture to those indicated by the test results for seven year olds.

4. Last year's test results for Year 6 pupils were about the same as other schools nationally in science, but not as good as other schools nationally in English and mathematics. Results were well below the performance of other similar schools in English and mathematics and below average in science. However, nearly half of the pupils in this cohort were on the school's register of pupils with special educational needs and, of these, three pupils had statements of special educational need. A comparison with the results they achieved in the Year 2 national tests (1998) shows that these pupils made very good progress in science, good progress in English and sound progress in mathematics. However most did not reach average standards and this had an impact on overall test results. While no national comparative data is yet available, the 2003 results show much improvement in standards. Just over half of the pupils exceeded the nationally expected level in science and, while most pupils attained the nationally expected levels in English and mathematics, a significant minority of them reached an above average level. These results are confirmed by inspection findings that show most Year 6 pupils reaching average levels in English and mathematics and above average levels in science. The improvement in standards is a clear and encouraging indication for the school that initiatives put in place over the last three years are now beginning to show an effect. Also, the improvement signals that a decline in the standards over recent years - reflected by the 2002 national test results and resulting from a period when the school suffered many changes in its teaching staff - has now been reversed. However, within this overall picture of improvement, standards in writing remain the weak link, with pupils – especially boys - not achieving as well as they should. Apart from this exception, pupils' achievement in Year 6 is satisfactory.
5. Looking at pupils' progress across the school presents a complex and uneven picture. This is due to changes in the staffing since the last inspection, which have caused disruption and turbulence and thereby impeded the school's progress in raising standards. However, the headteacher, senior management team and governors have worked hard to stabilise the situation and have put effective measures in place that are now successfully reversing past downward trends. The recent improvements in standards, the effective support and partnership the school has with its local education authority advisory team along with the enthusiasm and commitment of the headteacher mean that the school is now well placed to improve standards rapidly in the future.
6. The targets that the school sets itself for pupils' performances in the national tests are appropriately challenging and were met in 2002 and 2003.
7. The school looks carefully at its national test results with a view to monitoring any differences in the performances of boys and girls or by different groups of pupils. National test results over recent years do not reflect any significant differences in performance, but the school has identified rightly that boys do not do as well as they should in writing. Throughout the school, pupils with special educational needs make good progress in relation to their prior achievement because the school's procedures for supporting these individuals are well developed. However, higher attaining pupils are not always sufficiently extended by the work that they do.
8. In Year 2 and Year 6, pupils' standards in speaking and listening are average overall. Across the school most pupils show a good range of vocabulary for their ages and are confident speakers. Pupils' listening skills, however, are not so well developed and they do not always listen carefully to the teachers or to the contributions made to the discussion by other pupils. Pupils do well in reading. They are enthusiastic and reading diaries show that they take their books home regularly. By Year 2, pupils read confidently and fluently and are generally successful in trying to work out unfamiliar words by sounding out the letters. By Year 6, the

vast majority of pupils read with good levels of fluency and expression. Pupils also build their comprehension skills well.

9. Pupils' skills in writing are below average at the ages of seven and eleven. The school has placed strong emphasis on improving pupils' writing skills. As a result, Year 2 pupils develop the necessary skills, for example, to write in the past or present and to write in a variety of different formats such as stories, instructional writing and factual accounts. Similarly, Year 6 pupils develop the necessary techniques to write formally and informally and they learn to structure their writing properly using paragraphs appropriate punctuation and grammar. Also Year 2 and Year 6 pupils show good spelling skills for their ages. However, although pupils in both age groups acquire the necessary skills, their writing is not sufficiently detailed or extensive. Progress noted in many pupils' books, in Year 6 especially, is too limited and does not indicate that much effort is being made with some of the writing tasks – this is particularly the case with the writing in boys' books. Across the school, the standard of handwriting is just about satisfactory with pupils acquiring the skills to join letters and write fluently and legibly. However, much of the writing is not as neat as it could be and does not reflect a pride in presentation.
10. In Years 2 and 6 pupils attain the expected levels in all areas of mathematical work. In Year 2, the majority of pupils read and write numbers to 20, and carry out a range of simple calculations, sequence numbers to 100 and understand the value of each number in two and three digit numbers. They choose appropriate strategies for solving problems and give reasons for their choices. They recognise and name two and three-dimensional shapes and identify some of their properties such as how many sides and corners they have. By the age of 11, many pupils quickly work out calculations in their heads, and have a good understanding of the relationships between unit decimal and percentage fractions. They draw and measure angles and understand the principles of rotational symmetry. Pupils show increasing confidence in solving problems using a range of strategies and competently record and interpret data both in mathematics lessons and through other subjects such as science and geography.
11. Overall, pupils attain average levels in all areas of science work in Year 2, with good understanding about materials and their properties where their work is especially detailed. They make careful observations and record results properly. Pupils know about a range of physical phenomena; for example they understand how heat can change things. By Year 6 most pupils reach above average levels in all aspects of science work. They have a confident knowledge of applying the principles of fair testing with scientific enquiry and understand the need to repeat tests in order to verify the accuracy of results.
12. Pupils across the school use ICT in a good range of different subject areas and show average attainment in Year 2 and Year 6. Pupils in all classes work well and with enthusiasm in the school's new ICT suite. The use of this good facility is clearly accelerating their progress. Year 2 pupils confidently use data in a program to make different types of graph and know how to change text fonts and colour and how to incorporate pictures into text. Year 6 pupils create sequences of instructions for controlling the movements of devices and are familiar with using multimedia presentation techniques. They are confident in using ICT to support their learning in a wide range of different ways. However, their knowledge of using equipment for sensing physical data, using email and using spreadsheets and databases is too limited and they do not achieve as well as they should in these aspects.
13. Standards in religious education (RE) meet the expectations of the agreed syllabus. Pupils in Year 2 learn about Christianity and the life of Jesus and that some of the stories in the Bible tell of his miracles. Pupils also learn about Islam and why the mosque and the Koran are special to Moslems. Pupils in Year 6 develop a sound knowledge and understanding of the key festivals in the Christian calendar and, for example, know about events leading up to Easter. Pupils also develop their knowledge about how people of different faiths celebrate important milestones in their lives, such as birth and death, coming of age and marriage.

14. In art and design, design and technology and music, not enough work was seen during the inspection to enable secure judgements about standards to be reached. However, the limited amount of evidence seen of art and design and design and technology in particular, indicates that not enough work is carried out in these subject areas to enable pupils to acquire the necessary skills knowledge and understanding. Conversations with Year 6 pupils about music suggest that they have limited experience of composing and limited knowledge about the elements of music. The school is aware of the weaknesses in achievement in these subjects and has begun to increase the emphasis on art and music in particular, by ensuring their inclusion in the extra-curricular activities programme.
15. In history, geography and physical education, pupils cover an appropriate range of work and reach the expected levels in Year 2 and Year 6.

### **Pupils' attitudes, values and personal development**

16. Pupils' attitudes to learning are satisfactory, but not as good as last reported. Parents confirm their children like school and work hard. Pupils are attentive in assemblies and enjoy lessons such as computer work. In lessons, pupils' attitudes reflect the quality of teaching. When teaching is lively and challenging pupils are well motivated and keen to learn. They show commitment, sustain effort and stay focussed on tasks. They work effectively both on their own, as when creating a pictogram in a Year 1 numeracy lesson, and in group activities, for example when creating the sounds heard on a train journey in the reception class. Pupils mostly offer constructive ideas, listen to what others have to say, and their contributions to discussions, such as on cleanliness and hygiene in Year 6, are thoughtful and imaginative. In a few lessons seen where teaching methods were not fully effective, pupils lost interest, became restless and did not listen properly to their teacher or each other.
17. Pupils' behaviour is good, as it was at the last inspection. There are no exclusions and parents are happy with the standards achieved. Pupils understand school rules and most respond willingly to what is expected of them. The atmosphere across the school is calm, orderly and purposeful and pupils use corridors and activity areas responsibly. Behaviour in most lessons and assemblies is good, although there are instances of challenging behaviour in some infant classes. Playtimes are often boisterous, but pupils are not intentionally rough or reckless. Around the school pupils behave well and they respect property such as displays and library books. At lunch, pupils are well mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors, opening doors for them and giving directions.
18. As at the time of the last inspection, pupils' personal development is satisfactory. Most pupils are self-assured and have personal esteem, and older pupils organise themselves effectively. Those who lack confidence or are socially insecure profit from the support they receive. Pupils enjoy responsibility and carry out the duties they are given with enthusiasm and pride. Classroom tasks develop pupils' self-regard, while whole-school tasks enhance their corporate commitment and 'make them feel important'. Discussions of issues like bullying and friendship broaden pupils' social awareness. They appreciate the purpose of charities, benefit from educational visits and community events and have a growing sense of citizenship. Pupils noticeably mature as they progress through the school.
19. Since the last inspection relationships have continued to be good. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and confide in them when they are worried or upset. Relationships between pupils are positive and friendly. Pupils are caring and considerate and they show genuine concern if other pupils are hurt. Most have respect for the values and beliefs of others and are developing a better understanding of peer group feelings. There are many constructive and harmonious relationships and older pupils show caring attitudes towards helping younger ones with play activities. Playtimes are lively but congenial and pupils

cooperate successfully. At lunch pupils sit happily together at mixed gender tables. Relationships are successfully strengthened during extra curricular activities and educational visits.

20. Pupils with special educational needs have satisfactory attitudes and involve themselves fully in all activities. They generally concentrate well in lessons.
21. Attendance is unsatisfactory. In the last school year it was below the national average and lower than at the last inspection. Unauthorised absence in the same year was broadly in line with the national average and better than at the last inspection. The main reasons for the unsatisfactory attendance are the long-term illnesses of a few pupils and the number of parents taking their children on holidays in term time. Punctuality is satisfactory and lessons begin on time. Registration is prompt and efficient, pupils answer politely and there is an orderly start to the daily sessions. Pupils' unsatisfactory attendance disrupts both their own learning and that of other pupils.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

22. Overall, the quality of teaching is good. The proportion of good teaching seen is lower than that found in most other schools <sup>6</sup>nationally. This is broadly similar to the findings of the last inspection. However, although fewer unsatisfactory lessons were seen this time, the proportion of good or better teaching was slightly lower. Teachers in all classes did well to adjust to the unusually <sup>7</sup>hot weather that occurred on two out of the four inspection days and the inspection team made allowances for the extra difficulty in sustaining pupils' concentration at times on these days.
23. The quality of teaching is variable across the school. At the Foundation Stage, most of the teaching is good and often very good. The teacher plans and organises lessons very efficiently so that tasks are challenging and carefully matched to the needs of all individual children. The teaching assistants working with her are very well briefed so that sessions run smoothly with the best use being made of time and resources. All adults are very effectively deployed to make the fullest use of their expertise. For example, in one session seen, teaching assistants and the teacher worked intensively with groups on writing tasks, at the end of which the children moved efficiently into a lesson on sounds led by the teacher, while the other staff made preparations for the next session. The strong teamwork results in a calm and purposeful working atmosphere. Activities are utilised which promote an enjoyment in learning; for example, children enthusiastically joined in the 'Monkey Rap' memory song, which promoted their ability to listen carefully, remember what they are told and join in activities together.
24. For Years 1 – 2, teaching is satisfactory overall, with only a few lessons noted as good or very good and two lessons being unsatisfactory. Lessons are usually well prepared in terms of getting resources ready to hand to help the smooth flow of tasks. For example, the good use of a large class pictogram during a mathematics session helped pupils understand how to make and interpret graphs. Explanations and learning objectives are usually clear so that pupils know what to do and teachers and teaching assistants provide good guidance for groups and individuals during activities. In the good lessons, work was provided that captured and held pupils' interest and the balance of time for explanation against that used for activity was just right so that pupils' interest was sustained and they listened and concentrated throughout the work. Also, class discussions were well managed to involve a wide range of individuals. An example of such good work was seen in a Year 1 science lesson where the skilful variation of strategies used, the full involvement of pupils in discussion along with the teacher's lively presentation, fully motivated pupils and moved them forward at a good pace with developing their understanding. The main factor that undermined many of the lessons

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<sup>6</sup> National data retrieved from all of the inspections carried out in primary schools in England during last year shows an average figure of 60 per cent of teaching being good or better.

<sup>7</sup> Temperature of 31 degrees Celsius recorded in the classrooms in the afternoon of the 2<sup>nd</sup> inspection day.

seen was a weakness in managing pupils' behaviour. This meant that pupils did not always concentrate fully on their tasks or listen carefully to what the teacher was saying. In the unsatisfactory lessons this led some pupils spending too much time 'off task' and occasionally distracting the progress of others. In too many lessons, the teachers' expectations for pupils to listen and focus carefully were not set high enough and, on some occasions, teachers continued explanations and directions despite a distracted and restless atmosphere being prevalent.

25. For Years 3 – 6 the teaching was good or better in just over half of the lessons with one lesson being unsatisfactory. The work set is usually lively and interesting so that pupils are eager to learn. Teachers have good relationships with the pupils and use these relationships well to encourage individuals to succeed and join in activities fully. For example, in a Year 3 science lesson, pupils worked hard because they were keen to please their teacher, and her demanding approach ensured that they moved at a rapid pace with the tasks set. Teachers demonstrate methods well so pupils have a clear idea of how to proceed with their work. In the best lessons, activities are challenging and a good or sometimes very good pace of work ensues. This is usually associated with areas where the teachers display confident subject knowledge. For example, in Year 5 and Year 6 sessions in the ICT suite, activities with making control instruction sequences were efficiently demonstrated using the projector and consequently most pupils worked rapidly to complete their tasks. Very good English and mathematics teaching in Year 5 resulted from the teacher's precise questioning that encouraged pupils to think intensively about the work they were doing, and the precise gearing of activities to challenge pupils of all attainment levels. In lessons where the teaching was satisfactory, although concepts were clearly presented and explained and appropriate tasks were provided, occasionally, the presentation style was lacklustre and the pace too pedestrian so that pupils did not feel motivated to work hard. Also, occasionally, there was not enough insistence upon pupils listening carefully without fidgeting and fussing.
26. Given the differences in teaching between key stages, there is also inconsistency in teaching styles and methods across the school that is a result in the changes in staffing that have occurred in recent years. In particular, the extent to which teachers successfully differentiate work – matching work to the different ability groups in their classes – varies considerably from class to class. Generally, differentiation is better in English and mathematics lessons, but does not always occur enough in these sessions in some classes. In other subjects, very limited planning of work to match the different ability groups in the classes is seen and, where differentiation occurs, it is usually by way of the higher attaining pupils tending to complete tasks in more detail and length. The exception to this picture is sessions for pupils with special educational needs – where groups and individuals often have work that is clearly defined to match their needs and support provided from teaching assistants and teachers to monitor and guide their progress. The lack of differentiation for other groups of pupils means that higher attaining pupils in particular are not always sufficiently extended. This weakness in teaching stems from the lack of specific use of assessment information by teachers to accurately inform their lesson planning. Also linked to this area is a pattern of variation in the marking of pupils' work across the school. In some cases, careful marking with evaluative comments and suggestions for improvement clearly help pupils to progress and develop a pride in the presentation and content of their work. However, too often marking does not aid improvement, does not encourage good presentation, or occasionally is not marked at all.
27. The difficulties in recruiting and retaining teachers noted in this part of Surrey has led to the school employing teachers who work on a job share basis teaching in the Year 2 and Year 4 classes. While this system works satisfactorily in the main, some inconsistencies and variations in approaches by the teachers concerned mean that the working atmospheres in these classes are not always as settled and rigorous as they could be. For example, there are differences between the teachers in managing pupils' behaviour so that pupils are not clear about the parameters and expectations for their behaviour and working methods.



28. Teachers generally have a sound knowledge of the National Literacy Strategy and ensure that pupils cover all appropriate areas. However, many are not sufficiently confident in adapting the elements within the Strategy to suit the needs of the pupils. In particular, not enough opportunities are provided for pupils to produce pieces of extended writing. Teachers have a confident knowledge of the National Numeracy Strategy and generally apply it well in formatting their lessons. They are more successful in this at Key Stage 2 where mathematics lessons tend to be more rigorous and demanding than the lessons seen at Key Stage 1.
29. Teachers generally provide adequate and appropriate homework across the school and Year 6 pupils spoken to felt this aided their progress.
30. Teaching assistants work well across the school. Through their joint roles as lunchtime supervisors as well as providing classroom support, they know individual pupils well and use this knowledge effectively guiding and encouraging individuals or groups as required. Where they are specifically deployed to support lower attaining pupils or those with specific learning difficulties, they do this well and work closely with the teachers in enabling these pupils to acquire the necessary skills and cover the same range of work as the rest of the class.
31. The teaching of pupils with special educational needs is good overall. Pupils are sometimes taught as part of the usual classroom programmes while at other times they are withdrawn for specific support. In class lessons, teaching is satisfactory and sometimes better depending on the level of support available for these pupils. Planning for pupils' learning in the withdrawal sessions is very good and work closely matched to pupils' individual needs. Learning support assistants give effective support to their individual charges and where possible to others who are experiencing difficulties. Pupils with special educational needs are appropriately integrated into all activities.

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

32. As noted during the last inspection, the school provides an appropriate curriculum that integrates a good range of worthwhile learning experiences. Statutory requirements are met fully, including the teaching of religious, personal, health and sex education, and the dangers of the misuse of drugs. The school gives due priority to the teaching of English and mathematics, with good emphasis on the teaching of reading, writing and mental mathematics. Curriculum breadth is achieved by the provision for other subjects and the range of opportunities to enhance learning, for instance the National Gallery's 'Take One Picture' project. The limited evidence available for design and technology and art and design indicates that the curriculum is not dealt with in sufficient depth. The curriculum is broadened by the provision for teaching French in Years 5 and 6. This is enhanced by European Week, when teachers from the secondary school visit to teach both French and German.
33. Curriculum planning is generally sound. There are suitable planned opportunities for links to be made between subjects. The use of ICT is developing well and pupils make use of Internet searches in a number of subjects, including religious education and English. However, the school recognises rightly that some aspects of ICT are not dealt with in sufficient depth in Years 3 – 6. The school's strategies for teaching numeracy are good and supporting the school's initiatives to improve standards. Although the school's strategies for teaching literacy are satisfactory, pupils do not have enough opportunities to use their literacy skills to their full extent in other subjects, such as history and religious education.
34. Within the school's planning, the two-year topic cycle enables two year groups to work together sharing teachers' knowledge and expertise. However, planning does not always sufficiently cater for the needs of two different age groups and work is not necessarily more challenging for the upper age group. Pupils are grouped within a class and teachers plan work to meet their needs. This is not consistent across the school and the match of work is not always as

accurate as it might be and some pupils do not make enough progress. In some lessons, for example English, higher attaining pupils are not sufficiently challenged.

35. The provision for pupils with special educational needs is good and enables all pupils receiving extra support to play a full part in lessons and the life of the school generally. Teachers link planning to pupils' needs, which are outlined in their individual education plans. This is particularly effective for pupils who attend the withdrawal sessions with the special needs support teacher. Many of the pupils' individual education programmes have clear targets, but very occasionally the targets set are not as clear as they could be. The school has a very small number of pupils who speak English as an additional language. While teachers monitor their progress carefully, none of these individuals require extra specific support.
36. The provision for personal, health and social education (PSHE) is good. All teachers timetable a PSHE lesson, which covers a range of topics, including respect for people's similarities and differences. The planning covers relevant aspects of citizenship and provides the pupils with an opportunity to discuss matters arising from the school council.
37. A good feature of curriculum provision is the effective use the school makes of visitors and visits to places of interest to supplement the curriculum. These include the residential visit for pupils in Year 6. In addition to the contribution this makes to pupils' academic skills, this visit contributes well to pupils' social development. The different visitors and visits make a good contribution to pupils' spiritual, moral, social and cultural development.
38. The school's provision for extra curricular activities has improved since the last inspection. It is now very good and a strong feature of the school.
39. Overall, the school's provision for ensuring the equality of opportunity for all of its pupils is satisfactory. Teachers are good at ensuring all groups of pupils, including those with special educational needs participate as fully as possible in all lessons and activities. A weakness in the school's provision is that work set in lessons does not always provide enough challenge for higher attaining pupils. The school has not yet established procedures for identifying its gifted and talented pupils and does not therefore establish clear opportunities for any pupils who may be in these categories. Once a fortnight, pupils in the school council are withdrawn from whole school singing practices – this means that they miss some music teaching on a regular basis.
40. The school's involvement in the community has improved and is now good. The school has many strong links with local organisations and makes the most of all opportunities in the local community to extend pupils' learning.
41. Relationships with partner institutions have also improved since the last inspection. They are now very good and a strength of the school. The school's induction arrangements for new pupils, both into the reception year and into Year 4 from local first schools, are smoothly managed so that pupils usually settle quickly into school routines. The school makes the most of all possible links with partner organisations such as the local secondary schools, to promote pupils' learning.
42. The school has improved its provision for pupils; personal development since the last inspection. Both the provision for moral and social education is good, and the provision for spiritual development is satisfactory.
43. Provision for pupil's spiritual development has improved. Since the last inspection the school has developed a planned programme of assembly themes and now meets the statutory requirement to provide an act of collective worship each day. During these collective worship sessions suitable chances for reflection and prayer are provided. The school provides pupils with appropriate insights into their own and others' values and beliefs through religious education lessons and assemblies. In some lessons teachers successfully promote pupils'

sense of wonder through aspects of their work. For example, Year 6 pupils became very excited by the successes and failures of their computer-controlled models and by their discoveries of small creatures in the school pond during science work.

44. The school's provision for pupils' moral and social development is good and has improved since the last inspection. The staff have worked hard to improve pupils' behaviour and to help them develop greater respect for others. These areas are promoted well during personal and social education lessons. Six golden rules form the basis of the school's code of conduct, and classroom rules are discussed and formulated by pupils. In some classes there are reward systems to generate a positive attitude to the school's expectations of behaviour. The school council provides opportunities for pupils to influence school improvement and change, but the council is still in the formative stage and pupils are still quite reserved about contributing without intervention from the teacher. There are frequent opportunities for pupils to work together in lessons, which promote social skills via good collaboration; for example, Year 5 pupils taking turns to measure and record each other's efforts at triple jumping.
45. The arrangements for promoting pupils' cultural development are satisfactory overall. The school extends pupils' cultural awareness well through a programme of planned visitors and visits to places such as museums, local churches and the Isle of Wight. Visitors support pupils' learning in various subjects of the curriculum, particularly history. Through such activities pupils learn of their own cultural heritage. For example, visiting Dorking Museum contributes to their understanding of the history of the local area. Participation in local events such as the Dorking Carnival and the Mole Valley Music Festival also make a good contribution. The school teaches pupils about aspects of major world faiths and traditions through religious education and assemblies, in which Christian festivals and non-Christian celebrations and observances, such as Passover and Ramadan are discussed. However, raising awareness of the different cultures living in Britain is not so well developed and the school has not established links with non-Christian groups or integrated aspects of learning about other cultures through the arts curriculum.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

46. Procedures for child protection and pupils' welfare are satisfactory overall, as they were at the last inspection. However there are several good and very good features. Staff know pupils very well and pastoral care has a very high priority. Pupils, including those in care, feel nurtured and secure. Procedures for accidents, illnesses and medicines are good and sufficient staff have current first aid qualifications. The key issue from the last inspection about child protection has been properly addressed and child protection arrangements are good. The child protection liaison officer is designated, procedures are clear and known to staff and good links are established with the requisite agencies.
47. Health and safety procedures are satisfactory. The school has no health and safety policy or written procedures, but responsibilities are understood and staff have a satisfactory awareness of health and safety matters relating to teaching. Cleanliness and hygiene within the school are good and hazardous substances are correctly managed. All equipment and appliance inspections are in-date. A fire risk assessment is due. The hall roof has been temporarily repaired to stop it leaking and the floor has been patched. However, some floor tiles are still broken and creating a hazard. Buildings and grounds are inspected and appropriate action taken. Security is regularly reviewed and emergency evacuations are practised. The school has no emergency lighting. Effective work has been carried out to increase the security of the school's boundary fences in recent times.
48. Procedures for monitoring and supporting pupils' personal development are satisfactory. Circle time, during which pupils express themselves freely, develops their confidence and self-image, while class and assembly discussions on topics such as conservation broaden their worldly understanding. Pupils with personal or social difficulties are supported, however they are not formally monitored as they progress through the school and their achievements and

aspirations are not recorded. To help younger pupils become more mature and self-assured they undertake classroom duties like tidying books and sharpening pencils. Year 6 pupils undertake whole-school tasks, for example as assembly monitors, which develop their individual and collective responsibility. The school council and house system promotes pupils' corporate awareness and endeavour. Pupils' efforts and achievements are recognised at celebratory assemblies. Personal development is enhanced during extra curricular activities and residential visits.

49. Since the last inspection the school's procedures for monitoring and improving attendance have continued to be satisfactory. The school actively promotes good attendance and pupils' absences and punctuality are closely checked. Awards are given for good attendance. Most parents observe the home-school agreement and follow the school's absence procedure. When they do not comply, the school makes first day contact with the parents of pupils who are regularly absent, but not with all parents. The educational disadvantages of pupils taking holidays in term time are clearly stated in the prospectus and applications for such holidays have to be approved by the school. However when children do not return to school on the agreed date parents are not contacted immediately. The education welfare officer visits the school. Attendance registers are neatly and accurately maintained and meet statutory requirements.
50. As at the time of the last inspection, the school has effective procedures for monitoring and promoting good behaviour. There is a balanced range of rewards and sanctions which most staff implement with consistency and common sense. Playtime supervision is satisfactory and wet weather arrangements are good. The school's procedures for monitoring and eliminating oppressive behaviour are well understood and no groups or individuals are unfairly treated or disadvantaged. The anti-bullying policy is clear and unequivocal and covers inclusion.
51. For pupils with special educational needs, the school makes good use of the various external agencies so that professionals, who have experience over and above that of the class teacher, can assess pupils. Advice is incorporated into pupils' individual education plans. These plans are regularly reviewed and amended.
52. Recent good improvements have been made to the school's procedures for assessing pupils' attainment and progress. Procedures are now good in the Foundation Stage and satisfactory in English and mathematics. The results of standardised and national tests are used to track pupils' progress in English and mathematics. Analysis of this performance data is used to set annual targets for each class and pupils' achievements are monitored and evaluated against the predictions made. However, these procedures are not used sufficiently by teachers to check that the predictions they make consistently offer the level of challenge necessary to ensure pupils of all abilities make the progress of which they are capable. In all other subjects procedures are not sufficiently developed to enable teachers to clearly identify what pupils can and cannot do, or the progress that they are making.
53. The variable quality of assessment procedures and the inconsistent way in which teachers use the information gathered, hinders the effectiveness of their planning. The planning of work to meet the learning needs of all pupils in their class is not given appropriate priority. In many subjects, all pupils, regardless of ability are expected to attempt the same task. As a result, pupils of high ability are not always challenged enough while others find tasks too difficult. The school has recognised correctly the need to involve teachers more effectively in using assessment information as a tool for improving teaching and raising standards.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. Parents' views of the school are good. Attendance at the parents' meeting was very good and the response to the parent questionnaires was well above average. The large majority of opinions expressed at the parents' meeting, through the parents' questionnaires and during the

inspection indicate that parents strongly support the school's provision for their children. Inspection evidence broadly upheld these views.

55. Since the last inspection the school has worked hard to improve its partnership with parents and has succeeded in doing so. The effectiveness of its links are now very good and a strength of the school. The friends' association is very active and its fund raising events contribute significantly to school resources. The after-school club, which meets every day on school premises to help parents who cannot collect their children promptly at the end of the school day, further broadens and reinforces parental contacts.
56. The key issue from the last inspection about providing adequate information for parents has been fully met. The quality of information the school now provides for parents, including that on pupils' progress, is very good. Parents receive curriculum details at the start of each term and they are invited to attend curriculum workshops on subjects such as national tests and reading. A weekly newsletter keeps them up-to-date with school activities and the school notice board and web site are regularly updated to include useful information. Staff are always readily available to speak to parents. School reports provide a very full commentary on pupils' efforts and achievements and include targets for improvement in core subjects. The prospectus and governors' annual report are well-structured documents that meet statutory requirements.
57. The impact of parents' involvement on the work of the school is good. The school greatly values the part parents play in their children's education and encourages their interest in all aspects of school life. Some parents assist in classes including swimming lessons, accompany educational visits and support projects like the construction of the 'maze'. They attend school occasions such as assemblies and concerts and some are involved in extra curricular activities. Parents help their children with homework, but not all complete reading or homework diaries. A minority of parents do not respond positively to what is asked of them. The home-school agreement emphasises mutual commitment, but some parents do not comply with their undertakings, notably about pupils' attendance.
58. Parents of pupils with special educational needs are kept well informed of the targets in individual education plans and the steps being taken to support their children. The school invites them to attend the termly reviews of pupils' progress. Parents of the pupils are welcome in school at any time to discuss any concerns they might have.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

59. The headteacher provides good leadership. In the three years that she has been at the school she has developed a clear vision for the school's future development, which is set out in the school's improvement plan. She has introduced a range of effective initiatives that have helped the school to move forward and to reverse the trend apparent after the last inspection, when standards in the national tests were in decline. These initiatives include:
  - Setting up and introducing suitable systems for monitoring and evaluating teaching, learning and the curriculum;
  - Ensuring that clear planning systems for lessons are in place;
  - Improving the attitudes, behaviour and relationships of the pupils;
  - Creating very good links with other partner institutions to enhance pupils' learning opportunities, and raising the profile of the school within the local community;
  - Ensuring the development of a culture in the school whereby all groups of pupils, including those with special educational needs feel fully involved and included;
  - Broadening the range of extra-curricular activities on offer to pupils;
  - Ensuring that a strong working relationship with the governors is firmly established;
  - Enabling the school to achieve the 'Investors in People' status.
  - Moving the school forward in developing the quality of the buildings and facilities

The headteacher is well supported by staff with senior management responsibilities. All of the issues raised in the last inspection relating to weaknesses in the school's leadership have been successfully addressed. Many of the good initiatives for improvement promoted by the headteacher over the last three years (listed above) are clearly evident in the day-to-day working of the school; for example, the improved buildings and facilities and the friendly, welcoming and supportive ethos prevalent throughout the school. Other initiatives to improve standards, for example, are taking longer to show an impact. However, the improved standards registered in the school's recently published 2003 Year 6 national test results show that the success of these initiatives is starting to be realised.

60. Subject co-ordinators are committed to whole school improvement and the raising of standards in their subjects. The school's focus on English and mathematics has ensured that these subjects have received significant attention. The contribution made to whole school improvement by the co-ordinators of these subjects has been positive and they provide effective support for their colleagues. The school recognises that this level of support will need to be maintained as a result of the significant number of recent staff changes. All other subject co-ordinators are aware of the requirements for the provision of their subjects. However, their role in school improvement is underdeveloped, particularly in the monitoring of teaching and pupils' progress.
61. The headteacher has established suitable procedures for checking the quality of teaching and learning and the curriculum and the school has made good use of support from the local education authority to help establish these procedures. Although lessons have been observed, particularly in the areas highlighted for development, such as English and mathematics, the monitoring and evaluating are not yet rigorous enough in following up initiatives introduced to improve teaching and learning and do not result in sufficiently clear targets to improve teaching further in the future.
62. The management and organisation of the provision for pupils with special educational needs is good. The co-ordinator manages and organises the provision well. She has developed good relationships with outside support agencies that are used well to assess and support pupils' needs. All individual education plans are up-to-date and regularly reviewed. The provision of special educational needs and learning support assistants is good. Learning support assistants have good access to appropriate training courses to support their work and this has a positive effect on the way in which they manage and support pupils.
63. The governing body fulfils its statutory duties effectively. All aspects of the governors' role in monitoring the work of the school and helping to shape its direction have improved significantly since the last inspection. They have successfully addressed all the issues relating to their work that were reported in the last inspection. Governors have a good knowledge of the school's strengths and weaknesses because they receive high quality information and support from the headteacher and local education authority and regularly involve themselves in monitoring and evaluating lessons and the development of subject areas. They use the information gathered through these means well to make decisions about priorities for development. They actively question the information they receive to ensure that the decisions they make fully reflect the aims of the school and will support the raising of standards.
64. The school manages its finances very efficiently and ensures that the maximum use is made of all available funding. The school's finance officer and the governors' chair of finance work very effectively and ensure that financial information is presented in a clear and transparent way so that all governors have full and detailed information to guide their decision making. The budget is scrutinised with great care by the governors who also use their good knowledge of the school's strengths and weaknesses to test the success of their spending decisions. By carefully checking bids, for example, for new school building work, ensuring they have a full understanding of the school's performance compared to other schools and by canvassing the views of parents, the governors show that they have a firm understanding of applying the principles of ensuring the best value is obtained from all of their spending decisions.

65. The school's administrative staff work very efficiently and contribute strongly to the smooth running of the school. Their friendly and helpful approach makes a significant contribution towards enhancing the school's welcoming atmosphere.
66. In establishing whether the school provides value for money the following factors need to be taken into account:
- The school's expenditure per pupil is slightly higher than in most other schools
  - Standards by the time pupils leave the school are average overall.
  - Whilst the quality of teaching is good overall, there are improvements needed.
  - The good leadership of the headteacher, the effective work of the governors and the enthusiasm of the staff place the school in a strong position to move ahead rapidly with future improvements.
  - The supportive and welcoming ethos prevalent across the school.

Balancing these factors out, the inspection team feel that the school provides satisfactory value for money, but that the energetic approach of the headteacher and the strong commitment and enthusiasm of staff mean that the school is well placed to improve this in the future.

67. The school has an appropriate number of suitably qualified teaching staff and teaching assistants all of whom are effectively deployed. Difficulties in the recruitment and retention of teachers in this part of Surrey result in the need for the school to employ more part-time staff than are usually found in schools of this size. This increases the burden of management on the headteacher and exacerbates the current difficulty in ensuring that teachers work in a consistent way across the school. Furthermore, the school has experienced significant turbulence in its teaching staff, with, for example, six new teachers starting in 2001. These factors of change have impeded the school's ability to move forward at the pace it would like with initiatives in the school development plan and, in particular, hindered the rate at which standards could be improved. Nonetheless, it is a credit to the headteacher, senior management team and governors that despite the difficulties, the school's overall rate of improvement has been good over the last three years.
68. Performance management procedures are fully installed for all of the teaching staff and all other staff. Targets are reviewed and set in line with the school's policy, although the school recognises rightly the need to improve the rigour in teachers' targets, where necessary, to ensure that the quality of teaching improves.
69. The adequacy of accommodation is good and assists the effective delivery of the curriculum. The grounds are attractive and well maintained by the friends' association. The newly reconstructed infant building and the new computer suite are good features. However the library is inadequate for the number of pupils using it. The interiors of the buildings are airy, bright and cheerful, and the ambience is vibrant and friendly. Classrooms are colourful with some imaginative displays, mobiles and paintings.
70. Overall, the school has an adequate range of resources to support teaching and learning across the school. The new ICT suite brings the school's facilities in this area to a good level and the equipment is well used by teachers and pupils. The new outdoor play area is a good enhancement for children's learning in the Foundation Stage. The school recognises rightly the need to upgrade the range and quality of books available in its library.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. To continue the school's improvement, the headteacher, staff and governors should now:

- (1) Raise standards in writing by:
  - improving the consistency and quality of teaching in English across the school;
  - providing more opportunities for pupils to produce extended and detailed pieces of writing.(Paragraphs 3, 4, 7, 9, 28 and 82 – 91)
- (2) Raise standards in art and design and design and technology by ensuring that pupils are given sufficient opportunities to develop their skills, knowledge and understanding in these subjects. (Paragraphs 14, 32, 104, 110 and 132)
- (3) Within all teachers' planning, ensure the provision of appropriate opportunities for extending higher attaining pupils. (Paragraphs 7, 26, 34, 39, 87, 102 and 130)
- (4) Improve systems for observing lessons and evaluating the quality of teaching and learning by ensuring that rigorous targets are set for improving teaching, which are followed up by subsequent lesson observations, and through this means – improve the quality and consistency of teaching especially for Years 1 – 2. (Paragraphs 61, 91 and 103)
- (5) Improve teaching by ensuring that teachers at Key Stage 1 adopt a rigorous and consistent approach towards managing pupils' behaviour. (Paragraphs 17, 24, 27, 90, 101, 118 and 145)
- (6) Fully develop systems for assessing pupils' progress, and ensure that teachers make full use of the assessment information gained to plan work that precisely matches the needs of all groups of pupils in their classes. (Paragraphs 24, 53, 97, 108, 118, 124, 136, 147 and 152)
- (7) Improve attendance by adopting a rigorous approach with follow-up enquiries to parents where explanations for absence are not forthcoming. (Paragraphs 21, 49 and 57)

Other areas that the headteacher, staff and governors may wish to consider including in their action plan:

- Improve the quality and consistency of the marking of pupils' work across the school. (Paragraphs 26, 90, 97, 118, 124 and 152)
- Formally adopt a health and safety policy, repair the tiles on the hall floor and ensure that emergency lighting is installed. (Paragraph 47)
- Ensure that all areas of ICT are taught in sufficient depth in Years 3 – 6. (Paragraphs 33 and 128)
- Provide a wider range of opportunities for pupils to understand the significance of living in a multi ethnic community. (Paragraphs 45 and 152)
- Improve library facilities and ensure that pupils have a sufficiently wide range of interesting books to choose from. (Paragraphs 69, 70 and 86)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

56

Number of discussions with staff, governors, other adults and pupils

32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	19	25	3	0	0
Percentage	2	14	34	45	5	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	188
Number of full-time pupils known to be eligible for free school meals	-	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	6
Number of pupils on the school's special educational needs register	-	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence	%
School data	5.8
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	7	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	5	6	7
	Total	19	19	21
Percentage of pupils at NC level 2 or above	School	90 (79)	90 (89)	100 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	5	6	7
	Total	19	20	21
Percentage of pupils at NC level 2 or above	School	90 (95)	95 (79)	100 (74)
	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	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	17
	Girls	12	10	13
	Total	22	21	30
Percentage of pupils at NC level 4 or above	School	67 (88)	64 (67)	91 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	12	12	12
	Total	23	24	27
Percentage of pupils at NC level 4 or above	School	70 (76)	73 (76)	82 (94)
	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	171	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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)	9.1
Number of pupils per qualified teacher	20.43
Average class size	26.85

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	143

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	2

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

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002 – 03
	£
Total income	516905
Total expenditure	498059
Expenditure per pupil	2649
Balance carried forward to next year	18846

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	185
Number of questionnaires returned	99

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	46	8	2	0
My child is making good progress in school.	42	47	9	1	0
Behaviour in the school is good.	36	57	4	0	3
My child gets the right amount of work to do at home.	25	62	9	3	1
The teaching is good.	47	43	8	0	1
I am kept well informed about how my child is getting on.	40	41	16	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	23	8	0	1
The school expects my child to work hard and achieve his or her best.	55	40	1	0	4
The school works closely with parents.	37	53	8	1	1
The school is well led and managed.	61	32	3	2	2
The school is helping my child become mature and responsible.	42	51	3	1	3
The school provides an interesting range of activities outside lessons.	31	53	14	0	2

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

72. Provision for children in the Foundation Stage is good overall, with some very good features. Improvement has been good since the last inspection. The Foundation Stage co-ordinator provides very strong leadership and has a clear vision for developing the provision further.
73. Children are admitted into the reception class in the September following their fourth birthday. Flexible arrangements ensure that their individual needs are addressed and their experience of starting school is a positive one. Children's attainment is typical of most children when they start school. They make good progress in all areas of learning and by the end of their reception year most children exceed expectations. Children are well prepared for their move into Year 1.
74. The quality of planning for children in the Foundation Stage is good. Teachers and teaching assistants have a very good understanding of how young children learn and plan activities that motivate and interest them. The children work hard, are well motivated to learn because adults plan many exciting activities. The range of learning opportunities and the support children receive from their teacher and teaching assistants, ensure that children who learn in different ways achieve well in lessons. Very good provision for children with special educational needs, including a good range of interesting activities, ensures that these children also achieve well over time. Teachers are very competent in the teaching of phonics and other basic skills. In particular, very regular, short, focused sessions ensure that children do not tire and remain interested and, as a result, they learn well. All adults act as very good role models and work very well together as a team. Expectations of children's behaviour and involvement are high. Children respond well and a calm and purposeful atmosphere pervades the classroom at all times. Very regular and comprehensive checks on how well children are learning are made and the results are used very effectively to plan activities. Sessions move at a good pace and are well organised. Children clearly understand what is expected of them and they respond well. They are actively encouraged to take responsibility; for example, when putting away resources, and looking after the class stick insects. The classroom is well organised to provide a stimulating learning environment. Overall, resources are good and used well.
75. Children enjoy school. They are enthusiastic, work hard and respond positively when engaged in activities. Good relationships with the pre-school providers and the well-organised induction programme ensure that children settle quickly into school life. Parents are provided with good information about what their children are learning and how they are getting on. They support their children well by sharing books at home, helping them with their homework, accompanying them on visits and providing objects to support topics.

### **Personal, social and emotional development**

76. When children start school their skills in this area of learning are varied. The well-organised daily routines and activities provide them with many opportunities to develop their skills through working in small and large groups. 'Fruit Time' is used very well to support their social skills. Children learn the importance of being polite, how to wait patiently, and talk with each other. When playing games they learn to take turns, co-operate and share. They develop a good understanding of the need for rules and a sense of fair play. Relationships with each other and adults are very good, and disputes are very rare. Children concentrate for extended periods of time because they are well supported by adults and the planned activities are well matched to their learning needs. Children's independence develops very well. For example, in a mathematics session a group of children worked productively without adult supervision for some time, and throughout, demonstrated high levels of co-operation and concentration. In their role-play, children initiate conversations and negotiate. Children's self-help skills develop well. They behave responsibly and handle resources with care.

### **Communication, language and literacy**

77. By the end of their reception year most children exceed the expected levels in all aspects of this area of learning. The provision of stimulating activities and the very good use of structured schemes ensure that all children achieve well. The development of children's speaking and listening skills are strongly promoted through all activities. Children use increasingly complex vocabulary appropriately and organise their thoughts well when speaking to individuals and a group. Children learn about letters and the sounds they make. They use this knowledge to spell simple words in their writing and to work out unknown words in their reading and when playing games. Regular opportunities are provided for them to explore books, although the range and quality of books available is narrow. Children make very good progress in learning to read. They talk confidently about books that are familiar to them and express opinions about the story characters. They are well supported by adults who help them to write individual letters correctly and spell simple, frequently used words. Opportunities for children to practise the skills they have learned through activities such as role-play are not always fully pursued.

### **Mathematical development**

78. On entry to school children's skills in this area of learning are broadly average. A good range of well organised activities ensures that all children achieve well and by the end of their reception year most children exceed the expected goals. The teaching of basic skills is very good. Children are provided with a variety of practical activities that enable them to practise and consolidate their learning through solving problems and through independent exploration. Children learn to count, add and subtract through the playing of games and the singing of songs and rhymes. They learn the names of two and three-dimensional shapes, and basic measuring skills through practical activities. Adults are skilled at helping children learn the vocabulary of mathematics and pursue opportunities in many activities to help children understand and use it appropriately. Children learn to record their work in a variety of ways and are encouraged to talk about, and give reasons for the choices they make when working with practical equipment.

### **Knowledge and understanding of the world**

79. Children's attainment in this area of learning is good and most exceed the expected goals by the end of their reception year. Children achieve well because the teacher is good at placing a practical emphasis on all planned activities. They are encouraged to observe, explore and investigate. For example, they observe stick insects using magnifying lenses. As they take turns to be responsible for looking after these insects they learn what about what they need to survive and stay healthy. Children develop good skills in the use of ICT through using listening centres and computers both in the classroom and the school's computer suite. They log on and off, develop good control of the mouse and select and use a range of computer program tools when creating pictures and text. Children select from a range of materials when making collage pictures. They have ample opportunity to experience the way objects can be joined through the use of construction kits and when making models from found materials. Visits to the local church support their learning about Christianity as the main religion represented in their community. However, resources to support children's knowledge and understanding of Britain as a multicultural society are limited. This has been recognised by the co-ordinator as an area requiring improvement.

### **Physical development**

80. The vast majority of children exceed the expected goals in this area of learning. All children achieve well relative to their starting points because good teaching ensures that activities are planned that enable them to learn new skills and practise and build on skills they have already learned. For example, when working in the outdoor area, they build on previously learned skills while controlling large wheeled toys and develop a good awareness of using space well and working safely with each other. Children are well co-ordinated and move safely around all

areas of their classroom. Good resources are used well to ensure that children have many opportunities to develop their control over objects. They build with small equipment and handle pencils with increasing skill.

### **Creative development**

81. Almost all children exceed the expected goals in this area of learning. Children achieve well because activities are planned to encourage them to communicate their feelings and use their imagination. For example, when composing a sound accompaniment for a train journey, children used a range of instruments and their own voices to represent things they would see on the way. Guided very skilfully by their teacher, all children contributed fully to a whole class experience of the highest creative quality. Children work co-operatively in their role-play and negotiate with each other when deciding what characters they are going to play. Children enjoy singing songs and rhymes from memory, particularly those which include actions. They learn to use a wide range of media to express their ideas and feelings.

### **ENGLISH**

82. Standards in English achieved by Year 2 pupils are broadly in line with those expected nationally in reading, but are below in writing. The overall picture of standards is similar to that at the time of the last inspection. The 2003 test results show that standards are not quite as high as in 2002. In particular not enough pupils are gaining the expected level in writing, although in previous years standards have improved in line with the national picture.
83. By the end of Year 6, standards in English are broadly in line with those expected nationally. Although, when taken overall standards are average, standards achieved in writing are not high enough. Too few boys, in particular, achieve the expected level and some higher attaining pupils should be doing better. However, pupils achieve good standards in reading. Standards are not as high as at the time of the last inspection, but the most recent 2003 national test results show that standards are beginning to rise and more pupils achieved the expected level than in 2002.
84. In Year 2 and Year 6 speaking and listening skills are satisfactory. Across the school, many pupils communicate well and most are confident speakers. They have a good vocabulary and younger pupils are quick to learn new words. For instance Year 1 pupils, when talking about the information they had found out about birds, recollected the word 'talons' and applied it when describing an owl. Teachers encourage pupils to use a wide range of and more descriptive vocabulary in their written work resulting in examples such as 'thrilling adventures'. Pupils' listening skills, however, are not so well developed and pupils do not always listen carefully to the teachers or to the contributions made to the discussion made by other pupils. Consequently, pupils do not gain so much from the discussions. However, in a group lesson for pupils with special educational needs, the teacher's comments and questions encouraged pupils to listen especially carefully in order to identify the vowel sound used in the middle of words. The sharing of ideas in lessons and in personal, social and health education, as well as opportunities for taking part in class and whole school performances provide suitable chances for pupils to develop their skills.
85. Pupils do well in reading, because teachers encourage them to read regularly in school and at home. Most pupils are enthusiastic readers and reading diaries show that most take their books home to read. The diaries show that many pupils read to parents. Teachers teach basic skills thoroughly with a strong emphasis on the sounds of letters, so that pupils develop strategies, such as sounding out, to help them confidently tackle unknown words. As a result, younger pupils read confidently and fluently, and are generally successful in trying to work out unfamiliar words by sounding out the letters. By Year 6, the majority of pupils read with good levels of fluency and expression. Pupils are also building their comprehension skills well, and when studying a text most pupils identify the key themes and moods. Higher attaining pupils



are more confident than others in hazarding a guess at what might happen next and the influences on a character's actions or feelings. Teachers sometimes give pupils good opportunities to use their reading skills for research, including the use of the Internet to read up about subjects such as religious education.

86. Reading books are carefully graded so that pupils make their own choices within a level that is suited to their ability, until they are confident and fluent enough to make completely independent choices. Pupils choose books from home to read, as well as from school, in part because the school library is cramped and uninviting and the books are in need of updating. At the present time, few books support the development of pupils' understanding of what it is to live in a multicultural society. Pupils with special educational needs who require additional help with their reading are well supported, particularly when taught in groups outside the classroom. In one very good session with a group of Year 4 pupils, the teachers planned an enjoyable range of relevant activities to build confidence and to reinforce and extend pupils' skills. Pupils were highly motivated by the tasks and word games. They worked hard at applying their skills and made good progress.
87. Pupils' skills in writing are below average at the ages of seven and eleven. The school has placed a strong emphasis on improving pupils' writing skills. Teachers have focused rightly on and have been successful in ensuring that pupils gain a solid grasp of the basic skills. For example, Year 2 pupils develop the necessary skills to write in the past or present and to write in a variety of different formats such as stories, instructional writing and factual accounts. A few higher attaining pupils are beginning to use more descriptive vocabulary and more complex sentences; for example one pupil wrote: 'He fell into the water, but luckily the lifeguards were watching, so he was safe.' Similarly, Year 6 pupils develop the necessary techniques to write formally and informally and they learn to structure their writing properly using paragraphs appropriate punctuation and grammar. Occasionally, higher attaining pupils are more confident in developing and applying the ideas they are taught. They vary the style of their writing and increasingly use more descriptive vocabulary to hold the readers' interest; for example, '... The room was cold, cramped and dark. Drip. The ceiling leaked. All hope was gone. ...' Year 2 and Year 6 pupils mainly show good spelling skills for their ages. However, although pupils in both age groups acquire many of the necessary skills, their writing is not sufficiently detailed or extensive. Progress noted in many pupils' books, in Year 6 especially, is too limited and does not indicate that much effort is being made with some of the writing tasks – this is particularly the case with the writing in boys' books. Across the school, the standard of handwriting is just about satisfactory with pupils acquiring the skills to join letters and write fluently and legibly. However, much of the writing is not as neat as it could be and does not reflect a pride in presentation.
88. Teachers plan effectively to develop pupils' understanding of how to structure writing for a range of different purposes. Teachers provide pupils with sound advice on how to sequence and structure their writing by using a variety of planning guides, methods and looking at the work of well known writers. However, expectations of how much pupils should write in lesson are too low and there is not enough time or flexibility in lessons for pupils to move beyond individual practice of these different features. Overall, pupils have a reasonable understanding of the strategies they are taught to help improve their writing, but they do not have enough opportunities to use what they have learned in other subjects of the curriculum, such as history or religious education and there are not enough chances for them to produce more extended and detailed pieces of writing.
89. Pupils with special educational needs are given good support and progress well with all aspects of their English work.
90. Teaching is satisfactory overall but not as strong as at the time of the last inspection. However, teachers conscientiously use the National Literacy Strategy, although not enough is done to adapt their methods and structure of the lessons to meet the specific needs of the classes and the different groups. Lessons have a clear focus, which teachers explain to pupils

so that they know what they should learn by the end of the lesson. This was especially true in one very good lesson for Year 5 and for a very good session for a Year 4 special educational needs group. In both cases, precisely targeted activities and good questioning and guidance led to the pupils working at a very good pace. However, in many other sessions, productivity during independent group work tends to fall off because teachers do not give the different attainment groups clear targets for the content, amount of work or quality expected. In a few lessons behaviour is unsatisfactory and pupils are unsettled and spend too much time talking. Also there is a lack of individual targets to identify and track progress against areas for improvement in writing. The quality of teachers' marking is very variable. Some marking is good, with teachers providing helpful comments about the work, what has been achieved and questions to extend pupils' thinking. At other times there is little guidance given or work is left unmarked.

91. The leadership and management of the subject are good. The co-ordinator gives a good lead and knows what needs to be done through checking pupils' work, analysing test results and observing lessons. However, the monitoring and evaluations of lessons is not always sufficiently well focused to take into account pupils' progress to ensure that whole school strategies for improvement are consistently implemented. The additional help provided to support pupils with special educational needs and to boost the performance of less confident pupils are beginning to impact on standards in reading.

## **MATHEMATICS**

92. Standards in mathematics by the end of Year 2 and the end of Year 6 are broadly in line with the expected levels nationally. Overall, pupils make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. An increasing proportion of pupils are attaining the higher levels in both Year 2 and Year 6. The downward trend in results at the end of Year 6 has been arrested and standards overall are rising. There are no significant differences in pupils' attainment in the four areas of mathematics. There were no differences noted between the performance of boys and girls during the inspection. Those pupils who have special educational needs make good progress because they are well supported in lessons by teachers and teaching assistants.
93. The school's implementation of the National Numeracy Strategy has had a positive impact on teaching and learning in mathematics. Its format is well established and understood by teachers. Appropriate mental activities feature as the introduction to most lessons. These sessions are particularly effective in Years 3 – 6 because they move at a good pace and are sufficiently varied to challenge, but also maintain the interest of all pupils. For example, pupils in Year 6 confidently converted percentages to decimals and then to fractions. The questions asked by the teacher enabled pupils of all abilities to contribute fully to the session. The school is developing clear procedures for assessing pupils' achievements and using the findings to support teachers' planning of work to meet the differing needs of pupils. Consequently, teachers plan well-targeted activities to support pupils with special educational needs and to challenge higher attaining pupils. Better use of assessment information has enabled the school to make use of additional strategies.
94. In Year 2, the majority of pupils read and write numbers to 20, and carry out a range of simple calculations. Most pupils confidently order and sequence numbers to 100 and understand the value of each number in two and three digit numbers. Through a variety of practical activities they develop and use accurate mathematical language. Pupils begin to choose appropriate strategies for solving problems and give reasons for their choices. They recognise and name two and three-dimensional shapes and identify some of their properties such as how many sides and corners they have. They learn and use mathematical vocabulary associated with measures, read digital and analogue clocks and make calculations using money. Pupils enjoy collecting data and learn to record it in a variety of ways. For example, in a Year 2 lesson, pupils collected information from each other about their favourite method of travel. They

confidently recorded this information on tally charts. An increasing emphasis on tackling 'written' problems and carrying out investigations is supporting pupils' self-assurance in mathematics and is beginning to have a positive impact on their learning.

95. In Years 3 – 6 pupils build successfully on their previous learning. They understand that subtraction is the inverse of addition, and multiplication the inverse of division. They use increasingly large numbers and are able to demonstrate their understanding of different methods of calculation in their recorded work. By the end of Year 6, many pupils quickly work out calculations in their heads, and have a good understanding of the relationships between unit decimal and percentage fractions. Pupils in Year 5 develop a secure understanding of equivalent fractions and accurately calculate the perimeters of regular and irregular shapes. Year 6 pupils draw and measure angles and understand the principles of rotational symmetry. They show increasing confidence in solving problems using a range of strategies. They demonstrate an expected level of skill when recording and interpreting data both in mathematics lessons and through other subjects such as science and geography. Increasing use is made of ICT to support this aspect of their work.
96. Pupils generally have positive attitudes to their work in mathematics. They show a willingness to share ideas and methods of working which develops well as they move through the school. The opportunities provided for discussion make a good contribution to their personal development. Most pupils listen carefully, respond with interest and enthusiasm to questions and concentrate well on the tasks set for them.
97. Teaching and learning are satisfactory for Years 1 – 2 and good for Years 3 – 6. Teachers plan lessons carefully, and have good subject knowledge. The most effective lessons move at a brisk pace, the time allowed for each activity is closely adhered to, and teachers are very clear about what they want each group of pupils to learn. This ensures that a sense of purpose is maintained and all pupils engage fully with their learning. These characteristics are common in lessons in Years 3 – 6. However in Years 1 – 2, teachers' expectations are not always clear enough and pupils are therefore sometimes less productive. Throughout the school, relationships are good and teachers take care to build pupils' confidence. Teachers work closely with teaching assistants to support individuals and groups. There is considerable variation in the quality of teachers' day-to-day marking of pupils' work. In the best examples, teachers show an appreciation of the efforts pupils make, indicate to them what they have achieved, and what they have to do to improve.
98. The co-ordinator leads and manages the subject well and has a good overview of the quality of work across the school. She has worked hard to ensure a consistency of approach in using the National Numeracy Strategy across the school. A significant number of staff changes have hindered this work and the school has identified the need to revisit aspects of its provision. Homework activities are well organised and structured to support pupils' work in school.

## **SCIENCE**

99. Year 2 pupils attain standards that match the expected levels and Year 6 pupils attain above average levels. This confirms the outcomes of recent Year 2 and Year 6 national test results and also shows that standards have been broadly maintained since the last inspection, although there are now fewer pupils reaching the higher levels in Year 6 than was noted at that time.
100. Pupils in Year 1 and 2 describe simple features of observed events. They record results of their investigations on simple charts and, in Year 2, they are beginning to understand the principles of fair testing. In Year 1, the teacher's clear explanations and good questioning helps pupils develop their skills of discussing scientific ideas and, in this way they develop a good grasp of using suitable vocabulary. However, in Year 2, a lack of rigour in ensuring that pupils listen properly means that individuals do not progress as rapidly in their learning as they

should. By the end of Year 2, pupils acquire an appropriate depth of understanding in all areas of science with a good understanding about materials and their properties, where their work is especially detailed. Work in their books indicates that the teaching is at least sound with wide range of experiences provided to help build up pupils knowledge and understanding. For example, they investigate many different types of materials such as wood, metal and plastic and predict how much different fabrics will stretch. They make careful observations with these tests and record results properly. Pupils know about a range of physical phenomena; for example they understand how heat can change things. They know about friction in terms of how a bicycle brake works and gain a satisfactory knowledge about push/pull forces through their investigations into running toy cars down ramps. Most Year 6 pupils reach above average levels in all aspects of science work. They have a confident knowledge of applying the principles of fair testing with scientific enquiry and understand the need to repeat tests in order to verify the accuracy of results. For example while advancing their knowledge about physical processes, repeated tests with electrical circuits helped them to establish the factors such as faulty bulbs or wiring that affected the outcomes and reliability of their work. Their writing indicates that they apply a good deal of abstract thinking and prior knowledge to help them deduce why things work as they do in their experiments. In one Year 6 lesson, the well set up work helped pupils gain a good understanding about the different organisms are found in the school pond. The teachers' very good demonstration of the computer microscope and computer projector facilities helped pupils to gain a very detailed understanding of the structure of different microscopic organisms in the pond water. They have an in-depth knowledge about how sound waves travel and make good suggestions to alter the parameters within their investigations to help them establish how well sound waves travel through different materials.

101. Pupils generally enjoy their science lessons and try hard with the tasks they are given. They are mostly well focused on the work and respond to the interesting activities that the teachers prepare, by showing interest and enthusiasm. In some lessons, teachers develop pupils' spiritual awareness well – promoting an awareness and excitement in learning about the world around them. For example, Year 6 pupils showed much excitement on discovering the variety of creatures in their school conservation area pond. On a few occasions, where expectations of listening carefully are not set high enough, pupils become restless and do not focus properly upon what the teacher is saying – this was particularly the case in the Year 2 lesson seen where a few pupils demonstrated quite challenging behaviour.
102. Teaching is satisfactory overall for pupils in Years 1 – 2 and good for pupils in Years 3 – 6. Although, in the Year 2 lesson seen, the teacher was unable to keep the pupils fully concentrating on their work, work in their books indicates that the teaching across the school year has been sound overall. In Years 3 – 6, teachers show confident subject knowledge, explain concepts and tasks well and make good use of time and resources. In Year 6, although the lesson seen was well taught, too much learning has been undertaken this year through the medium of practice test papers – limiting the opportunity for pupils to develop their scientific skills through first hand investigations and experiences. Across the school, there is not enough emphasis upon planning work to match groups of pupils of different attainment levels. Pupils with special educational needs are usually given good support to help them to complete tasks. However, although higher attaining pupils often manage to complete more work than other pupils, there are occasions when they are not sufficiently extended by the tasks provided.
103. The co-ordination of the subject is satisfactory. The co-ordinator liaises closely with other teachers and has worked hard to audit and organise science resources. She has recognised rightly the need to establish proper systems and procedures for assessing pupils' progress and has developed suitable systems for implementation in the near future. Currently, the lack of such systems means teachers do not have enough information about pupils' progress to inform their future planning. The co-ordinator has also identified correctly the need to ensure that there are systems for monitoring and evaluating teaching and learning. The school has an adequate range of resources to support teaching and learning and good use is made of ICT resources.

## ART AND DESIGN

104. Pupils make satisfactory progress in their art and design lessons. However, there were too few samples of pupils' work to judge overall standards in the subject indicating that pupils are not doing enough work within the different aspects of art. Work in art is often linked to other subjects of the curriculum and in some cases the distinction between art and design and technology is not clear enough to ensure that the discrete skills are specifically addressed. The provision for this subject is not as good as reported in the last inspection.
105. Work arising from a whole school sketching activity shows that the standard of Year 6 pupils' drawings are in line with expectations. Pupils paid close attention while making an observational drawing of half an orange, to the overall shape - applying the techniques of shading to give the effect of the three-dimensional nature of the object. They added careful details to create the texture of the cut surface. However pupils' painting skills are less well developed. Pupils are not yet confident in their use of colour, tone and texture, although they are becoming more aware of how an artist might sketch out his composition before applying colour and detail.
106. Pupils in Years 1 and 2 have suitable opportunities to experience a range of art activities, including two and three-dimensional work. The clay-textured tiles they have created provide attractive panels designed for particular venues, such as swimming pool. The few samples seen show that Year 2 pupils take satisfactory note of details when drawing; for instance, the patterns created by the tiles and bricks on buildings along a local street. They choose appropriate colours when painting the papier-mâché mini-beasts. These are rather loosely constructed because pupils were not given enough guidance with regard to the techniques to use.
107. One lesson was seen in Year 2 and one in Year 6 and in both sessions teaching was satisfactory. Lessons had a clear purpose, which was shared with pupils so that they understood what they were to do. Teachers gave good guidance on how to carry out the tasks; for example, in the Year 6 lesson, the teacher demonstrated how to build up the composition of a view through a train carriage window. In both lessons seen, teachers missed opportunities to give pupils responsibilities, either for organising their own resources or choosing their own materials. Pupils were appropriately supported throughout the lessons and pupils with special educational needs, or who had particular difficulties with the tasks, were given helpful guidance and support, enabling them to make the same progress as the rest of the class.
108. Planning for art is suitably based on the most recent national guidelines so that pupils receive a varied programme of activities. However, sometimes opportunities for pupils to explore techniques, to learn from the work of well-known artists or to evaluate their own work are missed. For example, Year 6 had not looked at the work of artists who have used a similar approach to painting a scene that they attempted in their lesson. The school seeks to broaden pupils' experience of art through use of projects from art galleries, such as the National Gallery. These give pupils the opportunity to study important works of art, for example, The Stonemason's Yard by Canaletto. Assessment procedures are not well enough established to help teachers plan for the development of art skills and techniques as effectively as they might.
109. The co-ordinator has provided satisfactory leadership in identifying areas for improvement and training to help teachers extend their own skills and knowledge in order to help pupils develop specific skills relating to different media. However, the subject is not sufficiently well managed in terms of ensuring that pupils complete enough artwork. The inclusion of art in the school's extra-curricular activities programme is a useful start in raising the profile of this subject across the school.

## **DESIGN AND TECHNOLOGY**

110. During the inspection very little work was available for scrutiny. It is therefore not possible to make judgements about the quality of teaching and standards of work overall. However, the limited amount of work available and discussions with pupils and staff indicate that not enough work is carried out in this subject to enable pupils to develop the skills, knowledge and understanding that they need. This also indicates that there has been some slippage in curriculum provision in this area since the last inspection. Teachers' planning indicates that coverage is linked with other subjects such as art. The coverage of the programmes of study for design and technology is sometimes unclear within this arrangement.
111. Year 1 pupils have carried out weaving work with fabric materials, which develops some basic ideas about putting materials together in an attractive way. Pupils have gained ideas about fixing simple materials together by making small models to go with the stories written in English. Year 2 pupils use a range of paper materials and sticks to make simple artefacts as part of their religious education work – these items are made with care. In Year 3 pupils investigate different types of packaging and carefully evaluate the different designs while in Year 5 pupils build models of World War II Andersen air raid shelters – using simple wood frames that they have reinforced at the corners. Year 5 pupils have also planned recipes and made biscuits.
112. The co-ordination of this subject is not currently assigned to a particular member of staff and the leadership and management in this area are therefore unsatisfactory, with no clear vision of how things will be developed in the future. The school has an adequate range of resources to support teaching and learning in design and technology.

## **GEOGRAPHY**

113. In Year 2 and Year 6 pupils attain standards that are in line with those expected nationally. All pupils, including those with special educational needs make satisfactory progress as they move through the school. Inspection evidence indicates that teaching is improving in Years 3 – 6 and this is beginning to have a positive effect on pupils' knowledge, understanding and skills. Improvement since the last inspection has been satisfactory overall.
114. Pupils in Year 1 are familiar with their locality and through the study of aerial photographs learn to identify features of the landscape such as roads, fields and buildings. They are aware of how humans affect their environment and give careful consideration to ways in which it could be improved. Pupils clearly express their own views about places that are known to them. By the end of Year 2 pupils are able to locate countries of the British Isles on a map. They develop an awareness of how the climate and culture of a country such as Australia differs from where they live. They confidently use maps and atlases to help in their investigations, and learn, and use geographical vocabulary with increasing confidence.
115. In Years 3 and 4, pupils study local issues as part of their work on improving the environment. The proposed change in the use of a plot of land close to the school provided an ideal opportunity for pupils to demonstrate their skills in this area. When generating their ideas about how changes could be made, pupils considered carefully the needs of people who live locally, as well as the needs of the wider community. In an effective link to their work in English, pupils then wrote to the local council to express their views and opinions, and to offer their suggestions. Pupils collect information and record their findings in a variety of ways including tally charts and questionnaires. They use ICT to create graphs and draw conclusions from the evidence collected. Through studying life in India pupils develop an appreciation of a country whose climate, culture and economics are very different to their own.
116. Pupils in Years 5 and 6 study local issues such as the problems created by traffic in Dorking. They complete traffic surveys and study local maps. Pupils draw conclusions from the information they have collected and make suggestions about how things might be improved.

Pupils know, understand and use appropriate vocabulary. In Year 6 pupils visit the Isle of Wight. Good use is made of this experience to further pupils' knowledge and understanding of contrasting environments and features of the landscape. In addition, pupils' develop an appreciation of how the economic prosperity of an area is tightly linked to tourism. Pupils' skills in using maps and atlases are good. Effective links to mathematics ensure that they are able to locate places and features on maps using grid references.

117. Pupils enjoy geography and respond well in lessons. Their personal and social development is supported well as they work co-operatively and learn to take account of differing opinions. Overall, pupils produce work of a satisfactory standard.

118. Teachers plan appropriately to ensure pupils experience all aspects of the subject and basic skills in the subject are taught well. Teaching in Years 1 – 2 is satisfactory. Clear explanations are provided and good support and guidance are given during lessons. However, behaviour management is not always sufficiently strong so that pupils are sometimes restless and not fully focused on the tasks. In Years 3 – 6 teaching is good because links to other subjects are successfully made and teachers' expectations of pupil involvement and co-operation are high. Through effective questioning teachers assess pupils' level of understanding in lessons. However, the quality of teachers' marking is inconsistent and rarely makes reference to what pupils are expected to have learned. In addition, the overall assessment of pupils' work is insufficiently rigorous to provide teachers with the information they need to plan future activities that accurately match the next steps in learning for all pupils.

119. Leadership and management of this subject are satisfactory. The co-ordinator is knowledgeable and has identified aspects of the subject that require further development. She provides effective support for her colleagues. Resources are adequate and used well in lessons.

## **HISTORY**

120. Improvement in history since the last inspection has been satisfactory. Evidence from lessons, the samples of work, displays and talking with pupils and staff indicate that standards have been maintained and overall, are broadly in line with those expected nationally for pupils in Years 2 and 6. All pupils, including those with special educational needs make satisfactory progress. Pupils enjoy history, particularly enquiry. In lessons they contribute well to group discussions and are keen to share their own experiences or expertise. History makes a positive contribution to pupils' spiritual, moral, social and cultural development.

121. By Year 2, pupils use historical terms relating to the passing of time, such as old and new. They know that some events happened a long time ago and that things change over time. They place events and objects in chronological order. For example, Year 1 pupils sequence events in their own lives. Effective links to pupils' work in literacy are sometimes made when, for example, they write accounts to contrast the past and present.

122. In Years 3 and 4, pupils develop their enquiry and research skills through the study of Ancient Greece. They use a range of artefacts and information sources to gain an understanding of the culture, beliefs and architecture of the time. They develop an understanding of how artefacts can be used to learn about how people lived, and how some aspects of life in the past remain features of our lives today, for example, the Olympic Games. Pupils are able to locate Greece on a world map. They compare and contrast artefacts, such as coins that were associated with the major cities of the time.

123. Pupils in Years 5 and 6 develop their skills of historical enquiry and interpretation further through their study of the Ancient Egyptians and World War II. Through the use of primary source material pupils learn to compare and contrast life in the past with that of today. For example, while studying life in ancient Egypt they explore the consequences of the flooding of

the river Nile and the effect this event had on food supplies. Through the use of maps, photographs and written and oral accounts pupils in Year 5 compare life in Dorking in 1939 with that of today. They also develop a good understanding of the reasons for, and consequences of, World War II for different groups of people. The work of some pupils demonstrates clearly their developing ability to make connections between, and draw conclusions from, different sources of evidence.

124. Teaching overall is satisfactory, with some good teaching in the lessons taught during inspection. Teachers have sufficient knowledge to plan lessons to ensure pupils' knowledge and skills develop satisfactorily. However, there are inconsistencies in the quality of planning, and expectations of what pupils will achieve. As a result, learning is inconsistent. Pupils generally complete the same task and much of their work is strongly teacher directed – not giving pupils enough opportunity to develop independence in working out ideas for themselves. This is further exacerbated by an over-reliance on worksheet activities that do not enable pupils to explore topics fully. Opportunities for pupils to carry out independent or collaborative research are not fully explored. Pupils with special educational needs complete work at a similar level to their classmates because they are well supported by teachers and teaching assistants. Teachers' marking is inconsistent and often gives pupils limited information about whether they have achieved the objective of the lesson. Teachers' assessment of pupils' progress is insufficient to provide them with the information needed to plan future activities in history that meet the learning needs of all pupils. Links made between history and geography are often productive. However, links to other subjects, particularly English are underdeveloped, and, for example, chances for pupils to extend their skills with producing detailed factual accounts are not fully utilised. The use of ICT to support pupils' learning, whilst not extensive, is developing well as a result of the recent improvements in provision.
125. Leadership and management of history are satisfactory overall. The history co-ordinator is knowledgeable and provides good support for her colleagues. She is aware of the aspects of teaching and learning in the subject that need improvement and has drawn up an action plan to address these. Resources are adequate and well used in lessons. Good use is made of visits and visitors to support pupils' learning in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. Pupils in Year 2 and in Year 6 attain standards in ICT that match the nationally expected levels. This marks an improvement since the last inspection when standards were reported as being below average. The improvement is clearly linked to the significant enhancement to the school's facilities with the recent opening of a well equipped computer suite.
127. As a result of the confident approach of the teachers in making the best use of the school's new facilities, pupils now have a good range of opportunities to support many areas of their work using ICT. Teachers think carefully about making appropriate use of ICT when planning their lessons. Good examples were seen of pupils developing their work well in English, mathematics, science and geography through the use of computers. Discussions with Year 6 pupils showed that they are well acquainted with the ideas of researching for information in different subjects by using Internet facilities.
128. Year 1 pupils are given careful guidance by their teacher to help them use facilities such as 'drop down' menus to select from various options when compiling work on the computer. They show suitable confidence in using the keyboard and screen options and make good gains in their learning by watching well led demonstrations by the teacher. Year 2 pupils are given interesting work by their teacher through which they learn to use ICT to generate data and charts and present information. With help, pupils save, print and retrieve work and they show confidence in completing tasks such as converting tally information into graphs. Clearly defined tasks and good explanations lead Year 3 pupils rapidly through different activities. They confidently use text facilities and learn to import, position and resize pictures while making



attractive designs for a project book cover. Pupils in Years 4 gain satisfactory skills with learning to control equipment by compiling a series of instructions – using a program to draw a range of mathematical shapes. In Year 5 they develop competence in programming the direction of a motorised construction kit model. The teacher provided particularly demanding work in the same area for Year 6 pupils, with the instructions to ‘...make your robot drive to the middle of the room, turn around and come back.’ After 10 minutes of intensive work, many pupils acquired a confident knowledge of adjusting the programming parameters to make their models travel in the right directions for the right distances. Discussions with Year 6 pupils show that while they use computers in many areas of their work, their experiences in using spreadsheets, databases, Email and equipment for sensing physical data are still underdeveloped.

129. Pupils enjoy ICT sessions and, in particular, working in the new spacious computer suite. They work enthusiastically and generally concentrate well. Teachers provide them with good opportunities to collaborate with each other and in this way their social skills and awareness are well promoted. Teachers give pupils interesting tasks to do and in this way engender an excitement in learning. This was noted especially in lessons for Years 5 and 6 where the work on programming robots inspired the pupils.

130. Teaching is good across the school. Teachers show confidence in using the equipment, and this indicates that a very successful approach has been adopted to training staff. In particular, teachers use the computer projectors well to demonstrate methods of operating aspects of the programs in use and, as a result, lessons flow quickly from whole class instruction to activities without delay. In a few lessons seen, teachers provided activities with an increased level of challenge for higher attaining pupils, but in the majority of lessons this emphasis was missing so that pupils were not all fully extended. Pupils with special educational needs are given good support in lessons and progress well.

131. The school has some useful new systems for assessing the progress that pupils make, but the use of these systems to record progress and inform planning is still embryonic. The school now has good resources for teaching and learning in this subject. The good progress in raising standards and in developing ICT since the last inspection is the result of good leadership and management and effective forward thinking and planning by the co-ordinator, headteacher and governors. The co-ordinator recognises rightly the need for the school to organise ongoing support to maintain the new ICT equipment; for example through the use of an ICT technician.

## **MUSIC**

132. Not enough work was seen in music to enable secure judgements to be made about standards and the quality of teaching or to enable clear comparisons to be made with judgements about music in the last inspection. However, conversations with Year 6 pupils suggest that they have limited experience of composing and limited knowledge about the elements of music, such as duration, pitch and texture. They have difficulty explaining features of music such as melody and harmony, when discussing music they have heard.

133. Although additional time is given to singing, the whole school singing session, which includes pupils from the reception class to Year 6, does not adequately meet the needs of the different age or attainment groups. Pupils sing with enjoyment in these sessions, because the teacher communicates well the feelings of pleasure and satisfaction that the activity generates. Year 6 pupils say that, of all the musical activities they do, this is the one they enjoy most. Pupils sing confidently, but not always accurately. The teacher is quick to spot errors and makes good use of her own voice in order to increase pupils’ sensitivity to differences in tone quality and dynamics.

134. Pupils in Years 1 and 2 have opportunities to explore sounds and how they can be organised by making up their own pieces that focus on learning about one of the musical elements. For instance, Year 1 pupils worked in groups to create a sound picture based on combining long and short sounds. As well as evaluating their own work, they have opportunities to hear music from different places, which broaden their listening repertoire; for example they are familiar with South American music. Pupils in Year 6 learn about the background to the music to which they listen. For example they learn about some of the reasons behind the origins of jazz. Whilst pupils are in Years 3 to 6 they have opportunities to play musical instruments, such as the glockenspiel, to accompany their singing. In a Year 5 lesson, pupils practised and transcribed a descending note sequence based on a simple round in order to create a class performance. The more successful pupils were given a chance to demonstrate their skills. However, pupils were not given the opportunity to evaluate each other's work in order to develop their appraising skills.
135. During the past two years the head teacher has worked hard to raise the profile of music within the school and improve opportunities for pupils to take part in musical performances in and out of school. She introduced the whole school singing sessions because there was no recent tradition of music within the school and standards were considered low. This, along with enriching experiences, such as performing at the Barbican and Dorking Halls with other schools, and taking part in the local musical events has had a positive impact on pupils' attitudes and effort.
136. The few lessons seen had a clear focus and most pupils were interested in the activities, but some teachers did not have a clear enough grasp of the subject to employ appropriate strategies that would help pupils to improve. Assessment procedures are informal and are not sufficiently well developed to inform teachers' planning. Although the school's scheme of work provides helpful guidance to teachers, they have not had training to develop their own skills and knowledge so that they are better able to support pupils.
137. Leadership and management for this subject are satisfactory. The co-ordinator has a clear view on what needs to be done to improve standards further and in recent times has successfully raised the enthusiasm for and profile of music within the school.

## **PHYSICAL EDUCATION**

138. Standards in physical education have been maintained since the last inspection and are in line with those expected nationally for pupils by the end of Year 2 and the end of Year 6. All pupils make satisfactory progress over time and there is no difference in standards between boys and girls. Pupils with special educational needs are successfully integrated into lessons because they are well supported by adults.
139. The curriculum is organised effectively over the year to provide a broad and balanced range of activities. The school makes effective use of the swimming pool facilities of a neighbouring secondary school. The close proximity of these facilities allows the school to take all pupils swimming during the year, and as a result all but a very few achieve the expected standard by the end of Year 6.
140. Pupils understand the need to be suitably dressed when engaged in physical activity. They know that to avoid injury it is necessary to warm up at the start of a lesson, and warm down at the end. They are aware of the effects of exercise on their bodies and take appropriate safety precautions such as removing jewellery.
141. In Years 1 and 2 pupils learn to work as a team to complete obstacle races. They demonstrate appropriate skills when controlling balls with bats, and the ability to change direction quickly when moving a bean bag from one place to another. Pupils are aware of the need for rules to make the race fair and provide good support for each other.

142. Pupils in Years 3 and 4 build successfully on skills learned in previous years. In a lesson seen, they learned to hold a cricket bat correctly to enable them to hit a ball in a straight line. Good demonstration by the teacher, and the opportunity to work closely in pairs ensured that pupils achieved well and put the skills learned to good use during team games. Pupils worked well together and made increasing use of game tactics.
143. In Year 5 pupils learn the skills necessary to complete a triple jump. Although many find linking the three elements of this jump quite difficult they persevere and achieve well. Pupils practise hard to improve their performance and support each other well as they measure and record the distance of each jump they make. When taking part in a running relay, pupils show appropriate skill as they pass the baton. In their dance lessons, pupils in Year 6 learn to combine increasingly complex sequences of movements to complete a 'Rock n Roll' dance with a partner. The Year 6 residential trip contributes significantly to pupils' personal development, and provides opportunities for them to engage in activities such as rock climbing and abseiling.
144. Pupils enjoy physical education activities and most of them behave well and work hard. However, a few pupils do not listen attentively to their teachers and do not concentrate fully on the activity they are engaged in. Overall, girls and boys work well together.
145. Teaching overall across the school is satisfactory and has improved since the last inspection. The teaching of basic skills is often good and reflects teachers' improved subject knowledge. Teachers use resources well to enhance pupils' learning experiences. They demonstrate the skills and techniques that they want their pupils to learn, but sometimes miss opportunities to use demonstrations of pupils' work to help them appraise and improve their skills. There are no whole school procedures to assess pupils' knowledge and skills in the subject. As a result, teachers do not always have sufficient information about pupils' attainment to plan effectively. Teachers' expectations of the behaviour and involvement of pupils in lessons is inconsistent across the school. Where expectations are high, teaching, and the subsequent learning by pupils is good. Effective links are made to other subjects such as music in dance lessons, and mathematics when measuring distances in athletics.
146. The school provides a good range of extra-curricular clubs throughout the year, which are well attended by pupils. School teams regularly compete in inter-school competitions including swimming, football, netball and cross-country. Pupils enjoy these events and take pride in representing their school.
147. The co-ordinator is keen to address the areas identified for improvement. She has already improved the school's resources, and provided staff with valuable training including demonstration lessons. She recognises that more work is needed in these areas and in the development of effective assessment procedures. Resources are adequate and used well in lessons.

## **RELIGIOUS EDUCATION**

148. By the end of Years 2 and 6 pupils reach the expectations in the locally agreed syllabus. Standards are similar to those reported at the time of the last inspection. Pupils in all year groups explore a range of spiritual and religious ideas and learn about the major religions of the world.
149. Pupils make satisfactory progress in their learning about different religions and beliefs and the way in which people of different faiths choose to lead their lives. Pupils in Year 2 learn about Christianity and the life of Jesus. They understand that Jesus is an important person who loves and cares for others. They know that some of the stories in the Bible tell of his miracles, and that the stories Jesus told contain a message about how people should lead their lives. For example, they have studied the story of the man who built his house upon the sand and the

man who built his house upon a rock and they understand the underlying messages in this story. Pupils also learn about Islam and why the mosque and the Koran are special to Moslems.

150. Pupils in Year 6 develop a sound knowledge and understanding of the key festivals in the Christian calendar. For example, they know about events leading up to Easter. Pupils are also developing their knowledge about how people of different faiths celebrate important milestones in their lives, such as birth and death, coming of age and marriage. They make good use of the internet for research – finding out about these different events, including the Jewish family celebration of their son's Bar Mitzvah and Hindu weddings.
151. No lessons were seen for Years 1 – 2 and it is therefore not possible to make an overall judgement about the quality of teaching. However, the appropriate coverage of topics and standards of pupils' work seen in their books indicates that teaching is at least satisfactory. For Years 3 – 6 teaching is good. Lessons are well focused on what pupils are to learn. Sessions begin purposefully and well-led discussions help pupils to recall their previous learning and make links to other subjects. For example, in a Year 5 lesson, pupils were encouraged to recall what they knew about Judaism and successfully related this to events in World War II. This session made a good contribution to pupils' spiritual and moral development and a quiet and thoughtful atmosphere fell across the room as they considered the impact of what they were learning. In a Year 4 lesson seen, the teacher led a good discussion about whether the story of Muhammad's revelation by Archangel Gabriel was true or a dream. The teacher successfully tapped into pupils' ideas, and extended the discussion to develop their understanding.
152. Leadership of the subject is good. The co-ordinator has moved the subject forward and developed resources to meet the needs of the newly revised curriculum and to support teachers who are less confident in this subject. Although, she has not directly monitored teaching and learning she has a satisfactory overview of standards, because she looks at samples of pupils' work and teachers' evaluations of lessons. She has a good understanding of what needs to be improved. Assessment procedures are at an early stage of development. Where possible the school utilises visitors and visits to enhance the provision for learning about Christianity. However, pupils have few opportunities to visit places of worship for other world religions or meet with representatives of other faiths.