

INSPECTION REPORT

BEAUFORT COMMUNITY PRIMARY SCHOOL

Woking

LEA area: Surrey

Unique reference number: 125118

Headteacher: Mrs. Gillian Cole

Lead inspector: Jo Cheadle

Dates of inspection: 6th – 9th October 2003

Inspection number: 255459

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	407
School address:	Kirkland Avenue Goldsworth Park Woking
Postcode:	GU21 3RG
Telephone number:	01483 474986
Fax number:	01483 799904
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. Diana Smith
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Beaufort is a community primary school with 407 boys and girls between the ages of 4 and 11. The school is organised into 15 classes. Pupils at the school are mainly white British, although other ethnic groups are represented in small numbers, the largest being pupils of Pakistani origin. The proportion whose mother tongue is not English is high, but the vast majority have good English skills. There are currently 2 pupils who the school supports in learning English. The local area has changed quite significantly since the last inspection and there is now a much wider mix of privately owned properties, rented accommodation and social housing. Pupils who come to the school are currently from much broader social and economic backgrounds. When children start in the reception classes, skills and knowledge are varied, but generally below expectations for their age. The school has a lower than average percentage of pupils who need support for their special needs, including those with statements. However, some pupils need very specific and specialist support for learning, emotional and behavioural needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23233	Jo Cheadle	Lead inspector	Science; Information and communication technology; special educational needs
9545	Deborah Pepper	Lay inspector	
17808	Sue Orpin	Team inspector	English; history; geography
27654	Robina Scahill	Team inspector	Foundation stage; music; physical education; English as an additional language
32356	Penny Orme	Team inspector	Mathematics; art; design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is improving quickly; at present it is **reasonably effective**. The quality of education provided is satisfactory and generally pupils achieve as well as those in similar schools. After a period of significant change and uncertainty, the school is now **well** led and managed and **good** improvements have been made. Key issues from the previous inspection have been dealt with **effectively**. The school provides **satisfactory value for the money** it receives.

The school's main strengths and areas for improvement are:

- The clear vision of the headteacher and her deputy.
- The effective management of change in difficult circumstances.
- Good teamwork of the whole staff.
- Teaching methods are not always suitable for some pupils.
- Pupils' attitudes and behaviour not always good enough.

How the effectiveness of the school has changed since the last inspection

Since the last inspection, there have been five interim headteachers at the school until the current head was appointed permanently in April 2002. During this time there have also been difficulties in finding staff to work at the school. During this period of instability standards did not steadily improve and staff moral was low. Pupils' behaviour deteriorated and teaching was not as good as it should have been due to the high turnover of staff. Since the appointment of the new head and deputy, changes and improvements have been effectively managed. There is now stable staff, a clear sense of teamwork, strengths and weaknesses are understood and everyone is working towards the same targets. Under the leadership and management of the current headteacher and deputy, **improvement** in the school's effectiveness has been **good overall**.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	B	C	C
mathematics	D	D	D	C
science	D	C	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Children join the school with a wide range of early experiences and their skills and knowledge are varied. Overall, their standards are below average. Many children need lots of help to listen well and be ready to learn. Teachers in the reception classes provide effective support that helps children to behave well and become interested in their work. While the majority will not reach all of the goals for early learning by the end of the reception class, they make a good start to improving their language and mathematical skills and **achieve well** overall. This good start helps children to make quick progress at the beginning of Year 1, so that the expected levels for Year 1 pupils are soon reached. Pupils make good progress in Year 1, but their **achievements are satisfactory** overall by the **end of Year 2** and they achieve the **expected standards in all subjects**.

Pupils make better progress in some years and classes than in others, but overall their **achievements are satisfactory** through **Years 3 to 6**. By the **end of Year 6**, standards are **in line with expectations** in all subjects. There is some good work in art and pupils learn to sing well. Pupils' achieve well in information and communication technology and standards meet expectations

by the end of Year 6. In religious education pupils' achievements are satisfactory and standards meet expectations.

Year 6 test results in 2003 were not as good as the previous year, although they matched national averages in English and science. The group were generally of lower ability than in 2002 and began with lower starting levels in English in particular. While test results dipped overall, pupils' achievements were satisfactory.

QUALITY OF EDUCATION

The school provides a **satisfactory education** for its pupils. The quality of **teaching** is **satisfactory overall**. **Teaching in the reception classes** enables children to **acquire the necessary skills for learning**, such as listening, taking turns and concentrating. **Good teaching in Year 1** ensures that children joining from the reception classes **quickly reach appropriate levels** for their age. There is good teaching in most year groups and **teaching is strong in Year 6**. In **Years 2 to 5**, pupils' **progress is sometimes inconsistent**, either because teachers are new to the profession or age range, or because the work planned or the style of delivery is not suitable for all pupils in the class.

The **curriculum** is **appropriately planned** and there is a **good** range of **extra activities** that extend pupils' learning. **Care** of pupils and the **support and guidance** they are given is of a **high** quality and **good** attention is given to pupils' **health and safety**. The school works in close partnership with many parents, other schools and the local community. All efforts are made to deal with parents' concerns, because the school understands that parents have a very important role to play in their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory overall**. The headteacher has a clear vision of what she wants to do at the school. The deputy head shares this vision, and the two have worked closely and effectively to lead and manage the school well through a troubled time. Their work is improving the school and there is now a **good ethos** where staff feel valued and are committed to improvement. Senior managers and subject co-ordinators are making good changes to move the school forward and are becoming more skilful in leading others towards improvement. The governors are effective in their role of supporting and challenging the school. They carry out their statutory responsibilities as they should. **Governance** is **satisfactory** overall.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents who spoke to inspectors during the inspection were happy with the school and thought that their children were doing well. Some parents have concerns about the way that the school works with their children. The inspection team found that their concerns about support for children who have special educational needs were not founded, as the school's provision is good. The team do agree with those parents who believe that the behaviour of some pupils can affect the learning of others in the class. Findings were that the school clearly identifies those pupils who need support with their behaviour and emotional needs and there are good strategies for working with them. There are some pupils who know how to behave well and understand the school's clear and consistent expectations of how they should behave, but at times they do not always demonstrate positive attitudes. The majority of pupils, however, enjoy school and get on well with their teachers and other adults.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- The quality of teaching must be better, especially in Years 2, 3 and 5.
- Pupils' speaking and listening skills need to be developed further.
- Some pupils' attitudes and behaviour need to improve.
- Governors need to work with the head and deputy to think of ways of involving more parents and promoting positive views about the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children enter the reception classes with below average standards. Children achieve well in the reception classes, although standards are below expectations by the time they enter Year 1. In English, mathematics and science standards are average by the end of Years 2 and 6 and pupils' achievements are satisfactory. Pupils who receive specialist support for their special educational needs generally achieve well.

Main strengths and weaknesses

- Children achieve well in the reception classes and in Year 1.
- Pupils' overall achievements are satisfactory, but limited by inconsistent progress in Years 2 to 5.
- Pupils achieve well in Year 6.
- Speaking and listening skills are below average.
- Pupils with special educational needs achieve well.
- Pupils do well in investigative aspects of science work.
- Pupils do not achieve well enough in some aspects of geography.

Commentary

1. When children join the school in the reception classes, many now have poor language skills. This affects all aspects of their learning and means that overall standards are below those normally expected. This is different to levels found at the time of the last inspection. In addition, a growing number of children are only beginning to learn English when they join the school and they do not always speak English at home. Many children need a lot of support to settle to their work and pay good attention. Some have had no previous experience of playing and working with other children and these aspects of learning all need to be taught with great care. The Foundation Stage curriculum focuses appropriately on helping children to be ready to learn. They quickly understand how they are expected to behave and treat others. They learn to play and work together. Despite these good achievements, many will still not reach the goals in all aspects of learning by the time they enter Year 1, because there is not enough time to improve their language skills sufficiently.

2. As a result of the good start in the reception year, pupils settle quickly into Year 1 and start to work on the expected curriculum for their age. Effective teaching in Year 1 builds on the good achievements of early learning and pupils are soon on track to achieve standards expected for their age. In the current Year 2 classes, there are high proportions of pupils with special educational needs. In one class, many pupils have behavioural difficulties. The school is working to support these pupils in the best possible way to ensure that they achieve as well as they can. It is clear that a significant minority of pupils will not achieve the standards expected of them because of the difficulties they face with language and social skills development. Therefore, more appropriate teaching and learning styles are being developed to match the pupils' needs. In national tests in 2003, although results were lower than the national average, more Year 2 pupils achieved the higher level 3 in reading than in previous years.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.2 (15.4)	15.9 (15.8)
Writing	12.4 (14.7)	14.8 (14.4)
Mathematics	16.0 (14.1)	16.4 (16.5)

There were 69 pupils in the year group. Figures in brackets are for the previous year.

3. Many of the pupils in Years 3 to 6 started at the school with better levels than the current reception children, but they are not achieving as well. This is because the rate of progress they make is different between classes and year groups. Senior managers know where the weaknesses are and, in order to ensure that pupils achieve well, the school has adopted the following strategies:

- Newly qualified teachers are receiving appropriate support to develop their skills further.
- Overseas trained teachers are given help to understand and implement the national curriculum.
- Teachers working with a year group that is new to them are being helped to manage pupils effectively and provide the right sort of work for them.
- Where teaching is not effective in engaging pupils' interest and promoting good attitudes, special programmes have been introduced for specific groups of pupils and teachers are being supported to in providing better learning opportunities. This is the case in Year 5, where a group of average ability boys have particularly poor attitudes to their work. It is recognised that their achievements will not be as good as they should be unless they are motivated by a more creative and interesting approach.

4. In Year 6, pupils build effectively on previous learning and achieve well. In the 2003 national tests, over one third of the pupils achieved better than expected in writing, and over a tenth achieved better than expected in reading. Mathematics results were lower than the national average. Science results were close to the national average and have been maintained at similar levels over a period of three years. Results in science do not reflect the good achievements that pupils make in acquiring investigate and inquiry skills in science. While standards are average, the school clearly understands that rates of progress must be consistent through all years to ensure that pupils achieve well overall and attain standards that reflect this.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (25.8)	27.0 (27.0)
Mathematics	26.0 (25.9)	27.0 (26.7)
Science	28.1 (27.8)	28.8 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

5. The school has identified the need to develop pupils' speaking and listening skills, which are generally below average. Many pupils need support to listen carefully for prolonged periods. Their attention is easily broken, even when they initially appear to be very interested in what is being said. When asked to speak, the school's highest attaining pupils need encouragement to extend their contributions and explain fully what they mean. There are good strategies to develop speaking and listening skills. Some of these strategies are linked pupils' social and personal development and are designed to encourage greater self-esteem, giving pupils more confidence to express their ideas orally. Those pupils who are learning to speak English are supported well by the school, especially when teaching assistants work with them on individual tasks in lessons. However, limited specialist provision is made for them and they do not learn to speak English in a structured and systematic way. In the majority of cases, these pupils are not low attaining pupils and they cope well in lessons, making good progress.

6. The school's arrangements for supporting pupils with special educational needs are ensuring that this group of pupils is achieving well. Individual education plans are clearly written, carefully monitored and well used by most teachers to provide the suitable activities for pupils in lessons. In individual or group sessions with the special needs co-ordinator or specialist support teachers, effective strategies ensure that pupils achieve well.

7. Standards in ICT are average by the end of Year 2 and Year 6. This is an improvement on findings from the last inspection. An ICT technician has been appointed and her contribution to developing teachers' confidence, organising and maintaining the good working order of resources

and contributing to pupils' learning experiences has been key in raising standards. Pupils are now achieving well in ICT. In religious education pupils' achievements are satisfactory and standards meet the expectations of the agreed syllabus. In foundation subjects, with the exception of geography, pupils' achievements are also satisfactory and standards meet expectations. In geography, while standards are broadly in line with expectations by the end of Year 6, pupils do not achieve as well as they should do in developing practical geographical inquiry skills.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes, behaviour and attendance are satisfactory. The school makes satisfactory provision for pupils' moral, spiritual and cultural development and good provision for the development of pupils' social skills.

Main strengths and weaknesses

- The effective development of pupils' moral and social awareness is having an increasingly positive affect on their attitudes and behaviour.
- A significant minority of boys and a few girls do not always show positive attitudes or behave well enough and their progress is affected.
- Many pupils take responsibility seriously and want to do their best.
- Pupils awareness of cultures other than their own is not developed effectively enough.

Commentary

8. The development of pupils' social awareness and their understanding of moral issues has been a high priority. The school has worked closely with the local education authority to monitor pupils' responses when learning how to behave in different contexts and how to make the right choices. Playtime and lunchtime behaviour has improved as a result. All opportunities are well planned and support the needs of specific groups and individuals to make an overall difference to the behaviour and attitude of all pupils. Pupils who have very specific behavioural and emotional needs are carefully and sensitively supported. At present attitudes and behaviour are satisfactory overall, but there is a general acceptance that both need to improve further. Nevertheless, pupils are now achieving well as a result of the good provision for their social development. Work on social and moral aspects of learning provides a good foundation for citizenship issues, helping pupils to understand the implications of the choices on the wider community.

9. Despite the school's very clear expectations about behaviour and a committed effort to promoting good attitudes to learning, there are a small but significant number of pupils who do not behave well and demonstrate negative attitudes at times. These pupils do not have special behavioural needs, but behave poorly sometimes because they want to or sometimes because they are bored in lessons. These pupils are mostly boys, but include a few girls. Pupils talked to inspectors about the way they behaved and what they thought about school. Most admitted that they behaved poorly at times and clearly understood that they could make choices about their conduct. They were equally aware that some pupils had specific difficulties and found it a real struggle to do the right thing, but were quick to point out that they personally did not fit into this group. Discussions with pupils showed them to be articulate and capable of achieving standards expected of them. The school has planned action to work with these pupils in innovative ways to improve their attitudes and behaviour. They are highly aware that parents must be involved 100 per cent in these strategies to ensure that expectations are consistent on both sides. Many pupils take on roles of responsibility within school. Older pupils look after younger pupils in the playground and are very tolerant of those who need special support to behave well in lessons. Pupils organise their own clubs and activities, such as a running club started by two Year 6 girls, who even created their own register on the computer.

10. Most pupils attend school regularly and arrive punctually each morning. Overall attendance is satisfactory and has improved on last year's figures. Some pupils regularly arrive late to school. In general, most pupils know why it is important to attend regularly and arrive on time. They are serious and sensible about ensuring that they are ready to start work.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.4	School data:	0.2
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

11. As the local community and the school's population are changing, the school is responding well to the need to develop its provision. Pupils who speak English as an additional language are growing in number and, because the school quickly identifies their needs and supports them sensitively supported, they feel able to share their cultural experiences with others. The growing number of pupils who speak other languages and are from different ethnic backgrounds has added richness to the development of pupils' awareness of other cultures, which is currently satisfactory. However, more could be done to really challenge pupils' opinions and understanding and build a deeper awareness of the multi-cultural nature of our society. There have been exclusions at the school in the last year, but none have been specifically related to ongoing bullying or racist incidents.

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	388	10	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of education provided by the school is satisfactory (4). There are good extra-curricular activities to support pupils' learning. The provision for pupils with special educational needs is good and all pupils are well cared for. Although there are strengths in teaching that enable pupils to learn well in some lessons, teaching is generally satisfactory.

Main strengths and weaknesses

- There are consistent strengths in teaching throughout the school.
- Teaching is good in Year 6.
- Some pupils' lack well-developed learning skills such as listening and following instructions.
- Lessons are not always organised in the best way to hold pupils' interest and help them to behave well.
- Special needs teachers and assistants work very effectively with pupils.
- Teaching assistants make good contributions to pupils' learning.

Commentary

12. After an unsettled period when the recruitment and retention of teachers presented serious concerns for the school, there is now a full complement of teachers, each with strengths in their teaching. The common strengths of teaching are assessment procedures are now supporting teachers in checking what pupils have learned so far and what they need to learn next, lessons are planned with clear learning intentions for specific groups, teachers make good use of individual education plans for pupils with special educational needs, subject knowledge is generally good, teachers expect pupils to behave well and there is a strong desire to improve.

13. Teaching in English and mathematics is satisfactory throughout the school. Assessment procedures are now being used appropriately in these subjects to highlight the achievements of groups and plan work appropriately in most lessons. As a result, for example, in many literacy lessons there is a particular focus on developing speaking and listening skills.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (7%)	16 (39%)	16 (39%)	6 (15%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Teaching is most consistently effective in Year 6. Teachers in this year group have very positive relationships with pupils, high expectations of them and, most importantly, understand the need to adapt what and how they teach so that pupils achieve well. Pupils respond positively to the teachers' expectations that they will behave in a Year 6 way. For the most part, pupils meet this challenge and good behaviour and a happy approach to work helps them to make good progress in most lessons.

15. In unsatisfactory lessons, pupils' learning was negatively affected because even when teachers had identified appropriate learning intentions for groups, they did not teach the lesson with enough consideration of pupils' learning skills. Teachers talked for too long and pupils became bored. Teachers did not plan the best activities to help pupils concentrate and behave well. In such lessons, pupils with specific behavioural needs struggled with overly long listening and writing sessions and their behaviour deteriorated. In an art lesson, pupils worked quietly and behaved well, but the levels of motivation and enthusiasm were low because the task was not challenging enough. In a literacy lesson, a small group of boys were rude and did not pay good attention because the work was not interesting for them. They knew how they should be behaving, but it was more fun to cause a disturbance.

16. Special needs teachers work effectively with pupils who need support. They have a very clear understanding of individual needs and plan very appropriate work. Work is presented in a variety of interesting ways to ensure that learning intentions are met, even in short sessions. They use a range of resources well, so that pupils are motivated to try hard, even when tasks are very challenging for them. Teachers are very respectful and kind to pupils, building their self-esteem and desire to learn. The special needs co-ordinator devises individual education plans alongside teachers, so that there is a shared understanding of needs and the best strategies to use. For these reasons, special needs pupils achieve well.

17. Teaching assistants play an important role in the majority of lessons and contribute effectively to pupils' learning. They support pupils in achieving targets on individual education plans, play an important role in helping pupils who speak English as an additional language to be included in learning and work well with focus groups during literacy and numeracy sessions. Two of the school's teaching assistants have advanced status and work very successfully with small groups of children supporting their language and numeracy needs. In sessions observed, assessments were used well to plan for future learning and teaching assistants were accurate in measuring progress.

The curriculum

The school provides **satisfactory** opportunities for pupils' learning. Enrichment through activities outside lessons is good. Staffing, accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- Learning opportunities for pupils with special educational needs are well organised.
- There is good provision for pupils' personal, social and health education.
- Creative aspects of the curriculum are being well developed.
- Some classrooms are too small and noise disturbs adjoining classes.

Commentary

18. The curriculum is suitably planned, meets national requirements and is relevant to the pupils' needs. The foundation stage curriculum and national strategies are implemented effectively. Provision for pupils with special needs is good. They are well supported both in classes and when withdrawn for additional help. Pupils who have social or behavioural problems are very well supported. The school makes appropriate provision for pupils who speak English as an additional language, although no specialist support is available for any of these pupils. Pupils achieve well in learning general and subject specific vocabulary, but general grammar and sentence structure of a new language is not as well developed without specialist support.

19. Provision for personal, social and health education is good. Learning opportunities in most lessons include some aspect of personal and social development, so that pupils learn to respond appropriately and think about the consequences of their thoughts and actions. There is a new policy and a revised scheme of work for PSHE that is linked to other areas of the curriculum such as science and religious education. It includes satisfactory arrangements for sex education and attention to the misuse of substances. It introduces citizenship issues to older pupils that prepare them for secondary school transfer. In response to the need to include all pupils with varying styles of learning, the school has introduced a focus on creativity in order to stimulate a desire to learn. Each whole week topic aims to encourage pupils' self-expression and includes a multi-cultural dimension, so that pupils are getting to know traditions, beliefs, aspirations and expectations of the many varied cultures in our country.

20. The curriculum is further enhanced by a good variety of visits and visitors and by special events such as a theatre group performance of Cinderella and a drumming workshop. Pupils of all ages attend a good range of after school clubs such as several football clubs, choir, ICT and French. These activities interest and motivate pupils and support their achievements in many subjects.

21. The school has an appropriate number of qualified teachers and support staff. Learning support assistants are well trained and deployed effectively. They work very well with the teachers and make a valuable contribution to the progress of pupils with special educational needs and other pupils who benefit from their help. The school's accommodation is satisfactory overall. There are extensive grounds, with a large playing field, well-marked playgrounds and an adventure play area. However, despite there being many good features of the inside accommodation, neither hall is big enough for the whole school to meet. Some classrooms are too small and their layout means noise disturbs adjoining classes. This affects pupils' learning, especially when classes contain high numbers of pupils who have difficulty listening and concentrating.

Care, guidance and support

Overall, care, welfare and support provided for pupils are **good**.

Main strengths and weaknesses

- The school provides a safe and secure environment for its pupils.
- The quality of support and guidance for pupils with special educational needs is very good.
- Induction arrangements for reception pupils are good.
- There has not yet been whole staff training on child protection arrangements.
- Assessment information is not yet used consistently to raise achievement amongst all pupils.

Commentary

22. The school provides well for pupils' health, safety and welfare. There has been no recent whole staff training in child protection arrangements, although this is planned later in the term. However, clear and appropriate child protection procedures are in place and all staff, even those new to the team, know what they should do if they have concerns. The school very effectively supports children who may be 'at risk' or who are in public care, working closely with other agencies. There are sensitive arrangements made for them during the school day to ensure that they learn as well as they can and do not impact on others learning when they feel upset or angry.

23. Health and safety matters are managed well by the school. The school nurse plays a central role in supporting pupils' physical and emotional health and also runs a weekly 'drop-in' session for parents. Pupils have considered issues such as healthy eating as part of the 'Healthy Schools' initiative. Site security has been significantly improved since the last inspection and parents are happy about this. The planned refurbishment of toilets is continuing, meeting concerns expressed by pupils and parents. Risk management and emergency planning assessments have been completed.

24. Pupils enjoy good and trusting relationships with adults in the school. Many responses to the pupil questionnaire said specifically that their teachers were kind. Teachers and teaching assistants are sensitive and caring in their interactions with pupils. The complex needs of some pupils are particularly well understood and supported, drawing on specialist support from external agencies. The targeted use of funding to provide a learning mentor and part time special needs teachers is very effective in supporting vulnerable pupils, especially where these pupils currently receive no individual funding from the local authority. The school is quick to use support programmes to meet the needs of other pupils, for example, those who are reluctant to enter school in the morning or experience difficulties at playtime. Teachers are beginning to make better use of use of information about pupils' academic progress or personal development to raise achievement for all pupils. Use of assessment information is currently more effective in mathematics and English, but there are clear improvements in other subjects. Target setting is used in some classes, but its effectiveness is patchy because not all teachers currently plan work that entirely supports groups of pupils to achieve the targets set for them.

25. Induction arrangements for reception pupils are good. Children were settled in the routines of the school by the time of the inspection in the fifth week of term. About half the reception intake comes from the community playgroup, on the school's premises, and children visit the reception classes and use the school's facilities whilst at playgroup. The school has a good induction programme for all new pupils including planned visits and an 'All About Me' booklet to complete with parents.

26. Pupils' involvement in the work of the school is currently satisfactory. Pupils like school and most responded positively to the pupil questionnaire. The 'traffic lights' system is used successfully in some, but not all, classes to involve pupils in assessing their own work. The 'Healthy Schools' initiative has encouraged pupils to contribute more widely to school life, particularly through the work of the school council. For example, the council judged the 'healthy lunchbox' competition, made posters to remind pupils to keep the toilets tidy and has produced its own newsletter

Partnership with parents, other schools and the community

The school has a **good** partnership with parents, other schools and the community.

Main strengths and weaknesses

- Most parents are supportive of the work of the school.
- The school provides very good quality information for parents.
- The school regularly surveys parents' views and acts on the results.
- The school has developed good links with the local community and other schools.
- A few parents are not satisfied with the way the school has dealt with their concerns.

Commentary

27. The school has an effective partnership with parents. Most parents are supportive of the work of the school. Many parents say they find the school approachable and teachers ready to meet with them informally at the end of the day. The school's effective relationships with the parents of pupils with special educational needs help these pupils make good progress. Many of these parents are happy that teachers show them the best ways to help their children at home. They are grateful for the support the school gives in communicating with external agencies. The headteacher is always ready to meet with parents and talk through their concerns. The time that she spends talking to parents and listening to their concerns is a positive improvement on previous school procedures and of great benefit to building good relations. A 'Family Links' project is planned for 2004 to extend this work.

28. The school encourages parents to support their children's learning at home. Reading records are used well by teachers to communicate with parents, many of whom read regularly with their children. Some parents do not read with their children enough and only a few parents help regularly in school. The school understands that parents are very busy, but is committed to finding new ways of encouraging their involvement. The committed parent teacher association organises fundraising and social events for pupils and their families. The gazebos, purchased this year with funds raised, have added to the quality of the outdoor environment and created an extra space for learning.

29. The quality and range of information for parents has improved and is now very good. The prospectus is informative and attractively presented and two helpful handbooks, one for the parents of reception children and one for all parents, provide practical information about the school and curriculum. Extensive information is available from the school's website and pupils produce their own magazine. All information is available in printed format so that families without computers have equal access. Reports are generally of good quality and include targets for English and mathematics.

30. The school seeks parents' views through school devised regular surveys, acts upon them where feasible and feeds back the results. Only 16 per cent of parents responded to the last survey, which was disappointing. However, in response to comments that more supervision was needed at lunchtime, midday staff now lead a range of activities for pupils. Most parents agree the school has made progress in stabilising staff turnover and in improving pupil behaviour, both of which had been issues of great concern. While most parents are satisfied with the way in which complaints are handled, a few are not. A small minority are concerned that behaviour is not good enough, but do not fully understand that in some cases, pupils have very specific difficulties that the school is supporting well. Also, a few are not willing to accept their children must learn to take the consequences of their actions and decisions. At times there is a mismatch between what parents want and what the school can be expected to deliver.

31. Links with the local community support pupils' learning well. The school uses nearby playing fields to host the local schools' federation cross country competition and pupils visit two local villages as the basis for geography studies. Pupils also visit the local church and mosque. Local clergy take assembly and a school prayer group has recently been set up. Community groups, including the Woking Choir, meet in the school. There are good links with the local community police. These links add interest to learning opportunities and help the local community to know something about the school.

32. The school has good links with other schools, particularly the community playgroup that shares the school's site. Playgroup staff liaise closely with reception teachers and these links contribute to the settled start children make when they transfer to reception. The school's membership of a consortium of local primary schools helps support the small number of pupils who regularly transfer between schools.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are **satisfactory (4)**. The governors carry out their duties as they should and governance is satisfactory (4). The headteacher and her deputy provide good leadership (3) and have effectively managed (3) change over the recent past that has supported the school's improvement.

Main strengths and weaknesses

- The headteacher's clear vision for the school's future.
- The effective work of the headteacher and deputy head.
- The good team spirit among staff.
- There has been particularly good improvement over the last 18 months.
- Some coordinators are better managers than leaders for their subjects.
- The governing body are not effective enough in promoting good partnerships with parents.
- New administrative staff are playing an important role in building relationships with parents.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1181807	Balance from previous year	76084.81
Total expenditure	1062547	Balance carried forward to the next	119259
Expenditure per pupil	2409.40		

Commentary

33. The head teacher has a clear vision of what she wants to do at the school and this is shared effectively with the deputy head teacher. Together they have led and managed the school well through a troubled time and they are both dedicated to improving standards and achievement in all areas of the school's work. In the five school terms that worked together, they have created a good ethos and a team of staff who are learning to share their vision, and also are working together co-operatively to ensure that everyone moves forward purposefully. This has been no easy task since staff moral was particularly low after a very unsettled period. Their approach is inclusive and ensures that everyone in the school community feels valued. There is a strong sense of teamwork in all the school's activities. The head and deputy lead both by example and by ensuring that all teams work towards common goals. For example, teachers all understand that the learning opportunities they plan must always reflect the needs of the pupils they teach and are developing ways to improve this aspect of their work.

34. The head and deputy are very effective managers who know the school's strengths and weaknesses well. Management decisions have been informed by careful monitoring of pupils' and teachers' work. Improvements have already been seen in reading and writing. They head and deputy have worked hard to develop subject managers' expertise and understanding of their roles. Some subject managers now carry out their roles well, understanding their responsibilities with a more focused approach to raising standards for all pupils across the school. For example, in science the co-ordinator has clearly focussed on the development of pupils' thinking skills, so that achievement improves not only in science, but also in all aspects of pupils' work. Co-ordinators are well organised and methodical in their work. Currently, although performance management has been successfully implemented and teachers are given targets to work on, subject co-ordinators are not always effective in leading others in improving their work and raising standards. Since the appointment of the head and deputy, pupils, teachers and many parents and visitors have commented on the improvements that have been made. Improvements have built a firm foundation for the school's work and there is good capacity for further improvement.

35. Governors are effective in their supporting role and carry out their statutory responsibilities as they should. They know the school's strengths and are beginning to understand where weaknesses lie that impact on pupils' achievement. Governors keep themselves well informed through effective communication with the headteacher, and provide good challenge and support to senior managers in terms of the targets set in the school improvement plan. They oversee finances appropriately and ensure that money is spent when and where it needs in relation to school priorities. They are rightly confident in their choice of head and deputy and recognise improvements at the school since their appointments. Currently, however, they do not play an active enough role in ensuring that improvement is sustainable, particularly in relation to the involvement of parents. Essentially there is a good partnership with parents and the headteacher spends a great deal of time listening to their questions and complaints. She has made herself very accessible to parents, which had not been a feature of the school in past years. However, a significant minority still feel that they are not consulted and have concerns about the way the school deals with their children. They voice their concerns loudly and this sometimes damages the school's reputation in the local area. The governing body does not play an effective enough role in supporting the headteacher by listening and responding to these parents and thinking of ways to *get them on their side*. They do not ensure that parents feel they are fully involved in the work of the school and channel their energy into supporting the school and helping it to improve in the best interest of all pupils. This is a barrier to further improvement.

36. The careful and sensitive handling of appointments to a new administrative team has ensured that the day-to-day management of the school is efficiently and smoothly carried out. As the first face of the school, administrative staff are pleasant and approachable. The office staff make parents feel welcome and play an important role in building good links with home.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the reception classes is **satisfactory**.

Main strengths and weaknesses

- Good emphasis on the personal, social and emotional development of the children.
- The staff work very effectively as a team.
- Planning is good and all areas of learning are covered effectively.
- Assessments are good and the information gathered is used to plan appropriate activities.
- Not enough use is made of the outside play area.

Commentary

37. The last inspection reported that provision for children under five was good. The school has suffered from a large turnover in staff in the intervening years. However, there is now an effective team in place and the quality of the provision for children in the Foundation Stage is satisfactory. Children join the school with a wide range of experiences but overall their standards are below those expected for their age. The majority will not attain all the early learning goals by the time they leave the reception class, but the progress they make means that they achieve well overall. Leadership of the Foundation Stage is satisfactory and good management systems support the staff, who work hard and conscientiously as a team and are clear about priorities for the future. Good assessment records are constantly updated to ensure that they record what children have done and to plan their learning. Play activities are well-planned, matched well to children's learning needs and reinforce what has been learnt in group activities. Accommodation for the Foundation Stage is satisfactory overall, with good internal areas and a suitable outside space.

Personal, Social and Emotional Development

Provision in personal, social and emotional development is **good**.

Commentary

38. In the reception classes, children make good progress because teachers concentrate on their social and personal development. They teach them to listen and become interested in their work. The adults in the reception year work very well together and have developed very successful relationships with the children. As a result, children's behaviour is good. The teaching areas have a calm, purposeful atmosphere, where children are learning to concentrate on their work and are encouraged to play together and take turns. Sometimes children move too quickly from one task to another and are not required to concentrate for long enough. Overall, however, because personal and social development is strongly promoted in all areas of learning, children achieve well.

Communication, Language and Literacy

Provision in communication, language and literacy is **satisfactory**.

Commentary

39. On joining the school, children's English skills are poor. The children listen fairly well but some have a very limited vocabulary and lack the confidence to speak. They have almost no knowledge of letters or words. They are encouraged to write but few make any definable letters. Work from last year shows that more able children make steady progress, learn to write their name clearly, and begin to write simple sentences, spelling easy words correctly. Children listen to stories and the planned activities reinforce their understanding. This encourages children to talk about what they have learnt when they are playing. Some children have difficulties in listening because they don't expect to have to do so. Others have special learning needs that affect their levels of concentration and understanding. A small number of children speak other languages at home, so understanding

English in a classroom setting is sometimes difficult for them. The learning support assistants help all children effectively so that all can participate in discussions and feel fully included in all lessons.

Mathematical Development

Provision in mathematical development is **good**.

Commentary

40. Children's number skills are varied when they enter reception. Few can recognise figures, let alone write them. Others can count to 10. Most can say which colour will come next in a pattern. Good emphasis is given to developing mathematical language and knowledge of number. Opportunities are taken for counting in many activities throughout the day, such as counting the number of children in the group. The good variety of equipment set out for activities encourages children to recognise and order numbers. From the limited evidence at this point in the school year, children appear to be achieving at least satisfactorily, but standards are lower than expected for their age.

Knowledge and Understanding of the World

Although only one observation was made in this area of learning, planning indicates that provision for developing children's knowledge and understanding of the world is **satisfactory**.

Commentary

41. This area of learning is well planned and effectively linked to mathematics and English. Children build with a range of construction toys and explain what they are making. They are introduced to simple programs on the computer. As adults support their learning, they are becoming increasingly adept at using the mouse to control programs. Previous work shows that children know what are suitable clothes to wear in warm or cold weather. They know that plants are living things and name the simple parts. Religious education is taught through celebrations such as Christmas and children begin to understand cultural traditions and events that are important to people.

Physical Development

Provision in physical development is **satisfactory**.

Commentary

42. Children learn to use a wide range of tools correctly. They are taught to use scissors safely and hold pencils properly. Staff work with small groups of children to make sure that these skills are developed appropriately. In a lesson in the hall, children showed good self-control, used space sensibly and moved confidently. They showed imagination as they moved about, running, skipping and jumping to depict a character in a story. However, there are limited opportunities for the children to use the outside play area because of the time available for staff to supervise them. Children have less experience with wheeled and large apparatus and achievement in this aspect of learning is therefore only satisfactory.

Creative Development

Provision for creative development is **satisfactory**.

Commentary

43. The many activities for creative play support other areas of learning. The staff provide good opportunities for the children to experiment with paint, play dough and printing. Displays show many have produced thoughtful self-portraits. Children were observed engaged in folding paper carefully to make Humpty Dumpty's legs. Children enjoy listening to music and could distinguish between the fast and slow tunes and many moved in time to the music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 achieve well.
- Results have improved in national reading tests at the end of Year 2.
- Teaching assistants support pupils with special educational needs well.
- Some pupils do not behave well enough in English lessons.
- Pupils' speaking and listening skills are below average throughout the school.
- The subject is well led and managed.

Commentary

44. By the end of years 2 and year 6, pupils achieve average standards. In 2003 national tests for Year 6, the proportions of pupils who achieved expected levels were similar to the national average. Overall, pupils' achievements are satisfactory throughout the school. Good teaching in Year 6 ensures that pupils achieve well in these classes. The school has carefully analysed pupils' progress in order to identify those pupils who, with additional help, could achieve more. This has been a key feature in improving the success of pupils at the school, particularly in relation to reading, where results are improving. Pupils' standards are better in reading and writing than they are in speaking and listening. The school has worked hard to improve pupils' attainment in reading and they now plan to improve pupils' speaking and listening skills through a variety of activities such as a creative arts week.

45. The quality of teaching is satisfactory throughout the school. In lessons where the teaching was better than satisfactory, the teacher had assessed the pupils' needs and was able to provide all pupils with stimulating and challenging work. In a lesson where pupils were being "word detectives", they were highly motivated, interested and attentive. The teacher read with expression and allowed pupils to contribute their ideas for words, thereby retaining their attention and helping them to learn well. The lesson represented a careful blend of skilful pupil management and the provision of interesting and stimulating material for the lesson. In a lesson about reported speech, the teacher's management of pupils was unsatisfactory and the level of work set was too difficult for some pupils and insufficiently challenging for others. Some pupils' behaved poorly, with the result that they learned very little and affected the learning all pupils in the class.

46. Throughout the school, pupils' skills in speaking and listening are below average, but improving. A significant minority of pupils in each year group find it difficult to listen to the teacher, and each other, and many do not know how to have a conversation with a partner. Many younger pupils and some older pupils find it difficult to speak to an audience and need considerable adult help and support in such situations. They tend to use limited vocabulary and very simple sentence structure, and very few are able to use tone of voice and expression to convey meaning. The whole school improvement plan and co-ordinators development plan appropriately highlight this area for development and lessons seen clearly indicated the greater focus on developing speaking and listening skills. The subject is led and managed well by a coordinator who efficiently analyses results, monitors the subject effectively and makes good use of this information to evaluate the success of implemented improvement strategies and plan support and help for both pupils and teachers.

47. Teaching assistants effectively support pupils with special needs making very good use of a full range of strategies. They understand that pupils learn in different ways and plan good practical activities to help with concentration and understanding.

Language and literacy across the curriculum

48. English language and literacy skills are developed appropriately through other subjects. For example, in science terms such as variables, observations and predictions are carefully defined and in geography the use of the contents page explained. Speaking and listening skills are a primary focus of many lessons as an identified priority need.

MATHEMATICS

The overall provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The subject is now well led and managed.
- Test results are gradually improving, especially at the end of Year 2.
- Programmes to support the national numeracy strategy are used effectively.
- Teachers do not always use the best ways to keep pupils interested in their work.
- Pupils present their work well.

Commentary

49. Strengths and weaknesses in the subject are clearly understood by the co-ordinator and senior managers and appropriate strategies have been put in place to improve the overall provision and standards achieved. Pupils' achievements are currently satisfactory. Test results in 2003 were below the national averages. However, the impact of improved management and teaching is already showing in Year 2 results, which were better than in 2002. This was the result of specific support to help the Year 2 pupils do better in tests. The proportion attaining higher than the expected level was higher than in 2002. Year 6 pupils did as well as they could at this stage of their mathematical learning. The testing group contained a high proportion of pupils who needed support for their special educational needs. While standards are currently below average overall, the picture of improvement continues and in class work, pupils often attain expected levels. The picture looks promising for better results in national tests in 2004 and the school has set realistically achievable targets with this in mind.

50. The overall quality of teaching in mathematics is satisfactory, although teaching was good and very good in some lessons. In the most successful lessons teachers and teaching assistants had good mathematical knowledge that enabled them to give clear explanations and ask effective questions of all pupils. The best lessons had clear learning objectives and pupils demonstrated their ability to apply newly learned skills in a situation. The support programmes for the national numeracy strategy are well used and having a positive effect on the progress pupils make in lessons and their overall achievement. Teaching assistants are used effectively to support the learning of pupils with special educational needs, those who could achieve better standards with an extra push and also to minimise the impact on everyone's learning when a few pupils behave poorly in some lessons.

51. In a few lessons, teachers did not pay good enough attention to the best way of delivering new information and teaching was dull and uninteresting. In most of these lessons, teachers managed pupils well, so while pupils were not really interested and enthused, the lesson progressed suitably and pupils made sufficient progress. However, in a small number of lessons, pupils' behaviour was unsatisfactory because they were bored, or because the work was too hard for them and this unsettled them. This was particularly true when the proportion of special needs pupils was in the class was high.

52. There are now consistent expectations throughout the school about approaches to teaching and standards of work. Staff training, led by the co-ordinator, has set an agreed method for teaching written calculations that is ensuring steadier progress between year groups. Pupils present their work in an organised and neat way, following the school's policy. Standards of presentation are good and most pupils take a pride in their work.

Mathematics across the curriculum

53. There are some good examples of teachers linking work in mathematics to their work in other subjects indicating that links are at least satisfactory and are developing. For example, in science in Year 6, pupils used their measuring skills to ensure accuracy and fair testing. ICT is used more effectively to support work in mathematics now that the ICT provision has been improved.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- The subject is well led and managed.
- There is good priority given to the investigative aspects of science.
- Pupils' have positive attitudes to learning.
- Resources are only adequate and do not always promote good learning.

Commentary

54. The co-ordinator of science is very knowledgeable and has ensured that planning for learning has been of a consistent quality, even when there have been numerous changes in teaching staff. As a consequence, test results have been maintained at close to the national average, standards are average by the end of Year 2 and Year 6 and pupils' achievements are satisfactory. The co-ordinator knows the strengths and weaknesses in teaching and has been able to offer support and advice. She has clear plans for the improvement of the subject now that the school has a stable staff and is confident that standards will rise. Her interest in the subject is contagious both to teachers and pupils. Her analysis of the 2003 test results, which were not as good as in previous years, shows clear evidence that all pupils' achievements were at least satisfactory and the special provision that was made for pupils who started with very low levels helped them to achieve well. Very appropriate arrangements were made for special needs pupils to enable them to access the end of Year 6 test.

55. The co-ordinator places high priority in challenging pupils to think, hypothesise and test their ideas. Pupils' abilities in this area of learning are above average by the end of Year 6. There are ample opportunities for pupils to devise their own experiments, or to formulate their own enquiries throughout Years 3 to 6 in particular. Pupils develop very enthusiastic attitudes because they are challenged to think hard, plan thoughtfully and be amazed by results. Pupils describe how things happen, and even though it is not easy for them, they try really hard to explain why. In Year 6, this is a particularly positive feature of pupils' work that also supports their language skills development. Pupils are motivated to try hard because they enjoy their work and are truly interested in the lessons. Complex skills such as predicting outcomes, making inferences and concluding and evaluating evidence are as well developed as pupils' theoretical knowledge of science. Average results in national tests do not give full credit to the full range of skills that pupils achieve.

56. Resources for science are only adequate and do not always support the high priority given to investigation and experiment. Pupils need more equipment so that they can all have a chance to gain good first hand experience and make independent choices about what resources they use and how. Recently purchased software is intended to make more effective links between science and ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good** and there is clear evidence of improvement since the last inspection.

Main strengths and weaknesses

- Developments in the subject are well-managed and supported by a good ICT technician.
- Pupils enjoy their work.
- Information and communication technology is taught as a skill to aid work in other subjects.
- Access to computers in classrooms is limited.

Commentary

57. There have been good improvements to the information and communication technology provision since the last inspection. These improvements have had a positive impact on pupils' attitudes and interest in the subject, which are now good, and the standards that pupils achieve. Pupils achieve well throughout the school and by the end of Year 2 standards are average. In Years 3 to 5, many pupils are achieving the expected levels. In Year 6, indications are that standards will be in line with expectations by the end of the year, because requirements of the extended curriculum for ICT will be covered in full. Year 6 pupils made good progress in the lesson seen and demonstrated a sure confidence in tackling computer challenges, presenting information through ICT and a generally good understanding of how technology supports daily life and work.

58. Good emphasis has been placed on developing teachers' skills and confidence and this is the main reason why pupils are now achieving well. The technician has supported colleagues in developing skills and provided the security needed when technical hitches arise. She works well with teachers to prepare resources, advise on software and support pupils in their learning. Strengths and weaknesses in the subject are clearly understood. The use of technology to control movement and processes is currently a priority for the Year 6 pupils, to ensure that they have covered this aspect of work at an appropriate level before the end of the year. Improvements since the last inspection have been well planned and managed.

59. While facilities in the computer suite are good, pupils do not have access to computers in all classrooms and some machines are old and temperamental. In some classes, the computer is used as a method of rewarding pupils for good behaviour, which they thoroughly appreciate, but is not supporting their understanding that ICT to support learning in general class lessons.

Information and communication technology across the curriculum

60. Pupils learn that ICT skills can support their work in other subjects, but for reasons explained earlier, they do not often independently use their skills to improve their work in other subjects, or make learning more interesting.

HUMANITIES

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Year 6 pupils show a high level of respect to people from other faiths.
- In all years, pupils' awareness of cultures other than their own is not a strong feature.
- A good range of visits and extra activities aid pupils' understanding.
- Work is not always completed.

Commentary

61. Standards in religious education are in line with those expected in the locally agreed scheme and pupils' achievements are satisfactory. Pupils learn about Christianity, Islam, Judaism and Hinduism. They are encouraged to relate aspects of studied religion to their own experiences and this fosters a good understanding. Year 6 pupils talk about the similarities that they have found between religions. A strong feature of Year 6 lessons is the encouragement of respect for others' beliefs. Teachers help pupils to understand fully because their own subject knowledge is good and they stimulate interesting discussions that dispel intolerance. The development of respectful attitudes and informed opinions supports pupils in their citizenship development. However, work shows that study of a range of cultures is limited in some year groups and this does not support the development of pupils' multi-cultural awareness.

62. A Christian club meets weekly at lunchtimes and all faiths are welcome to attend. During the week of the inspection over 40 pupils of different ages attended for a lively session of stories and songs. A youth worker from the local church comes to the school to help with the group. The children participated fully and enthusiastically. A Christian youth action group lead the club on alternate weeks. This extra-curricular activity enhances these pupils' experiences in religious education. Their spiritual, moral and social awareness is also challenged through club discussions and worship. Visits to local churches and the mosque in Woking are a strong feature of the provision, as are visitors from the local church and other faiths groups. Some parents come to help lead work on Hindu celebrations. These extra activities make religious education more interesting for pupils. Pupils' work is generally well presented, although there is evidence that pupils do not always finish set pieces, even when marking asks this of them.

Geography & History

Provision in geography and history is **satisfactory**, with some good features.

Main strengths and weaknesses

- There are good opportunities to make comparisons in both history and geography.
- There is a good range of work in physical and human geography.
- Pupils are not provided with enough opportunities for studying distant places and different cultures.
- Some classes have too few opportunities to develop their research and investigational skills.

Commentary

63. Pupils' work shows that they are achieving expected standards by the time they reach the end of Year 6. They have suitable opportunities to compare their local area with places further a field and they describe places using pictures and maps. They learn to compare how we live now with how people lived in times gone by, such as the life of Victorians, and the lives of famous people such as Florence Nightingale. Pupils learn about physical geography, such as the different climates of the world, and some aspects of human geography, such as population movement around the world. They have fewer opportunities to study the way different people live around the world.

64. In some classes, pupils have not developed their skills in research and investigation adequately, as they have had limited experience in using secondary sources, maps and photos. In the one lesson seen during the inspection, teaching was good and pupils achieved well. The teacher had high expectations for both what pupils would learn and how they would behave. The teacher used a large aerial photo of the local area, and the pupils were enthralled to see their school from the air. The teacher knew exactly what she wanted the pupils to learn and later used pupils' work to celebrate what they had done.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision for music, physical education, art and design and technology is **satisfactory**.

Main strengths and weaknesses

- Examples of art work around the school show that most pupils enjoy art and develop good skills.
- Singing is taught well.
- Teaching in some PE lessons is not good enough.

Commentary

65. Displays of pupils' work in art are bright, interesting and attractive and evidence that the school's greater focus on developing pupils' creativity is paying dividends. Standards in art are in line with expectations overall and pupils' achievements are satisfactory. In two of the three lessons seen, standards of work were above average. Pupils in Year 6 produced very carefully executed repeated printing patterns. These show a very imaginative use of colour and pupils expressed strong feelings of achieving something really worthwhile. Teaching promoted good understanding of techniques, but also motivated individual approaches to style and colour. In Year 4, pupils produced some very detailed pastel drawings in response to a passage from the fantasy story, "The Lion, the Witch and the Wardrobe". Pupils described the reasons for their choice of subject articulately and some showed a real understanding of the emotions expressed in the passage.

66. Standards in music are in line with expectations by the end of Year 6 and achievement is satisfactory. Pupils learn to play instruments and compose simple music. In one good lesson where the teacher played a saxophone to demonstrate how pitch, dynamics and the length of notes could create different moods, the pupils responded well by playing their percussion instruments thoughtfully to perform impressions of different animals. They made good progress in understanding how music can 'paint a picture'. Singing is taught well in assembly at the school choir at a lunchtime faith club. The choir are currently practising to perform at the Royal Albert Hall and are very enthusiastic about this opportunity.

67. In physical education, pupils attain standards in line with expectations and their achievements are satisfactory. Most physical education lessons are organised well, maximising pupils' opportunities to learn well. For example, in Year 6, three classes are mixed for PE lessons so that pupils are able to work with different friend. In a games session, hockey, football and netball are taught to the three groups in different half terms. In two unsatisfactory PE lessons seen, teachers did not choose the most appropriate activity to ensure pupils' good participation, interest and best behaviour.

68. Only one Design and Technology lesson was seen during the inspection but samples of pupils' work show that pupils are achieving at least in line with national expectations. It was not possible to judge their overall achievements. There is good attention to detail in their designs and their evaluations are probing, very thorough and show good suggestions for improving their work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).