

INSPECTION REPORT

CHARLWOOD VILLAGE INFANT SCHOOL

Charlwood

LEA area: Surrey

Unique reference number: 124946

Headteacher: Mr John Mell

Lead inspector: Wendy Simmons

Dates of inspection: 27th – 29th April 2004

Inspection number: 255760

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school | Infant |
| School category: | Community |
| Age range of pupils: | 4 to 7 |
| Gender of pupils: | Mixed |
| Number on roll: | 56 |
| School address: | Chapel Road Charlwood Horley Surrey |
| Postcode: | RH6 ODA |
| Telephone number: | 01293 862302 |
| Fax number: | 01293 863460 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Feargal Hogan |
| Date of previous inspection: | 27 th – 29 th April 1998 |

CHARACTERISTICS OF THE SCHOOL

Charlwood Village Infant School is a very small school with 56 pupils being taught in three classes. There are broadly equal numbers of boys and girls, but in Year 2, there are twice as many girls as boys. Few pupils come from ethnic minority backgrounds. Pupils attend the school from several surrounding villages and come from a wide range of social backgrounds, including a limited number of pupils in social care. Few pupils have free school meals and overall, pupils come from favourable social circumstances. Nine pupils are currently on the school's register for special educational needs (SEN), which is a lower than average. However, in the previous three years this was much higher than average, with several pupils having significant and complex special needs. The school has a very stable and mostly long-serving staff. The school is part of the Horley Learning Partnership, which shares a professional support team. Pupils' attainment on entry is average overall, but varies considerably from year to year. Added to this, the entry profile of the pupils often changes in Years 1 and 2, as a very high proportion of pupils join and leave the school at times that are different to the usual points of entry and exit. This is because the school is very close to Gatwick Airport and parental jobs often necessitate moving. Social problems and family break ups have also impacted on the mobility of a few pupils. Furthermore, the school often welcomes pupils with SEN who have not settled at their first school and are looking for a small and very caring school.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|---|
| 23674 | Wendy Simmons | Lead inspector | Mathematics, science, art and design, geography, history, physical education (PE), religious education (RE) and special educational needs (SEN) |
| 9595 | Susan Cash | Lay inspector | |
| 17826 | June Punnett | Team inspector | English, Foundation Stage, information and communication technology (ICT), design and technology (DT) and music |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Charlwood Village Infant School provides a satisfactory overall standard of education.

Teaching and learning are satisfactory and together with satisfactory leadership and management enable most pupils to make steady progress. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- This is a very happy and caring school where good social and very good moral education result in pupils showing very positive attitudes and very good behaviour
- Pupils of all abilities achieve well in speaking, listening and reading
- In writing and science, work for pupils of higher-ability is not always challenging enough
- Teaching, learning and children's achievement are good in the Reception class
- Pupils with special educational needs (SEN) achieve well for their ability
- Assessment information is not always used effectively to enhance pupils' achievement. Monitoring of lessons and pupils' work lacks sufficient rigour and formality
- The very strong partnership with parents and the community enhances pupils' learning
- Teachers' skills in using some aspects of information and communication technology (ICT) are still developing, which can sometimes limit learning opportunities

Satisfactory improvement has been made since the school was last inspected in 1998.

Standards are now better in reading and in the proportion of pupils gaining higher results in mathematics, but standards are lower in writing and science. The school has dealt with most of the issues previously identified for improvement. They have made very good progress in improving the information and links with parents and good overall improvement in governance. Teachers' use of assessment information, particularly to enhance the teaching of higher-ability pupils, remains an area for improvement. High standards remain in the care, attitudes and behaviour of pupils as well as for pupils with SEN, and those in the Foundation Stage.

STANDARDS ACHIEVED

Achievement is satisfactory overall, with good achievement for children in the Reception class who are currently attaining above-average standards by Year 1. From Year 1 to Year 2, pupils do best in speaking, listening and reading, where teachers have high expectations, and standards by Year 2 are above average. However, in writing, standards are lower than average, due to the school gaining fewer higher Level 3 results. In mathematics, standards are average and achievement satisfactory. In science, standards are average, but higher-ability pupils are not always consistently well challenged in their work. Pupils with SEN achieve well because they are quickly identified and given good support. The school did not do as well compared with similar schools in 2003 because of the high proportion of pupils with SEN (26 per cent) and because they gained few very high results at Level 3.

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| reading | C | C | B | D |
| writing | D | C | D | E |
| mathematics | E | C | C | D |

Key: A - top 5% of schools; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - in the lowest 5% of schools*

Similar schools are those with a similar percentage of pupils having free school meals.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' behaviour, attitudes and moral development are very good. Social development is good. Cultural development is satisfactory, although multicultural education is still developing. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. The care shown by staff is of a high standard and contributes to pupils' personal development. Pupils are keen to learn and work cooperatively because staff ensure that pupils are happy at school. The good accommodation and range of resources enhance learning. **The quality of teaching and learning is satisfactory overall.** Relationships between pupils and teachers are very strong; this helps pupils to grow in confidence and overcome difficulties. Some classes are very small, which enables adults to frequently talk to pupils as individuals, which has a positive impact on their learning. In lessons, there is a strong emphasis on widening pupils' vocabulary and pupils quickly learn to express their ideas. Teaching assistants give satisfactory help to pupils overall. Provision for pupils with SEN is good as activities and ongoing assessment are carefully matched to pupils' needs. Consistently good teaching and learning is evident in the Reception class, where children enjoy a good range of carefully planned activities for all abilities. In Years 1 and 2 teachers work hard to help pupils to learn, but the challenges of the higher-ability pupils are inconsistent. Pupils do much of their work on worksheets and often teachers do not make the best use of these to extend learning. There are limited opportunities for pupils to write at length, which limits their writing development. While the school has a useful range of assessment procedures, assessment information is not yet used rigorously enough to set challenging targets or to guide teachers in how to plan the next stages of pupils' learning. Furthermore, assessments are not yet fully used as a means of ensuring that pupils know precisely how, and what to develop to improve. Links with the community and very good support from parents enrich pupils' learning. Teachers' skills in the use of some aspects of ICT are only just developing, which limits how pupils use ICT to assist their learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher and staff have formed a close team spirit and both work hard to teach and take responsibility for many subjects. Leadership by subject managers is satisfactory. A strong aspect of leadership is the way that the headteacher, staff and governors are beginning to improve standards by Year 2. Weaker aspects include limited formal and focused monitoring of teaching and learning. Also, the school improvement plan has no long-term overview beyond one year. Governance is good. There is compliance with statutory responsibilities

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils like this caring school very much, particularly the family ethos. Relationships between pupils, staff, governors and parents are very good.

IMPROVEMENTS NEEDED

The most important things the school should do to improve

- Improve the provision for higher-ability pupils, particularly in writing and science
- Use assessment information more effectively to enhance the achievement of pupils
- Make the use of monitoring of lessons and pupils' work more effective
- Continue to develop teachers' skills in using ICT to further support pupils' learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory and standards of work are average overall. Most pupils make steady progress as they move from class to class. By Year 2, standards are above average in speaking, listening and reading and average in mathematics and science. In writing, they are lower than average. Pupils with SEN achieve well but higher-ability pupils do not always achieve their full potential.

Main strengths and weaknesses

- Pupils' achieve well in speaking, listening and reading
- There is some underachievement for higher-ability pupils
- Pupils with SEN achieve well and make good progress for their abilities
- Children achieve well in the Foundation Stage

Commentary

1. When children first start school, in the Reception class, they show a wide range of abilities, which are broadly average overall, but can show significant variation between different year groups. Added to this, the school welcomes and loses a very high proportion of pupils during the infant years. This high mobility can, in some years, significantly alter the ability profile of the year group. For example, in 2003, the Year 2 group altered from average to below average. This was due to the increase of pupils with SEN, two of whom had statements of special needs. This is the main factor in why standards against other very similar schools in 2003 national tests for Year 2 pupils, were lower than average. Currently, in Year 1, high mobility has altered the overall profile. The current Year 2 was broadly average when starting school and has remained average even though pupils have joined and left.
2. As pupils move through the school their achievement and progress are satisfactory. Children make the best progress in the Reception class in developing basic skills of language, communication and in their mathematical knowledge. They make good progress in developing their personal and social skills as well as widening their understanding of the world around them. Children make good progress in learning new creative skills and in enhancing physical development. Thus, by the end of the Reception year, children's good achievement results in higher than average standards by Year 1 and good preparation for the next stage of their learning. Currently, a higher than average proportion of pupils are likely to reach the standards expected in the early learning goals at the end of the Reception year and some confidently show early National Curriculum skills and knowledge. However, this varies from year to year, especially in very small year groups.
3. The good progress made in the Reception class steadies to satisfactory progress in Years 1 and 2. This is because the school is successful in helping pupils to reach average Level 2 standards in their work, but they are still working to raise the proportion of higher Level 3 standards for the most-able pupils. By the end of Year 2, standards of work are average overall. However, they are above average in speaking, reading and listening due to the significant emphasis placed on these skills within lessons. Teachers give time for pupils to listen, clarify their ideas and think of how to respond. In lessons, teachers help pupils to expand their vocabulary. Pupils read regularly and make good use of the library. Parents give their children help and support with reading, which enhances their achievement.
4. Pupils with SEN make good progress and achieve well for their differing abilities because they are quickly identified and well supported by both teachers and assistants. Most noticeably, they make good progress in developing their social skills, especially in their being able to work with other pupils. Early Literacy Support is carefully organised and successful, as many reach average standards in their reading by Year 2.
5. Currently, there is too much inconsistency in the achievement of higher-ability pupils, which is unsatisfactory. The governors have set more rigorous targets with the Local Education Authority to improve this. The school is analysing how different ability groups are performing, but there is room for teachers' ongoing assessment information to be used more effectively to further raise pupils'

achievement. The school has been most successful at raising the proportion of pupils gaining secure Level 2 results. However, there is a tendency for staff to be cautious about setting Level 3 targets.

6. Higher-ability pupils do best in mathematics and reading, where the school has had a particular focus on raising standards. For example, in mathematics, pupils are encouraged to talk about and explain different ways to solve problems, which has helped to raise standards since 2001, when they were very low. In writing, there is some underachievement for higher-ability pupils. The school gains few especially high results in writing in national tests. The school is beginning to address the weaknesses, but some aspects of writing are insufficiently developed to further lift standards of achievement. (Further explanation about writing can be found in the teaching and learning section of this report.)
7. In science, achievement is broadly satisfactory for most pupils. By Year 2, pupils know about a wide range of simple scientific facts and have conducted a few investigations, as planned by the teacher. However, higher-ability pupils rarely think of ways to record things in their own style, due to the overuse of worksheets, which limits such opportunities. Added to this, opportunities for pupils to plan their own simple investigations are limited. Thus, too few higher-ability pupils reach the higher Level 3 standard. Nonetheless, almost all pupils reach an average Level 2 standard, which is resulting in broadly average standards by Year 2.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 16.3 (15.8) | 15.7 (15.8) |
| Writing | 14.3 (14.9) | 14.6 (14.4) |
| Mathematics | 16.8 (16.9) | 16.3 (16.5) |

There were 27 pupils in the year group. Figures in brackets are for the previous year.

Pupils’ attitudes, values and other personal qualities

Levels of attendance are similar to those found nationally and are satisfactory. Pupils’ attitudes to school are very good, as is their behaviour. Their personal development is good overall, with strengths in their social and moral development.

Main strengths and weaknesses

- Pupils have very positive attitudes to school and are very keen to learn
- Behaviour is very good
- Very good relationships among pupils and with adults ensure that pupils feel confident
- Provision for pupils’ social and moral development is very good, especially through the very good development of their self-esteem
- The school provides good opportunities for pupils to take responsibility
- Provision for children’s personal and social development is very good
- Aspects of multicultural education are still being developed

Commentary

8. Pupils say that they enjoy coming to school, and their parents confirm this. They say that it is a very friendly place, where they know everyone and feel safe. They are given interesting things to do in lessons and are confident to ask and answer questions. The positive way in which they are encouraged enables them to work with enthusiasm and take responsibility.
9. The school has high expectations of pupils’ behaviour and they respond accordingly. Class rules are agreed each year and pupils know exactly what will happen if they misbehave. They are developing a very good understanding of right and wrong. Good work and good behaviour are rewarded, using the Golden Corner in the hall, where examples of work and certificates are displayed. Children act very responsibly. There have been no exclusions.
10. Pupils get on very well together. They play and work in pairs and small groups in a friendly and constructive manner. They are confident that there is very little bullying and that any acts of unkindness or falling out with their friends will be talked about and dealt with quickly and effectively,

with adult help. Older pupils help to look after younger ones. This very positive atmosphere promoted by all adults, enables pupils' self-esteem to grow and makes a significant contribution to their social and moral development, particularly among the youngest pupils.

11. Their personal development is also supported through the visits they make and visitors into school, which broaden their experience. They are encouraged to raise money for charities. They visit the church for services, and assemblies meet statutory requirements. Provision for their spiritual development is sound. Most pupils' knowledge of their own culture is good. During the inspection, all were busy preparing for the May Day celebrations, learning maypole and circle dances. The school is aware that it needs to widen opportunities for pupils to appreciate Britain is a multi-cultural society. It has recently increased its stock of books, which have images of people from a wide range of cultural backgrounds. Pupils' attitudes and the provision for their personal, spiritual, moral and social education have continued to be at a high standard since 1998.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.7 | School data | 0.0 |
| National data | 5.4 | National data | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year: 2002 /2003

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| Mixed-white and Black Caribbean |
| Mixed –White and Asian |
| Black or Black British Caribbean |
| Information not obtained |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 37 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 8 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Pupils are well cared for, so that most pupils have equal opportunities and are included in activities. Teaching and learning are satisfactory. The curriculum is satisfactory. Very good links with parents and the community support pupils' learning. Accommodation and resources are good.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Assessment is unsatisfactory.

Main strengths and weaknesses

- Teaching and learning are good for children in the Foundation Stage
- The use of assessment information to further raise standards, particularly for higher-ability pupils is unsatisfactory
- Pupils with SEN benefit from good teaching and learning opportunities
- Writing opportunities are too limited to enhance pupils' learning opportunities
- Teachers give good attention to developing pupils' speaking and listening skills
- Pupils are keen to learn
- Teachers' skills in using some aspects of ICT are still developing and this impacts on how ICT can support pupils' learning
- There is good use of homework to support learning

Commentary

Summary of teaching observed during the inspection in 24 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 0 | 10 | 5 | 1 | 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.

12. Since the last inspection, the school has maintained a high proportion of good and satisfactory lessons, but no very good lessons were observed, as was the case in 1998. Thus, on average, the overall quality has altered from good to satisfactory. While teachers have worked successfully to develop their planning systems, so that pupils are clear about what they are learning, teachers' use of assessment information still requires further development. In lessons and from the work seen, teachers are best at planning for average and SEN pupils, but overall, the work given to higher-ability pupils does not consistently meet their needs. So far the school has only partly addressed this key issue relating to teaching and learning from the last inspection.
13. Since 1998, the school has successfully developed the quality of teaching and learning for pupils with SEN. Further developments included an increase in the number of teaching assistants from one to three. Most are suitably qualified and those new to the school are developing their skills. Overall, they provide satisfactory support, with particular strengths in the Foundation Stage class and for pupils with SEN. Learning for pupils with SEN is usually carefully planned, so that they are included in activities at a suitable level for their understanding. Resources are prepared, which are different to other ability groups and assessment of these pupils is better than for other pupils, especially relating to key English and mathematics skills. These pupils, unlike others, have specific targets, although they are sometimes too general in their individual education plans.
14. Teaching and learning are good in the Foundation Stage. There is a strong emphasis on planning and providing a wide range of activities, which encourage children to investigate things for themselves, while being supported by adults. The support given by the assistant is of high quality. They provide a variety of challenges, which enable pupils to achieve well for their ability. Basic literacy and numeracy skills are quickly established. Children are encouraged to develop their concentration, persevere and use their imaginations.
15. Teaching and learning are satisfactory in Years 1 and 2. Teachers are keen to improve their expectations and challenges for the most able pupils, but as yet, this is still unsatisfactory. Teachers are skilled at asking thought provoking questions that make pupils think and use new vocabulary, which helps pupils to acquire new understanding. Opportunities to use writing as a tool for learning in other subjects are underdeveloped. Pupils rarely write at length and have limited opportunities to draft and re-draft their work. As a result of this, pupils do not make best use of their good spoken vocabulary to enrich their writing in range, quality and length. Furthermore, the over use of commercial worksheets limits writing opportunities, as pupils fill in boxes and complete a sentence in the given space, but rarely do they develop longer sentences and explanations, particularly in science. While teachers talk to pupils about how to improve their writing, which is very useful, they rarely show pupils how to re- draft their work while working alongside pupils and pupils do not dictate ideas enough while adults write. In lessons, opportunities for pupils to write using the word processor are underdeveloped.
16. The school has worked to develop some new assessment procedures since the last inspection, but as yet, the use of assessment information is not helping teachers effectively to plan the next steps of learning, particularly for higher-ability pupils. Pupils do regular assessment tests, which help teachers to gain an understanding about how pupils are developing. However, these assessments do not often identify what is needed next to enable pupils to make speedy progress.
17. The marking of pupils' work is often unsatisfactory. There is no formal marking policy and within the teaching, learning and assessment policies, reference to this aspect of assessment is very limited. Furthermore, because pupils do not have targets, assistants and teachers cannot easily assess pupils' progress on a daily or weekly basis. Teachers note evaluations for lessons on their weekly plans, but these tend to be very general and not always helpful in evaluating exactly what the pupils have learnt, understood and remember, as well as identifying what they need to do next.

Nonetheless, some good examples do exist, as evident in the Year 1 literacy and numeracy evaluations for March of this year. These included comments such as “colourful use of words for owls, but additional adjectives needed next for more able” and in mathematics, “counting back in odd numbers proved very difficult”. These assessments led to improvements in pupils’ work. Reception and Year 1 evaluations are more sharply focused on useful and key information, while the Year 2 assessments, are too general. There are good informal assessments of children in the Foundation Stage, which give a sharp focus to the progress children are making, especially in their personal and social development.

18. Pupils show a keenness to learn and a good ability to work co-operatively. Other strengths include teachers’ management of pupils, so that they demonstrate good behaviour, Pupils and staff enjoy very good relationships, which helps pupils to enjoy learning. Currently, teachers are working on improving their ICT skills, so that a wider range of resources can be used more efficiently to support learning. Currently, staff lack the skills to use the recently introduced interactive whiteboards to best effect and few staff use more complex word processing programs to widen pupils’ learning opportunities.
19. Overall the good range of resources and spacious accommodation enrich pupils’ learning. This is especially evident in the range of books that the school now has. Parents have taken part in substantial fundraising to improve resources and this has a positive impact on their children’s learning. Equally, they are very involved in helping with homework, which provides a good link with classroom learning, particularly through the use of number games.

The curriculum

The satisfactory quality of the curriculum provides pupils with an interesting range of activities that furthers their independent learning. However, the needs of the higher attaining pupils are not always met in the written aspect of English, and the investigative aspect of science. The curriculum for children in the Foundation Stage is good. Overall, the quality of resources and accommodation are good. There no clubs outside the school day, as at the time of the last inspection.

Main strengths and weaknesses

- There is good provision for pupils with special educational needs
- Planning and provision for children in the Foundation Stage is good
- Not all display areas of the school provide a stimulating learning environment
- There are limited opportunities for pupils to develop skills outside the school day
- Provision for higher-attaining pupils are not yet fully met
- The accommodation and resources are good

Commentary

20. The sound implementation of the literacy and numeracy strategies has been an important way that the school has raised standards over the past four years. The planning helps pupils build well on their previous learning from year to year and, by Year 2, nearly all are fluent readers and blossoming mathematicians. The school has worked to develop the overall planning of the curriculum. However, this is only effective in part as the school lacks a coherent, overall curriculum plan. The school is very aware that standards need to continue to rise, and has achieved success in reading and in the number of pupils attaining the higher Level 3 in mathematics. The school has a new policy for supporting more-able and gifted and talented pupils but at present there is limited impact of this on teaching across all subjects.
21. The curriculum for the Foundation Stage links all the areas of learning effectively, and provides a range of interesting opportunities for the children. The stimulating environment and richness of resources encourages the children to want to learn. Although the school makes best use of the space in the outside area, there is a shortage of equipment for pupils to clamber over and this limits the further development of their physical skills. The area also lacks a covered section, and this restricts access during both good and poor weather.
22. The school has satisfactory systems to ensure that all pupils have full access to the curriculum. The good provision for pupils with SEN, ensures that these pupils grow in confidence and make good progress. Pupils’ needs are identified early in their school life. The school quickly involves other professionals, in the community, to support pupils’ learning. The individual education plans are all in

place, but some targets are very general, which makes it difficult to track pupils' progress in an efficient and focused way.

23. The curriculum is soundly enriched through the school holding events such as book week. A good range of visits and visitors help bring the curriculum to life. For example, pupils visit Bodiam Castle and the seaside. Pupils have too few opportunities to develop skills such as gardening, art or computing at school clubs. A small improvement has been made through the introduction of a weekly music club.
24. The links with junior schools are mainly established through the Horley Schools Partnership Initiative, and this results in pupils being satisfactorily prepared for a smooth transition. The links with the pre-school playgroups and local nursery are also satisfactory.
25. Sufficient staff with satisfactory qualifications and experience are available to teach the full curriculum. The staffing provision in the Foundation Stage is good. The school has improved its accommodation since the last inspection and it is good overall. The well-organised library motivates pupils to borrow books, and to learn. Not all display areas of the school successfully celebrate pupils' work. Where work is valued and attractively displayed, this enriches the learning environment well. Resources are good, and the development of resources in ICT since the last inspection has helped to ensure the breadth of curriculum coverage in the subject. The introduction of interactive whiteboards is a very recent development and staff are only just beginning to learn how to use them. The curriculum has improved satisfactorily since 1998.

Care, guidance and support

Pupils are very well cared for in a safe and supportive environment. Advice and guidance based on monitoring of their achievements is sound. The extent to which the school seeks and acts on pupils' views is satisfactory.

Main strengths and weaknesses

- Staff know the pupils well and provide a nurturing ethos
- Child protection, welfare, health and safety are all good
- There is good support as pupils enter and leave the school
- Pupils do not have targets for their further development

Commentary

26. Pupils are confident that there is always an adult they can turn to for support, because the school is small and all the staff know the children very well and obviously care about them. Child protection procedures are firmly in place and all staff have had training. They have all had first aid training and accidents and illness are treated with kindness and concern. The school is a safe and clean place in which to work. High-quality care has been well maintained since 1998.
27. The youngest pupils come for an initial visit and then are in school part time for about a term. Those who have attended the on-site playgroup are already familiar with the school through visits to use PE equipment and to see plays. The school gathers a useful range of background information about each child, but does not undertake any home visits. Because of the support they receive, children settle very quickly and happily into school. As the older pupils are getting ready to leave, they too are able to visit their next school. When pupils transfer to junior schools, staff ensure that adequate information is passed on. Parents are given short-term goals for their children. However, the pupils are not fully aware of their targets and of what they must do to improve their work.

Partnership with parents, other schools and the community

The school maintains very effective links with parents and with the local community, which contribute to pupils' achievements. It has good links with other schools and colleges.

Main strengths

- Parents make a positive choice of this school because of its caring ethos
- Parents are very involved and are consulted about the school's development
- The school provides good information for parents
- Parents have a high degree of trust in the school
- The PTA gives good support

Commentary

28. Parents bring their children to this school from a wide area because they value the care they know their children will receive. They are very confident that their children are happy. Parents are very happy with the school overall. All staff are very easily available to talk to parents, which means that problems can be resolved early on. The start of the day is planned to last fifteen minutes, so that parents can help to settle their children and speak to staff. Pupils have work to do while this goes on and it leads to a very calm and orderly beginning to lessons.
29. Parents are regularly canvassed for their views and are encouraged to be involved in school development planning. The parent teacher association (PTA) raises useful amounts of money so that the school can buy extra equipment and outings are subsidised. It also provides a forum where school matters can be discussed with parents.
30. Written information keeps parents up-to-date with what is going on in the school. There are regular newsletters and other letters about specific events. All encourage parents to become involved. Despite weaknesses in aspects of assessment, reports are now good, giving a clear view of how well pupils are doing. Good features of reporting are the short-term goals in the autumn and spring terms, although these are not shared adequately with the pupils. Parents are given a useful curriculum over-view each term, so that they can help their children if they wish. The school has made very good progress in improving this information since the last inspection, when it was a key issue. Homework requirements are clear. Many parents listen to their children read and this makes a significant contribution to reading standards. The prospectus, contains much useful information.
31. The school provides the focal point for several community events. At the time of the inspection, they were about to hold the May Day Celebrations, to which everyone is invited. The summer fete and Bonfire Night also draw in local families. Pupils visit the church and the Rector takes assemblies from time to time. School news is included in the parish magazine. Links with other schools, particularly those within the Horley Learning Partnership, are developing well. The school works closely with several of the junior schools to which pupils transfer. Links with schools across the county boundary are more difficult, but adequate.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership is satisfactory. The school has satisfactory management systems. The leadership of the headteacher and staff with curriculum responsibilities is satisfactory. The governance of the school is good. The school has made satisfactory progress since the last inspection.

Main strengths and weaknesses

- The headteacher and staff work very well as a team
- Governance is good overall
- The improvements needed to raise the attainment of higher-ability pupils have not yet been sufficiently addressed in all subjects
- Monitoring of teaching and learning is not sufficiently formalised and effective to act as a useful tool to assist the school in further improvement

Commentary

32. There has been sound improvement in aspects of leadership and management since the last inspection. The headteacher is well supported by parents, staff and governors and this results in a positive climate for learning and school development. The headteacher knows pupils well, teaching regularly and monitoring samples of pupils' work, with co-ordinators, to see where improvements need to be made. However, the current procedure of informal monitoring of the quality of teaching and learning is having insufficient impact on raising standards in the school. Nonetheless, a recent example of monitoring the quality of speaking, listening and questioning in lessons, demonstrates that the headteacher and staff are committed to developing formal monitoring. Overall, in the school's development plan targets for improvement are insufficiently focussed. The school enjoys stable staffing and this helps continuity of learning for pupils. In this small school, all staff work well as members of a team; they give each other good support.
33. The co-ordinator for pupils with special educational needs provides good leadership and support to pupils and teachers. Good leadership ensures that pupils, parents and carers are involved in planning and supporting pupils. Systems for monitoring these pupils' progress are good, with strong links to support from other, out of school professionals. For example, staff have had the opportunity to widen their skills in behaviour management. The leadership and management of the Foundation Stage is also good, promoting good practice in early years education. This results in young children having a good start to their education.
34. The school has rightly identified standards in writing as an on-going priority, as the standards attained by the higher attaining pupils are too low. The school is only just beginning to address the need to widen investigations in science. While subject managers are keen and show suitable vision, in this small school, they have many areas of responsibility, which can limit what they are able to do in the time available. Curriculum coverage in ICT has been raised by providing sufficient resources. All teachers have received training although they recognise there is still a need to develop further their skills, especially in the use of interactive whiteboards.
35. Governance is good; governors are committed to and enthusiastic about the school and have a good knowledge of its strengths and weaknesses. They provide parents with good, comprehensive reports of the school's work. Governors understand where the school works successfully, and share a common desire to improve. As a relatively new governing body they are beginning to challenge the school more effectively. They are fully involved at the early stages of the budget planning and school improvement planning. They recognise that a one-year development plan has too many limitations for planning long-term improvement. Governors fulfil their statutory responsibilities and have made good progress in developing their role since the last inspection.
36. The governors, through good financial management, have been able to make important improvements to the accommodation. For example, a link has been made to join two buildings together, which includes additional toilets for the pupils. The school utilises ICT well for administration. Criteria to determine how well money is spent are established, and the governors have a suitable finance policy in place. Governors have established a salaries review committee but find difficulties in making decisions about these because of the large proportion of funding spent on basic staffing costs. This means there are very limited funds left for allocation. The school gives satisfactory value for money.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|--------|
| Total income | 284490 |
| Total expenditure | 238063 |
| Expenditure per pupil | 3903 |

| Balances (£) | |
|--------------------------------------|-------|
| Balance from previous year | 49935 |
| Balance carried forward to next year | 51096 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good.

37. Attainment on entry was average overall this year, showing a wide range of abilities in the class. Children achieve well and by Year 1, a higher than average proportion are on track to reach the early learning goals. The class provides a stimulating environment with good resources. There is a well resourced outside area, although there is no covered area, and limited clambering apparatus to develop further children's physical skills. These resources, alongside good teaching in all areas of the Foundation Stage, enables the children to do well in their Reception year. Staff work very well as a team. They have a good knowledge of the needs of young children and are skilled at making learning fun for them. Assessments of children's developing skills are good. Their individual needs are identified early to ensure that all groups do well. Good management of the Foundation Stage ensures that children receive a broad and interesting curriculum, with a good balance between teacher input and children's independent learning. The session planning takes good account of the Foundation Stage requirements for children of this age. The school has maintained high standards since the last inspection.
38. Children join the Reception class in September; only about half live in the village. The school has good arrangements for children starting school and very close links with parents to ensure that children settle quickly into school life. There is a staggered entry procedure that allows the youngest children to settle in part-time before attending full-time. Currently there is one part-timer, and seven children are still under-five. Almost 50 per cent of the intake comes from the on-site independent playgroup, others from a local nursery. There are sound links with these pre-school providers. There are no home visits but the school makes good provision for children's induction through visits and a meeting for new/prospective parents. A useful induction booklet is provided to give parents information about procedures.

Personal, social and emotional development

Provision in personal, social and emotional development is good.

Main strengths

- Relationships and the attitudes and behaviour of the children are very good
- There are good opportunities for independent learning

Commentary

39. Standards are above average and children achieve well. The high expectations of adults ensure that children know what is expected and how to behave. The teacher and assistant teach personal and social skills well through carefully planned activities, as was seen to good effect when children worked with cooperation when learning country dancing. Good teaching helps children to learn how to work very well in groups, sharing ideas maturely and listening respectfully to each other. The use of children's independent learning is well managed. Good organisation of classroom routines teaches children well how to take out and put away their resources without fuss. Children and staff have developed very good relationships in the class, and this is reflected through children's positive attitudes to learning and their very good behaviour. Teachers provide many good opportunities for children to plan their own activities, and this helps them make important decisions about their own learning. For example, children have good opportunities to develop their negotiating, sharing and concentrating skills when working with the water tray. Nearly all children are likely to meet, and many will exceed the standards expected of them by the time they have completed the Reception year.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths

- Children achieve well due to their keenness to learn and the emphasis on basic skills
- There are good opportunities for role-play
- There are good opportunities for independent writing and the promotion of reading and use of books to enrich children's learning in the classroom

Commentary

40. Standards are above average overall. Children make good progress and show good achievement overall by Year 1, particularly in speaking and reading. Teaching and learning are good. Adults provide many stimulating activities to develop children's skills. Model making, free choice and creative activities provide exciting means of getting children to talk and experiment with language. For example, whilst working with the teacher a group of children developed their positional language when deciding whether the beetle picture could go next to the grasshopper or the bee. Children speak confidently to adults and listen very well to the teacher and to each other. Adults develop children's early writing skills well, and many are already writing a few simple words. Both boys and girls are keen to practise these skills. Books are promoted well in the classroom and results in children's positive responses to reading. Children are beginning to read and write familiar words using their knowledge of letter sounds. Higher-attaining children read early readers with confidence, and are already working within the National Curriculum. Parents and governors give children good support in developing their literacy skills. The use of the home/school reading diaries enriches the provision. By the time they leave Reception, a good proportion of children will have achieved the standards expected of them and a few will have exceeded these in reading.

Mathematical development

Provision in mathematical development is good.

Main strengths

- Children achieve well due to good teaching
- Many good practical activities help children to learn effectively
- There are good links with other activities, which develop mathematical skills

Commentary

41. The quality of teaching and learning is good, showing a strong emphasis on helping the children to understand basic skills. Children achieve well, and more than half of the current group are in line to reach the expected standards by the time they enter Year 1. Staff provide a good range of activities to develop children's awareness of number and shape. These include singing activities, counting games and practical tasks such as sorting when deciding which pictures better matched things associated with Saint Patrick or Saint David. Children learn much from the early morning choosing activities such as bead threading and building and counting with large wooden blocks. Most children recognise and name numbers accurately to ten. A few more-able children confidently write accurately numbers to 20. Teachers use displays well to reinforce the language of number and these give children constant reminders of number sequences. Children gain a good understanding of money when they use the dressing-up clothes, complete with money filled purses. They develop a good awareness of measurement and capacity through the use of water and sand. By the time children leave the Reception class a good proportion will have achieved the standards expected of them.

Knowledge and understanding of the world

Provision for knowledge and understanding of the world is good.

Main strengths

- Teachers' effective use of a wide range of resources aids children's learning
- Children have ready access to the natural world in the outside area
- Opportunities to learn about the cultures and beliefs of others are beginning to increase

Commentary

42. Standards are above average and children achieve well, due to good teaching and learning opportunities. By the end of the Reception year, nearly all will have achieved the standards expected for their age. They gain a good understanding of the world around them through visits to the local area and within the school grounds. They learn much from investigating interesting items brought into school such as live snails. Children are fascinated by the differences and similarities between land and pond snails. Through the pond dipping activity, they develop further their language skills. Children display caring attitudes towards the class guinea pigs. Most explain clearly how some mechanical toys work. Children are beginning to understand the difference between the past and present. A high proportion of children use the mouse tool on the computer with good dexterity. They are good at moving objects across the screen and using the drawing and painting tools on the computer. Most children have access to a computer at home, and are quite familiar with mouse and screen skills. Children enjoy using the interactive whiteboard, and independently draw their own pictures. Opportunities to widen children's awareness of cultures that are different to their own heritage are at an early stage of development.

Physical development

Provision for physical development is satisfactory.

Main strength and weakness

- Good use is made of the outside area to promote learning opportunities
- There is a shortage of easily accessible equipment for children to climb

Commentary

43. Achievement is satisfactory. Staff make the best use of the available outside space to develop children's physical skills, but there is a lack of climbing frames, and this prevents children developing further important clambering, balance and control skills. The teacher compensates well for this when the children use the hall apparatus. This, however, is unsuitable for the youngest children. Most children pedal and push vehicles with good control and dexterity. They attempt to skip using the 'big' ropes. Children are helped to follow music by the good examples shown by adults. Playing the instruments is often a chosen activity during 'free-choice' time. When practising their country dancing, good use is made to consolidate counting skills as children count the steps, and count themselves in and out of the circle. Children are given frequent opportunities to develop finer motor skills, such as cutting and sticking, through a wide range of stimulating activities. By the end of the Foundation Stage most children will have reached expected standards for their age.

Creative development

Provision for creative development is good.

Main strengths

- Staff provide a wide variety of stimulating activities
- There are good opportunities for role-play

Commentary

44. Children learn how to play imaginatively with small figures and road layouts. They use role-play areas well especially when dressing-up as mummy and daddy. They show good skills when decorating a box using crunched paper. Staff provide many interesting opportunities for children to use paint, different types of pencils, clay and collage using a variety of materials. Children show good skills when producing pictures and staff make the most of their efforts by displaying their contributions. By the end of the end of the Foundation Stage, almost all children will have reached the expected standards for their age due to good teaching and learning opportunities. Children achieve well and standards are higher than average.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Standards are higher than average in speaking, listening and reading by Year 2
- Teachers' expectations for the potentially higher-attaining pupils in writing are too low
- There are insufficient opportunities for pupils to use ICT in lessons

Commentary

45. Standards by Year 2 are currently average overall. Pupils achieve satisfactorily from Year 1 to Year 2. Standards by Year 2 are currently above average in speaking and listening and reading, and below average in writing.
46. Achievement is good in speaking and listening and reading, and satisfactory in writing. The current Year 2 joined the Reception class with overall average levels of attainment. The school has placed emphasis on improving the standard of writing. As a result, no significant difference was seen in the standards achieved in writing by boys and girls during the inspection and the school is getting a very high proportion to an average level. The progress of pupils with special educational needs is good, especially in Year 1, as a result of the extra support given to pupils, as part of the Early Literacy Support programme. Higher-attaining pupils make good progress in reading but in writing, they achieve less well for their ability.
47. Pupils' speaking and listening skills are above average. Many pupils speak confidently and with clear diction. They increase their confidence in communicating with each other from discussion in pairs, for example about good and bad characters in fairy stories. The majority of pupils concentrate well when listening to the teacher and each other. Pupils have a good understanding of how to listen, and the importance of these skills is emphasised in lessons.
48. Standards in reading are above average. Pupils enjoy books and are eager to talk about the stories they read. Pupils are given good support by adults who come into school to hear them read, and by adults at home. Year 2 pupils make good progress in reading new words and use different strategies to help them. They use expression well to make their reading interesting to the listener. They offer opinions about the books they have read and describe the characters in some detail. Higher attaining pupils can accurately recount earlier chapters in their stories, and predict what might happen next.
49. By Year 2, pupils' writing skills are below average overall as a result of insufficient challenges for the higher-attaining pupils. However, it is likely that most pupils will gain a Level 2 in the forthcoming national tests. The school has recognised the need to improve writing for able pupils and has begun work on this. For example, by helping pupils to practise different styles of writing. As a result, pupils are gaining confidence and improvements are taking place.
50. Many younger pupils, in Year 1, are already writing fluently and spell simple words well. Moreover, they use basic punctuation with some accuracy. The Year 1 group is small and with daily practice within the early literacy intervention programme many less confident pupils make good progress. These pupils achieve well as a result of the regular practice of skills and consolidation of previous learning. Regular assessments show improvement in pencil control, and developing sentence construction.
51. In Year 2, pupils handwriting skills are developing satisfactorily and a few pupils write fluently with a good joined handwriting. However, pupils do not always consistently transfer their handwriting skills from the specific lessons to other work. Most pupils present their work neatly and take care in what they do.
52. Teaching and learning are satisfactory overall. Lessons are planned satisfactorily and mostly cater for the differing needs of pupils within the class. However, where learning intentions are unclear for the higher attaining pupils, they achieve less well. Staff ask good questions, which helps to extend pupils' speaking skills and wider understanding. This was evident in a Year 1 lesson, when the teacher skilfully questioned pupils about the way that words might be used in different ways to

recount an event linked to their personal experience. As a result, pupils increased their understanding of different vocabulary and the way that words can create a mood. The quality of marking is inconsistent and pupils often do not know what they have to do in order to improve. This limits the progress that pupils make. A similar issue was raised at the time of the last inspection. Pupils use the computer in lessons to support their learning, but overall, this is underdeveloped.

53. Leadership and management are satisfactory, showing a secure knowledge of the literacy strategy and a clear overview of the provision and has identified some ways to raise the standard of pupils' work. Assessment procedures are satisfactory but are not always used well to inform the way lessons are planned. Resources are good. The school has purchased a good range of reference books to aid pupils' learning. The accommodation for the library is well thought through and makes an attractive entrance to the school. Although classroom accommodation is spacious not all areas provide pupils with 'language rich' environments for learning. The curriculum is enriched through activities such as, book week and access to a poet in residence as part of the Mole Valley Arts Week.
54. Improvement since the last inspection is satisfactory. Standards have remained similar in speaking and listening and writing, but have improved in reading. However, the proportion of pupils attaining the higher Level 3 in writing, which was identified in 1998, has developed insufficiently since then. The overall quality of teaching is not as consistently good.

Language and literacy across the curriculum

55. There is sound provision for developing pupils' literacy skills across the curriculum. Pupils use English satisfactorily in other subjects. Opportunities are provided for pupils to express their ideas, both in oral and written form. Pupils read aloud in class group sessions and this enables them to gain confidence in speaking in front of an audience. Pupils' writing skills are regularly practised in lessons. Pupils write accounts of the Great Fire of London, and make books in science about the uses of plastics.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Teachers ask good questions, which help pupils to develop their understanding
- There are missed opportunities to make the best use of assessment information to raise pupils' achievement
- Pupils do not use notebooks to record their work and there is over use of commercial worksheets
- Pupils are very keen to learn and show very positive attitudes
- Pupils with SEN receive good support in lessons and achieve well
- Formal monitoring of teaching, learning and pupils' work is underdeveloped
- Homework is used effectively to support pupils' learning

Commentary

56. Pupils achieve satisfactorily and attain standards that are average by Year 2. These findings follow the same pattern as is evident in the national test results since 2001 and the standards reported at the time of the last inspection. However, since 1998, the overall provision has improved for higher-ability pupils, with a growing number of pupils reaching higher levels in national tests. Boys and girls respond and achieve equally well.
57. As pupils move from Year 1 through to the end of Year 2, their rate of achievement is satisfactory. Pupils are very keen to learn and very good relationships help pupils to grow in confidence and make steady progress. Pupils with SEN achieve well, due to good support. Higher-ability pupils achieve satisfactorily because work is planned to meet their specific needs and mostly they receive good support from assistants. For example, in Year 1 most pupils worked on making 58p in different ways, while higher-ability pupils played in the shop with the assistant and had to work out the price of items in the 'half price sale'. Good support enabled these pupils to work hard on mastering doubling and halving to 40p.

58. In Year 1, there is much emphasis on acquiring basic number skills using addition and subtraction to 20 and in gaining an understanding about the names and properties of shapes, weight and money. By Year 2 satisfactory progress continues, as pupils confidently work to 100 in their calculations and know about multiples of 10, 2 and 5 and can round up and down to the nearest 10 and 100. Shape work shows development to include an understanding of symmetry and vertices. Early division and multiplication are evident and pupils use a range of standard measures. Pupils know how to do simple investigations, although this is generally underdeveloped. The best examples include collecting data for birthdays and cars in the car park, which was entered on to the computer to make graphs and then resulted in pupils working out which cars were most popular.
59. The quality of teaching and learning is satisfactory overall. Lessons are satisfactorily planned so that pupils learn skills over time. Mental mathematics sessions are particularly well planned and are usually interesting and fast moving. In these sessions, teachers are skilled at asking thought-provoking questions, as seen when pupils had to explain why £2.50 is the same as 250 pence. Using their knowledge of hundreds, tens and units they explained their answer as the teacher interjected with "Why is that?" or, "How can you explain why they are the same?" Teaching methods are good overall and show a clear balance between listening and doing. However, adherence to the use of commercial work sheets limits pupils' learning opportunities, as they do not give pupils sufficient opportunities to calculate and record mathematical ideas for themselves. Pupils do not have mathematics books to write down their ideas and calculations, which hampers pupils' better achievement over time. Learning is supported by good use of homework. This includes basic tables and games, which use a variety of skills in a meaningful way to the pupils.
60. A satisfactory assessment system has been introduced for the numeracy element of mathematics, which enables staff to note at which levels pupils are working. This is useful, but as yet, is not used to set individual targets for pupils to work towards. In discussion with pupils, few know what they need to do to get better at mathematics. The quality of teachers' assessments and evaluations following lessons is of variable quality. Where they are best, the teacher focuses directly on what the pupils mastered easily or had difficulty with, so that the next lesson reflected this. Where assessments are weaker, they are too general and often note who enjoyed activities, rather than key teaching and learning points. Nonetheless, in lessons teachers assess how well pupils are getting on as they circulate to ensure that pupils understand what they are doing. Marking of pupils' work does not help pupils to see how to develop their skills.
61. The subject is satisfactorily led and managed. Since 1998, the school has made satisfactory improvement. Of note, following evaluation of the school's performance in recent national tests, the subject co-ordinator took action to improve the quality of teaching and learning of subtraction. Added to this, the school has focused on widening pupils' ability to use mental mathematics skills to explain different ways to solve problems. While the co-ordinator monitors pupils' work and lessons informally, formal monitoring, as a tool in evaluating how the school is developing against the school's improvement plan is underdeveloped. There are satisfactory plans for the future, which include developing links with other schools in the Horley partnership to develop assessment procedures.

Mathematics across the curriculum

62. Satisfactory opportunities are planned to use mathematics as part of the work in information and communication technology. Mathematics is used to a limited extent in other subjects. In art, pupils explore Islamic shapes and patterns and they make a few graphs and charts in science. In history, pupils are developing a broad understanding of time. In geography, pupils used measurement to help them to make a map of the playground.

SCIENCE

The provision in science is satisfactory.

Main strengths and weaknesses

- Higher-attaining pupils are not achieving their full potential
- The curriculum is broad and supported by good visits, accommodation and resources
- There is limited use of assessment information to support teaching and learning
- Links with reading are good
- Pupils enjoy science and it makes a positive contribution to pupils' personal development
- Links with ICT are limited overall

Commentary

63. Standards are average by Year 2. This is not as high as in 1998, at the time of the last inspection, when they were above average overall. Although the school is getting almost all pupils to an average Level 2 standard, almost no pupils work at the higher Level 3 standard.
64. Achievement is satisfactory overall, with good inclusion of SEN pupils in activities, which allows them to make progress at the same satisfactory rate as most other pupils. However, higher-ability pupils are not able to do their best and, in this respect, this group of pupils are underachieving. While pupils enjoy a broad curriculum and develop skills from Year 1 to Year 2, there are limited opportunities for pupils to work on higher skills, including planning and doing investigations for themselves. In a lesson on materials, the teacher had organised pupils so that they used a range of pre-selected papers to test which would be the strongest to wrap a parcel. Although pupils made good gains in their learning and explanations about the strengths of different papers from their pushing, rubbing and tearing experiments, there were few opportunities for the pupils to plan and modify simple experiments for themselves. In this lesson, even though a pupil suggested that water could be added to act as rain, to see how the paper reacted, the pupil was not encouraged to pursue this idea. Overall, pupils are not empowered enough to think and learn enough for themselves. Furthermore, pupils do not have science notebooks and often only record their work within the prescribed limits of a worksheet. This limits pupils' independent thinking and ability to record things in their own way. Pupils are beginning to draw some conclusions about why and how things happen, as seen in pupils' work on why ice cubes melt. However, this kind of good quality evaluation is underdeveloped. Most pupils develop satisfactory knowledge about growth, materials and a simple knowledge of electricity and how to make simple circuits.
65. Teaching and learning are satisfactory. Teachers have satisfactory skills and knowledge. Learning is enhanced by a good range of visits, including science plays about re-cycling and opportunities to learn from direct experience about such things as birds of prey. The school has good resources for science and a spacious wildlife area, where pupils explore habitats of creatures and growth in nature. Lessons are satisfactorily planned for average-ability pupils, but do not identify the specific needs of higher-ability pupils. Links with literacy enrich learning, as pupils read a wide range of science books as part of their guided reading sessions. The use of ICT to support learning is in its infancy. For example, pupils wrote their findings about force on the interactive whiteboard and sometimes use the digital camera. However, overall in the samples of work seen there were few examples of ICT.
66. The school has introduced a useful assessment system to use at the end of each block of work. However, there are shortcomings in how assessment information is used to plan pupils' next steps of learning, particularly on a day-to day basis. Evaluation, at the end of lessons, is very general and this does not help teachers to raise quickly the challenges offered in the next lessons. Marking of pupils' work gives too little further guidance on how to improve.
67. Science makes a good contribution to pupils' personal and social development, particularly through links with health awareness projects. Pupils behave well and show a keen and lively interest in learning and confidently work in groups.
68. The leadership and management of the subject are satisfactory. A strength is the introduction of the 'prompt question sheet' for teachers to use in lessons, so that pupils' observing, predicting and evaluating skills are developed. It is important to note that the co-ordinator for science is also responsible for English, RE and PE. This is a heavy workload, which the teacher carries well. The

school has rightly prioritised English as more important than science to date. This is largely why the school has made unsatisfactory improvement in science since the last inspection. Leadership clearly identifies the need to improve investigation opportunities and plans are in place to monitor this more formally in the future.

INFORMATION AND COMMUNICATION TECHNOLOGY

69. No direct teaching was seen in **information and communication technology**, and limited work was available for scrutiny. It was not possible to make an overall judgement about provision, standards, pupils' achievement, or the quality of teaching and learning. During a literacy session in Year 1, pupils used ICT satisfactorily to support their learning. Some pupils are able save and print their work. Pupils explained that they use a mathematics program to buy toys at the toyshop. The use of programmable toys is planned for the second half of the summer term. All staff have received government-funded training, and the school benefits from a readily available technician as part of the Horley Learning Partnership facilities. However, staff are still gaining mastery in how to use some programs and resources to best effect. As a result of this, there are missed opportunities to use ICT to enhance pupils' learning further. Assessment systems have been developed and are updated termly. The subject policy was updated last term. The school follows the Qualifications and Curriculum Authority's guidance for ICT. The co-ordinator has satisfactory opportunities to monitor teaching and learning. The school has a good number of computers, which exceed the government recommendations. The school receives sound support from the County consultant for ICT, which is helping staff to develop their skills.

HUMANITIES

70. During the inspection no geography, history or Religious education lessons were observed. This was because lessons were not timetabled when the inspectors were in school for just over two days. Inspectors looked at samples of work and talked to pupils. Overall, there was insufficient evidence to judge provision and the quality of teaching and learning. However, the samples of work suggest that pupils' achievement is satisfactory and standards are average by Year 2 in RE, history and geography. A very high proportion of the work is completed on work sheets, which limits pupils' abilities to think of interesting and imaginative ways of recording their ideas and knowledge. However, links with literacy are generally strong. For example, teachers place a strong emphasis on widening language skills and pupils use a good range of books to widen their reading. The humanities made a good contribution to pupils' spiritual, moral, social and cultural development.
71. In **geography**, pupils make simple maps and understand how to use a simple key. They make effective use of an ICT program to invent their own maps. Pupils compare the physical and human features of different places, such as the Isle of Struay with Charlwood. In **history**, pupils have learnt about famous people and events in history and are beginning to compare the difference between life now and in the past. For example, pupils have learnt how hospitals, at the time of Florence Nightingale, compare with hospitals in Britain today. In **RE**, pupils know some basic facts about Christian, Jewish and Islamic beliefs and use their literacy skills to write prayers and make simple factual books. There are good links with design and technology, for example, pupils have designed and made baskets to go with the story of Moses.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. During the inspection, it was not possible to observe many lessons and this is why standards, the quality of teaching and learning and provision overall are not judged. In **PE**, only one movement lesson was observed, which was satisfactory. In this lesson, 12 pupils acted out the story of Noah, using a radio tape. Here the links with RE were strong and pupils moved imaginatively to contrast fast and slow animal movements. Pupils demonstrated very good relationships and behaviour, despite the very small size of the hall. The best feature of this lesson was the good development of pupils' speaking and listening skills, as pupils were encouraged to talk about the animals in the story. Such vocabulary included "slowly, slowly the sloths moved to a higher branch and curled their claws". A significant strength of the school is the provision for swimming, with many pupils confidently swimming by Year 2.
73. In **art and design**, one lesson was observed; this was of a good standard, as pupils made moths and snakes using different natural materials. Good achievement in this art lesson was the result of having visited natural sculptures in the local environment and then following this up by working

independently, selecting their own materials and persevering on their own to make creative and imaginative designs. Pupils showed a keen interest and were encouraged to talk about their work, which enriched their language skills. Paintings and displays are satisfactory, but there was little evidence of colour mixing and use of a range of brushes.

74. Only one lesson was seen in **DT** and very little work was available for scrutiny. In the lesson observed, standards were average and pupils' achievement was satisfactory. These Year 2 pupils were clear about what they had learned and why. They used joining techniques involving sticking and gluing to create a swing ball game, a yo-yo and an ice cream machine. Pupils modified their designs to improve the functions by; for example, removing a plastic ball from a fishing rod because it weighed the rod down. Pupils showed limited knowledge of design and technology language such as axle, push and pull or rotate. This is partly explained by the lack of challenge for the higher-attaining pupils in the planning of the lesson and the lack of focus during the summary (plenary) session of the lesson seen.
75. No lessons were seen in **music**. The school lacks a subject co-ordinator and relies on a retired teacher to help develop pupils' singing. In assemblies, pupils sing enthusiastically but the pitch of unaccompanied singing is less secure than when the pianist plays for the school. There is a short music club on a Monday morning for the Year 2 pupils. Pupils learn the words of songs well, and readily join in.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. Provision for pupils' personal, social and health education (PSHE) is good. They are helped to understand how to relate to others through circle time, assembly themes and through working together constructively during lessons. They are encouraged to bring healthy snacks to school. The school teaches about the human body and governors have agreed that teachers will answer questions pupils ask about sex as the need arises. The misuse of drugs is discussed in relation to taking medicines, drinking and smoking.
77. Discussions with the pupils and evaluation of work, suggests that the school has maintained good opportunities for PSHE development since the last inspection. The school's prospectus clearly identifies personal and social education as important. It is interwoven within the teaching of different subjects, such as science and is supported by moral and spiritual experiences.
78. Throughout the school, pupils are encouraged to work and support each other and are involved in successful fund raising. The success of the school's PSHE programme is reflected in the very good attitudes and relationships evident in the school. Children's personal development is especially good in the Foundation Stage, where many informal notes help adults to form a big picture of the progress that individuals make during the term.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | Grade |
|--|--------------|
| 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 | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 4 |
| The governance of the school | 3 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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