

INSPECTION REPORT

GRAYSHOTT C of E CONTROLLED PRIMARY SCHOOL

Grayshott

LEA area: Hampshire

Unique reference number: 116290

Headteacher: Mr J Hills

Lead inspector: Mrs H Bonser

Dates of inspection: May 4th - 6th 2004

Inspection number: 256247

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	214
School address:	School Road Grayshott Hindhead Surrey
Postcode:	GU26 6LR
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Fax number:	01428 607889
Appropriate authority:	The governing body
Name of chair of governors:	Mr L Cross
Date of previous inspection:	June 1 st - 4 th 1998

CHARACTERISTICS OF THE SCHOOL

The school draws most of its pupils from the villages of Grayshott and Headley Down. They come from a wide variety of backgrounds but the majority are relatively advantaged. Children's attainment on entry to the school is above average. Fourteen per cent of the pupils are identified as having special educational needs, mainly as a result of learning difficulties. This is below the national average. At present, none have a Statement of Special Educational Needs, which is also below average. Three per cent of pupils come from Traveller families and two per cent of pupils come from ethnic minority groups. None are at an early stage of acquiring English. The movement of pupils in and out of the school during the school year is about average, although this varies between year groups. There has been a high turnover of teachers in the last two years. The headteacher was appointed in January 2003. The school received the Healthy Schools' Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22870	Hilary Bonser	Lead inspector	English; religious education; geography; music; English as an additional language.
9646	Geraldine Osment	Lay inspector	
14997	Valerie Emery	Team inspector	Foundation Stage; science; art and design; physical education.
30705	Graham Stephens	Team inspector	Mathematics; information and communication technology; design and technology; history; special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is good and it gives good value for money. Standards overall are above average. Pupils achieve well by the time they leave the school as a result of good teaching, although a high turnover of teachers has contributed to some variations in the rate of pupils' progress across the school. The headteacher, who has been in post since January 2003, leads the school very well.

The school's main strengths and weaknesses are:

- Standards by the end of Year 6 are above average in mathematics and science and well above average in English; pupils do well overall because they get a good start in their reception year and teaching in these subjects in Years 3 to 6 is now consistently good.
- At present, pupils in Years 1 and 2 achieve only satisfactorily in English and mathematics, although some good teaching of the older pupils is improving their rate of progress.
- Pupils develop very positive attitudes to their work as they move through the school and this makes a considerable contribution to their good achievement.
- The headteacher, governors and all staff work together very effectively as a team and are committed to improving standards in all aspects of school life.
- The very good provision made for pupils with special educational needs throughout the school helps them to do well.
- Very good links with the local community and other schools, as well as with parents, who support the school very well, contribute significantly to pupils' learning and enthusiasm for school.

The school has responded well both to the issues identified in the last report and to its own changing priorities since then, resulting in good improvements in standards, achievement and the quality of teaching. Standards in information and communication technology have improved and much better use is made of assessment information to monitor and support pupils' learning. The very good provision now made for pupils' personal development has led to further improvements in their positive attitudes and good behaviour.

STANDARDS ACHIEVED

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

The 2003 results are lower than those of similar schools because relatively fewer pupils reached the expected Level 4. However, a study of pupils' individual results shows that the majority did well in comparison with their Year 2 results.

Achievement is good overall. In Reception, standards are above average in relation to the goals children are expected to reach by the end of the year and they achieve well. In the current Year 2, standards are average in English and above average in mathematics and science and achievement is satisfactory. This is partly due to variations in ability between different year groups, but also because many of these pupils had not made the expected progress by the end of Year 1. Standards

of the current Year 6, where there has been quite a high turnover of pupils since Year 2, are above average overall. Pupils are achieving well in relation to their prior attainment.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall. Pupils' attitudes and behaviour are very good and the school helps pupils to show a very good level of maturity by the end of Year 6. Attendance is unsatisfactory overall, partly due to the number of family holidays taken during term time.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good overall. They are consistently good in the Foundation Stage. In Years 1 and 2, they are satisfactory with some good teaching in Year 2. In Years 3 to 6, they are good overall in every year group, and often very good. Teachers generally use a good variety of methods and resources to provide interesting and challenging lessons. This encourages pupils to try hard and learn well. The approach to teaching is remarkably consistent in this new staff team, although some variations remain, for example, in the management of pupils or the match of work to their needs. The curriculum is enriched very well, especially through the very good links with the community and other schools and very good extra-curricular opportunities. This motivates pupils well and makes them keen to learn.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The very effective leadership of the headteacher is ensuring that the school successfully pursues its well-planned programme for continuing improvement in spite of the recent high turnover of staff. Most co-ordinators are new to their roles and are still developing these. The day-to-day management of the school is good. The work of the governing body is also good and all statutory requirements are met. Governors are very supportive of the school and have a clear and appropriate view of what is needed to move the school forward.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: parents are very satisfied. For example, they feel their children enjoy school, are helped to settle in well, expected to work hard and helped to become mature and independent. Some feel that they do not receive enough information about their children's progress. The inspectors found the quality of information for parents to be very good.

Pupils: most know an adult they can go to if they are worried and feel that teachers are fair to them, trust them and listen to their ideas. They feel that other children do not always behave well. The inspection team found that behaviour was very good overall.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics and English by the end of Year 2, so that pupils achieve consistently well across the school.
- Continue to promote the importance of pupils' regular attendance at school among parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall for boys and girls of all levels of attainment. It is good in Reception, satisfactory in Years 1 and 2 and good in Years 3 to 6. Standards are well above average in English and above average in mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Standards in the core subjects of English, mathematics and science have risen since the last inspection at the end of Year 6, especially in English.
- Boys and girls of all levels of attainment do well overall by the time they leave the school although their rate of learning varies across the school.
- Achievement is only satisfactory in English and mathematics by the end of Year 2.

Commentary

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

Standards in:	School results	National results
reading	16.4 (16.4)	15.7 (15.8)
writing	15.8 (16.4)	14.6 (14.4)
mathematics	18.1 (18.9)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.9 (29.3)	26.8 (27.0)
mathematics	28.1 (28.2)	26.8 (26.7)
science	30.2 (30.1)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

1. Results in the 2003 National Curriculum tests at the end of Year 6 were well above average overall with little difference in the performance of boys and girls. Results in mathematics, although above average, were not quite as high as in English and science. Pupils achieved well overall in relation to their attainment on entry and to their performance in the Year 2 national tests. Over the last 5 years, results have kept pace with those nationally, remaining above them. Results at the end of Year 2 in 2003 were above average overall. This shows only satisfactory achievement compared to pupils' attainment on entry to the school. One reason for this was that although higher attaining pupils did well, especially in mathematics, fewer than expected lower attaining pupils reached Level 2. This was particularly marked in reading and in science. It was also why the results were lower than those of similar schools. Nevertheless, since the last inspection, overall results at the end of Year 2 have risen more quickly than the national trend.
2. In the current reception class, children are on course to exceed the expected goals by the end of the year in all areas of their learning where judgements could be made, except in their personal, social and emotional development. In this, where a significant minority have less well-developed skills on entry to the school, most are likely to reach the expected goals. In Year 2, standards are above average in mathematics, but average in reading and writing. This is lower

than last year, partly because in this year group there is a much higher proportion than usual of pupils with special educational needs, several of whom have particular difficulties with literacy skills. In science, standards have improved from last year to above average. Standards in the current Year 6 remain well above average in English, a good improvement since the last inspection, and they are above average in science and mathematics. Standards are a little lower than last year in mathematics and science, mainly due to some disruption to pupils' learning as a result of staff changes, especially last year, and because there has been a higher than usual turnover of pupils in this year group since Year 2.

3. Records of children's assessments on joining the reception class show that standards on entry to the school are above average, although there are variations from year to year in the proportions of higher and lower attaining children in these relatively small year groups. Individual progress is now tracked carefully across the school from baseline assessments through the national statutory and optional tests and other annual assessments. This information, together with national and county data, past work and lesson observations, shows that most boys and girls, including those with special educational needs, achieve well overall by the end of Year 6 in relation to their prior attainment. This is an improvement from the last report, when pupils' rate of progress through the school in the core subjects was judged to be satisfactory.
4. Children in the reception class are now achieving well as a result of consistently good teaching in all areas of their learning. At present, achievement is satisfactory in English and mathematics in Years 1 and 2 compared to standards on entry, although it is good in science. This year, the school has taken effective action to address identified weaknesses such as the progress of younger, lower attaining pupils, the unsatisfactory progress made by the end of Year 1 of many of the current Year 2 pupils and continuity between year groups. Measures have included the introduction of the early literacy strategy and structured phonics scheme, focused support for targeted groups of pupils in each class, staff training and the setting up of literacy and numeracy teams. As a result, pupils in Year 1 and 2 are now achieving satisfactorily, with pupils in Year 2 having made rapid progress particularly in their reading and writing skills since September as a result of good teaching. However, it is too soon to see the full impact of school action on standards and achievement.
5. In Years 3 to 6, where there is a high proportion of good, often very good, teaching, achievement is good in every year group. In Year 6, pupils are achieving very well in English, in relation to their prior attainment in Year 2, and well in mathematics and science. The very good behaviour and very positive, mature attitudes that boys and girls have towards their work by the time they reach Year 6 also contribute significantly to their achievements. Pupils with special educational needs achieve well throughout the school. Their needs are identified at an early stage and carefully planned programmes of work and good support and teaching from class teachers and very knowledgeable and skilled learning support assistants helps them to do well. Pupils from Traveller families are also supported well in school and most achieve well in relation to their prior attainment.
6. Standards in information and communication technology (ICT) at the end of Year 2, which were below average at the last inspection, have improved to average. They are average in Year 6. Achievement is satisfactory. In religious education, standards broadly meet the expectations of the agreed syllabus by Year 6 and achievement is also satisfactory. This is lower than at the last inspection, partly due to some shortcomings in planning, but also because it has not been a main focus for development.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Spiritual, moral, social and cultural development is very good overall. Punctuality is good but attendance is unsatisfactory.

Main strengths and weaknesses

- Because of the clear direction and high level of involvement of the headteacher, the school is very successful in promoting pupils' personal development.
- A successful positive approach to helping children and pupils to behave very well.
- Attendance has fallen below the national average since the last inspection.

Commentary

7. The very good leadership of the headteacher has provided the school with a clear direction and commitment to developing pupils' personal qualities, which has proved very successful, winning the support of almost all parents. Pupils' attitudes have improved since the last inspection and are now very good. Not all pupils enter the school with positive attitudes to their learning, but good provision and teaching helps most children reach the expected goals in personal, social and emotional development by the end of their reception year. The school continues to promote pupils' personal development and level of maturity very well as they move through the school. The impact of the well-managed work for the Healthy Schools' Award has also contributed to this.
8. Pupils are keen to come to school and feel secure and confident. They are enthusiastic, keen to work and to involve themselves in all school activities. For example, the wide range of extra-curricular clubs, including those run at lunch-time by the Year 6 pupils are well attended. These Year 6 pupils show a high degree of responsibility and maturity in the way they arrange lunchtime activities such as cricket, drama, story reading and athletics for younger pupils. Appointed Year 6 'Buddies' help to resolve any differences, or find resolutions for lonely pupils during playtimes. This successful system helps older pupils to show initiative and responsibility and helps to make play times and lunchtimes happy and sociable occasions for all pupils. Pupils with special educational needs are accepted well by all pupils, as are the Traveller children. They work well with their teachers, teaching assistants and outside providers and are included fully in all school and class activities.
9. Behaviour is very good, both in the classroom, at play times and in the dining hall. The well thought out and agreed positive behaviour policy is generally consistently applied. Pupils respond well and see it to be fair. All adults provide good examples of respect for each other and the pupils. As a result, pupils respect each other. For example, in Year 4, pupils can choose which apparatus they will move in a physical education lesson by observing where there are spaces available. Any exclusions are handled well as part of a very successful positive behaviour strategy.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Indian
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
209	1	0
3	0	0
1	0	0
1	0	0

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

10. The school council is very well established and provides further very good opportunities for developing social responsibility and for the opinions and wishes of the pupils to be heard and acted upon, as does the Healthy School's Council. These also raise money for their chosen charities and for their own school's needs. For example, they have recently bought playground

equipment after consultation with the other pupils. Other important parts of the school's provision are opportunities to work with pupils of different ages and day to day responsibilities, such as helping to organise assembly equipment or to take registers to the office.

11. The pupils have a very good understanding of right and wrong, which is promoted well by the school's behaviour policy and in class rules. Strong features of the school's provision for moral development are well thought out assemblies and circle times. Right from their first experiences in the reception class, they are taught to reflect upon each other's feelings and how they might change their behaviour.
12. The school's ethos promotes many opportunities in the daily life of the school for reflection and to foster self-awareness and understanding of the world around us, resulting in good spiritual development. A school 'Wigloo', (a willow construction), was erected recently, which was blessed by the local vicar. The pupils helped to plan and build this from willow canes and are aware of it as a quiet and special living place to come to and reflect. As the canes grow, they will be used to make baskets for the school, which symbolises the growing of the school community. An allotment in the village has also been acquired for pupils to use as a symbol of life and growth. The culture of the school promotes an openness about discussing life's issues, such as birth and death and these occasions are marked and celebrated. Pupils have good opportunities to explore and understand the cultures of other countries, as well as learning about different faiths in religious education. Visits and visitors, together with other school events, support their developing understanding of our multi-cultural society. An Arts week with an 'around the world' theme provided many examples for pupils of the cultures of other people. Visiting storytellers, drama groups and trips to local museums and places of historical interest are features of the school's provision. Cultural development is good overall.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

13. Attendance rates are below average. The number of unauthorised absences has also risen, although they remain broadly average. There are two reasons for the high absence rates. One is the large numbers of pupils who go away with their parents for holidays during the school year and the other is due to traveller children who travel with their families during term time. The headteacher works well with the education welfare and Traveller services to support these families as necessary. In spite of the school's efforts to promote good attendance and to minimise the impact of absence, the achievement of a few pupils is impaired by their regular absence.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. It is good in teaching and learning and in the curricular provision. The partnership with parents and the attention given to the care and welfare of pupils are very good.

Teaching and learning

Teaching and learning are good overall. They are good in the Foundation Stage, satisfactory in Years 1 and 2 and good in Years 3 to 6. The assessment of pupils' work is good.

Main strengths and weaknesses

- Variations in the quality of teaching in English and mathematics means that pupils' rate of learning is better in Years 3 to 6 than in Years 1 and 2.
- The commitment and very good teamwork in this new staff team are reflected in the already consistent approach to most aspects of teaching and learning, which is helping many pupils to do well.
- Teachers use a good variety of methods and interesting contexts for learning, which contributes to pupils' very positive attitudes.
- There has been a good improvement in the use of assessment information since the last inspection.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	16	6	1		

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

Commentary

14. The overall quality of teaching and learning has improved from satisfactory to good since the last inspection, although all of the teaching staff have changed since then. In the lessons seen, there was very little unsatisfactory teaching and the amount of teaching that was good or very good has increased considerably. Effective action by the headteacher, especially in the last year, including well-planned, ongoing training and support for teachers and the learning support assistants and the very successful promotion of good teamwork has helped to bring this about. It is a tribute to the enthusiasm, hard work and co-operation between all staff that in spite of the high turnover of teachers in the last two years there is already a clear, common sense of purpose and direction among them and a determination to improve further.
15. Teaching is now consistently good in the Foundation Stage, which gives children a good start in their learning. In Years 3 to 6, teaching is good overall in every year group, with a significant amount that is very good, especially in the core subjects of English, mathematics and science. As a result, many pupils are making rapid progress in their learning this year, although it is too soon to see the full impact of this on standards and achievement at the end of Year 6. There is more variation in the quality of teaching in Years 1 and 2, which is satisfactory overall and satisfactory in English and mathematics, although it is good in science. It is clear from pupils' work and lesson observations that the school's action this year to address these variations is already improving pupils' achievement. This is especially so in English in Year 2 as a result of some good teaching, although, again, the full effect of the measures is not yet apparent in the standards reached.
16. There were strong features in many of the lessons seen. The quality of teaching and learning for pupils with special educational needs is good. Close liaison between teachers and the highly skilled and trained learning support assistants, good planning and assessment contribute to this and help these pupils to do well throughout the school. Teachers in Years 3 to 6 are particularly skilled at asking questions that include these pupils well, enabling them to take a full and active part in discussions and activities. Teachers use the very good links with the local community and other schools, visits, visitors and links between subjects very well to make learning interesting and relevant to pupils. They also use a good range of resources well for this purpose. Teachers organise and manage their teaching groups well and generally in the core subjects match work well to pupils' differing needs so that they feel challenged by it. Parents agree with their children that they are expected to work hard.

17. Teachers are successful in helping both boys and girls to develop very positive attitudes to their work. The enthusiasm, keenness to improve and very good concentration of the Year 6 boys and girls alike and the way they work together so well are very good illustrations of this. This makes a significant contribution to their good achievement. Planning is very well thought out. Following training this year, as part of a focus on improving the quality of pupils' learning, teachers plan carefully to include varied activities in their lessons that will support the different ways in which pupils learn. This is also helping to interest and engage pupils well.
18. The very good relationships between staff and pupils throughout the school also help to motivate pupils well. There was considerable agreement among pupils in the questionnaire and in talking to them that teachers listen to them and value their ideas. This was evident in lessons throughout the school. Teachers take care to include and involve boys and girls of all levels of attainment in their questioning.
19. Given how recently several of the teachers have joined the school, there are remarkably few inconsistencies in the approach to teaching and learning, but those that remain often make the difference between satisfactory and good lessons. In some lessons, teachers do not manage pupils effectively. This results in off task chatter and calling out and reduces the sense of purpose and pace of learning for some younger pupils. Occasionally work is not matched well enough to the differing needs of the pupils, or the expectations are inappropriate. Some teachers make very effective use of frequent opportunities for pupils to exchange thoughts quickly with a partner to help them articulate and extend their ideas. This also keeps all pupils fully involved and aids their concentration and learning. However, the strategy is not evident in all classes.
20. Teachers make much better use of assessment information to support pupils' learning than at the time of the previous inspection. This has contributed to the improved achievement. They now use the information from a good range of tests and assessments well in the core subjects to track pupils' progress so that they can intervene at an early stage to help pupils who are in need of additional help or challenge. Good examples were seen of teachers adjusting what they taught in the light of pupils' responses in the previous lesson. Teachers also use their assessments of pupils' work to set individual targets for improvements in their annual reports and group targets in class in English and mathematics. However, although most pupils are familiar with these, little evidence was seen in lessons of teachers focusing pupils' attention on these as they worked. Some very good examples were seen of teachers making useful comments when marking work so that pupils knew exactly what to do to improve their work but this was not consistent.

The curriculum

The school has developed a good, broad, balanced and relevant curriculum that helps pupils to build on previous learning. It is very well enriched by additional activities. Accommodation is good and resources for learning are satisfactory.

Main strengths and weaknesses

- The curriculum provides very good opportunities for enrichment.
- Provision for pupils with special educational needs is very good.
- Learning support assistants support the teaching of numeracy and literacy for pupils with special educational needs very well.

Commentary

21. The curriculum has improved since the last inspection. Policies and schemes are in place for all subjects, the personal, social and health education programme has been implemented and long-term planning structures are well established. Some parents expressed a concern about time allowed for games. Sufficient time is allocated to all subjects, including physical education.

22. The literacy and numeracy strategies are well embedded and used well to guide teachers' planning. National and commercial schemes have been adapted and used to support planning and work in other areas of the curriculum, while the locally agreed syllabus guides teachers' planning in religious education. Consequently, medium and long-term plans are detailed and useful and promote progression in pupils' learning successfully in most areas.
23. Regular visits ensure that the local environment is fully exploited to provide additional learning opportunities for all pupils in most areas of the curriculum. Local businesses are generous in sharing both their expertise and time and local inhabitants visit and give their time to support reading, artwork, ICT and other activities. This contributes significantly to the learning experiences of the pupils and the range of skills taught. In addition, residential visits for pupils in Years 5 and 6 and a range of clubs, many run very well by pupils in Year 6 for younger pupils at lunchtimes, enrich the curriculum, contribute to pupils' very positive attitudes and enhance their learning very well.
24. Provision for pupils with special educational needs is very good. Very well trained and highly motivated learning support assistants use a good range of resources to support these pupils very effectively both in class and in withdrawal groups, especially in numeracy and literacy. Consequently, these pupils are included well in activities and make good progress.
25. All teachers and several of the support staff have been recently appointed. Nevertheless, the headteacher has ensured they are well deployed to make best use of their considerable strengths. All have helped establish an ethos within the school that encourages consideration and thought for others by presenting very good role models themselves both in lessons and around the school. Although two classrooms are very cramped, building plans are in hand to address this problem and to provide a computer suite. The extensive grounds are exploited well to support the curriculum and the swimming pool on site is used very well in the summer months. There are sufficient resources to support learning, although teachers need to plan consistently to ensure that computers are fully utilised to teach the necessary skills throughout the school.

Care, guidance and support

Procedures to ensure the care, guidance and welfare of the pupils are very effective. Achievement and personal development are monitored well. The involvement of the pupils in the school's work and development is very good.

Main strengths and weaknesses

- The pupils are very well cared for and they are happy in school.
 - Better assessment and monitoring procedures have contributed to the good support and guidance given to pupils.
 - There are very good relationships that enable the pupils to feel safe and secure.
 - Pupils' feel valued because their views are actively sought and acted on.
 - The induction procedures for the youngest children are very good and ensure that they settle quickly and happily.
26. Parents are correct in their judgement that the school takes good care of their children. They believe that their children like school and it was obvious during the inspection that the pupils are happy in school, they are kind to each other, play together very well and work co-operatively. There is very good provision for first aid and child protection procedures are thorough. Health and safety has a high priority and the pupils are closely involved as they undertake health and safety reviews in their own classrooms. The concern of the previous report about the regular checking of fire alarms has been addressed.

27. The good pastoral care and support provided at the time of the last inspection has improved further to very good. The tracking and monitoring of pupils' progress in the core subjects is now rigorous and used well now to support pupils who are not doing as well as they might. Although some of the pupils who completed the pre-inspection questionnaire said that they do not feel there are adults they would go to if they had worries, this was not evident during the inspection. All adults who work in the school form close relationships with the pupils in their classes, which enables them to pick up any concerns that the pupils might have very quickly. This also contributes to the close monitoring and support for pupils' personal development as well as to their academic progress. Very good relationships were seen between all pupils and particularly those attending the many lunchtime clubs that the Year 6 pupils run for the younger ones.
28. The pupils feel able to express their opinions, whether positive or negative, because the headteacher is a very good listener and responds to their comments. The school council meets regularly and pupils are encouraged to bring discussion points from their classes to him. For example, the playground environment has changed due to comments from the school council and with support from parents. The pupils are also involved in the Healthy School's Council and this has contributed to a greater understanding of their rights and responsibilities. All of these opportunities are promoting pupils' personal development very effectively.
29. Parents are very happy with the induction procedures into school. The reception teacher has very good links with local pre-schools, nurseries and playgroups. The youngest children and their families receive a home visit and are invited to pre-school sessions, which helps them all to become part of the school community.

Partnership with parents, other schools and the community

The school has a very effective partnership with the parents and the community. Links with other schools are very good.

Main strengths and weaknesses

- The parents have very positive views of the school and are very supportive of all it has to offer them and their children.
 - Parents are very well informed about the progress their children are making and what is happening in school.
 - Very good community links successfully promote pupils' personal development.
 - The curriculum is enriched through very good links with other schools.
30. Further improvements have been made in all of these areas, which the previous report judged to be good overall. Responses to the pre-inspection questionnaire and meeting were overwhelmingly positive and reflect parents' confidence in the school and the headteacher. At the pre-inspection meeting they said that they appreciate his presence in the playground at the beginning and end of the day. Parents show their support by attending meetings and achievement assemblies in high numbers, helping in classrooms, through school improvements with the parent working parties and by fund raising for the parent teacher association. The headteacher canvasses the views of the parents through questionnaires, as well as informally, and responds to their suggestions and opinions. For example, he took into account their views on the format of the annual reports and in response to requests for more residential trips, Year 5 pupils are being offered an opportunity to take part in one this year.
 31. Very good opportunities are provided for parents to monitor the progress their children are making. In the autumn term, they are invited to meet their child's teacher twice. Once to find out about new class routines and expectations and a second time to discuss how their child is settling in. Parents are now sent the annual reports in the Spring term and they are invited to discuss the targets that have been set and how they can support their children to achieve them. In the summer term, parents and teachers re-visit the targets to see if the children have met them and set new ones for the autumn. At a meeting with a group of parents during the

inspection, all agreed that teachers are very approachable and willing to discuss children's progress with them at other times. The annual reports are thorough; they provide very good information about how well children are achieving, the skills they are acquiring and the level they are working at. The headteacher has introduced a home-school book that is used very well by some teachers and parents to answer queries or nip concerns in the bud. The newsletters are informative and written in a friendly style and parents are sent curriculum information and given guidance on helping their children with reading. Some parents would like more curriculum information and the headteacher recognises that this is an area for development and is planning some workshops for parents.

32. The school plays a very active role in the life of the village and pupils benefit from working closely with so many members of the local area. During Arts Week, the local arts society supplied a sculptor to work in school and the pottery factory and shop next to the school is very supportive of the art curriculum. The Grayshott Royal Horticultural Society has provided part of an allotment to give pupils experience of growth throughout the year and also supports plant growing and art competitions in school. St. Luke's Church is used regularly for Easter, Christmas and Harvest Festival services and the vicar is a very regular and welcome visitor into school. Teachers use the village and local area well to enhance geography and history lessons and pupils entertain villagers by carol singing on the green and at a senior citizens home. Pupils also take part in the village fete and pantomime and provide maypole-dancing displays for village events. The headteacher has developed strong relationships with the parish council and with BIG (Businesses in Grayshott) who have used school facilities for computer training. All of these very good opportunities greatly enhance pupils' social and personal development.
33. There are very good links with local pre-school groups that help the youngest children to make an easy transition into the foundation stage. Very close links with the local secondary school, to which most pupils transfer, provide many advantages through the teaching of modern foreign languages to pupils in Years 4 and 6 and also offer pupils extra sport experiences. There are strong links with other primary schools that enable pupils to take part in design and technology challenges, swimming galas and football, netball, water polo and rugby competitions. All of these experiences enrich the curriculum for the pupils and help to prepare them for the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is very good and that of other key staff is satisfactory. The management and governance of the school are both good.

Main strengths and weaknesses

- The strong, enabling leadership of the headteacher has already helped to bring about a very good, shared sense of purpose and confidence within the new staff team.
- The management of the school is now firmly focused on further improving pupils' achievement.
- The inexperience of many of the co-ordinators means that their monitoring and evaluation of teaching to raise standards further are at an early stage of development.
- The governing body takes a much more active part in the life of the school than at the time of the last inspection.

Commentary

34. The headteacher, who has been in post for just over a year, is rigorous and determined. He has made a significant impact on the school in a very short time because of his very good leadership. He has motivated teaching and support staff to strive with enthusiasm to achieve a clearly shared vision – 'children at the heart of a learning community.' Through effective team building and his caring collegiate approach he has placed the school in a strong position to

achieve its clearly stated goals. Parents' views reflect confidence in the headteacher's leadership and he is instrumental in further developing the strong links with wider community.

35. There has been a very high turnover of senior staff in particular in the last eighteen months. No suitable candidate was found to replace the deputy headteacher for this school year although an appointment has been made for September. Teachers with responsibility posts are either new to the school or relatively inexperienced. Consequently, they are at an early stage of developing their leadership roles. They are all enthusiastic and determined to succeed, clarifying their vision for their subjects, identifying areas for improvement and sharing expertise with colleagues. Their leadership of the curriculum and teaching is at present satisfactory because most co-ordinators have not yet begun to systematically monitor and raise the quality of teaching in their subjects. This is mainly because of their own relative lack of experience, although training is planned for them as they assume this part of their role.
36. The headteacher has ensured that the identification of key areas for school improvement is firmly rooted in rigorous self-evaluation in which all staff and governors are involved. There has been a very good response to the previous key issue relating to the monitoring of pupils' progress. A good range of performance and assessment data is now used effectively to track the progress of individual pupils and used so that additional help or challenge can be given to any not making the expected progress. This year, the systematic use of the performance management process has been developed very effectively to provide this support for identified groups of pupils across the school. It has had the added benefit of keeping all staff focused well on whole school priorities and is carefully linked to well-planned training. Performance data is also used well to identify any weaknesses in the curriculum, such as reading comprehension, which is being effectively addressed. The headteacher, supported by local education authority advisors, carries out regular monitoring and evaluation of classroom practice. All of these factors are contributing significantly to the improvements in teaching and learning and pupils' achievements.
37. Governors are very supportive of the school and carry out their statutory duties well. Since the last inspection, they have become much more actively involved in shaping the direction and vision of the school. They are committed to the principles of inclusion and high achievement for all, irrespective of ability, gender, background or culture. Governors are very aware of the strengths and weaknesses of the school. Useful self-evaluation processes undertaken this year have contributed to this, as well as good communication with staff and their frequent visits to school, although visits to lessons tend to be informal, rather than planned with a specific focus. Governors monitor the school improvement plan more rigorously now, especially through their strengthened committee structures and direct links with the core co-ordinators. The open relationship they have with the headteacher and staff means they are prepared to question and discuss issues with them. This helps to inform their clear view of what is needed to continue to take the school forward.
38. The governing body is very clear about obtaining value for money and works well to ensure that any available funding is used well in support of school priorities and pupils' learning. As a result, financial planning and management are good. The efficient administrative staff contribute well to this.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	555874
Total expenditure	568126
Expenditure per pupil	2582

Balances (£)	
Balance from previous year	23898
Balance carried forward to the next	11646

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for children in the Foundation Stage is good and is one of the strengths of the school. Children come into school with a variety of attainment, but it is above average overall. By the end of the reception year, attainment is also above average. Achievement is good because children of all abilities make good sustained gains through the reception year as a result of good teaching. Almost all children reach or exceed the expected goals and lower attaining children are close to the goals. A small but significant number of children have difficulty in conforming to school conventions on entry. Most children are now developing positive attitudes about how to learn and how to behave through careful structured teaching. By the end of their reception year, their personal development meets the required goals and they are well equipped to enter the National Curriculum in the Year 1 class. Children enter the school after a well managed induction in the academic year in which they are five.
40. The provision is well led and managed. It focuses well on a challenging practical curriculum with areas of learning carefully inter-linked. Teaching and learning are consistently good in all areas of learning. The teacher and teaching assistant work particularly well as a team and this makes a good contribution to the children's achievement. Standards have improved in mathematical development and in knowledge and understanding of the world since the last inspection and are similar in other areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because they are encouraged to be independent and take responsibility for their own actions at an early age.
- A small but significant number of children find it difficult to conform to school conventions on entry to school.

Commentary

41. The teacher and teaching assistant provide a welcoming and secure and well-organised environment. All children enter the classroom quietly and settle well to independent tasks until the register is taken. Children show a good level of interest in what they are doing and most learn well co-operatively, even when not directly supervised by adults. A good number of self-chosen activities are included in the daily programme.
42. The teaching and learning are good and children achieve well. Almost all children reach the required goals in this area of learning, although some children start with below average skills. A careful programme is established to help children to be able to work sociably as part of a group and a larger class. Rules are established and circle time is used well to help children to decide what is the proper way to behave. For example, when minor name calling occurred, the teacher gathered the children together and with the help of 'Jamie' the puppet, helped children to understand how it feels when you are called an unkind name. Class worship sessions are also used well to help children to know, for example, that there are choices to be made. When the teacher read the story of the 'Bad-tempered Ladybird', they were helped to understand that he could have behaved differently and, for example, he could have asked if he could share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good and staff provide good opportunities for children to develop these skills.
- The teaching assistant contributes well to children's learning.

Commentary

43. A careful programme of acquiring knowledge of sounds and letter shapes supports the development of children's reading and writing skills well. Most children are on course to reach or exceed the goals they are expected to reach by the end of reception. Their attainment overall is above average and they achieve well. A good range of texts are shared and enjoyed together. For example, currently the children are enjoying 'The Very Hungry Caterpillar'. They match covered words in the text from a range of simple known words. They are able to identify capital letters and where they come in the text. Parents give good support to hearing these children read at home and children are heard to read regularly at school. The home-school book is particularly well used for an exchange of useful information about reading, as well as other personal details. All children have made a good start to reading. Higher attaining children read simple books fluently, with some expression. Lower attaining children have a vocabulary of known words and are starting to sound out unknown words.
44. All adults in the classroom model clear speech to the children and have good questioning techniques. They also insist on careful listening from the children, which some found difficult at the start of the year.
45. The teaching assistant works well with the teacher and contributes well to the children's learning. She is particularly valuable in her support for small groups of lower attaining children and those with special educational needs. For example, she helps, with the aid of a puppet caterpillar, to recall the sequence of the story shared by the class and plays 'bingo' where children match letters and consolidate their knowledge of letter shapes and sounds.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and places a high emphasis on children learning through practical and interesting activities.
- A challenging curriculum provides well thought out provision for both higher and lower attaining children in their group work.

Commentary

46. Children achieve well in their mathematical development because they are interested by the exciting and practical activities, which are carefully planned by the good teaching. A puppet 'Jamie' is used to help children in their counting activities and when he makes mistakes they are able to politely correct him with explanations such as, 'He missed 6 and it comes after 5 and before 7'. The teacher explored fully the number 6 and most children were confident in finding different ways to make 6. A good number of children can write their ideas in forms such as $4 + 2 = 6$. They showed that they were able to solve practical problems by putting different numbers of spots in different groups on two sides of a ladybird to make a specified number.

47. The teacher and teaching assistant both provide well for all levels of children's abilities. For example, higher ability children were given a box of numbers to sort into sets of more or less than 50. Middle ability children were starting to use written methods of recording practical problems to make 8. Lower attaining children were working on a similar aspect in the form of a snake game, but the teaching assistant did the written recording of the work. Most of the children are likely to reach the national goals, with a significant number exceeding them and a small number just below. Attainment overall is likely to be above average.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good teaching provides a wide range of opportunities for children to learn about the world around them.
- The outside environment is used well to enrich experiences.

Commentary

48. Teaching and learning are good and help children to achieve well because of a good range of opportunities. For example, children were making bird scarers in response to their observations that the birds were attacking the seeds they had planted. Another group had observed the spiral shape of snails and was recreating this pattern as a collage. Outside, under the supervision of a well-briefed parent, children were looking at the design planned for their new garden and were making garden features with large construction equipment. They successfully built seating, a pond and a planter.
49. Children are comfortable and confident with using computers and use them well independently. They use a simple program, for example to create a 'rainbow caterpillar', using the mouse very effectively. Children are likely to exceed the expected goals in the knowledge and understanding of the world by the time they complete their reception year.

PHYSICAL DEVELOPMENT

50. The scope of the inspection only allowed for the observation of one physical activity, so it was not possible to make an overall judgement of provision or standards, but the work seen was good. The children were learning well in the hall, where skills of throwing quoits with increasing accuracy were being taught well. They undress themselves independently. Children know that warming up warms the muscles and that the heart pumps blood around the body and what happens to their body when they are active. Children follow instructions well. Direct teaching of how to hold the quoit properly, enable children to throw their quoits more accurately. Further challenges of a hoop on the floor for children to throw their quoit into so that it landed flat were tried by all, with about half of the children succeeding. There is a good emphasis given to the development of skills in finer movements, where children are being taught to use equipment, including pencils and scissors properly and with increasing dexterity.

CREATIVE DEVELOPMENT

51. It was not possible to make an overall judgement about provision or standards, but the work seen was good. There were some particularly good paintings in a Monet style by the children, which showed good skills in colour mixing. The role-play area in the classroom is satisfactory, but would benefit from better resourcing and organisation. This is recognised by the class teacher.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are high in English by the end of Year 6 and achievement overall is good.
- Pupils achieve very well in Years 3 to 6 as a result of consistently good and often very good teaching.
- Standards are average at the end of Year 2, partly because there are variations in pupils' rate of learning across Years 1 and 2, where teaching and achievement are satisfactory overall.
- Effective school action this year is already bringing about improvements in reading and writing in the areas targeted.

Commentary

52. Standards are well above average by the end of Year 6 and most pupils are achieving very well in all aspects of the subject compared to their prior attainment at the end of Year 2. This is a good improvement since the last inspection. Although there have been several changes of teachers recently, the good and frequently very good teaching now evident both in lessons and from scrutiny of pupils' work has resulted in most boys and girls making very good progress in both their reading and writing skills. This was illustrated in a very well taught Year 6 poetry lesson. The teacher immediately captured pupils' interest through the initial, well-focused group discussions about their personal response to poetry and effectively extended their ideas through skilful questioning. The very well structured lesson took full account of pupils' previous learning in focusing on their need to use examples to justify their opinions. The brisk pace, effective use of time targets and the teacher's very good management and relationships with the pupils helped them to concentrate well and to meet the high expectations she had of the quality and amount of work completed in the lesson. The mature and enthusiastic attitudes shown by boys and girls of all levels of attainment and the collaborative way in which they worked also contributed strongly to their very good rate of learning.
53. By Year 6, pupils read fluently from a wide range of texts. They have preferred authors such as Philip Pullman and Jacqueline Wilson, whose books they discuss with enthusiasm. Good attention and opportunities are also given to developing pupils' reference skills. They have a clear understanding of how to locate and select information from books, CD-Roms and the Internet. Teachers plan good opportunities for pupils to explore a variety of writing styles, acquire new skills and develop their ideas. Good examples were seen of well structured, extended writing for Year 6 pupils in their 'Quest' stories and of Year 3 pupils beginning to use language effectively to portray contrasting characters.
54. Standards in Year 2 are lower than last year in reading and writing. This is partly because there is a higher than usual proportion of pupils with special educational needs in this group of pupils, but also because teaching overall in Years 1 and 2 is satisfactory rather than good. Reasons for this include variations in the effective management of pupils and in the appropriateness of expectations. Scrutiny of pupils' work at the start of Year 2 last September and the school's own tracking of pupils' progress, shows that many of the pupils in this class had not made the expected progress by the end of Year 1. However, as a result of rigorous school action to remedy this, pupils in the current Year 1 group are achieving satisfactorily. In Year 2, good teaching has led to a good increase in pupils' rate of learning in reading and writing, so that most are now achieving satisfactorily.
55. A number of factors have contributed to the good overall improvement in pupils' achievement since the last inspection, when standards were above average at the end of Year 6 and pupils' progress throughout all of the school was only satisfactory. The national literacy strategy has

been implemented well and teaching overall has improved from satisfactory to good. Over the last year, the school has used assessment information well to identify any pupils who are not making the expected progress and taken well-focused action to ensure that they receive additional support. Particular areas of concern, such as the progress of lower attaining pupils in reading in Years 1 and 2 and the skills of some pupils across the school in reading comprehension are being addressed successfully. Measures include the introduction of initiatives such as the early literacy strategy for younger pupils and the additional and further literacy strategies for older pupils. There is now a more structured approach to the teaching of phonics in Years 1 and 2, while booster classes continue to give additional help to some older pupils.

56. The impact of these measures in both reading and writing can be clearly seen in the rapid progress made by many of the targeted pupils this year, such as the improvement since September in the writing skills of a Year 5 further literacy group, illustrated in the persuasive letters written to the inspectors in praise of their school!! There has also been a concerted effort to involve parents more fully in supporting their children's developing reading skills through a new home-school book. The profile of reading has been raised throughout the school by events such as Book Week and visiting authors, the pairing of older and younger pupils to read together regularly and a story club run by the Year 6 lunchtime leaders. This has all contributed to pupils' evident enjoyment and interest in reading. Pupils with special educational needs make good progress throughout the school because they are supported very well by highly skilled learning support assistants
57. The literacy team, who were new to the role - and in some cases, to the school - in September, have made a good start to their leadership and management of the subject. They have developed a clear and appropriate action plan for further improvement. Through planning together and sharing of expertise they have already improved the continuity of approach and progression in learning for pupils as they move through the school. It is a credit to the way they are developing their role that improvements introduced this year are already having a positive impact on pupils achievement although it is too soon to see the full effect of these on standards at the end of Year 2. Due to the relative inexperience of the team they have not yet begun to monitor and evaluate classroom practice to identify and reduce some inconsistencies that remain. One example of this is the variation in the effective and regular use of focused guided writing with groups of pupils of differing levels of attainment.

Language and literacy across the curriculum

58. Teachers make good use of opportunities in other subjects to create interesting and relevant contexts for pupils to develop and apply their literacy skills, which helps to motivate pupils very well. Examples include Year 6 pupils writing emotive accounts in role as refugees in the Second World War - 'I pushed and shoved, oblivious of the protesting cries that were being thrown at me'. In Year 5, pupils are writing letters to the Highways Agency to express their views about the environmental impact of the proposed tunnel under the A3 road. Teachers also extend pupils' vocabulary well across the curriculum by ensuring that they understand and use subject terminology correctly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- Teaching observed was very good in Year 6 and good in Years 3 to 6 overall.
- Pupils have very positive attitudes towards mathematics
- Pupils in Years 1 to 5 do not always know what they need to do in order to improve.
- The monitoring of teaching is not yet sufficiently developed.

Commentary

59. Standards are above average at the end of Year 2 and Year 6. Teaching in Years 1 and 2 is satisfactory overall and achievement for these pupils is satisfactory in relation to their previous attainment. Although teaching observed in Years 3 to 6 was good overall and standards at the end of Year 6 are above average, with a significant minority of pupils in line to reach standards that are well above average, achievement for this cohort of pupils is only satisfactory. This is because a higher than usual number of pupils have left and joined the school since Year 2 and more pupils now require additional support with mathematics. There have also been many staff changes in recent years requiring the pupils to adjust to different teaching styles and methods.
60. The enthusiasm and commitment of teachers currently in Years 3 to 6 helps ensure that pupils enjoy mathematics and relish the challenges it presents. They made good progress in the lessons observed. In Year 6, the teacher encouraged pupils to design the planting area of the schools' allotment, applying their understanding of coordinates well to solve the problem. The planning and pace at which lessons observed in Years 3 to 6 were presented ensured that pupils were challenged appropriately. Teachers' skilled questioning in these classes encouraged them to reflect and explain their thinking thereby consolidating their understanding. Teaching in Years 1 and 2 is satisfactory overall although one unsatisfactory lesson was observed in Year 1. In this lesson, although two groups were very well supported by learning support assistants, tasks were not consistently well matched to the pupils' abilities and the limited language skills of some pupils inhibited their progress when recording the properties of solid shapes.
61. Pupils' progress is tracked well over time and teachers know what needs to be done in order to raise standards further, having identified both problem solving and the application of mathematics as priorities. Group targets are set in each class and clear individual targets for learning are also agreed with parents when annual reports are published. However, these are rarely referred to in lessons or in marking, which is inconsistent and this means that pupils do not always know what they need to do in order to improve. The co-ordinator has recently introduced target sheets for pupils in Years 5 and 6 but these have not yet been adopted throughout the school.
62. Leadership and management are satisfactory overall because the co-ordinator who leads the numeracy team has not been in post long enough for her initiatives to make an impact on standards attained. However, she has made a very good start and has quickly assessed what needs to be done in order to raise standards further. She is energetic and fully committed to her new role. Through her own teaching, she sets a good role model for both staff and pupils.

Mathematics across the curriculum

63. An increasing number of planned opportunities to apply mathematics in subjects across the curriculum are being identified by staff. Pupils calculate and measure in design and technology when making bridges, slippers and containers and interpret graphs and diagrams, drawing relevant conclusions. They use computer programs to consolidate their understanding of angles and shape.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Year 2 have improved and teaching and learning is consistently good across the school.
- Standards in investigative science are improving, but are not as yet as strong as the knowledge and understanding elements.
- Good quality use of the environment and special science events raise the profile of science in the school.

Commentary

64. In the 2003 National Curriculum teacher assessments of pupils at the end of Year 2, results were well below average in terms of those who had achieved Level 2 or above and well above average for those reaching the higher Level 3. This indicates that lower attaining pupils were not achieving well enough at that time. In the tests at the end of Year 6, results were well above average for those attaining Level 4 and above and at Level 5 and above and above average when compared to similar schools.
65. Current standards are above average at the end of Year 2 and Year 6, which shows an improvement at the end of Year 2 on the findings of the last inspection and the 2003 teacher assessments. The pupils entered the school with broadly average knowledge and understanding and their overall achievement is good. Improvements at the end of Year 2 are due to improvements in the quality of teaching, which has higher and more appropriate expectations of pupils. An apparent drop in standards at the end of Year 6 since last year, reflects a group of pupils who came from a lower starting point. Achievement for boys and girls throughout the school is therefore good.
66. The school has focused on raising standards in English, mathematics and science and this has been successful in science due to the good leadership and management of the co-ordinator. She has focused well and been successful in helping teachers to develop scientific skills from the time children first enter the school. There is evidence of good coverage of the curriculum in Years 1 and 2, with a particularly good use of the local environment and trips to relevant places of interest. For example, pupils in Year 1 go on a 'sound walk' around the school grounds and also investigate the plants and flowers to be found. The Year 2 pupils were using the school's grounds to investigate animals and their habitats. Well thought-out events raise the pupils' interest in science, such as science weeks, clubs and homework sessions after school. All these activities, together with relevant trips to such places as the beach and science museum, promote pupils' interest in science very well. Standards have improved since the last inspection for pupils at the end of Year 2.
67. Teaching and learning in science are now good throughout the school, with evidence of some very good teaching in Years 3 to 6. A characteristic of the very good teaching was the very well thought-out lessons, which excite and interest pupils. Even though pupils were revising scientific knowledge for the coming assessments in Year 6, the teacher had planned an imaginative range of activities such as multiple choice quizzes and corporate group answers to such questions as 'How many bones are there in a human body?' In another very good lesson in Year 5, the pupils were using games, practical demonstrations and the interactive white board to reinforce their knowledge of the heart and how blood is pumped around the body. Teachers all provide good opportunities for pupils to gain knowledge and understanding of science. The good teaching in Year 2 made good use of investigating the animals in local environment animals and their habitats. The work was well organised and challenging and the teacher made good use of a parent helper. The co-ordinator has given support to raise the profile of the use of independent creative investigations. This has been partially successful, but

is not yet fully embedded in all classes. All lessons are well managed and this contributes well to pupils' personal development during their time in school. By the end of Year 6, they are mature, responsible and able to work very well on independent or collaborative tasks.

68. Teachers track pupils' progress in science in detail through the school. This gives the co-ordinator and teachers a good overview of exactly what are the strengths and weaknesses of a year group or individual pupils, so that appropriate remedial action can be taken.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- ICT is used well to support learning in other subjects.
- Planning for the consistent teaching of skills throughout the school needs to improve.
- Until very recently unreliable equipment has restricted the use of ICT and impacted negatively on pupils' achievement.
- Procedures to monitor the quality of teaching and standards are at an early stage of development.
- The co-ordinator is well informed and has a clear vision for the development of the subject.

Commentary

69. Standards at the end of Year 2 are now average, an improvement since the last inspection. Standards at the end of Year 6 are also average and pupils' achievement is satisfactory overall. The co-ordinator has been proactive since his appointment, making the improvement in the reliability of the computers his main priority. In this he has been successful and the school is now in a strong position to raise standards as the further improvement of resources is a school priority and the purchase of three more interactive whiteboards is planned.
70. The school does not currently have a computer suite, although this is planned, and teachers do not consistently plan for all pupils to access computers in classrooms to learn and practice the skills necessary to use them effectively. Instead there is an over-reliance on the skills that the pupils already possess, because many have access to and use computers at home. Pupils in Years 5 and 6 benefit from the regular visits of a volunteer who teaches additional skills that enable them to use the computers effectively to support learning.
71. In lessons observed, computers were used well to support learning. Pupils are familiar with the Internet and use this well to research and support their learning in history, geography, science and mathematics. In an English lesson in Year 5, the teacher and learning support assistant worked well together using the only interactive whiteboard to record and assimilate questions raised by the pupils. Previously pupils had produced word-processed accounts, presented well with appropriate fonts selected. In the same class, pupils created sounds on the computer and matched them on the keyboard and in Year 1 pupils demonstrated good control of the mouse as they recorded the properties of solid shapes in mathematics. Photographic evidence shows data handling in Year 2, when pupils create bar charts to show transport used for holidays. Discussions with Year 6 pupils confirm that the computers are 'now more reliable.' They could discuss power point presentations they had prepared and were able to talk about controlling lights and buzzers and how they had used a publishing programme to produce a magazine.
72. The co-ordinator, recently appointed, is very well organised and has a clear vision for the future development of the subject. He leads the subject well but has yet to monitor teaching or develop systems to raise further the standard of teaching and learning, which is satisfactory overall. The purchase of further interactive whiteboards and the on-going training of staff, many of whom have recently been appointed, are his main priorities. He acknowledges that the

progressive teaching of skills throughout the school needs further emphasis and has created a detailed and useful list of these to support staff and assessment procedures.

Information and communication technology across the curriculum

73. Pupils have access to four computers in most classes and they use them well to support learning in subjects across the curriculum. Two classes also 'e-mail' their homework into school. Year 6 pupils are able to show a full range of work that they have saved in different subjects.

HUMANITIES

Religious education was inspected in full and is reported below. Geography was sampled. History was not inspected.

74. In **geography**, in a well-taught lesson in Year 3, pupils showed good skills in researching rainfall and temperature patterns in different parts of the world and drawing conclusions about different climatic zones. The pupils co-operated well together in their groups and the teacher questioned them and intervened effectively to keep them focused well on their task, helping them to achieve well. In a Year 5 lesson that was focused on developing skills in persuasive writing, pupils responded enthusiastically, motivated very well by the teacher's use of current geographical work on the proposed Hindhead tunnel as the context. The lesson reinforced and built well on previous learning and the considerable depth of information pupils had clearly gained from a visiting planning officer. In discussion, they justified their views convincingly about the potential negative impact on the local environment of the proposed scheme.
75. Planning for geography and a scrutiny of work shows an appropriate balance between the development of geography skills and knowledge and understanding of the locations and themes studied. The newly appointed co-ordinator has an appropriate view for the development of the subject and has for begun to collect samples of work to ascertain whether there is sufficient progression on pupils' learning as they move through the school.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good links with local churches contribute to pupils' positive attitudes.
- Current planning does not promote an effective balance in the teaching of world religions, partly because there is no common approach to assessment in the subject.

Commentary

76. Standards in Year 2 and Year 6 are broadly in line with the expectations of the locally agreed syllabus and boys and girls of all levels of attainment achieve satisfactorily overall. Standards have fallen back to some extent since the last inspection, when they were described as above expectations by the end of Year 6. The main reasons for this are some shortcomings in the current long term planning and a lack of common assessment procedures. Although all of the required elements are taught, in the study of world faiths other than Christianity, more time is allocated to Judaism across the year groups than to Islam and Hinduism. Consequently by Year 6, pupils have only a superficial knowledge of these two faiths and sometimes confuse the religions to which key beliefs and traditions belong. Different aspects of these faiths and Judaism are covered in different year groups to avoid repetition. However, scrutiny of pupils' work show that there is little difference in the expectations of the skills and knowledge of the

older or younger pupils and as a result they do not build effectively on previous learning. The lack of a common approach to assessment across the school contributes to this.

77. The quality of teaching and learning is satisfactory overall. Good examples were seen of teachers using interesting activities to motivate pupils and help them to learn in different ways. In a Year 3 lesson about religious journeys, well structured planning provided opportunities for pupils to learn about features of pilgrimage from examples in Christianity and Islam. Pupils then developed their understanding and empathy by making their own 'pilgrimage' to the willow dome in the school grounds, which has been blessed by the vicar as a place for quiet reflection. This also illustrates the way that teachers generally include a good balance in their lessons between the two aspects of exploring and responding to human experience and investigating religious traditions.
78. By Year 6, pupils have a sound understanding of the main features and beliefs of Christianity. Visits to the parish church, both to study features of the building and to participate in services, together with the regular participation of the vicar in assemblies and lessons contribute well to this. They also learn about Bible stories and their significance for Christians today from their daily assemblies. Past work also showed that in some classes pupils reinforce and extend their learning well through a good variety of written tasks that also give them the chance to apply the different writing skills they are learning in English.
79. The very good relationships between pupils and teachers and between the pupils themselves mean that boys and girls of all levels of attainment are confident in sharing their ideas, secure in the knowledge that both teachers and their peers value and respect what they had to say. This not only adds to pupils' positive attitudes in lessons, but also contributed to the respect they show for the views and beliefs of others. A good example of this was seen in a Year 1 lesson when a Hindu pupil was encouraged to share a story from that tradition with the rest of the class that had similar features to the story of Noah that was being discussed. In this way, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
80. The newly appointed co-ordinator has an appropriate view for the development of the subject and is aware of the need to provide opportunities for pupils to have first hand experiences through visits and visitors to increase their understanding of all of the world religions they study.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and physical education were sampled. Music was not inspected.

81. The scope of the inspection only allowed for two lessons in **art and design** to be seen, one each in Year 2 and Year 6. In both lessons, the teaching and learning were good. Both lessons concentrated very well on the development of pupils' skills. In one class, shades and tones were focused on, helping the pupils to blend 2 or 3 pastels of different colours to replicate the iris they were drawing. In the other lesson, pupils were outside, using a viewfinder and skills of shading and perspective were focused on well. The school celebrates its enthusiasm for art well in its Arts Week. An impressive portfolio of work has been collected from across the school and this also indicates good coverage of the work of famous artists. For example, Georgia O'Keefe from flower paintings in Year 2 and William Morris patterns in Year 5. Even the youngest children in the reception class can recognise some of Monet's work from their own experiences of Monet style paintings.
82. No lessons in **design and technology** were observed and no samples of work were available. However displays, photographs of recently completed work, scrutiny of teachers' planning and discussions indicate that pupils develop an appropriate range of skills as they move through the school. Teachers use a national scheme to guide their planning and consequently pupils understand the design process and can explain how they have reviewed and attempted to improve their products. Teachers have fully exploited cross-curricular links especially with

mathematics, art and ICT. Pupils have positive attitudes toward the subject and enjoy describing products they have made. The co-ordinator is very well organised, ensuring that an adequate supply of resources and advice are available to staff.

83. In **physical education**, one gymnastic and one dance lesson were seen in Years 3 to 6, both of which were well taught, with pupils achieving well. In both lessons, the qualities of movements were being focused on well with good attention being paid to levels, speeds and direction. Teachers used pupils own demonstrations and a good level of positive feedback effectively to help pupils further improve their skills. The school has its own swimming pool and this is particularly well used in the summer, with very good use being made of a teaching assistant who is a qualified coach. A very good range of clubs, both at lunch-time and after school, gives further support to the physical education curriculum. There is a good level of participation in these.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE) was sampled.

84. Just prior to the inspection, the school received the Healthy Schools Award. Its well-structured PSHE programme contributed significantly to this. The school nurse supports the teaching of sex and relationships and parents are involved the drugs education programme. One satisfactory Year 1 lesson was seen during the inspection, where pupils gave sensible suggestions about safety in the classroom, such as not swinging on chairs. Teachers regularly hold 'circle-time' sessions, encouraging pupils to talk about and perhaps find solutions to problems that concern them. Participation in the Healthy School's Council increases pupils' awareness of rights and responsibilities, as well as health and safety issues around the school. The PSHE programme is having a very positive impact on pupils' behaviour and personal development and its success is reflected in the very good positive attitudes of pupils and the very good relationships throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).