

INSPECTION REPORT

HALE SCHOOL

Hale, Farnham

LEA area: Surrey

Unique reference number: 125133

Headteacher: Mrs J Trantom

Lead inspector: Dr T Simpson

Dates of inspection: 7th to 9th June 2004

Inspection number: 256313

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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	440
School address:	Upper Hale Road Farnham Surrey
Postcode:	GU9 0LR
Telephone number:	01252 716729
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Young
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Hale is a large primary school serving a residential area on the outskirts of Farnham. The socio-economic background of the pupils is mixed and there are elements of social deprivation in part of the area served by the school. Attainment on entry is mixed – but overall is below average. There are few pupils from ethnic minority backgrounds or for whom English is an additional language. The percentage of pupils with special educational needs – including those with Statements of Special Educational Needs – is slightly above average. The needs of the pupils concerned are varied. There are broadly the same numbers of boys and girls on roll. The number of pupils who enter and leave the school other than at the normal time is average. The school has recently been granted an Investor in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Tom Simpson	Lead inspector	Science, art and design, music.
14243	Sandra Benjamin	Lay inspector	
28014	Peter Buckley	Team inspector	English, geography, special educational needs.
14997	Val Emery	Team inspector	The Foundation Stage, physical education, religious education.
31838	Martyn Williams	Team inspector	Mathematics, design and technology.
33043	Jean Yea	Team Inspector	Information and communication technology, history.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of this school is satisfactory and pupils' achievement is sound overall. Teaching is satisfactory and there are examples of very good teaching. The school is well led. Management is sound and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- This is a very inclusive school and provision for pupils with special educational needs is very good.
- Provision in the Foundation Stage is good and the children achieve well.
- An enriched curriculum is provided and there are particular strengths in the school's provision for the arts, sport and extra-curricular activities.
- The headteacher and other key staff provide good leadership.
- Standards in investigative science are not high enough.
- Provision for social and cultural development is very good and this impacts well on pupils' attitudes and behaviour.
- Assessment information is not used enough to inform the setting of work for pupils in some lessons.
- The school is very well supported by very good links with the community.
- Despite the school's attempts to improve it, attendance remains unsatisfactory.

The school's improvement since the last inspection has been satisfactory. Most of the key issues then identified have been addressed successfully. Teaching, learning and planning are now better. The quality of leadership and management has improved significantly since the time of the last inspection, when this formed a key issue. However, standards in science and religious education are not now as high as was previously reported. In other areas provision has been broadly maintained. In the recent past the school has put in place a number of strategies for further improvement but these have not yet had time to impact fully.

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	D	C	C
Mathematics	D	C	C	C
Science	D	D	D	D

*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.*

Overall achievement at the school is satisfactory. Current standards are average at the end of Year 2 in English, mathematics and science. At the end of Year 6, standards are average in English and mathematics, but below average in science. By the time they leave the reception classes children in the Foundation Stage reach the goals they are expected to reach in all the areas of learning – except in personal, social and emotional development where they exceed them. Achievement is good in the Foundation Stage and in English in Years 1 and 2. Achievement in other subjects and stages of education at the school is satisfactory – except for science between Years 3 and 6 where it is sometimes unsatisfactory and in art and design where it is good throughout the school. Standards in investigative science are not as strong as those in other aspects of the subject. Pupils with special educational needs are very well provided for and make good progress. There is

no significant difference between the achievement of boys and girls. Standards in information and communication technology are average in Years 2 and 6, while standards in religious education meet the requirements of the locally agreed syllabus throughout the school. Standards in art and design are above average and examples of high quality singing and instrumental playing were noted during the course of the inspection.

Pupils' personal qualities are good. They relate well to one another and to the adults in the school. **Pupils' spiritual, moral, social and cultural development is good overall** and there are particular strengths in cultural and social development. Pupils generally behave well in lessons and around the school. They have positive attitudes towards their work, are punctual and enjoy coming to school. Attendance, however, is unsatisfactory. Some parents taking their children out of school for family holidays during term time contributes to this.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall and there are some examples of very good teaching. Teaching of children in the Foundation Stage, of art and design and of English in Years 1 and 2 is good. Other strengths within the teaching at the school include expectations of good behaviour, planning and the contribution of non-teaching staff. Although assessment procedures are satisfactory overall, there is a need for these to be developed further and there are weaknesses in the use of assessment data to inform provision in some lessons for pupils with different levels of attainment.

A broad and balanced curriculum is provided for the pupils and there is a very good range of enrichment activities. The pupils have good and trusting relationships with adults at the school and provision for those with special educational needs is very good. Partnership with parents is good and the parents are very supportive of the school. There are good procedures in place to ensure parental satisfaction and to deal with any concerns. Partnerships with other schools are good, while links with the community are very good. Staffing, accommodation and resources are good overall.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The governing body is supportive and fulfils its statutory responsibilities well, meeting all requirements. The headteacher and other senior staff provide good leadership and provide positive role models. They are highly committed to inclusion, the promotion of equality and concern for the needs of individuals. The headteacher is a driving force behind the school's efforts to raise standards further while still maintaining an enriched curriculum. Management at the school is satisfactory and is improving. The management of the provision for pupils with special educational needs is very good. Systems for financial management are good. The school has good regard for the principles of best value and available resources are used well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high level of regard for the school and support it well. They particularly like the quality of the teaching. Their children are also positive about the school. They feel confident that there is an adult they can go to if they are worried.

IMPROVEMENTS NEEDED

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

- Raise standards in investigative science;
- Ensure that the outcomes of assessment are used more effectively to inform the setting of work for pupils with different levels of attainment and
- Improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are average by the end of Year 2 and Year 6. Achievement is good in the Foundation Stage and satisfactory overall at the other stages of education in the school.

Main strengths and weaknesses

- Achievement in the Foundation Stage and in English in Years 1 and 2 is good.
- Standards in investigative science are not as good as in the more knowledge based elements of the subject.
- Pupils with special educational needs make good progress as a result of the very good provision that is made for them.
- Standards in art and design are above average throughout the school.

Commentary

1. Results in the 2003 National Curriculum tests for pupils at the end of Year 2 were at the national average in reading, writing and mathematics. Teacher assessment results in science were above average in terms of the percentage of pupils gaining the expected Level 2, and average in terms of those gaining the higher Level 3. In the same year's tests of pupils at the end of Year 6, (SATs), the results were average in English and mathematics – but below average in science. In comparison with similar schools – a measure relating to pupils' prior attainment at Year 2 – results were also average in English and mathematics and below average in science.
2. Current standards broadly reflect these results, being average in English and mathematics throughout the school, but below average at the end of Year 6 in science. Standards in investigative science are lower than those in the more knowledge based elements of the subject. This is mainly because work set is not always closely enough matched to the needs of pupils with different levels of attainment in lessons. Also, pupils are not given enough say over the course of their investigations. The school has put in place a number of strategies to improve standards in science. Staff training has been provided by the co-ordinators and a new system of assessment put in place. The profile of the subject has been raised by providing a science focus week with external support, which included industrial engineers. However, these moves have not yet had enough time to impact positively on standards in science, which are currently lower than reported at the time of the previous inspection.
3. Pupils enter the school with below average attainment in several areas. As a result of good teaching and provision, their achievement is good during the Foundation Stage. By the time they leave the Foundation Stage most pupils will meet the goals they are expected to reach in all areas of learning except for personal, social and emotional development where they will exceed these. With the exception of science between Years 3 and 6 where there are weaknesses and in English in Years 1 and 2 where there are strengths, achievement is satisfactory overall in the other stages of education at the school as a result of satisfactory teaching. Pupils with special educational needs are achieving well, due to the sustained support they receive from their class teachers and very well qualified teaching assistants. Close monitoring of pupils' individual education plans ensures that their targets are adjusted frequently and this contributes well to the good progress they make and their enthusiasm for school. The school has identified some differences between the achievement of boys and girls and taken steps to rectify this. No significant difference was noted during the inspection. The school's trend of improvement is broadly in line with the national trend.
4. Examples of the good achievement seen in the Foundation Stage included a nursery session during which the children carried out a range of creative and other activities related to the 'Very

Hungry Caterpillar'. They worked in a well set up and organised environment. The curriculum provided for them was challenging but practical. All were motivated by the tasks and learned well. In a very good Year 2 English lesson, lower attaining pupils worked at a very good pace. The teacher constantly reinforced the learning objectives. Vocabulary was challenging, but praise motivated the pupils as they experienced success in their reading comprehension. Standards in information and communication technology are average in both Year 2 and Year 6. The evidence available indicates that standards in religious education meet the requirements of the locally agreed syllabus throughout the school. There are above standards in art and design at both Year 2 and Year 6. Some very good standards of singing and instrumental playing were noted during the inspection. Most of the parents who replied to the questionnaire stated that their children were making good progress.

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

Standards in:	School results	National results
Reading	15.7 (16.0)	15.7 (15.8)
Writing	14.6 (14.9)	14.6 (14.4)
mathematics	16.8 (16.3)	16.3 (16.5)

There were 39 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	27.3 (26.0)	26.8 (27.0)
Mathematics	27.3 (26.6)	26.8 (26.7)
Science	28.1 (27.8)	28.6 (28.3)

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

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is unsatisfactory but punctuality is good. Spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils' have good behaviour and positive attitudes towards their learning.
- Relationships between pupils and between pupils and staff are good. This is a result of the good example set by the staff.
- Pupils' cultural development is very good because the school takes positive steps to ensure that pupils experience the traditions of a wide range of cultures as well as their own.
- Provision for social development is very good.
- Despite initiatives instigated by the school, attendance is unsatisfactory.

Commentary

5. Pupils enjoy being at school and strive hard on most occasions to do well. Virtually all pupils approach their lessons with enthusiasm and concentrate well on their learning.
6. Attendance is unsatisfactory and has shown no improvement since the last inspection in spite of monitoring procedures initiated by the new headteacher, a three stage approach to dealing with parents and working in close collaboration with the education welfare officer. The school has been unable to have any impact on a small percentage of families who continue to take

their family holidays in term time. Standards of behaviour are good in the classroom and in all areas of the school. All pupils are fully aware of the school rules and their individual class rules. The training and development opportunities at induction and subsequent refresher training organised by the school's co-ordinator for special educational needs for teaching assistants in issues such as behaviour management has contributed to the good attitude and behaviour of pupils in lessons. Pupils with special educational needs are fully accepted by all pupils. They work well with their teaching assistants in class or when they are withdrawn for short periods and are fully included in all school and class activities. Children in the Foundation Stage are on course to exceed the goals they are expected to reach by the time they enter Year 1.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.8	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.

7. All staff in the school work hard to create a caring atmosphere where pupils are very aware of the responsibilities of being a part of a community. This ethos results in pupils knowing right from wrong and showing consideration for others. Pupils work well together, move into their appropriate groups in lessons very quickly and are willing and happy to share resources if appropriate. The teaching assistants use the training opportunities afforded to them by the school to model good behaviour and to take the initiative in classrooms in giving praise and encouragement to pupils who need additional emotional support. There have been four fixed term exclusions and a permanent exclusion during the last school year. Parents, governors and the local authority were involved in the process and have agreed that the exclusions were appropriate.
8. The school uses the newly formed school council to ensure that the views of all pupils are taken into consideration. All pupils from Year 1 upwards elect two representatives to the council. The council has elected officers and the treasurer has a budget of £50 for an academic year. This results in council members not only feeling that the school listens and values their views but that they have to negotiate with other pupils and justify why they have chosen to spend money on a particular item.
9. Cultural development is very good. The school ensures that pupils experience the traditions of a wide range of cultures by taking every opportunity to use the rich heritage that surrounds the local area in addition to initiating relevant visits and links to the school; for example the school's international link with a school in Shanghai, China. Several teachers have visited the school - funded by the British Council. This has been followed by a visit from staff of the Chinese School. The impact of this results in pupils having an in-depth understanding of life in a Chinese School and aspects of the Chinese New Year. The whole school celebrates Chinese New Year in full, ending the celebrations by sitting down and eating a Chinese meal with chopsticks. Pupils' also develop a good understanding of their own culture by residential visits and through music and art, which parents see as a strength of the school. Residential visits also contribute very well to pupils' very good social development.
10. Pupils singing in assemblies helps to promote spiritual development. The singing by the choir in assemblies is very moving and fosters an atmosphere of peace and tranquility before pupils are given the opportunity for reflection. The school's active involvement with the Farnham assemblies team and family services in the local church also help to promote spiritual development. The impact of this spiritual development could be seen in a Year 2 mathematics lesson when some pupils were given the task of solving a numeracy problem. They were told that 3 hens had 19 chicks and asked how many did each hen have. There was a sense of awe

and wonder when one pupil realized that each hen did not have to have an equal number of chicks.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	286	4	1
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – Caribbean	2	0	0
No ethnic group recorded	31	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 overall. Teaching is satisfactory and there are regular examples where it is good or better. The school provides an enriched curriculum. The pupils are soundly cared for and have good and trusting relationships with staff. Their views are listened to and acted on. There are good links with parents and other schools and very good links with the community.

Teaching and learning

Teaching and learning are satisfactory overall. They are good in the Foundation Stage, in English in Years 1 and 2 and in art and design throughout the school. Assessment is satisfactory.

Main strengths and weaknesses

- Pupils have a good start to their education in the Foundation Stage and build well on this in English in Years 1 and 2 and in art and design in Years 1 to 6. Teaching is less consistent in other areas.
- Opportunities for independent work are variable. This contributes to some unsatisfactory achievement in investigative science.
- There are coherent assessment procedures for all subjects, but the information gathered is not used consistently to set work to meet pupils’ needs.
- Classroom assistants make a good contribution to the achievement of pupils with special educational needs.
- Throughout the school good expectations of behaviour support pupils’ achievement.

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (6%)	26 (54%)	18 (38%)	1 (2%)	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.

11. Consistently good teaching in the Foundation Stage ensures that all children, including those with special educational needs, achieve well in acquiring their early skills. Resources are good and there is particularly good provision for outdoor learning. Sessions are purposeful, with well-chosen and challenging activities which engage children effectively. This has a positive impact on their development.
12. Pupils continue to build up their communication skills well through Years 1 and 2 because English is well taught. The main strengths lie in good planning and effective challenge which extend pupils well. The vast majority of lessons in all subjects across the school are structured well with clear objectives, a range of relevant activities, and opportunities to review progress at the end. There is not, however, a consistency in the level of challenge offered either within lesson or over the longer term so that teaching is overall satisfactory rather than good. There were no lessons seen where work was too hard, but in several the work done by higher attainers in particular was little different from that tackled by the rest of the class. In those lessons teachers did not probe the limits of what the pupils could do, and in consequence they did not reach the levels of which they were capable. In some cases teachers directed work too closely so that pupils did not have the chance to experiment and find things out for themselves. This is a factor in the variable achievement of pupils in investigative science. Teaching in art and design is good overall and this contributes to the above average standards being achieved.
13. In the better lessons across the curriculum objectives are clearly shared at the start and reviewed in detail at the end so pupils know how well they are doing and are clear about the next steps to take. This is not always the case so pupils do not develop their learning as well as they should. The school marking policy has only recently been agreed but is not followed rigorously. The picture remains similar to that found at the last inspection: day to day marking generally includes constructive comments to recognise success but varies unduly in identifying ways to improve. This also limits pupils' understanding of their own learning. There has been an improvement in assessment overall because there are now clear procedures to record progress in all subjects. Data from statutory and optional tests in English and mathematics are collected and used to help set general targets for different groups of pupils. There is less emphasis on setting targets for individuals, although this is becoming apparent in Year 2, especially in English where pupils do well. The variable use of assessment information contributes to the inconsistent match of tasks to attainment found in lessons and means that some pupils, higher attainers especially, are not doing as well as they should.
14. A significant number of classroom assistants and other adults support pupils effectively in classes. The assistants also withdraw pupils from their normal lessons for targeted support in English and mathematics. They are well informed about the needs of individual pupils and what their own tasks should be. The teaching of pupils with special educational needs is good and contributes to their good learning and achievement. Teaching assistants work very closely with class teachers and the co-ordinator for special educational needs in planning for pupils with special educational needs. Teachers' good expectations of behaviour mean that lessons proceed in an orderly way, without disruption. Pupils are polite and relate well to adults and to each other. This enables them to work constructively together and contributes to their satisfactory achievement. The proportion of unsatisfactory teaching has been much reduced since the last inspection so improvement is on balance good.

The curriculum

The school provides a broad and well balanced curriculum. Opportunities to take part in enrichment activities are very good. Staffing, accommodation and resources are good overall.

Main strengths and weaknesses

- Provision for sport, the arts and extra-curricular activities is very good.
- Visits and visitors to the school add breadth to pupils' knowledge and understanding.
- Provision for pupils with special educational needs is very good.
- Provision for investigative science is under developed in Years 3 to 6.

Commentary

15. The curriculum provided fully meets statutory requirements. Planning has improved since the last inspection as teachers now plan in teams using national guidelines and schemes of work. This ensures that pupils' learning is developed in a progressive way and that they are well prepared for the next stages of their education. The planning and provision for pupils with special educational needs is very good, reflecting the school's fully inclusive nature and its coherent approach to special educational needs. Pupils' individual education plans have very clear targets that all understand and this effectively translates into daily plans. These pupils are mainly taught with their peers, but receive some teaching in small groups or individually to support their specific needs and this is very effective. There are some weaknesses in the provision for investigative science – particularly at the higher levels. The school is aware of this and is currently addressing the issue.
16. The wide range of after school clubs, the very good provision for sport and the arts and the numerous interesting out of school visits and visitors to the school all ensure that the pupils have very good opportunities to widen their horizons. During the inspection a number of extra-curricular clubs were observed. These included high quality choir and orchestra, recorder groups and swimming sessions. The choir and orchestra have both performed publicly on several occasions. Other clubs include, football, cross country, hockey, table tennis, netball, rounders, athletics, information and communications technology, French and a newspaper group (taken by a parent who is a sub-editor on a local paper). The school has had many successes in local sporting competitions.
17. Educational visits bring the curriculum to life for the pupils. The school provides residential visits to Felbury Centre near Dorking for Year 4 pupils. Year 5 pupils visit Henley Fort in Guilford and Year 6 - whose curriculum provision is enriched through having French lessons – are able to develop a wide range of linguistic, geographical and historical skills and knowledge during an annual visit to France. Appropriate provision is made for pupils who are unable to take part in residential visits.
18. Planned provision for gifted and talented pupils is a recent initiative. A co-ordinator has been appointed and a register of gifted and talented pupils has been established. It is too soon, however, for this to have impacted on the standards being achieved by these pupils. Provision for personal, social and health education – including sex and drugs education - is sound. Much is taught across the curriculum, through subjects such as science and religious education. There also, however, appropriate contributions from specifically timetabled lessons, assemblies and the school council.
19. The accommodation at the school is generally good. There is a recently re-furbished outdoor swimming pool, a designated sports hall and garden areas for the pupils' use. Playground areas are spacious. There are some weaknesses, however, in the accommodation available for the computer suite. Staffing and resources are both good

Care, guidance and support

The school makes satisfactory provision for pupils' care, welfare and safety. It provides them with satisfactory support and guidance based on monitoring. Pupils are beginning to be fully involved in the life of the school in regard to decision-making.

Main strengths and weaknesses

- Pupils feel confident to approach an adult in the school if they have worries or concerns.
- Pupils are given good opportunities to share views and ideas.

Commentary

20. Pupils feel confident that adults will listen to their concerns and that action will be taken to help them. The work with the family counsellor who works for the Children and Adolescent Mental Health Services for the Mental Health Trust means that pupils who need additional emotional support can have designated slots with the counsellor for thirty minutes every fortnight in the school. This work is co-ordinated by the school's special educational needs co-ordinator who then works closely with the class teacher, teaching assistants and parents if appropriate. This structured approach to providing additional support to pupils has impacted well on those pupils who need it. The provision for support, advice and guidance for pupils who do not need additional emotional or pastoral support is satisfactory. Satisfactory health and safety procedures are in place. Appropriate procedures are in place for child protection and all staff have received training which has either been delivered by the headteacher as the designated person or the special educational needs co-ordinator. The procedures to introduce children to the Foundation Stage are satisfactory, while for pupils entering the school at Year 3 they are good.
21. The school listens to pupils' ideas and views successfully through the recently formed school council. There are formal class meetings for the elected council members to seek the views of their class which are then discussed when the officer and elected members meet each term. The council members' views were taken into account when the swimming pool was refurbished. The school council has just begun to pilot an additional method of communicating with pupils by using a commentary book. Council members felt it was too early to say whether it would be effective.
22. The care and support for pupils with special educational needs is very good. Teachers and teaching assistants know the pupils very well. The school's values are reflected in the way that pupils with special educational needs are given opportunities to take part in all school activities. Their contributions are valued and their achievements recognized fully. The co-ordinator with responsibility for special educational needs keeps very good records of pupils' progress as they move through the school and these are reviewed regularly. Individual education plans highlight areas for improvement for pupils with clear targets. These are shared with pupils and parents. A key factor is the early identification of such needs and the action taken to make the necessary provision to help pupils. Overall provision for the care, guidance and support of the pupils has not changed since the last inspection.

Partnership with parents, other schools and the community

The school has developed good relationships with its parents and carers. Its links with the wider community are very good. It also has good links with other colleges and schools. These have a beneficial effect on pupils' learning and achievement.

Main strengths and weaknesses

- Parents are supportive of the school and are very satisfied with its provision.

- There are good transfer arrangements to the secondary schools.
- There are very good links with the community to support pupils learning.
- The school is a community resource.

Commentary

23. Parents receive regular letters that keep them informed about the routines and events in the school every month. They also receive, every term, information on principal areas of study for key subjects, activities children will be taking part in during term, ways in which they can help their children and visits and events that are taking place. The partnership with parents in their children's education is particularly encouraged in the Foundation Stage and parents welcome the opportunity given to them to spend fifteen minutes with their children on a structured activity at the beginning of the school day. The annual written report to parents gives clear information on how children are achieving. This includes action plans and short term goals. The reports examined during the inspection showed that no parent had taken the opportunity to comment on them. Parents did comment at the parents meeting that teachers were always ready to speak to them and respond to problems. Therefore, this may be the way that parents prefer to communicate with the school. There were, however, some parents who believed that in spite of the school having an open door policy that day-to-day communication could be improved. The opinions of parents and carers are gathered through meetings each term. The new headteacher has started a welcome letter to new parents and intends to send a follow-up letter at the end of the term to seek parent's views on how the school could work with them more effectively. The results of their views will be used as a guide for the welcome letter to parents whose children will be starting in the school in the next academic year. Overall, the inspection found that current links with parents were good. The results of the questionnaire indicated that the school is very popular with the parents.
24. Parents describe the transfer arrangements to secondary school as fantastic and praise the way the school prepares their children for the next stage of their education.
25. Parents of pupils with special educational needs are well informed about their progress by the co-ordinator with responsibility for special educational needs. Parents are encouraged to support their child's learning and time is made for them to share their concerns with the co-ordinator when necessary. They speak highly of the provision and value the co-operation that the school provides. This partnership has a beneficial impact on the pupils' learning.
26. The school continues to develop very good links with its community. This is a strength. It has worked hard to ensure that it remains a community resource. The use of the school as a breakfast and after school club is a good example of how it has striven to be a focus for the community. The structured environment these provide has a positive impact in preparing pupils for learning at the start of the day.
27. The link the school has with the Surrey Institute of Art and Design has a positive impact on pupils' learning and the displays produced in collaboration with the pupils greatly enhance all areas of the school. The school actively encourages disadvantaged members of the community and the elderly to take part in special assemblies. The school has developed good links with industry and on inspection week it was using engineers and scientists to work with pupils on investigative science techniques. The school and parents are proud of its participation in local events including carnivals, music and art festivals. The school choir is well known locally and has regular requests to sing at festivals. The parent teacher association is supportive of all aspects of school life and works hard organising fundraising events to improve the school's facilities.

LEADERSHIP AND MANAGEMENT

The headteacher and senior staff provide effective leadership. Management is satisfactory overall. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has an infectious enthusiasm, which contributes very well to creating teams and promoting the school within the community.
- The leadership of the school has an ethos of empowering all staff, at different levels of management, to be effective, but this has had insufficient time to impact on standards and the quality of provision.
- The management of special educational needs is very good.
- Governors have a good understanding of the strengths and weaknesses of the school and use their own expertise effectively.
- Finances are well managed and the school evaluates its spending carefully.

Commentary

28. The headteacher, in post for less than a year, provides strong and caring leadership and is committed to raising standards in all aspects of the school's work, while continuing to promote an enriched curriculum. In the last report one of the key issues was to improve the quality of leadership and management by developing the management role of staff and involving them and governors in agreeing priorities for the school development plan (SDP). Since the last inspection there has been a significant change and improvement in the leadership and management in the school at all levels. There has not yet, however, been time for these changes to impact fully on the standards being reached by the pupils. The SDP was formulated through wide consultation, the senior management team meets weekly with a clear agenda, and subject leaders have increasing release time to monitor their curriculum areas. The school carries out effective self-evaluation – the results of which are accurately reflected in the SDP.
29. The increased responsibility given to teachers in managing the curriculum is matched by the school's commitment to professional development. Management skills are satisfactory, but through planned opportunities and the use of local authority consultants these skills are being developed. There is also good induction of new teachers and a commitment to initial teacher training. Performance management is fully in place and teaching assistants and administrative staff receive annual appraisals. These have contributed to the school's achievement of the 'Investors in People' award.
30. The management of special educational needs is very good, reflecting the shared commitment and vision of the headteacher and the special educational needs co-ordinator (SENCO). Accessing outside expertise and providing professional development for teaching assistants ensures that pupils with special educational needs receive the best support available within a very well managed budget. The SENCO has very well organised procedures for planning and monitoring special educational needs and this contributes to pupils' good progress. She is also very well supported by the experienced special educational needs governor. The high level of commitment that all staff show to the inclusion of all pupils contributes strongly to the good ethos of the school.
31. The governing body, ably led by an experienced chair, has a good understanding of the strengths and weaknesses of the school. While very supportive of the school and the headteacher, they actively apply 'best value' principles. Using local authority data, they compare the school's performance and expenditure against similar schools and have opportunities to challenge when, for example, formulating the SDP. They have competitively tendered for the building improvements, and consulted widely before embarking on the swimming pool renovations. Spending decisions are focused on raising standards and improving the quality of

provision, and the school's administrative officer attends appropriate governing body meetings to provide high quality information to inform spending decisions. The governing body ensures that the school fulfils all statutory duties, including those related to racial equality.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1159345
Total expenditure	1105880
Expenditure per pupil	2531

Balances (£)	
Balance from previous year	3715
Balance carried forward to the next	57180

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The good provision in the nursery and reception classes has been maintained well since the last inspection and is a strength of the school. The children generally achieve well and overall a good majority are on course to meet the goals they are expected to reach in all areas of learning by the time they enter Year 1. In personal, social and emotional development, they exceed the goals.

Children come to school with a variety of attainment and groups of children vary from year to year. The children in the current reception class have a heavy bias towards summer birthdays and although achieving as well as other children, they are later in their development. Because of the above average numbers of special educational needs pupils in the school, attainment on entry is below average overall. There are particular weaknesses identified by the school in speaking and listening and in social skills on entry to the school. Children enter the school after an appropriate induction, supported by a good range of home visits to both the nursery and reception classes.

The provision is satisfactorily managed. The co-ordinator has a wide range of other senior management responsibilities and is heavily overloaded at present because of the current circumstances of the school. The curriculum is practical and creative and areas of learning are carefully inter-linked. Teaching and learning are good overall, with some very good teaching in the nursery.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strength and weaknesses

- Regular well planned activities promote children's independence well.
- Good creative interactive play activities give good support to children's social skills.
- Staff ensure a well ordered and attractive environment where children feel secure and valued.
- Opportunities for parents to spend time working with their children each morning help them to settle well and learn well.

Commentary

32. Teaching is very good and children achieve very well. They are on course to exceed the goals they are expected to reach by the time they enter Year 1. This is because the teachers have high expectations of what the children can achieve and provide good opportunities to develop independence. Right from the start of their time in nursery, children register themselves and plan their own sequence of activities for parts of the day. Parents are often involved in this, when they bring them to school in the morning. Good daily provision for parents to work with their children first thing in the morning on planned, relevant and interactive activities helps the children to feel safe and secure and supports their learning. Children show a high level of interest because staff provide worthwhile creative, interesting and practical activities, which motivate children well. All classes have very good provision for creative play areas, where children are confident to interact well with each other, playing out imaginative situations, independently from adults. Children share resources well, take turns and sit still when they are told stories. Children in the nursery have well developed personal and social skills and this is built on well in the reception classes.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Oracy skills are generally below average on entry.
- A good focus on speaking and listening helps this area to develop well.
- There are good opportunities for writing in creative play.

Commentary

33. Teaching is good and children achieve well. A good majority are on course to meet the goals they are expected to reach by the time they enter Year 1. This is because the teachers pay good attention to providing a wide range of opportunities for children to interact and play together creatively to develop their speaking and listening skills. All adults model clear speech and interact very well with the children. Reading and writing skills are taught regularly, although the start to teaching phonics is left to the second term in the reception classes. Some children in the nursery are ready to start this programme earlier. Children's writing develops systematically and children are confident in writing because of the good opportunities for writing in creative play. In the nursery, children write out tickets in the 'station' for others to get on the train. In the reception classes, they take bookings for holiday destinations in the 'travel agents'. Children read regularly at home with their parents and 'big books' are used well for whole class sharing of stories. 'The Very Hungry Caterpillar' was one such book which was used well in all classes to excite and interest children, as well as being well linked to the current theme of 'change', which was the theme of a science week in the school. Well thought out puppets used to support the reading of the story in a reception class, produced excitement and wonder from the children as the caterpillar emerged as a butterfly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers have a good grasp of the area and provide a good range of practical activities.
- Activities in the reception classes do not always challenge higher attaining children sufficiently.

Commentary

34. Teaching is sound and children make satisfactory progress. A majority are on course to meet the goals they are expected to reach by the start of Year 1. They are counting confidently to 10 or more, using one more and one less in practical situations, and have a secure idea of symmetrical shapes. This was demonstrated in their ability to make cakes with symmetrical patterns and paint symmetrical butterflies. Specially chosen number songs, rhymes and games are taught confidently and teachers plan practical activities with great care. In the nursery, the very good teaching provided children with an activity where they were given a number up to 5 and had to find that number of pieces of fruit hidden in the outside play area. Numbers given to the children were carefully matched to the abilities of children. In the reception class, well thought practical activities were also observed. Understanding the concepts of a minute, through a minute timer being used and children using bats and balls during this time to guess how long a minute would be, is an example of this. Overall, all other activities were well linked to concepts of further than, nearer than and symmetry. However, they did not provide any extra challenge for higher attaining children. Teachers use opportunities such as assemblies well to reinforce basic counting. The 'Wiggly Wiggly Caterpillar' was read in an assembly, where children were required to count backwards from 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good links with science were made during the inspection.
- All activities are well linked with one another.

Commentary

35. Teaching is good and children achieve well. They are on course to meet the goals they are expected to reach by the time they enter Year 1. The school's science week involved all Foundation Stage children and well planned imaginative ideas across all areas of the curriculum gave children a wide range of exciting experiences, where they learned well. A theme of 'change' was explored through learning how caterpillars change to butterflies, which was well linked to their literacy work in a range of books. They baked biscuits, watching the change from dough to biscuits when baked and experienced tie dying, observing the changes made when the fabric was untied. The children use the class computers regularly, confidently and with enthusiasm. Many opportunities are provided in the nursery garden to plant and watch things grow.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Reception children have good opportunities to use the school's swimming pool and large playing fields.
- Nursery children have secure spacious outdoor accommodation, which is used well.
- Reception children have good access to the school's swimming pool and large playing fields.
- More attention is needed to developing fine motor skills for handwriting.

Commentary

36. Teaching is good. Children achieve well and meet the goals they are expected to reach. Teachers make good use of the school's good facilities. Children in the nursery use their large outdoor learning area to full advantage and many areas of learning are successfully carried out in this environment. Children ride on wheeled vehicles to the 'flower shop' in another part of the garden and plant their purchases in the play garden, or buy flowers to play out 'getting married' in another area. When a number hunt is organised, there are ample opportunities to run to find the matching number of fruit. Reception children were seen enjoying their first experience of the school's swimming pool and quickly became confident in the small pool because of the good teaching and well organised support from teaching assistants and helpers. The school's halls and playing fields are also enjoyed by reception children who they were observed experiencing a series of well planned activities such as 'bowls or saucers', where teams of children turned cones to bowls or saucers and then counted the numbers their team had achieved. The children enjoy using a wide range of large apparatus, but opportunities to support fine motor skills to develop their handwriting are not as well planned.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- Provision for creative play is a strength in all Foundation Stage classes.
- Staff place a good emphasis on creating a stimulating and attractive environment by displaying children's work well.

Commentary

37. Teaching is good and children achieve well. They are on course to meet the expected goals by the time they enter Year 1. Children are developing an appreciation of music through regular singing. They are taught a good range of skills through regular access to paint, collage and printing. Provision for creative play is very good as all classrooms have three creative play areas. The nursery, for example, has a 'domestic' area, a 'railway station' and a 'flower shop'. These are all very good examples of provision for children to play creatively and develop their language and social skills.
38. The children's classrooms are all bright and attractive with their work carefully displayed on the walls. There are self-portraits and, for example, hand printed butterflies. In the nursery, the large papier mache insects, which children previously made, are used imaginatively by being displayed on the wire fence under the trees in an outdoor working area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good teaching and special educational needs support in Years 1 and 2 contribute well to pupils' good overall achievement in English and average standards by Year 2.
- Recently introduced guided group reading to develop broader reading skills has had insufficient time to impact on raising standards.
- All teachers are aware of the need to develop pupils' speaking and listening skills and do so in a variety of ways, but their effectiveness is constrained by the lack of a whole school approach.
- The new school leadership has empowered the effective coordinator to be pro-active in implementing strategies to raise standards, but teaching has been insufficiently monitored to ensure consistency in the delivery of literacy.

Commentary

39. Standards in English overall are average at the end of both Year 2 and Year 6. Achievement is good in Years 1 and 2 and satisfactory between Years 3 to 6. Current standards are broadly similar to those reported at the time of the last inspection. The school has an above average number of pupils with special educational needs, especially in relation to speech and language, and the special educational needs teacher is very well used to create additional groups during literacy teaching. This has been particularly effective in Year 2 and has contributed, together with good overall teaching, to pupils' good achievement.
40. Reading is systematically taught throughout the school, and a good stock of books is readily available in classrooms and the library. By Year 6 most pupils read confidently, can discuss characters and plots and make predictions about how the book will develop. Most have good skills to use when selecting new books. Older pupils can talk about different genre, have written book reviews and analysed characters in them. The school's spread of buildings constrains the use of the main library, but systems are in place for pupils to select and change books and they

know how to use the library for research. Home school reading logs are used with varying degrees of success to encourage parents to support their children's reading.

41. The subject leader, through analysis of test data, has identified a weakness in pupils' ability to make deductions and inferences from text and has initiated a trial programme of group guided reading. For example, in Year 1 parents are effectively involved with groups of pupils at the beginning of the day. Year 6 pupils showed sustained concentration in reading individually while the teacher explored the inferences in the contents of 'Cal's Log'. The effectiveness of these strategies is to be evaluated and acted on.
42. The introduction of cursive writing from the Foundation Stage has contributed to pupils' good handwriting and presentation. Comments on pupils' work are supportive, but do not provide sufficient detail on how to improve and this inhibits their progress. While there are general literacy targets and good prompts displayed in classrooms to encourage pupils to write more accurately and imaginatively, these have not been developed further into individual short term achievable targets that pupils understand and that help them to progress more rapidly towards the next level in their writing. Skilled teaching assistants support pupils with special educational needs very well during literacy lessons, and as a result these achieve well.
43. Many pupils enter the school with below average speaking and listening skills, and this is recognised in the good support which the local authority provides. The school is currently a pilot school for the authority's oracy project in Year 1. The training of teaching assistants to deliver the project has been effective in improving their skills, but the project's effectiveness is yet to be evaluated. Teachers give pupils opportunities to use their speaking and listening skills in lessons through whole class and smaller group activities, but there is no planned programme to develop these skills. Some pupils tend to answer questions in class with a few words, frequently not in a sentence and with mixed tenses, while others are very articulate. Teachers are not always proactive in encouraging pupils to speak with clear diction and pronunciation, and use the grammatical structures of Standard English. One of the subject leader's proposed initiatives is to introduce the resource pack of national guidance to raise standards in speaking and listening.
44. Teaching is more consistent in the younger classes, but throughout the school the many strategies that contribute to successful literacy lessons are not sufficiently embedded. For example, teachers plan their lessons well, but they do not always share their learning objectives or evaluate how well pupils' have met these objectives in the plenary session. In a very good Year 5 lesson based on designing a brochure to promote the venue, following their residential visit, the teacher used an effective range of strategies to maintain the pace of the lesson, pupils' interest and evaluate their learning. Pupils discussed a range of local brochures in pairs, made notes on small whiteboards, gave their contributions to the whole class, and refined their writing in preparation for their brochure. The teaching assistants fully understood their role, and the expectations within groups were matched to pupils' attainment. Through an effective plenary session, by the end of the lesson pupils had a clear understanding of the constituents of an effective brochure, and the teacher had assessed their learning, which would inform future planning. By contrast in another lesson pupils listened well to the teacher reading two chapters of a book, followed by a few questions, which were answered by pupils who raised their hand. There was no opportunity for pupil discussion and there was insufficient time for pupils to make, other than a start, on the written task. To raise the quality of teaching, and the quality of pupils learning, consistency in the accepted best practices needs strengthening.

Language and literacy across the curriculum

45. Literacy has been satisfactorily developed through pupils using their writing skills to support work in other subjects. In history, pupils wrote about famous people and life in World War II. On their residential trip to France, Year 6 pupils kept extensive diaries. In geography, pupils labelled maps of modern and ancient Greece. Word-processing skills are used regularly. For example, Year 4 pupils produced a clothing list before their residential visit.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Although teaching and learning in Years 1 to 6 are satisfactory, inconsistent levels of challenge mean that pupils do not all work to their limits.
- The subject has been monitored and pupil performance data analysed, but the information has not been used consistently to raise standards.
- The development of numeracy is not planned systematically across the curriculum and information and communication technology is under used.
- Pupils do not have enough opportunities to experiment and apply mathematics for themselves.

Commentary

46. Standards are similar to those found at the last inspection and reflect the results of the 2003 national assessments. They represent satisfactory achievement overall because pupils' attainment is broadly average when they leave the reception classes.
47. By Year 2 pupils have a satisfactory grounding in all strands of the subject and reach average standards. Most can order numbers up to 100 and are starting to recognise sequences such as odd and even. They describe properties of common 2D shapes and construct simple graphs. The work of higher attainers indicates that at times they draw conclusions from graphs and select the mathematics used to solve problems but there was little to show that such independence is a strong feature of learning. Lower attainers and pupils with special educational needs achieve well thanks to focused support.
48. By Year 6 standards remain average. The main weakness lies in the extent pupils experiment and apply mathematics for themselves because of inconsistent opportunities to do so. Pupils collect and group data, for example, but their books suggest that they have made few estimates or discovered that repeated experiments may produce different outcomes. Higher attainers are starting to see patterns but do not use their evidence to produce general statements. This limits the amount of work at higher levels.
49. Teaching and learning are satisfactory overall, but inconsistencies mean that pupils do not all work to their limits. Teaching assistants are used well to support pupils with special educational needs, who subsequently achieve well. The vast majority of lessons are planned effectively from the National Numeracy Strategy. They regularly start with a brisk mental arithmetic session which pupils often enjoy. Good use is made of devices such as individual number fans and whiteboards for all pupils to be actively involved. This also gives the teacher a quick assessment of how well the pupils are performing. Classes are well managed during the main mathematical activities so pupils behave well. Although different groups of pupils usually undertake different tasks, these do not always provide enough challenge for higher attainers in particular. Sometimes activities are too closely directed by the teacher, which restricts pupils' opportunities to find things out for themselves. In the better lessons teachers review with pupils how well they have met the lesson's objectives and then establish what more needs to be done. This focus on the next steps, however, is variable. This reflects the inconsistencies in marking which, although regular, is not always helpful in showing pupils how to improve.
50. The co-ordinator has provided satisfactory leadership in monitoring planning, observing lessons and in analysing recent test results to help sharpen the focus of teaching. The information gathered has been used to help set group targets but these do not always provide the closest match to individual needs. The monitoring does not have sufficient rigour to address fully the inconsistencies in teaching and learning and ensure that all pupils have clearly identified short term targets that extend them and help raise standards.

Mathematics across the curriculum

51. Although the National Numeracy Strategy has been implemented well in mathematics lessons, there was no evidence to show that numeracy has been systematically planned in other subjects. Mathematical skills are used in science when data is presented, and pupils use their measuring skills in design and technology. Whilst pupils' knowledge of calculations must necessarily be used, for example, in constructing spreadsheets, there was no evidence beyond brief planning documents that information and communication technology is in practice regularly used to help develop pupils' skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There are weaknesses in achievement between Years 3 and 6.
- The work set is made interesting for the pupils but it is sometimes not closely enough matched to the needs of pupils with different levels of attainment.
- Pupils do not have enough say over the course of their scientific investigations and this has a negative impact on standards in investigative science.
- Pupils enjoy their science lessons.

Commentary

52. In the 2003 National Curriculum tests of pupils at the end of Year 6, the results were below the national average. In comparison with similar schools they were also below average. Results in the science tests have been consistently below the national average over the past three years. In the 2003 teacher assessments of pupils at the end of Year 2, results were above average in terms of the percentage of pupils reaching the expected Level 2 and average in terms of those gaining the higher Level 3. Current standards broadly reflect these results, being average in Year 2 and below average in Year 6. Pupils' achievement is satisfactory in Years 1 and 2 but there are weaknesses in achievement between Years 3 and 6. Standards in investigative science are not as high as those in the more knowledge based elements of the subject. Standards in science are now lower than reported at the time of the previous inspection.
53. Year 2 pupils have a developing awareness of ways in which to support or harm health and are clear about the effects of exercise on the body. They successfully investigate what is required for successful plant growth. Year 4 pupils who are examining chemical reactions make appropriate predictions and carry out teacher directed investigations to test these. Several, however, find it difficult to justify their predictions. Year 5 pupils have a satisfactory understanding of the concept of sound as the transfer of vibrations through the air. Most are clear that this phenomena is absent in outer space – although a minority find it difficult to explain why this is so. Year 6 pupils investigate how a balloon 'rocket' moves along suspended tracks made from different materials. Most are clear about the need for 'fair testing' in an investigation but some needed prompting before they could explain that only one variable at a time should be changed.
54. The pupils are generally well behaved in science lessons. They enjoy the work they are given – particularly the more practical aspects. Most work well together, independently or in groups. Very occasionally a minority indulge in inappropriate behaviour. Teaching is satisfactory overall. In several of the lessons seen during the inspection it was good. Methods are well structured with a good variety of activities provided to interest the pupils. Planning is generally thorough and there is effective use of resources. The pupils are well managed and this impacts well on behaviour and relationships. Questioning is used effectively to challenge the pupils. However, recently introduced assessment strategies have not had time to impact and the scrutiny of

previous work indicates that the results of assessment are not used enough to inform planning for groups of pupils with different levels of attainment in some lessons. This adversely affects the achievement of pupils of all levels of attainment. Also, the pupils do not have enough say over the design of their experiments, which inhibits the development of their scientific skills – particularly at the higher levels.

55. The relatively recently appointed co-ordinators have a strong vision for raising the status of science in the school and for improving standards. They have provided staff training and begun to monitor standards and teaching. However, it is too soon for these moves to have impacted on the standards being reached by the pupils. During the inspection, the school was taking part in a science focus week with external support. This event raised the awareness of staff and pupils in science and was a relevant and stimulating experience for all concerned. There is satisfactory use of information and communication technology to support science.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- Direct teaching is now a feature of the provision.
- The computer suite is used regularly by all classes.
- There is insufficient use of ICT across the curriculum.

Commentary

56. Statutory requirements are met. The establishment of the computer suite makes it easier for ICT skills to be taught to whole classes and all have regularly weekly lessons in it. In Years 1 and 2 standards are average and achievement is satisfactory. For example, pupils in Year 1 are able to access websites to find out information about magnets, while pupils in Year 2 are able to use search engines to find out more about their geography topic on pirates.
57. In Years 3 to 6 standards are also average overall and pupils' achievement is satisfactory - although insufficient numbers of pupils are reaching higher levels. This was partly due to a lack of confidence in some teachers. It now has been addressed through training and support which has improved teachers' confidence and their ability to deliver the subject. However, there are still not enough opportunities for pupils to use and extend their knowledge and skills independently.
58. Teaching is satisfactory overall. There are strengths in the way that pupils are encouraged to do well and the way that they are positively managed. The use of non teaching staff to support pupils – especially those with special educational needs – is very good. However, assessment to inform future planning is an area for development. It is becoming established in certain year groups and pupils' self assessment is a strategy which is apparent in some lessons. For example, in Year 2 pupils assessed their own achievement using traffic lights and thumbs up or down to indicate how confident they were in their learning. Pupils in Year 5 have computer books which contain instructions to support learning, tasks and self assessment sheets on which pupils are asked to make judgements about what they can and cannot do. A good match of tasks to different levels of pupils' attainment was also a feature of lessons seen in Year 2 and 5 in particular. For example, in Year 2 higher attaining pupils had to find sites unaided, those of average attainment had to find a 'pirates' site produced by a school and the lower attaining had to find a game on a 'pirate' site. In Year 5 tasks increased in difficulty with higher attaining pupils asked what happened when they used copy and paste and what happened when they moved one shape on top of another.

59. Pupils have a positive attitude to the subject and co-operate well working in pairs in the suite. Teachers are supportive to pupils experiencing problems and pupils with special educational needs receive encouragement and are well supported by teaching assistants.
60. Whilst the computer suite has had a positive impact on teaching and learning, the room itself is quite compact and this produces problems for the older pupils who are quite cramped when the whole class is in it. In addition, pupils in all year groups experience problems when trying to see demonstrations on a small screen – as the room does not have an inter-active white board - and this does inhibit learning. Current standards are broadly as reported at the time of the previous inspection.

Information and communication technology across the curriculum

61. Although some year groups used their lesson in the computer suite to research subjects related to other areas of the curriculum; for example pirates linked to geography in Year 2 and plants linked to science in Year 3 there was insufficient evidence of ICT being used in classrooms to support work in other areas of the curriculum. In some classrooms during the inspection, the computers were switched on but not used.

HUMANITIES

History, geography and religious education were all sampled.

62. Scrutiny of planning and previous work and discussions with staff indicate that the requirements of the National Curriculum are being met in both history and geography. In **geography**, for example, Year 2 pupils have explored features of the fictional Scottish island of Struay, constructed maps of it and examined the types of buildings that exist on it. Year 6 pupils have compared an area in France with their own locality and have explored the place of modern Greece in Europe. The geography curriculum is well supported by a number of out of school visits including a residential one to France. The school's provision for **history** is also enriched by a number of visits and visitors to the school. For example, animators from a local museum helped bring the story of Florence Nightingale to life for Year 2 pupils, while pupils in Year 1 visited Farnham and Windsor to contrast and compare their castles. Year 5 pupils have visited Hampton Court and also supported their studies of the Tudor period during a residential visit to Guilford. Year 6 pupils gained a real flavour of the D-Day landings during their visit to Normandy
63. It was not possible to see enough teaching to support an overall judgement on provision in **religious education**. Standards seen were in line with the expectations of the locally agreed syllabus for religious education, which is lower than reported at the time of the last inspection. Pupils in Year 1 and Year 2 know about Biblical characters and events and can recall features. For example, pupils recall the story of the Creation and are familiar with Noah and his Ark. In a sound Year 1 lesson seen, pupils were starting to understand the concepts of 'wise' and 'foolish' through the parable of the houses built on rock or sand. Pupils were able to link these to their own feelings, but not to faith. Older pupils have appropriate knowledge of aspects of world faiths. For example, they relate the Old Testament and Torah to the Jewish faith. In a good Year 5 lesson observed, a good range of artefacts was used well for pupils to explore their uses in the Muslim faith. There was good reinforcement at the start of the lesson about differences observed in a range of World Faiths and pupils were able to recall their work lower down the school concerning Islam.
64. The school uses the locally agreed syllabus as a basis from which to plan its work. Much of the subject is assessed informally by teachers and in the evaluation of lessons and this is an area which is in need of development. Resources have been recently audited, are of good quality and are valued appropriately by the pupils. Little monitoring of lessons and work has been possible. Very good links with local churches and a good range of visitors and local links support the subject well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in detail and is reported on in full below. Design and technology, music and physical education were sampled.

65. Examination of planning and previous work and discussions with staff indicate that a wide range of experiences are provided in each of these subjects. As part of their **design and technology** studies, for example, Year 2 pupils made bread and flapjacks and wrote evaluations of their work. They also constructed fabric shoes. Year 4 pupils constructed ratchet mechanisms out of card, while Year 6 pupils made sunglasses out of paper and cellophane. **Music** has a high profile in the school and some high quality singing was heard during the inspection. During one upper school assembly, for example, hymns such as 'Jubilate Deo', 'Father God I Wonder', and 'Delight Yourself in the Lord' were sung very effectively indeed and contributed very well to pupils' spiritual and cultural development. In another, 'Seek Ye First the Kingdom of God' was sung by the whole school in two parts. The overall provision for music is very successfully enhanced by an active, talented orchestra, instrumental tuition and a choral group which very successfully performed 'The Lord's My Shepherd' in parts to the rest of the school during the inspection. In a Year 5 music lesson which was sampled, the pupils sang a Syrian folk song, 'The Caravan', and later accompanied it with tuned and untuned percussion instruments and recorders. During the week of the inspection, much of the physical education taking place was swimming. In one good lesson which was sampled during the inspection, Year 3 pupils worked hard in their newly re-furbished pool to improve their standard. A high proportion of the pupils were already competent swimmers.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average and the pupils achieve well.
- Teaching is good and as a result the pupils learn well.
- Pupils enjoy their art and design lessons.

Commentary

66. The school has a good regard for art and design. Standards are above average throughout the school and pupils achieve well. This is a similar finding to that of the last inspection. Year 1 pupils, for example, use a variety of materials to create effective embellished letters. They also make attractive three-dimensional flowers from fabric and tissue paper. Year 2 pupils make hand and foot prints and weave with strips of paper. Pupils in Year 3 study the work of Claude Monet before producing their own interpretations of the 'Artist's Garden at Giverny' and other Monet paintings in chalk and poster paint. Year 6 pupils create effective examples of Aboriginal style art using paint and doweling. During the inspection, they used a variety of media to depict some of the places they had visited on a recent residential visit to France and on a parallel English visit. A visiting artist worked with Year 5 pupils to design and make a textile wall hanging based on a visit to Henley Fort. Other pupils worked recently with a local art college on calligraphy, ceramics and textiles and produced a series of good quality pictures which were later displayed publicly. Some have been chosen to feature as part of a nationally distributed poster.
67. The pupils enjoy their art and design lessons and are often enthusiastic about them. They have positive attitudes towards the tasks set and are well behaved. Teaching and learning are good. The pupils are well managed, which results in positive relationships at all levels. Tasks are suitably challenging and a good range of resources are available to stimulate the pupils. A

variety of methods are employed which impacts well on pupils' interest and supports the pace of their learning.

68. The school provides an enriched art and design curriculum which is well supported by contributions from parents and the local community. The subject is soundly managed by an enthusiastic co-ordinator. There is some use of information and communication technology to support learning in art and design, but assessment strategies are under developed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This curriculum area was sampled.

69. The school has a good regard for pupils' personal, social and health education. In one Year 6 lesson observed during the inspection, pupils discussed the origins of arguments and the best way of solving these. They role played argumentative situations, employing facial expressions and body language effectively before putting forward carefully thought out solutions. In addition to timetabled lessons, aspects of personal, social and health education and citizenship are regularly covered in assemblies and in religious education and science lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
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	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).