

INSPECTION REPORT

HAMSEY GREEN INFANT SCHOOL

Warlingham

LEA area: Surrey

Unique reference number: 124943

Headteacher: Mrs C McClelland

Lead inspector: John Ayerst

Dates of inspection: 24th – 26th November 2003

Inspection number: 256328

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School.
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	225
School address:	Tithepit Shaw Lane Warlingham Surrey
Postcode:	CR6 9AP
Telephone number:	01883 622000
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Corinne Fernandes
Date of previous inspection:	June1998

CHARACTERISTICS OF THE SCHOOL

Hamsey Green Infant School is an average sized school with some 225 boys and girls of four to seven years of age. In common with other schools in the area the school roll is falling year on year. Most of the pupils come from the surrounding residential area, but a number come from farther afield. The area has a broad social mix, but overall the percentage of pupils eligible for free school meals (8 per cent) is below average. The number of pupils from minority ethnic families is also below average, but the proportion of those who speak English as an additional language is a little higher than average (1.9 per cent), although all pupils in the school have at least adequate English speaking skills. Few pupils join or leave the school other than at the usual times of first admission and transfer. The percentage of pupils identified as having special educational needs (22.8 per cent) is above average, but the number of those with a Statement of Special Educational Needs (0.4 per cent) is below average. The majority of pupils with special educational needs are identified as needing help with specific learning difficulties (dyslexia), but some have social, emotional and behavioural difficulties and some have difficulties with speech and communication. Taken together, pupils' attainment on entry is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3832	John Ayerst	Lead inspector	English, art and design, music, English as an additional language.
1311	Barry Wood	Lay inspector	
23048	Di Wilkinson	Team inspector	Foundation Stage, science, citizenship, geography, history.
23300	Lilly Evans	Team inspector	Mathematics, information and communication technology, physical education, religious education, special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

The overall effectiveness of the school is **good** and it provides good value for money. Pupils enter the school with average attainment and they leave, at the end of Year 2, with standards in English, mathematics and science that are well above average because teaching and learning are good.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science, are well above average at the end of Year 2 and pupils achieve well.
- Teaching and learning are good.
- Pupils' relationships with each other and with adults are very good. Their attitudes to school and to learning are very positive and behaviour is very good.
- The pupils are very well cared for and their academic and personal development is promoted very well.
- The partnership with parents is very effective in supporting children's learning.
- Procedures for assessing pupils' progress in some foundation subjects and in religious education are not sufficiently systematic.
- Monitoring of teaching and of pupils' progress in foundation subjects is not consistently rigorous.
- The school development plan does not give sufficient attention to developing provision in the foundation subjects.

This year the school has improved the good standards reported in the last inspection. Most key issues from the last inspection have been addressed, although the monitoring of teaching has not been developed consistently across all subjects of the curriculum.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	D	D	B	B
Writing	D	C	B	A
Mathematics	D	C	B	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Achievement is good overall. Taken as a whole, pupils enter the school with average attainment and at present leave Year 2 with standards that are well above average in English, mathematics and science. Judgements could not be made on all subjects from the evidence available during the inspection, but standards were seen to be above average in information and communication technology (ICT), history and physical education (PE). In religious education (RE) standards are average.

Children enter the Foundation Stage with broadly average attainment, they make good progress and most are on course to exceed the expected standards in the areas of learning seen during the inspection by the time they enter Year 1. Pupils achieve well throughout the school. Higher attaining pupils, including the gifted and talented, as well as lower attaining pupils make good progress because teachers plan well to provide for them. Similarly, pupils with special educational needs progress well and the very few for whom English is an additional language quickly gain access to the full curriculum and make good progress.

Pupils' personal qualities, their attitudes and behaviour are **very good**. **Their moral and social development is very good, and their spiritual and cultural development is good**. Attendance is satisfactory, but a minority of pupils are frequently late for school.

QUALITY OF EDUCATION

The **quality of education provided by the school is good**. **Teaching and learning are good** throughout the school. Teachers plan their lessons very well in English and well in most other subjects. In English, they set clear targets for the different groups in the class, so that learning is very well directed and pupils understand the purpose of their work. Expectations are high and pupils are challenged in their learning. In satisfactory lessons, assessments from previous lessons are not always sufficiently detailed or are not used well to prepare the learning targets for the different groups of pupils in the class. On these occasions the learning is not so well focused and tasks are less appropriate.

The curriculum is good and planned carefully to help pupils achieve well whatever their capabilities.

Provision for pupils with special educational needs and for those who speak English as an additional language is good and they make good progress. The school provides very good care for pupils' welfare. Partnerships with parents and with other schools are very good, and partnerships with the local community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good, but she has not yet been in post long enough for the effects of her work to be fully realised. Monitoring of teaching by the senior team is good in English, mathematics and science, but curriculum leaders now need to be more involved and other subjects monitored more consistently. Finances are well analysed and used, so the school makes the most of the money it has. The governing body performs its duties well and is very effective in helping to shape the vision and direction of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. The response to the parents' questionnaire was strongly positive. Pupils like the school and find lessons interesting. These views are supported by the observations made during the inspection.

IMPROVEMENTS NEEDED

Now that good provision in English, mathematics and science is well established, the most important things the school should do to improve are:

- Improve procedures for assessing pupils' progress in art and design, music, physical education and religious education.
- Improve the monitoring of teaching and pupils' progress in art and design, music, religious education and physical education.
- Increase the focus given to developing provision in these subjects in the school's development planning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils enter the school with average attainment and they leave, at the end of Year 2, with standards that are well above average and pupils achieve well at all stages.

Main strengths and weaknesses

- Standards in English, mathematics and science, are well above average at the end of Year 2. They are above average in information and communication technology (ICT), history and physical education (PE).
- Children in reception make good progress and achieve well. The majority reach the Early Learning Goals before they enter Year 1.
- In Years 1 and 2 pupils continue to achieve well.
- Pupils with special educational needs and those for whom English is an additional language make good progress.
- The school makes good provision for the higher attainers and for gifted and talented children and they make good progress in response to the challenges given to them.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	16.5 (15.4)	15.7 (15.8)
Writing	15.7 (14.4)	14.6 (14.4)
Mathematics	17.2 (16.7)	16.3 (16.5)

There were 84 pupils in the year group. Figures in brackets are for the previous year

1. The table shows that standards in 2003 are well above average in all three tested areas when compared with national standards. In comparison with similar schools, standards are above average in reading and well above average in writing and mathematics. Teachers' assessments in science indicate above average standards.
2. In general, standards in the tests show a considerable improvement this year and the standards reported at the last inspection have improved. There is no significant difference between the standards of boys and girls.
3. Work seen during the inspection confirms the results of the tests in that standards in English, mathematics and science are well above average. They are also on course to be well above average at the end of Year 2 in ICT, history and PE. In these subjects, pupils achieve well throughout Years 1 and 2. In RE standards are average and pupils' achievements are also satisfactory. It was not possible to see enough to make judgements about standards in other subjects, but in a small number of lessons some work of a high standard was seen and pupils were making at least satisfactory and often good or very good progress.
4. Owing to the good provision made in the reception classes, pupils achieve well. In the areas of the Foundation Stage curriculum seen, it was judged that they are likely to reach the expected goals before they enter Year 1. It was not possible to see enough work in physical and in creative development to make a judgement in these areas.

5. Across the curriculum in general, in Years 1 and 2, pupils of all levels of attainment, including the most and the least able, make good progress. This is because the quality of planning for the different groups in the class is good. Pupils with English as an additional language are helped to gain access to the curriculum by good provision, which helps them to quickly acquire early language skills. Once those skills are acquired they make good progress.
6. Literacy and numeracy skills are developed well across the curriculum. The school's strategies for developing literacy and numeracy are good and effective in English and mathematics lessons as well as in other subjects. Pupils also show good levels of competency in the use of ICT in many subjects.
7. Pupils identified as having special educational needs make good progress and achieve well because they are well supported in their learning, individually and in small groups. Those with speech and language difficulties often make very good progress through special language development programmes. Higher attaining pupils are well catered for by challenging tasks that are designed specifically for them and they achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' good personal development is well supported by very good moral and social development, good spiritual development and satisfactory cultural development. Pupils have satisfactory attendance, but a minority of pupils have unsatisfactory punctuality.

Main strengths and weaknesses

- Pupils have pride in their school and quickly gain a very good understanding of the high expectations of the headteacher and staff.
- Their very good attitudes and behaviour in the classroom contribute well to pupils' enjoyment, interest and good progress.
- The very good behaviour of pupils outside the classroom contributes well to the good order within the school.
- Pupils' very good relationships enable them to feel confident with each other.
- The very good moral and social provisions positively shape the pupils' attitudes and behaviour.
- The school provides very good foundations for pupils' next stages of education.
- The attendance of a small minority of pupils is poor, which affects their progress.
- The punctuality of a minority of pupils at the start of the school day is unsatisfactory, which affects their ability to make progress in the first lesson.

Commentary

8. The school makes a determined effort to focus parents on ensuring that their children attend school. Most parents respond conscientiously, but approximately one in eight pupils have poor attendance, and a minority of pupils are late for their classes in the morning. The school has well established attendance and registration procedures and the analysis of registers is thorough. These factors contribute well to the satisfactory attendance performance over the last few years. The school works closely with the education welfare officer to improve attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

9. Pupils are keen to learn, enjoy coming to school and take pride in the presentation of their work. They listen well to their teachers, and the staff create a classroom environment full of enjoyment and purpose where pupils learn self-discipline. Classrooms are calm as teachers and pupils build high quality relationships and mutual trust. Attitudes and behaviour improve as the pupils' progress through the school. The school has not needed to use exclusions, as all pupils have a very good understanding of the behaviour boundaries and pupils with behavioural difficulties are skilfully included in all the activities without undue tensions. Pupils with special educational needs, or pupils who do not have English as their mother tongue, make good progress in developing positive attitudes and behaviour. Around the school, pupils are relaxed and polite to adults, and inquisitive with visitors. There is no evidence of any concerns regarding bullying or harassment. Pupils learn to value each other's differences and contributions to the school's many activities. They show obvious respect for their environment and especially enjoy playing on the 'mound' on the school playing field. Pupils are given meaningful opportunities, for their age, to take responsibility, and older pupils take good care of younger pupils.
10. The provision for spiritual, moral, social and cultural education is a strong force in the school. It positively shapes the school life of all pupils and ensures that they are well prepared for the next stage of education. Teachers plan opportunities to introduce spiritual, moral, social and cultural education into curriculum subjects. Young pupils were entranced by a wedding dress being introduced into a lesson and older pupils were amazed at the production of a historical book of press cuttings on Florence Nightingale in a history lesson. Interesting assemblies hold the attention of pupils and collective worship meets statutory requirements. Pupils are given a sound knowledge of the practices of other faiths. They learn the difference between right and wrong, through constant reinforcement in the classroom and assemblies. They understand that the open-plan accommodation requires them to have consideration for their neighbours. The school's essential ethos values all parts of the school family and this enhances the pupil's confidence and self-esteem, but within the context of friendship and working together. The school makes use of the local community to promote curriculum subjects and pupils enthusiastically engage with the many visitors to the school who show pupils their own cultural roots and traditions and the cultures of other lands.
11. Most children in reception attain their Early Learning Goals in personal, social and emotional development. Children's attitudes and behaviour are good, and they are well prepared for the next stage of education in Year 1 of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good and in English, mathematics and science, the school monitors pupils' progress very effectively and sets carefully chosen targets to help pupils' learning to be as efficient as possible. Relationships in lessons are carefully fostered and are very good. The curriculum is of good quality. Parents make an effective contribution to their children's progress.

Teaching and learning

Teaching and learning are good. Lesson planning is generally of a very good quality. In English, they set clear targets for the different groups in the class, so that learning is very well directed and pupils understand the purpose of their work. In most subjects, teachers plan carefully for the needs of different ability groups and individual pupils. Assessment is used well as a basis for this planning.

Main strengths and weaknesses

- Teachers plan their lessons very well in English and well in most other subjects.
- Teachers have good, and sometimes very good, subject knowledge and understanding that helps to support high expectations and challenge in pupils' learning.

- Teachers insist on high standards of behaviour and manage the open-plan arrangement of the school well so that learning takes place in a calm, conducive atmosphere.
- Literacy and numeracy skills are used well to support learning across the curriculum. Pupils make good use of information and communication technology.
- Pupils are very willing learners who respond very positively to the good teaching provided.
- In art and design, music, PE and RE further work is needed to relate assessment more closely to the progression of skills.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (18%)	14 (41%)	10 (29%)	0	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. Twelve per cent of lessons were ungraded because the observation was too brief.

12. The good quality of teaching and learning has been maintained since the 1998 inspection, reflecting the considerable effort made by teachers to keep abreast of national trends. A strength of the teaching is the planning to ensure that pupils' work is targeted to their individual needs so that pupils move on quickly in their learning. Teachers' marking is diagnostic and encouraging and, where appropriate, it gives guidance on how to improve.
13. Teachers have good subject knowledge and understanding in most of the areas that they teach. They also understand well the learning processes in the subjects. Consequently, teachers are confident in setting high expectations of their pupils, who respond well to the challenge and make good gains in developing skills and furthering their understanding in most lessons. Teachers and pupils enjoy good relationships with each other. The pupils settle quickly to work and sustain their concentration well. They seldom need prompting to concentrate.
14. In lessons that are satisfactory, rather than good or better, it is usually where assessments from previous lessons have not been used as well as is usual to prepare the learning targets for the different groups of pupils in the class. Consequently, the learning is not so well focused and tasks are less appropriate.
15. Pupils who have special educational needs are taught well throughout the school and this enables them to achieve well. In most lessons teachers are fully aware of the individual needs of the pupils concerned through their individual education plans. The support given by teaching assistants in the classroom is used well. Assessment is used effectively to compile individual education plans, which specify small, achievable steps that are regularly reviewed and are used to plan the work for the pupils concerned. Higher attaining pupils are supported through ability setting and extension work. The very good level of relationships within the classrooms is an important factor in the good teaching of pupils with special educational needs.
16. Overall assessment is good. It is good in English, mathematics, science and ICT. It is also good in the Foundation Stage. In these areas assessment is generally used well to plan the next stages of learning. In art and design, music, PE and RE systems for assessment do not sufficiently measure and record pupils' progress.

The curriculum

The curriculum provision is good. It is planned so that pupils achieve well whatever their capabilities. The school provides good opportunities for enrichment of pupils' learning through a wide range of

interesting visitors and visits. Resources are good and, in general, the accommodation provides sound support for the curriculum.

Main strengths and weaknesses

- Regular curriculum reviews are used to update the provision.
- The school provides well for pupils with special educational needs.
- The curriculum is enhanced through a good range of visits and visitors.
- The curriculum for personal, social and health education is good.
- Resources are good.
- Space for the library is very limited, but overall accommodation is satisfactory.

Commentary

17. National Curriculum requirements are met. The provision for children in the reception year is good. The curriculum is broad and balanced with good breadth across the areas of learning throughout the school with good planning to provide effectively for the wide range of ability within the school. English and mathematics are taught in ability groups in Year 2, and planning in Year 1 within class levels works suitably for different groups. This is successful because it enables pupils to work at a pace that is suited to them. In the Years 1 and 2 mixed-age class, Year 2 pupils work effectively together with higher attaining Year 1 pupils. Programmes of Study for ICT, PE and RE have recently been reviewed and show clear progression of skills.
18. There are two after-school clubs at present including a daily club at the adjoining junior school. Pupils benefit from a good number of visits, visitors and enrichment opportunities, although multicultural experiences could be increased. Each term there are visits from theatre groups and there has been a recent visit from an author/illustrator. The school joins in the Campus Music Festival with local schools. Other recent visitors have been from the local baker, fireman, policeman, nurse and a meeting with a person of the Muslim faith.
19. There is good provision for pupils with special educational needs. Pupils have good support in school in English and mathematics both in class and on withdrawal. Special programmes set up by the Learning and Language Support Service meet the needs of pupils very well and pupils are highly motivated by good teaching.
20. The library area is severely limited because of its size with little accommodation for books and pupils so that the development of library skills, such as reference and research, is constrained. Overall, however, resources provided for learning are good in quality and quantity.

Care, guidance and support

This is a very caring school where pupils' welfare, health and safety are very effectively promoted. The academic support and guidance given to pupils is good and the school takes good account of their views.

Main strengths and weaknesses

- The school is a secure and safe environment due to the especially good attention given to this aspect.
- Child protection procedures are very good.
- Good procedures for monitoring, guiding and supporting pupils are helping them to reach well above average standards in both their academic and personal development.
- Induction arrangements are very good.
- Adults take good account of pupils' views.

Commentary

21. The headteacher plays a leading role in ensuring that very effective systems and procedures are in place to ensure that pupils' welfare and safety are secure. This maintains the level of care seen when the school was last inspected. Regular health and safety checks, including good liaison with outside agencies, means that the school environment is a safe place in which to work and play. A very good system is in place to ensure that the accommodation is secure, including a well-planned outdoor area for children in the reception classes.
22. There is very good awareness of the potential risks to pupils, and adults are constantly vigilant in checking that the activities undertaken are safe, for example, in lessons where pupils are using tools or cooking equipment. Child protection procedures follow local statutory guidelines and all staff receive regular updates and appropriate training. Parents know that their children are well cared for and are appreciative of this aspect of the school's work.
23. The procedures for monitoring and supporting pupils' progress are good overall and very good in English. In English very effective use is made of assessment information to identify the rate of progress that pupils are making. This information is then used to adjust curriculum planning and to set individual targets for pupils. The targets, which are also shared with parents, are having a positive impact on learning and the results can clearly be seen in the good achievement of pupils and the high standards they reach. Procedures are potentially as good in mathematics, science and ICT, although in these subjects they are too new to have a significant impact on future planning. Assessment in the Foundation Stage is good and gives clear evidence of the stage at which individual children are working and where they need to move on to next. In other subjects assessment is mainly informal and, although teachers' good knowledge of individual pupils helps them to adjust the provision, this is not as good as it could be. The very good assessment of the progress made by pupils with special educational needs allows teachers to provide effective individual education plans for these pupils. As a result, some of these pupils are reaching average standards in the national tests.
24. Staff promote the pastoral care of pupils especially well. Pupils know that they can trust all the adults who work in the school and that their problems or concerns will be listened to and dealt with. The support and guidance given to helping pupils develop their social skills is very good. One example of this can be seen in the social skills development group, which takes place during lunch-times.
25. Induction into the reception class is very good. In particular, children are given weekly activity packs to complete with their parents during the term prior to their start. This means that they are very well prepared for the classroom activities. Very careful arrangements are made to ensure that pupils joining at other times are helped to settle into their new class. Parents report a high level of satisfaction with this aspect of the school's work.
26. Current arrangements for seeking and acting on the views of pupils are good. This is particularly seen in personal and social education lessons, although pupils are also encouraged to give their views regularly in many subject areas. Where possible, the school responds to their views; for example, in providing playground resources. There are plans to set up a school council this year so that the seeking of pupils' views will be more formalised.

Partnership with parents, other schools and the community

The partnership with parents is very good. The links with the local community are satisfactory. The links with other schools are very good.

Main strengths and weaknesses

- The new headteacher has a very good partnership with parents.
- The information for parents about the school and their children's progress is very good and well valued by parents.
- Parents show a very high level of support for the school through their children's attendance, helping their children with homework, or helping in the school.
- The school has developed a very good relationship with all schools on the campus, which greatly helps the education of the pupils.
- A very small minority of parents do not consistently support the school well through attendance and punctuality.

Commentary

27. The new headteacher has given a very high priority to developing positive relationships with all parents, and they have confidence in her leadership and management. They feel that she values and respects their role as a parent. Parents' satisfaction levels have improved since the last inspection to an excellent level. They are thoroughly pleased with all aspects of the school and there are no areas of significant dissatisfaction. Many parents make a positive commitment to bring their children to the school from outside the catchment area. Parents are especially appreciative of the values and attitudes of the school and the warm daily welcome they receive from the school. All parents realise that their children produce good standards of work and make good progress through good teaching. They know that their children like school and make good progress. They are pleased with the obvious changes in their children's maturity as they progress through the school.
28. Parents enjoy an abundance of high quality information about the school and their children's progress. Information on preparing to start school builds parents' confidence. The statutory information for parents is highly informative and shows the essential ethos and character of the school. Annual reports to parents are thorough statements of the academic year's work and what children can do in all National Curriculum subjects and areas of learning for the Foundation Stage. They contain academic targets for the following year. Parents feel comfortable with the feedback opportunities they have with the school and recognise their children and their achievements.
29. All parents have signed the home-school agreement and only a minority fail to fulfil their pledge through their children's poor attendance and punctuality. Most parents assist their children with homework. The school is proactive with parents in discussing how they might help their children and explaining new education strategies, both through education evenings and excellently written information leaflets that are produced termly by each year group. There are a very high number of enthusiastic parents who help in the school and the parent teacher association is energetic in fund-raising and organising social events for parents and children.
30. The school is proactive in listening and consulting with parents. They realise that the school and the staff are approachable at either end of the school day to respond to their concerns. Parents understand the complaints procedures well, but complaints are at a minimal level. The school uses questionnaires effectively to assess parents' views and they have been essential to the production of the school development plan.
31. The school has a good reputation in the local community. It uses the local community routinely to enrich the delivery of the classroom agenda. The pupils enjoy sound relationships with people in the community. Pupils learn the value of helping older people and welcome a range of visitors into the school who support their education.
32. The school has developed very close links with both the junior and secondary schools to the positive advantage of pupils and parents. Pupils use the after-school club and the adjacent swimming pool and contribute to the joint schools' music festival. Parents receive very good

advice as the time for transfer approaches, and the school's high quality pastoral care produces an anxiety-free transition. The school actively engages with staff from both schools across the year, and older pupils from the secondary school assist in the school as part of their work experience. The Chairs of Governors are jointly involved on strategic issues.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good, but she has not yet been in post long enough for the effects of her work to be fully realised. Management is good and all systems are well established. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher, with good support from the deputy headteacher, sets high expectations with a clear vision for the school and strong sense of common purpose and direction.
- Governors are very effective in helping to shape the vision and direction of the school.
- Good systems are established for monitoring provision in English, mathematics and science, but monitoring of teaching and of pupils' progress in foundation subjects is not consistently rigorous.
- The school has planned very effectively within its priorities in English, mathematics and science, but the development plan does not give sufficient attention to developing provision in other subjects.
- Finances are well analysed and used, so the school makes best use of the money available to it.

Commentary

33. Since her arrival at the beginning of last year the headteacher has established herself well and has effectively evaluated the school's strengths and areas for improvement. The headteacher, with good support from the deputy headteacher, has been successful in fostering a positive climate for change, in motivating staff, gaining the confidence of parents and securing the commitment of all to school improvement. All in the school have a strong sense of teamwork and working towards a common goal. Teachers with curriculum leadership roles take their responsibilities seriously and are working, with varying degrees of effectiveness, to create and implement schemes of work and assessment in their subjects. In English, mathematics and science and in a number of other subjects they monitor work effectively and have clear views about the effectiveness of the provision. In some other subjects, however, monitoring is weaker and co-ordinators have a less clear view of the strengths and weakness of provision and pupils' progress.
34. The school has good systems to monitor performance in English, mathematics and science, to review its effectiveness and to take appropriate action. Pupils are regularly assessed through tests and in their lessons. The results are collated and analysed. Targets for pupils and teachers are set and adjusted frequently. In this way, for example, standards in writing were identified as an area for improvement and effective action was taken to improve them. Monitoring of teaching by the headteacher and deputy headteacher is well established. It is frequent and rigorous and makes a significant contribution to the school's plans for development.
35. The management of special educational needs provision within the school is good and the co-ordinators are well organised and highly motivated. They support staff well and ensure that the work provided for pupils is closely linked to their specific needs through their individual education plans. There is a good level of contact between the co-ordinators, teachers and teaching assistants.

36. The school improvement plan is a useful tool for development, with a clear, measurable agenda for improving achievement, teaching and learning. It does not at present, however, give sufficient focus to the development of foundation subjects. The present plans seek to make the best use of the funds available to support the priorities for school improvement, and are closely linked to the planned provision of training for teachers and support staff. Good use is made of specific grants, for example, to provide sufficient teaching assistants in classes. Principles of best value are applied well and contribute to the improved cost effectiveness of the school. The senior managers use information from the local education authority to compare the school's performance with that of other similar schools.
37. Standards have improved considerably since the last inspection. The school has worked hard and successfully to maintain the good standards of teaching reported at that time. The systems for performance management are now in place and learning support assistants are included.
38. Governors are committed and very supportive of the school and carry out their statutory duties very well. They are committed to the school's principles of inclusion and raising achievement. Most governors, including the Chair of Governors, visit the school regularly. Most governors have a specific responsibility and report back to the full governing body on a regular basis, so that all governors are well informed and have a good view of the broad strengths and areas for improvement for the school and of what is needed to continue to take the school forward. At present the governors are working to resolve the problems created by falling rolls and the consequent decrease in budget. They are currently using their reserves to manage the effects of the decrease, but have contingency plans to resolve the over spending should it become necessary in the longer term.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	512,483
Total expenditure	517,930
Expenditure per pupil	2,262

Balances (£)	
Balance from previous year	45,752
Balance carried forward to the next	40,305

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Children start part-time in the reception classes according to the date of their fifth birthday. During the inspection the younger children were attending for mornings only. The induction arrangements are very good and this, together with good teaching and the school's caring ethos, helps children to settle into school quickly and to learn well. The prior attainment of children varies from year to year, but overall it is around that expected for their age. However, although most children have had some pre-school experience, very few will have followed the Foundation Stage curriculum. This has limited their progress in developing some language and mathematical skills. Leadership and management are good and the school has maintained the good quality of its provision since the last inspection. Improvements have also been made to the outdoor accommodation and resources. Sensitive support of children and a good focus on their individual needs helps them to achieve well and the majority will exceed the Early Learning Goals by the time they enter Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good induction arrangements ensure that children settle quickly and adopt very good attitudes to school.
- Children achieve well and the majority are likely to reach the Early Learning Goals before they enter Year 1.

Commentary

40. The school's very good induction arrangements ensure that children know what is expected of them in the school environment. Therefore, they quickly become confident, adopt positive attitudes to their work and behave well in lessons. Children's personal, social and emotional development is promoted in all activities. For example, when moving around the school children are taught that they have to be quiet in consideration for pupils in the other classes. They respond to this very well. Adults are especially good role models and so children form good relationships with adults and with their peers. During the inspection children were seen working co-operatively on many occasions, sharing resources and negotiating decisions. They are helped to show care and consideration for others and are beginning to accept responsibility for tasks. The good teaching helps children to achieve well and very nearly all are likely to exceed the Early Learning Goals before they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are confident speakers and increasingly becoming good listeners.
- Basic literacy skills are taught well and children make good progress.
- The teaching of reading and writing is especially well organised.
- Handwriting is particularly well taught.
- Achievement is good and most pupils are likely to reach the Early Learning Goals before they enter Year 1.

Commentary

41. The majority of children have a secure command of oral language when they start in the reception classes, although there are an increasing number of children who need specialised speech and language development support. In all lessons, very good opportunities are provided for children to discuss things. Teachers are very good at saying, "What do you think?", and then sensitively responding to children's replies. There is a very good awareness of individual children's prior attainment so very good support and help is given to those who are reluctant to speak out in whole-class sessions. Adults are very good at intervening to ensure that children take turns and listen to others. Good opportunities are provided for role play, which children enjoy and take part in enthusiastically.
42. On entry to school, few children recognise simple words, although their recognition of the sound and shape of some letters is at the level expected for their age. However, few use this knowledge to help build up simple words. This aspect of reading and writing is taught well and good activities ensure that children are making good progress. An especially strong feature is that some of the complex skills in reading and writing are taught alongside the more basic skills. For example, children are taught to identify the plot and characters in a story alongside the teaching about new sounds or words. Handwriting is promoted particularly well and teachers have high expectations of what children can achieve. So, although children's skills are not well developed when they start school, by the time they enter Year 1, their handwriting is of an especially good standard. This is one reason why the presentation of pupils' work throughout the school is good. Another reason why children make good progress in developing their writing skills is that, from the time they start in the reception classes, they are encouraged to write in sentences. Although the majority begin by copying a sentence their teacher has helped them to form, by the time they enter Year 1, most are writing a sentence unaided, using the correct punctuation. The good quality provision means children achieve well and that most will exceed the Early Learning Goals by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide a good range of effective activities to support learning.
- Activities are very well organised and learning is rigorous.
- Children's achievement is good.

Commentary

43. Activities are relevant and interesting and there is a good balance between adult focused activities and those, which children choose for themselves. Children enjoy counting rhymes and songs, which form an integral part of many lessons. Teaching is good and teachers have an especially good understanding of how long children can stay focused on an activity so learning is always especially well organised. They also adopted a rigorous pace so children make good progress in acquiring new skills and knowledge. For example, in one activity during the inspection a group of the younger children not only counted forwards and backwards to and from ten, but could also say what one more or less than a number was. Children are also encouraged to record in a practical way with the teacher modelling this especially well. As a result, children easily learn to write simple number sentences such as $2 + 3 = 5$. Children can also identify simple common shapes and say how many corners these have. They can also compare the weight or length of two objects and can sort objects according to their shape and size. The good quality activities and effective teaching help children to achieve well so that most are likely to exceed the Early Learning Goals before they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's early scientific and information and communication technology skills are promoted well.
- Children's achievement is good.

Commentary

44. The curriculum is taught effectively through different topics to promote this aspect of children's development. For example, during the inspection the topic was based on traditional rhymes and stories. Children were comparing what they could find out about goats from pictures and non-fiction books with what they had learnt from listening to the story of the 'Billy Goats Gruff'. This activity not only helped increase their understanding, but helped to develop their investigative skills. Therefore, by the time they move on to Year 1, most children are good at observing and identifying important features. Children's technology skills are also developed well. At the beginning of the inspection week the teacher was instructing children how to use the mouse to drag objects on the computer screen. Children were able to do this well and to 'move the clothes in order to dress the bear'. Children have also learnt how to operate the electronic floor keyboard and in an activity seen the teaching assistant was helping children to use their skills in identifying high and low notes. A good programme of visits and visitors help children to gain a good knowledge of their local area both today and in the past. Because of good teaching children achieve well in this aspect of their development and are likely to exceed the Early Learning Goals.

PHYSICAL DEVELOPMENT

45. It was only possible to observe a small number of activities in this area of learning during the inspection. Therefore, it is not possible to make an overall judgement about the provision or about the standards that children attain. However, the curriculum is well planned and the activities provided are good. There is daily access to outdoor play and a good range of resources such as wheeled toys, climbing apparatus and construction equipment benefit children well. In the activities observed children showed good co-ordination and control, both when using large equipment such as the wheeled toys and when using small equipment like pencils and scissors. In a gymnastics lesson taught in the hall, children moved and balanced well, travelling in different directions with good awareness of speed and height. In the activities seen, children were achieving well and are likely to exceed the standards expected by the time they enter Year 1.

CREATIVE DEVELOPMENT

46. Only a small number of activities were observed so it was not possible to make an overall judgement about provision or standards. Children have access to a range of creative activities each day and there is a good balance between encouraging children to develop skills, for example, in music and art and design, and allowing them to develop their own ideas. The school's very effective promotion of the good presentation of work means that children's artwork is always well finished. They work with different media, especially in collage work, for example, in using natural materials to complete collages of the Three Little Pigs' houses. Children are developing good brush control so their paintings are carefully completed. Good cross-curricular links resulted in children completing repeating patterns as part of their mathematics work. Children enjoy singing and have a very good range of different songs, which they sing enthusiastically. In those activities seen children are achieving well and are likely to exceed the standards expected by the time they enter Year 1.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well throughout the school.
- Standards have recently improved and are now well above average.
- Assessment is very helpful to pupils – they understand exactly what they have to do to improve and their performance is carefully tracked.
- All pupils, including the most and the least able, make good progress in lessons.
- The school has worked hard and successfully to improve the quality of writing. There is now an appropriate shift in emphasis to improve pupils' oral skills.

Commentary

47. The national test results for the end of Year 2 for 2003 were above average in reading and writing. They were above average in comparison with similar schools in reading, and well above average in writing. Work seen during the inspection is well above average and confirms the results of the 2003 tests. There is no significant difference between the performance of boys and girls.
48. Pupils' achievement in English is good in Years 1 and 2. When they start Year 1 standards are broadly in line with expectations in speaking and listening, and above in reading and in writing. At the end of Year 2 present standards are well above average in reading and writing and above average in speaking.
49. Pupils show good skills in speaking and listening. They respond well to the positive and encouraging climate that teachers set and are keen to contribute in class. Pupils speak articulately when responding to teachers' questions, or when putting forward their own ideas, but there are occasions when pupils are less confident. Some find difficulty in speaking to larger groups in class discussions. Reading skills are above average throughout the school. Pupils develop a good use of strategies for recognising unfamiliar words from an early age. At the top end of the school pupils often read difficult texts with good understanding and recall. Most pupils enjoy reading and read regularly for pleasure.
50. The school has recently focused on the development of writing skills and there is evidence of improvement. Pupils write for a variety of purposes. They take notes, tell stories and write descriptively. During the inspection Year 2 pupils were writing instructions on how to make a pizza, following the previous day's design and technology lesson, for pupils in Year 1 to use. The Year 2 pupils not only wrote clear, helpful instructions, but selected language that brought attraction to the task and gave encouragement to their younger schoolmates. There are some examples of good evidence of poetic writing, but, as with drama, this activity tends to be mostly limited to set projects rather than integrated into the daily work in English. Standards of handwriting, grammar and spelling are generally above average and pupils are confident in the use of sentence construction. Pupils make good use of information and communication technology in their writing, particularly to redraft their work.
51. Most higher attaining pupils achieve well. There are a few gifted pupils in the school and good provision is made for them, with, for example, additional homework tasks to provide more challenge. Pupils with special educational needs also make good progress because their specific needs are effectively addressed. Pupils who speak English as an additional language are helped to gain access to the curriculum by good provision that helps them to quickly acquire early language skills. Once those skills are acquired they make good progress.

52. The pupils' attitude to learning is very good. They are well motivated and concentrate well for extended periods. They set to work enthusiastically and continue well under their own organisation. Pupils are well behaved and show respect for the views of others by listening attentively and making appropriate comments. Teachers build pupils' self-confidence by responding positively to their efforts and sharing in the enjoyment of their success.
53. The overall quality of teaching in English is good and promotes a good quality of learning. Teachers have very good subject knowledge and understanding in English and they understand very well the learning processes in the subject. They confidently reinforce and extend pupils' knowledge and understanding. In all lessons the relationships between teachers and pupils, and between pupils are very good. Teachers have high expectations of their pupils so that they are challenged and learning is rigorous. Consequently, the quality of learning is very good for all in the class.
54. Assessment in English is good and teachers use the information very well for planning lessons. The aims for each lesson are clearly set out for the different groups in the class so that the teaching is clearly focused and the work purposeful. Lessons move at a good pace, but pupils have time to explore new ideas and to reflect on what they have learned. Teachers employ a good range of strategies that provide support for pupils at different levels of attainment.
55. Homework is used very well to extend and reinforce pupils' learning. The tasks provided are well judged. Homework is marked regularly and the marking is positive and accurate. Pupils develop good habits of regular reading from an early age.
56. The leadership of the subject is good. There is evidence of work to raise and maintain standards and the quality of provision in the subject. Policies and schemes of work are good. Assessment procedures are good and pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set. The subject is monitored rigorously. Resources and accommodation for English are good overall, but space for the library is restricted so that the development of library skills, such as using the library as a source for reference, is constrained.
57. At the last inspection in 1998, attainment in English was above average. In the last year standards have improved considerably and standards in writing are well above average. The school has made good progress since that time.

Language and literacy across the curriculum

58. Pupils' literacy skills are used well to reinforce learning in other subjects, to read or take notes in history, for example. Good use is made of information and communication technology, mostly in the use of word-processing programs, to support writing skills.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards have been maintained since the last inspection.
- All pupils achieve well because of good teaching and learning of numeracy skills.
- Teachers' planning is good.
- Pupils are not always clear about what they have to do to improve.
- Ongoing assessment of individuals is informal.

Commentary

59. Standards in mathematics in Year 2 are well above average. In the 2003 national tests a very high percentage reached the national standards. The school recognises the wide range of ability of the pupils and groups pupils in Year 2 according to their achievements. Pace of learning and challenge is well matched to their needs. All pupils make at least good progress and achieve as well as they can. Pupils with special educational needs have good support in their learning from teachers and teaching assistants.
60. Since the last inspection the school has worked hard to maintain and raise standards in mathematics. Standards were high at the time of the last inspection and high in 2003, with some fluctuations in between. They are set to remain high in the current year. Most pupils enter school with average mathematical skills, but for those pupils who need additional support, help is in place. Regular formal assessments, and detailed analysis of strengths and weaknesses in pupils' responses, provide information for the effective action taken to give pupils more practise in identified areas of weakness.
61. Pupils often make use of computers to practise numeracy skills, and use block graphs to record the results of surveys of food preferences and pets. They create instructions for programmable toys to reach a destination by going straight, turning right and left. Some high attaining pupils in Year 1 work with a Year 2 group so that they progress at a fast rate. They are familiar with odd and even numbers, and count forwards in tens up to one hundred. They understand multiplication as 'lots', 'sets', 'groups of' and 'times'. They investigate all the possibilities of multiples to 12 and observe links between one times 12, and 12 times one.
62. In the lessons seen during the inspection, teaching and learning were good overall; it ranged from satisfactory to very good.
63. Strengths include:
- good planning, daily or twice daily following evaluation of learning and adapting learning objectives accordingly;
 - teaching that captures interest and enthusiasm so that pupils do not want to stop work;
 - good knowledge and understanding, which leads to pupils grasping thoroughly new skills;
 - effective use of resources including computer programs and wall displays to support active and practical learning experiences;
 - good emphasis on mathematical vocabulary;
 - investigative approach to learning;
 - pupils are made to feel their contributions are valued and encouraged to work collaboratively;
 - teaching assistants are well briefed and know how to give the support that pupils need.
- In satisfactory lessons, these less successful features were observed:
- overlong mental/oral introductions with not enough participation to keep the concentration of the whole group;
 - teachers miss opportunities at the end of lessons to explore the views of pupils about their own learning and raise their awareness of what they do or do not understand.
64. The introduction of the National Numeracy Strategy as the basis for planning has made significant contributions to the standards maintained by the school. The adoption of the Surrey Local Education Authority Numeracy Planner has assisted the school in planning to meet needs well. Class teachers monitor progress well through regular assessments of small groups. Although teachers assess well through marking and evaluation of learning in lessons, the recording of those assessments is informal and opportunities are missed to record achievement of individuals. Overall, the subject is led and managed well.

Mathematics across the curriculum

65. The use of mathematics across the curriculum is good. Pupils have opportunities within registration time to practise counting and become aware of dates. In history and religious education they make timelines, and, in a project to make pizzas, pupils had helped to weigh ingredients and count quantities.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Teachers have high expectations of what pupils can do, so they achieve well and standards at the end of Year 2 are well above the national average.
- The well-planned curriculum, good resources and effective teaching help pupils to develop scientific enquiry skills at the same time as acquiring new knowledge.
- Pupils are very enthusiastic about finding out the results of their investigations.
- The new assessment procedures are good.

Commentary

66. The school has maintained the good provision seen at the time of the last inspection, although the greater emphasis placed on investigative work has helped to raise standards since then. The curriculum has been well planned to allow pupils to discover new knowledge and scientific concepts through carrying out their own investigations. This helps pupils to see things clearly so that their understanding is good. This was evident during the inspection when Year 1 pupils were investigating reflective materials. By the end of the lesson, they clearly understood that silver is an exceptionally good colour to show up in torchlight. Teachers focus especially well on the investigative aspect of science, putting very good questions to the pupils. This makes pupils think carefully and ask good questions in return to help clarify their understanding. Pupils become skilled at doing this so that, when they start their experimental work, they already have a good idea of what is likely to happen. This was apparent in the Year 2 lesson when pupils were completing simple electrical circuits, which they did successfully. Teachers constantly ask pupils, "What do you think?", for example, when identifying which foods are the healthiest to eat so that pupils have to explain their choices. As a result, pupils' ability to predict likely outcomes is especially good.
67. The investigative activities planned are challenging and interesting and pupils work enthusiastically, wanting to complete their task before the lesson finishes. They take great pride in recording their findings and the presentation is very good. This helps pupils to see patterns or similarities and differences easily. Good use of information and communication technology and data handling skills also help pupils to record their work well and to make accurate conclusions.
68. Teaching is good. The activities set are challenging, they promote effective learning and allow pupils to reach standards well above those expected for their age. This is reflected in the national assessment results where virtually all pupils reached the expected Level 2 in the last two years with a higher proportion than is seen nationally above this. Much of the work undertaken is of a level usually seen in older pupils. A clear example of this is that Year 2 pupils are expected to investigate whether there is a correlation between height and lung capacity. In addition, as well as knowing the important external human body parts, pupils also know the function of some major organs.
69. Resources are good and well prepared to encourage investigative work. The school grounds are an especially good resource to support pupils' investigations into topics based on life processes and living things. Effective assessment procedures have recently been introduced

and will give teachers good information on the rate of progress pupils are making as well as recording the level at which they are working. However, the information is not yet having a significant impact on future planning. In lessons, increasing use is being made of the recorded observations of pupils' investigative work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards in ICT are above average and pupils' achievement is good.
- Direct teaching of ICT skills is good and pupils learn effectively.
- ICT is used well to support learning in other subjects.
- Procedures for assessing pupils' progress are good.
- The management of ICT is very good.

Commentary

70. Since the last inspection there has been good improvement in all facets of this subject and the school has acquired, and uses well, a good range of equipment. Pupils with physical difficulties have been encouraged to write using digital microcomputers.
71. By Year 2 pupils' ICT skills are above average. In the direct teaching sessions seen, from reception to Year 2, good teaching enabled pupils to make rapid progress and achieve well. The school now has an effective programme of development of skills from direct teaching followed by individual practise through the week. Teachers plan well to link skills to be taught with other subjects and pupils enjoy lessons using the interactive whiteboard. Planning for skills is based on a commercially produced programme of study that is regularly reviewed and amended as pupils from reception upwards make progress beyond the skills expected of them. Assessment of learning is now detailed and recorded in ongoing individual records.
72. Examples of pupils' work and assessment records show that pupils are learning to use ICT for word-processing and communicating information, graphics, composing music, controlling and finding information, data handling, modelling, labelling and classifying. The timetable, for use of the computer suites in Years 1 and 2 and the interactive whiteboard, is changed each week as teachers plan lessons across the curriculum as well as ICT skills. During the week of the inspection each class used the facilities between two and five times in addition to individual and small group ongoing sessions.
73. In the lessons and short observations seen, teachers used the technology competently and taught pupils well with clear guidance on techniques. A higher attaining Year 1 pupil quickly scrolled through an alphabetical list of categories, located a chosen icon, typed in a caption to fit the picture, named, dated and printed the work with minimal guidance.
74. The subject is well led by an enthusiastic co-ordinator, who has a clear vision for further development of the subject and supports teachers well with enthusiasm and expertise, in addition to keeping up with new developments.

Information and communication technology across the curriculum

75. ICT is used regularly in supporting teaching and learning and during the inspection good use was seen of ICT in the teaching of literacy, numeracy and art and design by several classes and groups. Each class had between two and five sessions using the interactive whiteboard or computer suites during the week with ongoing individual work on computers.

HUMANITIES

History is reported in full below. Geography was sampled.

76. Geography is taught as part of a rolling programme, alternating with history. In the current academic year very little had been taught so it is not possible to make judgements about the quality of the provision or standards and achievement. Planning shows that pupils are taught the full range of Programmes of Study and that they are able to build on and extend their skills and knowledge as they move through the school. Year 1 pupils have made a good start at learning simple mapping skills. For example, they can draw a bird's eye view of their classroom and complete a plan of the school ground.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well and, by the end of Year 2, reach standards above those expected for their age.
- The rich and interesting curriculum encourages pupils to adopt very good attitudes to their learning.
- The teaching and learning are good and resources are effectively used.
- Pupils are becoming skilled at using different historical sources to understand what happened in the past.

Commentary

77. The curriculum is well planned and effectively taught and this maintains the quality seen at the time of the last inspection. Very good use is made of resources and a range of visits and visitors to the school. For example, during the inspection, pupils were enthralled at listening to a visitor recount her experiences as an evacuee in World War Two and enjoyed looking at photographs from this era. As a result, their knowledge of what it was like to be a child 60 years ago was very good.
78. Good use is made of the local area in studying architecture through visits to local museums, Bodiam Castle and the old town of Hastings. Role-play, where pupils take the 'hot seat' to answer questions as a historical character, is also effectively used to enhance understanding. These activities promote pupils' interest as well as making it easier for them to recognise features of the past.
79. Very good emphasis is given to ensuring that pupils know about the variety of sources from which they can find out about the past. They are skilled at asking important questions about the artefacts they study; for example, the type of lamp that was used by Florence Nightingale in her work in Scutari. They know that some films or TV programmes are re-enactments, but that many black and white films record what actually happened. They enjoy looking at photographs or pictures, researching in books or on a CD-ROM, and they know that buildings and monuments also contain important evidence.
80. A strong feature of the teaching is that pupils are taught to compare events or characteristics of past times with life today. This helps them to clearly recognise the differences and begin to discover the reasons for the absence of some features of modern life such as the use of plastic materials.

81. There is a good balance in lessons between promoting historical enquiry skills, such as recognising how and why things change over time, and gaining knowledge of the significant features of different events and eras. Consequently, pupils are making good progress in gaining skills and knowledge and their achievement is good. Overall, standards have been maintained since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education is reported in full below. Music and art and design were sampled. Design and technology was not taught during the inspection. Religious education was also sampled, but in addition there was sufficient written work to provide evidence for an overall judgement about standards of work.

Art and design

82. In art and design, examples of work of a good standard are evident, but there is insufficient evidence to judge standards overall. In both lessons seen during the inspection, however, standards were very high and teaching very good. In a lesson for a Year 1 class, pupils were developing their drawing and showing good skills in line and tone. In a Year 2 lesson pupils were working in two and three dimensions. One group, for example, were modelling in clay so that it could be fired later.
83. The teaching was very good. In both cases the teachers had good knowledge and understanding of the subject. Expectations were very high and pupils happily fulfilled those expectations. Classroom management was very good with a number of different activities being carried out simultaneously.
84. The subject is managed well by the arts co-ordinator, who is enthusiastic and conscientious. Schemes of work are comprehensive and give a good structure for teachers to plan to. At present assessment in art and design needs further development so that teachers can more effectively track pupils' progress.

Music

85. It was possible to see only one music lesson during the inspection and no overall decision about standards can be made. In the lesson seen, however, standards of performance were above average and teaching was good. All the pupils from Years 1 and 2 were rehearsing together for their Christmas performance. The singing was of good quality, it was in time and in tune and pupils had good recall of the songs that they had learned. At one stage pupils at this young age were able to hold an independent part in a two-part song.
86. Teachers, with the help of the pianist, had more than sufficient competence for the tasks in hand. Relationships and control were very good and pupils were relaxed and enthusiastic in their learning. For part of the lesson two teachers worked as a team and this was a very effective strategy.
87. The subject is very well managed by a committed and enthusiastic co-ordinator. The scheme of work is based on a commercial scheme and provides a good range of materials for teachers to work with. Assessment in music is sound, but does not yet give sufficient information about how well pupils are progressing in the development of musical skills.

Design and technology

88. This subject was not being taught at the time of the inspection. There was very little work to be viewed and, therefore, the subject was not inspected.

Physical education

The provision for this subject is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and pupils achieve well.
- Teaching of basic skills is effective and pupils work hard to develop them.
- The Programme of Study is broad and there is an after-school dance club.
- Good opportunities for observing performance, but insufficient opportunity for appraisal and discussion as at the time of the last inspection.

Commentary

89. Evidence was drawn from three lessons and dance club observations. Standards have been maintained since the last inspection. Pupils enjoy the opportunities they have for gymnastics, games, dance and swimming and work hard at improving their skills. They collaborate well in class lessons to devise games of ball passing and explain clearly the aims and rules. They know why it is important to warm up and cool down and explain that exercise makes you healthy.
90. The quality of teaching and learning is good and planning is thorough. Teachers are knowledgeable when demonstrating techniques so that pupils have a clear understanding of how to practise skills such as quoits throwing. They use pupils well to demonstrate and give others ideas. However, teachers do not share and review learning objectives for lessons, or ask pupils to evaluate their own success.
91. The recently appointed subject leader gives good leadership and has worked hard to create a dance programme complete with themes and resourcing appropriate for teachers who are not specialists. The assessment of the subject is underdeveloped and informal.

Religious education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Pupils are developing an understanding of religious beliefs and customs.
- In the lessons seen, opportunities for pupils to take part in discussions were limited.

Commentary

92. From the evidence of pupils' work and discussions with a number of pupils, standards of attainment remain in line with expectations of the locally agreed syllabus, as they were at the time of the last inspection. In the two lessons observed the teaching was satisfactory. Pupils in Year 2 were interested to hear about the significance of the different coloured stoles to the church year and enjoyed trying them on. In both observations, there was over emphasis on the cross-curricular aspects of drawing and forming candle pots and not enough time given to discussion of the religious issue because a number of the pupils were rather unclear about the ideas behind them. Work is neatly presented and pupils learn the basics of Muslim, Jewish and Christian faiths.
93. Leadership and management of the subject are satisfactory. The curriculum has recently been changed to meet the requirements of the locally agreed syllabus. There is good progression and continuity within the programme of study. Monitoring of teaching and learning and assessment is weak.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

94. The curriculum for personal, social and health education is good, and is central to the aims of the school. Teachers are very good role models and use circle time, assemblies and the curriculum to foster pupils' social skills, raise their awareness and prepare them for citizenship. For example, on a recent visit from Tandridge Ted, pupils learned about the importance of recycling rubbish.
95. Overall, however, there was not enough evidence to report on this area individually. Even so, the scrutiny of science work shows that pupils are taught the value of a healthy lifestyle and that they recognise some drugs can be beneficial whilst others may harm them. In circle times pupils talk about issues like friendship and what to do if another child is unkind to them. In geography they learn about their responsibility to the environment and express their views on how the school playground should be set out.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	3
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).