

INSPECTION REPORT

THE ROYAL KENT CofE PRIMARY SCHOOL

Oxshott

LEA area: Surrey

Unique reference number: 125143

Headteacher: Mrs P Ryder

Lead inspector: Mr G R Logan

Dates of inspection: 12 – 14 July 2004

Inspection number: 258162

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 –11
Gender of pupils:	Mixed
Number on roll:	207
School address:	Oakshade Road Oxshott Leatherhead Surrey
Postcode:	KT22 0LE
Telephone number:	01372 842495
Fax number:	01372 843627
Appropriate authority:	The governing body
Name of chair of governors:	Mr Arthur Lowthian
Date of previous inspection:	11 January 1999

CHARACTERISTICS OF THE SCHOOL

The Royal Kent CofE Primary School serves the village of Oxshott, in Surrey. This is a very prosperous area and most of the housing is privately-owned. Not all children locally enter the maintained sector. A proportion of pupils come from further afield than the village and the intake is, as a result, rather more socially diverse than the immediate surroundings suggest, while remaining considerably more favourable the average nationally. This is an average-sized primary school. The majority of the 207 pupils are from White European backgrounds, with around three per cent of pupils of mixed-race or other family background. Two pupils are at an early stage of learning to speak English. An average proportion of pupils (17 per cent) have special educational needs, mainly for moderate learning difficulties. Four of these have statements. The school has experienced relatively high levels of mobility in the past, with some year groups recording around 30 per cent change of pupils during their seven years in the school. Even so, this represents a slightly lower level of pupil movement than the national average. Only around 14 per cent of pupils left or joined the school during the school year 2002/03 and mobility generally appears to be reducing. The proportion of pupils receiving free school meals, two per cent at present, is well below the national average (18 per cent). When they enter the school, most children have social and language skills that are above average. However, this varies between year groups, especially for pupils aged eight to eleven where some able pupils have left and others with special needs have taken up available places.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G Logan	Lead inspector	Mathematics Information and communication technology Physical education English as an additional language
9957	Miss S Watts	Lay inspector	
32142	Mrs B Richmond	Team inspector	Science Geography History Religious education Foundation stage
23204	Mrs C Wojtak	Team inspector	English Art and design technology Design and technology Music Special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services
 Anglia House
 Carrs Road
 Cheadle
 Stockport
 SK8 2LA

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. It has a supportive, caring ethos and successfully includes all pupils. Pupils benefit from good teaching and achieve well. Currently, standards are well above average overall. The leadership of the school is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above average. Pupils are achieving well at present.
- Teaching is good across the school and pupils learn effectively.
- Pupils have very good attitudes and behave very well. The provision for pupils' personal, social and health education is very good. Spiritual, moral, social and cultural development is good.
- Pupils with special educational needs are supported well overall and make good progress.
- The school's partnership with parents and the community is very good.
- The leadership and management of the school are good. Governors are very effective.
- The curriculum is good and provides a wide range of opportunities for pupils. The extra-curricular provision is extensive.

The school has made good progress overall since the last inspection. Almost all issues have been successfully tackled. Behaviour is now a strength. Resources are good. Teachers have good knowledge of the science curriculum and support for pupils with special educational needs has improved. However, the provision for pupils' multi-cultural education could be further improved. Across the school, the proportion of good or better teaching has increased even in the context of significant changes of staffing. While high standards in national tests have been sustained in Year 2, the school has been challenged in most years since the last inspection to sustain a comparable level of performance at Year 6. Performance has, however, significantly improved in 2004.

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	E
Mathematics	C	C	B	E
Science	C	C	B	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.*

The school has expressed concern as to the accuracy of the data used to calculate the 'similar schools' grade for 2003 in the table above. They, and the local education authority, feel that pupils make much better progress than these figures suggest. Inspection evidence for the current Year 6 supports that perception. **Pupils achieve well overall.** Most children have good social and language skills on entry to school. Almost all children in Reception have already reached the goals set for the end of the Reception year and many have exceeded the expected level. The year-on-year high standards in Year 2 have been sustained in 2004 and

test results in Year 6 in 2004 are likely to be the highest for several years, with pupils having made good progress since Year 2. Standards in Year 2 and Year 6 currently are well above average in English, mathematics and science. Pupils' literacy skills are used well across the curriculum. Standards in information and communication technology are above average. Standards in most of the non-core subjects are similar to those normally found but they are above average in physical education for Year 6 pupils and in singing throughout the school. The school provides well for higher attaining pupils.

Pupils with special educational needs achieve well because of the good support they receive. On the limited evidence available, the few pupils with English as an additional language also achieve well.

Pupils' attitudes, values and other personal qualities are very good. These factors contribute significantly to their learning. **Their spiritual, moral, social and cultural development is good.** Relationships and behaviour are very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are good. Pupils make good progress. Teachers have very good relationships with their pupils. Assessment procedures are good in English, mathematics and science in the infants and juniors and are used with increasing effectiveness. Pupils are increasingly encouraged to evaluate their work. They have a mature approach and work well, both independently and with others. Planning to meet the needs of pupils with special educational needs, and those with English as an additional language, is effective. Learning support staff are effective, overall. The curriculum is good and pupils have a very good range of opportunities for learning, with an extensive extra-curricular programme. Pupils receive good care and support. Good induction procedures help new children to settle quickly. Child protection procedures are good. Provision for pupils' personal, social and health education is very good. The school has a very good partnership with parents and very good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides good leadership and has created an effective staff team. The school copes very well with a high level of staff mobility. Subject co-ordinators are knowledgeable and effective. The school evaluates its work diligently and makes very good use of available data. The governing body is very effective and governors manage the school efficiently. Financial management is good. Statutory requirements are met. School administration is efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They are very happy with the standards achieved and feel that the school is well led. The level of parental involvement is very good and a significant strength. Pupils enjoy school very much. They work hard, enjoy their friends and participate enthusiastically in the many opportunities the school provides. They relate well to their teachers and appreciate the care they receive.

IMPROVEMENTS NEEDED

This is a successful school and there are no significant key issues for action. The following development points, however, will support the further enhancement of provision:

- Ensure greater consistency in the quality of marking in mathematics and English. Develop further assessment procedures in the non-core subjects;
- Build upon the current strengths and deployment of learning support staff to ensure consistency of approach and impact across the school;
- Develop further the resources for ICT and the use of ICT in subjects across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** overall. Standards are **well above average** in English, mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Standards in Year 2 have been sustained at a consistently high level for several years.
- Standards in national tests in English, mathematics and science are well above average by the end of Year 6.
- Standards in information and communication technology (ICT) and physical education are above average by the end of Year 6.
- Pupils with special educational needs achieve well.
- Cross-curricular use of pupils' literacy skills is very good.
- Performance of the older pupils has, over time, been less consistent than that of the younger pupils.

Commentary

1. The school considers that pupils' attainment on entry is average. However, many children benefit from good pre-school provision and have above average social and language skills on entry. There are very few children with below average attainment overall and, throughout the school, an average proportion of pupils at present have significant levels of special educational need. The proportion varies from year to year, but has never been above the national average in recent years. Very few pupils come from minority ethnic groups; only two at present have English as an additional language. Taking all factors into account, this is an advantageous profile. This is reflected by the fact that, at the end of Year 2, few pupils fail to achieve the expected Level 2, with very many achieving at the higher level.
2. The overall picture in the juniors is rather different. There has traditionally been some loss of pupils to the independent sector at the end of Year 2 - often the more able - which means that the school acquires new entrants from Year 3. A number of these pupils (though by no means all) have special educational needs, so that the overall profile of pupils in the junior years differs to some extent from that in the infants and is closer to the average. The level of mobility seems to be reducing and, while a concern for the school, is no greater than that found in schools nationally. In the last school year, it was lower than that found nationally. In addition, sampling of a recent year group would suggest that as many pupils enter the juniors with creditable performance at the end of Year 2, as with particular needs.
3. The school has expressed concerns as to the accuracy of data in the 2003 analysis of school standards and performance. It feels, and the local education authority agrees, that progress was significantly better than indicated. The data has not been officially corrected and it is not possible to take a view on this. However, the strong performance of the current Year 6 pupils and the clear evidence of their good achievement would

suggest that these pupils' progress over time is significantly better than that recorded in the 2003 data.

4. Performance in national tests in Year 2 has been a significant strength over many years, with almost all pupils achieving the expected level every year, and a well above average proportion achieving at the higher Level 3. In the national tests in 2003, standards in Year 2 were well above average in reading, writing and mathematics in relation to all schools nationally. Standards were well above average in reading and mathematics and above average in writing in relation to similar schools. The indications are that this very positive performance has been sustained - and probably improved upon - in 2004.
5. The profile of performance in Year 6 has, since 1999, been much more erratic. The previous report indicated that standards in the three years prior to the 1999 inspection had been consistently well above average. Since then, standards have struggled to keep pace and have seldom reflected the high standards found at Year 2. In 2003, standards were above average in mathematics and science and average in English in relation to all schools nationally. Standards were below average in all subjects in relation to similar schools - and this was also the case in 2001 and 2002. The recorded (but disputed) rate of improvement made between the end of Year 2 and Year 6 was well below average overall in 2003. This was also the case in 2001 and 2002, years for which no data inaccuracies have been claimed. The performance of able pupils in Year 6 in 2003 followed a similar pattern to the overall performance of the group. Although not finally confirmed, the 2004 test results are likely to present a much better picture than in 2003 and the strongest performance overall for many years, with standards being well above average in all three subjects. This is confirmed in the work seen during the inspection. Initial analysis indicates that the progress made by these pupils between Year 2 and Year 6 is also likely to be above average.
6. Pupils' entry profile does not necessarily reflect the progress they will make. For example, of the current Year 6 group, around half of the later entrants are likely to have made at least above average progress and half to have made below or well below average progress. An analysis of the 2002 data indicates that while pupils who started their education in this school in the reception class did particularly well, overall performance and progress was significantly reduced when late entrants and pupils with special educational needs were taken into account. An additional factor has been the relatively high level of staff mobility in recent years. This has affected the junior classes particularly and may have contributed to some inconsistency in performance. The school has wisely taken steps to guard against variation in provision by ensuring that systems for planning are as structured as they can be to ensure consistency. Overall, pupils are achieving well at present. There is no evidence of variations in performance relating to gender.
7. Achievement for pupils who have special educational needs is good because of the quality of support they receive and the work that is planned to meet their needs. Pupils make good progress by the end of Year 2, and most make good progress by the time they leave school. Several attain the standard expected for pupils aged 11. For example, special educational needs pupils in Year 6 currently have done well in English, with over 60 per cent achieving the expected standard, and over 80 per cent achieving the expected standard in science. At present, there are only two pupils at an early stage of learning to speak English, both of whom have been in school for only a short time.

There is no specific support. However, on the limited evidence available, they are making good progress in learning English and are involved well in all activities.

8. The school has a register of pupils considered to be gifted or talented. The school provides well overall for these pupils, mainly through the extensive extra-curricular provision which offers very good opportunities for extension and enrichment activities in sport, music and technology. In addition, some pupils draw on science opportunities provided by a linked specialist school. All pupils have access to the whole curriculum and there are no barriers to learning.

Foundation Stage

9. Foundation Stage provision is good. Children benefit from good induction procedures and settle well into school routines. Good teaching, very good planning and satisfactory assessment procedures ensure that children make steady progress and achieve well. Almost all children in the current group have already achieved the Early Learning Goals in all areas, with a significant proportion exceeding them. Provision in personal, social and emotional development is very good and provision in all other areas of learning is good. By the end of Reception, children are well-prepared for the work of the main school.

Years 1 and 2

10. Standards by the end of Year 2 in 2004 are well above average in reading, writing, mathematics, and science. Underlying literacy skills are good and are used well in subjects across the curriculum. Pupils' speaking skills are developed effectively. Pupils have good, and rapidly improving, skills in ICT by the end of Year 2. Standards are similar to those normally found in other subjects.

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

Standards in:	School results	National results
Reading	17.8 (18.6)	15.7 (15.8)
Writing	16.1 (17.1)	14.6 (14.4)
Mathematics	18.2 (18.4)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year

Years 3 to 6

11. Currently, attainment in Year 6 is well above average in English, mathematics and science. Standards are similar to those normally found in most of the other subjects, but above average in ICT and physical education. Pupils achieve well across the curriculum. The school largely achieved its targets in 2003 and is likely to have done so in 2004.

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

Standards in:	School results	National results
English	27.2 (26.4)	26.8 (27.0)
Mathematics	27.7 (27.4)	26.8 (26.7)
Science	29.3 (28.4)	28.6 (28.3)

12. Pupils' literacy skills are promoted well across the curriculum. There are good opportunities to record, write and communicate in subjects such as history and science. The application of numeracy skills is satisfactory. There is a good emphasis on practical and investigative activities in science. Pupils' skills in ICT are improving, with some cross-curricular use of ICT, although this is an area for further development.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school. Behaviour is **very good**. Attendance is **good**. Pupils' spiritual, moral, social and cultural development is **good** overall.

Main strengths and weaknesses

- Behaviour is very good and pupils have very good attitudes towards school and work. They are enthusiastic in lessons and keen to learn.
- Pupils' relationships are very good; they enjoy helping each other.
- Provision for moral and social development is very good.

Commentary

13. Pupils are enthusiastic about coming to school and enjoy participating in activities and learning new things. Both the pupils' and parents' questionnaires confirm these views. Pupils continue to record above average attendance. A few children persist in arriving after registration has been completed.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

14. The majority of pupils show very positive attitudes to learning and enjoy the challenge that is given to them. The behaviour policy, implemented after the last inspection, has been effective and behaviour is now very good. Only two fixed period exclusions were recorded in the last school year. There have been no exclusions in the current year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
180	2	0
1	0	0
16	0	0

Mixed – White and Black African	1	0	0
Mixed – any other mixed background	3	0	0
Black or Black British – African	3	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	1	0	0

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

15. Relationships are very good and pupils are very supportive one of another. Pupils in Year 6 help with Reception and new children who enter the school in later years are given a “buddy” who helps the child settle in. Pupils’ social development is supported well. All pupils have some responsibility according to their age. There is an elected School Council with two representatives per year from Year 2 upwards. Pupils have the opportunity to put forward suggestions as to how the school could be improved. These are then taken to the headteacher and governors. In addition, there are four “houses” all of who have elected Captains and money is raised for charities through a variety of activities. All pupils take a pride in their school. This is shown in their confidence and self esteem, particularly when speaking to visitors.
16. There are good links with the church and the vicar takes assembly each week. The school premises are used for Sunday Services once a month and pupils attend church for Harvest, Easter and Christmas services. Assemblies are held daily and there is some opportunity to learn about other religions. Pupils’ moral development is supported very well. They have a good understanding as to what is right and wrong and staff ensure that issues are addressed immediately. ‘Circle time’, when pupils discuss issues which concern them, is a good opportunity for this to be developed. Cultural development is good overall. There is a broad range of visits for pupils, both locally and further afield. This enables them to have a wider understanding of other people. In the last report it was felt that the pupils were not being prepared as well as they might be to live in a culturally diverse society. To an extent, this remains the case, although some progress has been made - for example, the school has invited Indian dancers to visit and has attempted to find other activities which would enable pupils to develop a broader view.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good. The curriculum is good, with very good extra-curricular provision. Pupils are cared for well. The partnership with parents is very good.

Teaching and learning

Teaching is **good** overall. In most lessons, pupils are challenged and learn **well**. Assessment procedures are **good**.

Main strengths and weaknesses

- Teaching is good overall and generally consistent in quality across the school. The school makes effective use of teachers’ specialist skills.
- Teaching assistants support pupils with special educational needs well, overall.
- Pupils are increasingly encouraged to evaluate their own work and act as independent learners.

- Teachers plan well for the cross-curricular use of pupils' literacy skills. ICT skills are being used increasingly in other subjects, with scope for further development.
- The quality of marking, while satisfactory, is variable between classes, particularly in mathematics and English.

Commentary

17. At the 1999 inspection, teaching was, as now, good overall, but with a lower proportion of good or better teaching. The quality of teaching has, therefore, improved. This is a good achievement for the school, given the relatively high staff mobility.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	7 (19%)	24 (63%)	5 (13%)	0 (0%)	0 (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.

18. In Reception, teaching and learning are good. Staff have a good understanding of the areas of learning and work very well in partnership with parents to support children's learning. Planning is good, taking account of individual needs. The support for pupils' personal, social and emotional development is particularly good. Staff achieve a good balance between child-initiated learning and activities planned by staff. Assessment systems are satisfactory. The Foundation Stage profile is completed in detail. More use could be made of detailed daily observations.
19. Teaching is consistently good across the school and there are no weak areas at present. Overall, teaching in almost nine-tenths of lessons was good or better, leading to good achievement. Pupils currently in Year 6 are challenged well – and respond positively. The teaching is brisk and rigorous and motivates pupils well. Older pupils show a good capacity to work independently or collaboratively. This encourages them to be self-sufficient in their learning. Teachers plan very well for the development of pupils' literacy skills across the curriculum. Increasingly good use is made of ICT to support learning across subjects, although this could be developed further. Teachers question pupils well and in the best lessons encourage them to think strategically. Planning is good in the main school and well-focused, in the core subjects, on individual needs. Clear objectives are set for learning and these are frequently referred to in lessons.
20. Teachers' methods are chosen well to assist pupils in gaining knowledge and developing understanding. There is, for example, a good level of first-hand learning in science, where pupils experience a creative investigative approach. Drama is used very well in Year 6. The use of homework to support pupils' achievement is good. It is set consistently and makes a good contribution to learning. Teachers' specialist skills are used well in the teaching of music and French across the school, in physical education in Year 6 and in the extensive extra-curricular sports programme.
21. The teaching of pupils with special educational needs is good. Very good procedures identify pupils with learning difficulties at an early stage. Close liaison with pre-school ensures that there is a smooth transition to school. Pupils benefit from the combination of skilled support staff and parent volunteers, who enable pupils to benefit from whole class

discussions and motivate them to learn. Although work is generally well matched to pupils' needs, there were a few instances when pupils struggled to learn because the learning steps were not precise. Some pupils were not fully involved in lessons because they were not given the guidance they needed.

22. Good use overall is made of assessment to support planning of work which is well matched to pupils' needs. However, the school plans to develop procedures further, particularly in the non-core subjects. Teachers make generally good use of data to track pupils' progress and identify areas of weakness, though progress has, over time, been less consistent in the juniors than in the infants. Progress is tracked in writing and numeracy every half term. The quality of marking of pupils' work is variable and a weaker feature in mathematics. The school has made good progress in encouraging pupils to become perceptive analysts of their own work - self-evaluation strategies were used regularly in lessons observed.

The curriculum

Curricular opportunities are **well-planned**, with some very good features, enhanced by **very good** opportunities for enrichment and the good **quality** accommodation.

Main strengths and weaknesses

- Personal, social, health and citizenship education is at the heart of the curriculum and successfully promotes personal development.
- Provision for pupils with special educational needs and more able pupils is effective.
- The curriculum is enriched by extra-curricular activities, residential events, French classes and focus weeks.
- Provision for ICT and outdoor play has been greatly improved.
- Specialist teachers enhance the curriculum.
- The accommodation is good but the mobile classrooms are not ideal.
- Although there are good opportunities in many individual subjects, there is some way to go in forging further creative links across the subjects.

Commentary

23. The very good programme for personal, social and health education (PSHE) and citizenship emphasises independence and responsibility throughout the curriculum. This is a good improvement since the last inspection and has been recognised in the *Healthy Schools' Award* in 2003. The number of teachers and support staff enable pupils with special educational needs to make good progress. The specialist teacher helps to ensure that the curriculum is effective in developing pupils' talents and self-esteem. All pupils have the same opportunities to participate in a wide range of activities. The use of specialist teachers broadens curricular opportunities in music and French, and more able pupils benefit from visits to the local science community college. Although planning is consistently good, staff are currently evaluating their teaching and focusing on the development of thinking skills and creativity of expression. This is a good example of the importance accorded to meeting all the needs in the school.
24. The very good opportunities for enrichment include a wide range of visitors and visits, such as storytellers and poets and very good participation in sport and the arts. The school aims to achieve a balance of learning opportunities through well-chosen foci on

different aspects of learning, such as the arts week. Most pupils are involved in at least one of the many extra-curricular activities on offer, and take part in residential trips designed to bring the curriculum to life. The productions organised by the pupils themselves are of particular note and are of a very high quality. The recent production of *The Tempest* by pupils in Year 6 was breathtaking in terms of the creativity they brought to the writing, their inspired performance and the sheer self-discipline that underpinned its success.

25. Accommodation and resources have been greatly improved and much is of a high quality. The whole school gleams and eye-catching displays leave visitors in no doubt that the whole staff takes an interest in providing a stimulating environment. Since the last inspection, there have been some significant developments. Pupils talked proudly about the new ICT and music suite, which is equipped with flat screens and an interactive whiteboard. Pupils also appreciate features such as the quiet pond area and newly developed outdoor play area for the younger pupils. There were shortages of resources at the time of the last inspection. Dated, tatty equipment has been replaced with good quality equipment, such as the resources for the outdoor play area. The school hopes to replace the two mobile classrooms so that all pupils have access to the main building.

Care, guidance and support

The school takes **good** care of its pupils. It provides pupils with **good** support, advice and guidance and takes **very good** account of their views.

Main strengths and weaknesses

- The school takes good care of its pupils. Health and safety issues are carefully observed.
- Pupils have very good relationships with both adults and their peer group and enjoy coming to school. They settle quickly to the tasks set.
- The School Council enables pupils to have a voice within the school.

Commentary

26. Pupils are well cared for and have a pride in the school they attend. Staff value each pupil and what they are doing and they show a concern for their welfare. Relationships are very good, both with adults and other pupils, thus any problems can be quickly shared and resolved. A comprehensive programme for personal, social and health education is taught throughout the school and in Years 5 and 6 the school nurse contributes to the provision of sex education. An example of this was in a PSHE lesson where two children felt able to share their feeling that they were not fully accepted by the others.
27. The provision for health and safety is good and regular inspections and audits are carried out. The school is well looked after and is bright and clean with much of the pupils' work exhibited on the walls. This contributes to the pupils' positive approach to their learning, and communicates a feeling of security and well being. The deputy headteacher is the designated child protection officer. She has been fully trained and has passed on knowledge to other members of staff.
28. Provision is good for those entering the school for the first time and "buddies" help them to settle down and make friends. Pupils in Year 6 attend certain activities at the main secondary school which prepares them for transition in the new school year.

29. Representatives from Year 2 upwards form the School Council thus enabling them to formulate ideas and put points of view to both the headteacher and the governors. Some of these have already been implemented. All pupils have some responsibilities around the school. This promotes their personal development well and enables them to understand the wider issues pertaining to becoming good citizens.

Partnership with parents, other schools and the community

Partnership arrangements with parents, links with the community and links with other schools and colleges are all **very good**.

Main strengths and weaknesses

- Parents have positive views of the school and the links between school and parents and parents and school are very good.
- Many parents help in school.
- The quality of reports to parents, letters and the prospectus is very good.
- The parent-teacher association is very effective in supporting the school and raising funds.
- Links with other schools and the community are very good.

Commentary

30. The school maintains very good links with the parents and parents are very positive about the work of the school. Written information, including the school prospectus and the regular newsletters, are of very good quality. There are very informative annual written reports on pupils' progress. Termly meetings for parents are generally well attended. Parents are welcomed into the school to help in the classroom, on visits or to discuss any problems regarding their children. Workshops are held when appropriate, to enable parents to understand the work that the children are doing and to help them at home. Parents and grandparents share their experiences with the children; an example of this was when a class was studying World War Two and could draw on first-hand accounts from grandparents.
31. Parents are encouraged to voice their opinions through questionnaires, the Parent Teacher Association (PTA) or direct to the school. These are considered at governors' meetings. The children, through the School Council, also have the opportunity of meeting with a governor from time to time. Parents are encouraged to form targets, a vision plan and suggestions for the school improvement plan which can be discussed by governors.
32. The PTA is a strength of the school and raises significant amounts of money - an example of which was the ICT suite to which they made a major contribution. Social events are arranged and the school works closely with the village, listening to suggestions and receiving a great deal of support and help. Many parents are involved in the after school clubs and extra curricular activities. Two parents in each form are class representatives for the PTA and will support new parents, consult with others and liaise with the class teacher. A notice board informs all parents of activities and functions, as does the weekly newsletter.

33. The parish church supports the school well and the vicar comes in for assembly each week. Monthly Sunday services are held at the school, while the children go to the church for the various annual festival services.
34. There are very good links with other schools and colleges for sports, swimming and science. The links with the community are very good and support is given both in time, money and visits for children by many of the local businesses.

LEADERSHIP AND MANAGEMENT

The leadership and management of the head teacher and other senior staff are **good**. The governance of the school is **very good**.

Main strengths and weaknesses

- The sense of purpose, clarity of vision and high aspirations of the headteacher are very good.
- The headteacher evaluates the work of the school well.
- There is a strong commitment to include all pupils and to meet individual needs.
- Leadership of the curriculum by the headteacher and senior staff is good.
- Subject leadership is good and ensures consistency and progression of learning.
- The governors play a very important role in supporting and challenging the school.
- Financial management, by the school and the governors, is effective.

Commentary

35. The school has faced many changes of staff over the last few years. The headteacher and governing body have worked together effectively to bring about improvements in this period of change. The leadership and management of most key staff are good, provision is monitored and pupils achieve well. All co-ordinators have had appropriate training and support to help them develop their roles. They are well informed about their subjects and carry out their responsibilities effectively. This is leading to improving standards in a range of subjects but particularly in English, mathematics and science. Pupils are currently achieving well across the school.
36. The headteacher knows the strengths and weaknesses of the school well and her work on self-evaluation is very good. This has led to effective school development planning. Pupils' performance at Year 6 has been weaker over time than at Year 2. The current plan focuses appropriately on raising standards, identifies clearly who is responsible for implementation and monitoring and indicates the cost implications and success criteria. There is wide consultation in the whole school community to create this plan, which focuses on a manageable number of developments.
37. The headteacher ensures that the school has a strong commitment to individual pupils. She makes sure that all pupils are fully included in the life of the school and that standards of care remain high. Individual pupils' progress is tracked carefully to ensure that sufficient progress is made. Because of this commitment, shared by all staff, pupils are happy and relationships are harmonious.
38. The senior management team has instigated a good new planning system, to ensure that there is continuity and progression in pupils' learning even if there are changes in

teaching staff. Having this system in place has played an important part, for example, in ensuring good continuity of curriculum provision in Reception where there have been three different teachers this year.

39. Governors have a very good range of expertise and experience that enables them to support and challenge the school well. They carry out their statutory duties effectively. They know the school's strengths and weaknesses well. They are actively involved in forging links with many community organisations in order to improve the opportunities that the pupils have.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	564,918	Balance from previous year	100,798
Total expenditure	593,030	Balance carried forward to the next	72,686
Expenditure per pupil	2,851		

40. Day-to-day financial management and administration are very good. Routine procedures run very smoothly and the finance officer and office staff provide very good support for staff and pupils. The school was last audited in November 2003. A very small number of minor procedural matters were raised and these have been dealt with. Funding is targeted effectively to secure the best provision for pupils. The school has accrued a significant underspend, in excess of recommended levels. This is partly the result of unanticipated additional funding and partly through cautious budgeting, in the context of a potential fall in the numbers on roll, to preserve, at least temporarily, current levels of staffing. The surplus is likely to be reduced further during this school year. The governing body will then review its spending strategy. The school is advantaged by the generosity of its parents and friends and their contributions through fund-raising make a significant difference to school spending and the quality of its facilities and resources. The school is well-funded in national terms. Standards are well above average and the school is effective. It provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** in the Foundation Stage.

There has been good improvement since the last inspection and the quality of provision has not been affected during the recent period of staff change. Children have maintained the above average levels of attainment with which they enter the reception class. No children have been formally identified as having special educational needs and none are at an early stage of learning to speak English.

There is a strong drive for learning in the Foundation Stage and children achieve well. Teaching is good in all areas of learning, but particularly strong in providing children with the skills they need to become effective learners. Because relationships are very good and adults are good role models, children's personal and social skills are very good and they work and play together very well. The curriculum is very good, well planned and imaginative and meets children's needs well. There is a good ratio of adults to children and all members of the team make an important contribution to enabling the children to achieve well. Staff work together as an effective and cohesive team. Group work is particularly effective, although, on occasion, children do not get enough support from teaching assistants during whole class sessions. During the absence of the permanent teacher, the senior management team has ensured effectively that provision continues to be good. There are very good procedures for planning. Assessment is satisfactory. The accommodation is very good and high quality resources provide children with an exciting place in which to learn. The outside area is particularly good because of the large canopied section where children can learn and play.

Children are inducted into the school well. There are strong links with pre-school providers and teachers visit children in these settings to get to know them and to plan their induction into school. Teachers invite parents into school to provide initial information. The teaching team works very effectively with parents whom they value as key partners in their child's education.

Personal, social and emotional development

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

Main strengths and areas for improvement

- Children achieve very well because of very good teaching.
- Most children have achieved the Early Learning Goals¹, with many exceeding them.
- Children are happy and want to come to school because staff work hard at establishing very good relationships with them.
- Clear expectations of behaviour are set.
- Staff act as very good role models.
- Children are encouraged to choose activities, share, co-operate and take responsibility.

Commentary

¹ 'Early Learning Goals' are the expectations for most children to reach by the end of the reception year.

41. Children settle into this class very well because there are established routines, a consistent approach to behaviour management and plenty of interesting things for them to do and to learn. Teaching and learning are very good. The children are friendly and share equipment and choose activities well for themselves. Behaviour was consistently very good throughout the inspection. Children listen well, speak to each other and adults in an appropriate way, enjoy playing together in the outside area with enthusiasm, curiosity and imagination and participate very well in everything that their teacher has planned. They have the opportunity on a rota basis to take responsibility for classroom jobs like cutting up the fruit, tidying the outside area, taking the register and changing the weatherboard. They are encouraged to develop a healthy lifestyle by bringing fruit and a bottle of water to school every day.

Communication, language and literacy

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

Main strengths and weaknesses

- Children are achieving well because teaching and learning are good.
- Most children have achieved the Early Learning Goals; a significant number have exceeded them.
- Children are encouraged to develop their speaking and listening skills well through role-play.

Commentary

42. Children's language skills are above average overall when they enter this class but a small proportion of children have below average skills. Children's listening skills develop quickly as adults talk to them and use simple questioning techniques, which encourage the children to respond. Occasionally there is insufficient emphasis on specific vocabulary so that children cannot explain the meaning of particular words. Many children speak confidently, enunciate clearly and are developing a good vocabulary. Children have access to a good range of picture books and there is a very effective home/school reading system. They have good opportunities to learn to sequence events both in stories and in instructions, like those for making porridge. Story time is fun and children enjoy joining in with appropriate sounds and actions. Children have good planned and selected opportunities to write: for example, invitations to their parents to come to an end of term party. Less confident writers have good vocabulary support. Children enjoy participating in phonics sessions. Most have good knowledge of initial and final sounds of words and a significant number are beginning to spell a range of common words or make phonetically plausible attempts at them.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Most children have attained the expected goals by the end of the year, with many exceeding them. Children are achieving well.

- Teaching and learning are good and place a high emphasis on learning through practical activities.

Commentary

43. Teaching and learning are good. There is a good range of interesting and practical activities to promote mathematical understanding. Tasks are often set up in an investigative way. For example, groups of children work out how many knives, forks, spoons, cups etc. they need to lay the table for their group. This type of activity not only develops their mathematical understanding but also their ability to work co-operatively. They learn about capacity in a practical way through teacher demonstration and then through the opportunity to investigate and record their findings themselves. There are many resources and displays to help children learn, such as number lines, puzzles and number tracks both inside and outside the classroom. There is a good emphasis on modelling specific mathematical language and encouraging the children's use of it. The teaching team use both planned and incidental opportunities well to encourage children to count and calculate. Work is planned well to challenge all children so that by the time these children reach Year 1, most will have exceeded the standard expected for their age.

Knowledge and understanding of the World

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

Main strengths and weaknesses

- Teaching and learning are good because teachers provide a good range of activities to enable children to learn about the world around them.
- Most children have at least achieved the Early Learning Goals in this area, with a small proportion exceeding that level.
- Children are achieving well.

Commentary

44. Teaching and learning are good because teachers plan a good range of interesting activities, both inside the classroom and in the outside area, to stimulate children's interest and enhance their understanding. Children are achieving well. The Travel Agency was a favourite role-play area during the inspection and children demonstrated that they were knowledgeable about this setting. Children know about people who help them, like the firemen at the Painshill Fire Station, and have written a letter to thank them for their visit. They have tasted different foods and expressed their likes and dislikes. They have learned about minibeasts. They have planted beans and learned about their requirements for growth. They had the opportunity to predict what will happen to a jelly mixture after it had been put in the refrigerator. Most children have attained at least the expected goals in this area of learning by the end of the year.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Most children have exceeded the expected goals by the end of the Reception year.
- Children benefit from well taught physical education lessons.
- Good use is made of the outside area.
- Children have very good opportunities to develop their fine motor skills.

Commentary

45. Children are developing their dance skills well because they benefit from good quality teaching that challenges them well but also gives effective support to children who are less confident. They comment sensibly on each other's dances but found it difficult to produce the same quality of dance when wearing the costumes that they had made. There are good planned opportunities for the children to play outside and to participate in activities that contribute well to their physical development. Children ride on tricycles and participate in other physical activities. They have the opportunity to use construction equipment to build structures associated with their imaginative play. Teachers plan regular opportunities for children to develop their fine motor skills like writing with a pencil, cutting with scissors and using a range of different tools both in planned group activities and through other opportunities when children can choose their own activity. During the inspection, children had good opportunities to squeeze, roll and shape play dough to make their choice of animal or shape.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Almost all children have achieved the Early Learning Goals in this area of the curriculum.
- Children are achieving well.
- Children are learning to sing well.
- There is a good range of opportunities to work with different art media.

Commentary

46. At the end of the Reception year, most children have attained the standards expected. There are many regular opportunities for children to participate in singing and to listen to music. There is a good range of creative work on display in the classroom and children are given good opportunities to mix colour and paint both inside and outside the classroom and to print and to draw. They have made fruit and vegetable prints and collages of Mrs Edward Reid in connection with their project. Teachers give the children many good opportunities to develop their imaginations through role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have risen to well above average in Year 6 and are consistently high in Year 2.
- Achievement is good in relation to pupils' previous work.
- Teaching and learning are good because the tracking of progress is rigorous and interventions are appropriate.
- Support for pupils with specific needs is good.
- The rich curriculum has well-planned opportunities for 'pupil talk', both within English and across subjects.
- The deployment of teaching assistants in some lessons could be better.
- Assessment procedures for reading could be improved.

Commentary

47. Standards by the end of Year 2 and Year 6 are well above average. This has been consistently the case in Year 2 where pupils have achieved well for many years. In Year 2 pupils achieve so well because parents ensure that their children are ready to learn when they enter the school. Not only do they have well-developed communication skills, but their levels of concentration and confidence are generally high, and sensitive, committed teaching nurtures this very well. Levels in reading are very high this year but writing is not quite as high as previously because there are significantly more boys in the class, and several who demand attention and find it difficult to learn independently. Teaching staff regularly sacrifice lunchtime periods in order to accelerate individual pupils' progress in reading.
48. Standards in Year 6 have improved dramatically this year because of the quality of the teaching and improved systems such as the new spelling approach. This is a good improvement since the last inspection. Results have fluctuated over time, but are higher than ever before this year. Standards do, however, differ markedly from class to class. Standards in Year 5, for example, are not as high relative to pupils' age because this class has several pupils with special educational needs. In general terms, the junior classes have experienced more instability than the infant classes so that, despite the best endeavours, progress has not always been as steady as it might have been. Key factors include the constant mobility in staffing and some mobility of pupils. In spite of these obstacles, the school has maintained consistently good teaching, although the rigour in marking could be better, as could the quality of the records held on group reading.
49. Teachers accelerate learning with simple yet rigorous systems for tracking pupils' progress. There has been strong strategic direction since the last inspection, resulting in the implementation of consistent assessment and tracking procedures. Information held on pupils in Year 2 and Year 6 clearly shows that the pupils who start in the Reception class do better than average in reading and writing. The monitoring of teaching has resulted in a sharper focus on learning objectives. Teachers also engage pupils very well through creative approaches, such as role-play, that emphasise speaking and listening.

Outstanding Practice: Innovative approaches to drama

Two excellent examples illustrate how innovative approaches to drama can motivate pupils to make challenging literary material their own. Pupils in Year 6 rewrote Shakespeare's *The Tempest* and built it into a performance for their parents. This was excellent. The acting performances were powerful, leading one mother to compare

her son with George Clooney. As the whole class moved in unison in a stormy dance sequence, silhouetted against a huge seascape backdrop, the enjoyment factor was tangible.

Similarly, pupils in Year 2 had insisted upon dragons being the theme of their performance and the work in the classroom was fully integrated into the performance. During the rehearsal very confident pupils introduced the characters, which included a bear with an American accent, and a very shy snake who was gently encouraged to remember his lines. Every pupil participated in the hand jiving, the singing and the drama, ending with the *Frog Chorus* and "We all stand together!" which sums up the culture of the school.

50. Teaching is good over time and some excellent teaching was seen. Direct questioning is good and relationships are very good. Pupils respect adults in school and teachers manage behaviour well. Support for pupils with special educational needs is good, particularly when the specialist teacher visits. Although support staff are committed to raising standards there were some instances when they were not used as effectively as they might be. For example, pupils in Year 2 were not fully concentrating on creating haikus because they were solely reliant on listening and were not helped by visual prompts. On another occasion, a teaching assistant missed an opportunity to give pupils specific guidance to clarify a key point. Sometimes teachers do not check that all pupils have understood, which can lead to wasted time. The best teachers regularly use pupils' work from the previous day as a point of reference for individual learning in the lesson. Teachers accelerate each pupil's learning through skilled questioning, informal target setting and promoting independent learning.
51. There has been a strong focus on the development of speaking and listening skills. There are well-planned opportunities for 'pupil talk' across the curriculum and teachers consistently expect pupils to use specific subject language. Pupils are often asked to discuss issues or to evaluate work. This is working well throughout the school because standards of speaking are well above average and achievement is good. There was little evidence of the library being used as a research resource during the inspection but pupils read regularly to adults, and parents make comments in their child's reading diary. Younger pupils are taught strategies to help them understand what they are reading.

Language and literacy across the curriculum

Writing and speaking skills, together with drama, are used regularly and effectively across the curriculum to extend learning. Opportunities to develop pupils' independent recording skills are plentiful. A good example, in an ICT lesson, was the use of multimedia software not only to develop an adventure game, but to consolidate knowledge of the software. Two pupils in Year 6 collaborated on a story called *Assassins Attack*, which began with, "Hello we have to be quick and keep this discreet!" The pair cleverly injected a sense of pace and urgency into their story. Teachers always insist on good standards of handwriting and presentation across the curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 6 and pupils achieve well. Target-setting is effective. Higher attainers are well-supported.

- Teaching and learning are good. Expectations are particularly high towards the top of the school. Good use is made of practical and investigative work.
- The leadership of mathematics is very good.
- The quality and rigour of marking could be improved.

Commentary

52. Standards in mathematics are well above average in Year 2 and, in the current year, in Year 6. Good provision for the higher attaining pupils, with specific input twice weekly, has underpinned the higher level attainment in Year 6. Well over half the pupils in Year 2 – the highest proportion in recent years - are working confidently at the demanding Level 3. Around two-fifths of pupils in Year 6 have achieved the above-average Level 5 in the recent national tests. The school has effectively sustained high standards in mathematics in Year 2, with all pupils achieving or exceeding the expected level for the last eight years at least. Standards have been more variable in the juniors where attainment has been closer to the average in most years. However, the trend has been reversed with the current Year 6, enabling the school to return, in this year at least, to the well above average standards reported at the last inspection.
53. Pupils' achievement is good at present. The current Year 6 group has achieved well, as do the great majority of pupils who have their full education in the school. However, achievement in recent years has been less consistent overall for a few of the older pupils, in particular those who entered the school late or with particular individual needs. In general, pupils of all abilities do well. The achievement of pupils with special educational needs is similar to the others', particularly when they are receiving good support. This was evident in a Year 5 lesson where two support staff were working with groups of pupils in the classroom. This was well-planned and rigorous input, promoting pupils' learning effectively. On the limited evidence available, pupils at the early stages of learning to speak English make good progress.
54. There is a good focus on reinforcing basic numeracy skills and this is particularly effective in the juniors. Pupils experience a broad range of work. There are reasonable opportunities for independent recording from an early stage. Expectations of the presentation of work are secure overall, but best by far in Years 5 and 6, where the quality of recorded work, and the level of expectation by teachers, is high. The school is making good use of practical and investigative work to secure pupils' understanding of key mathematical concepts at present, particularly in the infants. Pupils make good use of practical resources, such as whiteboards, during the taught elements of their numeracy sessions, to help work out their answers.
55. Teaching and learning are good. In the best lessons, teachers challenge pupils to think and to develop strategies to enable them to deal with mathematical problems. This was seen in a Year 4 session where pupils were planning journeys using angles and compass bearings. Teachers question pupils carefully to ensure that their learning is secure. There is occasional use of computers by pupils to support learning in mathematics, but it is not, at present, a significantly strong feature. Across the school, pupils' learning is supported very well by the commitment and positive attitudes which they bring to their work.
56. Teachers use assessment well to guide their planning of future work. Pupils have individual targets in mathematics, although these were not seen actively used or referred to during the inspection and it was unclear how effective the strategy is. Pupils are

increasingly encouraged to evaluate their own understanding. Discussion sessions at the beginning and end of lessons are used very well by teachers to evaluate pupils' learning and their understanding. Marking is satisfactory overall, but few teachers provide guidance as to how pupils can improve their performance. Marking is most thorough in Year 5. There is too much reliance on pupil self-marking in Year 6. Overall, there is scope across the school for greater rigour in approach. Homework arrangements are consistent and satisfactory.

57. Leadership is very good. The co-ordinator provides a very good role model for others and has a clear understanding of what needs to be done to move the subject forward. Opportunities for monitoring both teaching and standards are well-developed.

Mathematics across the curriculum

Pupils use mathematics satisfactorily to support their work in other subjects, primarily in science, geography and design and technology. They use graphs and tables to record data in science, practise their skills in measuring when they undertake practical tasks in design and technology and record river depths and water flow in graphs to support work in geography. There are some links with ICT, though there was limited evidence of this during the inspection.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 6.
- Pupils achieve well because of consistently good teaching.
- Pupils' investigative skills are very good.
- Pupils benefit from an enriched curriculum.
- The subject is well led and managed.
- The use of ICT to support teaching and learning is insufficiently developed.

Commentary

58. In 2003, standards in Year 2 were very high compared with the national average. All pupils attained at least the expected Level 2, with half attaining the higher Level 3. Inspection findings indicate that standards for the current Year 2 pupils are well above average. Standards are so high because of consistently good teaching in the infant classes. Pupils start in Year 1 with above average levels of attainment in knowledge and understanding of the world. They achieve well so that, by the end of Year 2, their achievement is good and their standards are well above average.
59. In 2003, test results for Year 6 pupils were above average. Standards of work seen for the current Year 6 pupils are well above average, with a significant number of pupils achieving Level 5. Pupils' achievement over time is good. There is no significant difference between the achievement of boys and girls.
60. In the infant classes, teaching and learning are good. Teachers' expectations of what pupils can achieve are high. There is sufficient adjustment of work to ensure that all pupils can learn effectively depending on their prior attainment. There is good emphasis on

developing scientific vocabulary and checking to ensure that pupils understand and can explain what the scientific words mean. Teachers give pupils practical opportunities to find out things for themselves. For example, Year 2 pupils benefited from access to the very good resource of the school pond when learning about habitats. Pupils showed real excitement when checking their nets to see what they contained. They were careful and respectful of the creatures they found.

61. In the junior classes, teaching and learning are consistently good. This is because teachers use assessment effectively to ensure that pupils make sufficient progress over time. The school uses a rigorous tracking system that identifies if a pupil has not made sufficient progress and takes appropriate action. Very good teaching was observed in Year 3 and Year 6. In Year 3, the teacher assessed effectively pupils' knowledge of how shadows are formed, and the associated vocabulary of *transparent*, *translucent* and *opaque*, by asking them to apply their knowledge to the production of a group shadow puppet performance. Not only was this task challenging but it also developed well pupils' ability to work co-operatively with others. In Year 6 pupils were using their knowledge of gasses in an investigation involving cola drinks. Very good use was made of homework before and after the lesson to extend pupils' thinking together with their knowledge and understanding. Teaching assistant support is not always sufficiently focused during whole class sessions, although in group work it is good. Overall, the classroom assistants provide effective support for pupils with special educational needs who, in turn, achieve as well as the others.
62. All pupils benefit from an enriched curriculum. The school holds an annual science week, which the pupils enjoy very much. In addition, pupils have opportunities to participate in a range of visits, many of which are relevant to the learning of science. Teachers give pupils many good opportunities to apply their mathematical skills, including handling data and measuring. Pupils have good opportunities to apply their writing skills in science when writing up their investigations and report writing. However, greater use of ICT could be made in the teaching and learning of science.
63. The quality of leadership and management in science is good. The co-ordinator has good subject knowledge and an appropriate whole school vision for the development of the subject, based on her knowledge of strengths and areas for development. She is a good role model for colleagues. Regular and rigorous monitoring and training have led to an improvement in provision, particularly in the teaching of investigations, and an improvement in standards. The school analyses national curriculum tests and assessments effectively and shares the information with staff to enable them to plan work to meet pupils' specific needs.
64. There has been a good improvement since the last inspection because:
 - Standards in Year 2 and Year 6 have improved.
 - Teachers' subject knowledge has improved, particularly in how to teach investigations effectively.
 - There is an effective programme for the monitoring of provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards are above those normally found, particularly in the middle years. Skills are now being developed well across the school. Pupils are achieving well.
- The school is very well-resourced for ICT.
- The co-ordinator is knowledgeable and effective in her role. She supports colleagues well.
- More use could be made of ICT across the curriculum.

Commentary

65. Standards are above those normally found at the end of Year 2 and above average overall by the end of Year 6. However, attainment is less consistent in the juniors because not all of the older pupils have benefited from the consistency of input and quality of resources enjoyed by younger pupils now coming through the school. However, this is counterbalanced by the good access of many older pupils to computers at home and, currently, by the opportunities provided by the voluntary ICT Club, of which many Year 6 pupils are members.
66. Pupils achieve well across the school, though achievement is best at present in Years 3 and 4 because of the good quality teaching in those years. Across the school, pupils enjoy using computers and, in the lessons observed, made good progress. As a result they are proficient at logging on, accessing the Internet and saving and storing information by Year 2. Pupils in Year 6 are able to use spreadsheets confidently. They can organise and adapt information to make it interesting and exciting and are skilled in preparing multimedia presentations. They have good word-processing skills, as observed in a literacy lesson where computers were being used. The school is making progress in planning the use of ICT in subjects across the curriculum. Several examples were observed, with ICT used to support learning in literacy and geography (Year 6), religious education and science (Year 2) and religious education and art in Year 3. This is an area, however, where the school plans further development.
67. The quality of teaching and learning is good and enables pupils to achieve well. Teachers are sufficiently confident to give opportunities to pupils to take responsibility and extend themselves. Good training has contributed towards the increasing confidence of staff when teaching skills. Effective support from the knowledgeable co-ordinator enables staff to improve their knowledge and skills. The ICT suite is used efficiently and provides very good opportunities for pupils to practise their skills.
68. Teachers begin their lessons by revising previous work. They explain which new skills pupils will learn, thereby providing a clear focus for the lesson. There is good support for those experiencing difficulties and for pupils with special educational needs. Classroom assistants, where available, are well deployed. Parent volunteers are deployed particularly well in the infant classes to support pupils in the suite. All pupils have opportunities to consolidate and extend their knowledge and skills. Faster learning pupils are set higher challenges in the infants and in Years 3 and 4. Pupils are enthusiastic and enjoy the visual approach to learning. They use the internet for research and there is good evidence of the use of digital photography around the school. The co-ordinator wishes to make more progress in the use of interactive whiteboards.
69. Leadership of ICT is good. Progress since the last inspection has been very good. Effective assessment procedures have been implemented, strongly based around pupil

self-evaluation. The co-ordinator has a good overview of work across the school. There are positive links with a specialist secondary school nearby.

Information and communication technology across the curriculum

70. ICT is used satisfactorily across other curriculum areas. This continues to be a developing area. Current strengths are: a good range of word-processing across year groups, spreadsheets to support investigative work in science and geography, paint program work to support art and design (including some very high quality 'paintings', after Seurat, in Year 4), data work from mathematics, as well as the skills-based activities covered in specific ICT lessons. Digital cameras are used regularly.

HUMANITIES

71. No lessons were seen in **geography**. However, the indications are that standards are likely to be above average in Year 2 and Year 6.
72. In Year 2, pupils learn about a good range of geographical topics and develop their skills well. They know about plans and routes to places. They can identify places on a map of the British Isles. They know about life on the imaginary Island of Struay and have been comparing it with their life in Oxshott. They have also learned about Tenby and linked this with their history work on the seaside in Victorian times. They have found out about journeys, for example to Torcuaro, and about going to school in different places. In connection with their work on recycling, they have had a visit from an optician who talked to them about recycling spectacles and they have written a letter to the school's Eco Committee in relation to the school's work in this area.
73. In Year 6, there is a good range of work in pupils' books. Most of this work focuses on a study of rivers and mountain environments. Good use has been made of ICT to research the Internet and to present topic work well. Work is of a good standard and is well presented.
74. Pupils in Years 4, 5 and 6 benefit from residential visits that contain a large element of geographical work. In particular, Year 6 pupils participate in orienteering, map reading and finding the location of habitats. In other year groups, pupils also participate in visits that support their learning well. For example, Year 1 pupils have visited Godstone Farm in relation to their work on animals and habitats. The whole school has benefited from a presentation by Indian dancers in connection with the topic in Year 4.
75. The subject is well resourced and benefits from good parental support. Leadership and management are good. The recently appointed co-ordinator has been actively involved in monitoring the subject. Planning has been improved but there is still work to be done to extend whole school assessment and recording systems.
76. Very few lessons were observed in **history** and it is not possible to make a judgement on overall provision. However, the indications are that standards are likely to be above average in Year 2 and in Year 6.
77. In Year 2, pupils applied their mathematical skills to make a timeline of cars at Brooklands during their study of the circuit in the 1930s. They have developed their writing skills well by writing empathetically about how King James felt about the

Gunpowder Plot. They have learnt about the history of their school and what pupils' clothes were like in 1820 when the school was founded. Other work has focused on the Great Fire of London, Samuel Pepys and Florence Nightingale.

78. In Year 6, there is a satisfactory range of recorded work in pupils' books. Most of this work focuses on a study of Tudor times and of famous people, such as Martin Luther King. Pupils develop their research skills well to derive information from pictures and documents. They have made good use of ICT to present their work, including word processing and digital photography.
79. Teaching and learning in the lessons seen were good. Pupils were learning and achieving well because lessons were well planned and resourced. Pupils find out information for themselves from the Internet, CD Roms, books and other resources. In Years 4, 5 and 6 pupils benefit from residential visits that contain an element of historical work. In all years, pupils experience an enriched curriculum of visits and visitors, who help to bring the subject alive. The subject is well resourced and benefits from good parental support.
80. Leadership and management are good. The co-ordinator knows the strengths and areas for development well through her active monitoring. While the structures for planning have improved, further work is needed to improve assessment and recording structures in history.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Leadership and management are good.
- School assemblies contribute well to religious education.
- There are insufficient visitors from people of faiths other than Christianity and visits to non-Christian places of worship.

Commentary

81. Standards are similar to those normally found, overall. The expectations of the locally agreed syllabus are covered fully. In the lessons observed, teaching and learning were good. It is evident from pupils' contributions in these lessons and in assemblies that they are achieving satisfactorily. Pupils in Years 1 and 2 learn about Judaism, Islam and Christianity. They know about some of the festivals, religious books and special occasions in these religions. In the junior classes, pupils continue to learn about these religions and are introduced to Hinduism. In Year 6, they are able to explain the similarities and differences between religions.
82. Teaching and learning are satisfactory, overall, although the lessons seen were well planned and resourced and pupils were suitably challenged. Pupils of differing prior attainment were suitably challenged through effective questioning and the work set for them. From the scrutiny of work, most pupils are progressing well and are given good opportunities to develop their writing skills. That said, the quantity of recorded work produced by Year 6 pupils in the current year has been limited.

83. School assemblies link strongly with religious education. A telling example occurred when pupils were challenged to think about the importance of recycling and preserving our world. Pupils led this assembly well. Pupils pray respectfully and are given the opportunity to take time to reflect sensibly. They have opportunities to visit the local church and the local vicar supports the school well. However, there have been very few visits or visitors from other faiths.
84. Leadership and management are good. The co-ordinator took on this role at the beginning of the academic year. She has been monitoring provision well and has a clear vision for the development of this subject. There has been a satisfactory improvement in provision since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Only one lesson could be observed in art and design and no lessons were seen in design and technology, so it is not possible to make overall judgements on the quality of provision in these subjects. Evidence indicates that standards of work in **art and design** are likely to be similar to those normally found in Year 2 and Year 6. Pupils achieve satisfactorily because teaching is well prepared and engenders very positive attitudes to the subject. Achievement is no higher because pupils have limited opportunities to develop their skills, using a range of media, although in the one lesson seen teaching and learning were excellent. The lesson centred on continuing a pattern from a William Morris design. This could have easily been a mundane lesson but the teacher reached into her repertoire of skills and inspired the pupils to produce their best work, giving them an insight into how she would tackle it and her thoughts as a learner. They understood how good it would feel to try their best to master a difficult skill, and they rose to the challenge. Displays reflect a curriculum that is beginning to be interesting and promote pupils' self-esteem well. Links with other subjects are used effectively to enrich pupils' knowledge, skills and understanding. Pupils' knowledge and understanding of artists are reasonable but there are limited opportunities for using computers to broaden the curriculum. The scheme of work is under review because staff are not completely happy with it and are developing a scheme which includes appropriate emphasis on creativity. Improvement since the last inspection is satisfactory.

Evidence of work in **design and technology** indicates that standards are likely to be similar to those normally found by the end of Year 2 and Year 6. The curriculum is covered thoroughly, with design and technology tasks alternating with art and design units in most year groups. There is a good focus on design and evaluation elements, so that pupils follow clear procedures in each task they tackle. Resources have improved and parents have donated generous supplies of raw materials such as timber. Effective use is made of teaching assistants when pupils are working on practical tasks. The subject is satisfactorily managed. The co-ordinator is relatively new to his post and while there has been little opportunity for direct monitoring of teaching, he has a clear grasp of the improvements needed. These include the increased use of ICT to support work in design and technology. Assessment procedures are satisfactory. The organisation and storage of resources has improved.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Standards in singing are above average throughout the school.
- Lessons are thoroughly planned and a comprehensive scheme of work is clearly focused on learning objectives.
- The school achieves a good balance between including all pupils and nurturing individual talents.
- Music has a high profile through productions; instrumentalists participate in lessons and assemblies.
- Behaviour in some lessons could be better.

Commentary

86. Standards are similar to those normally found for listening, playing, composing, performing and general knowledge about the subject. Achievement is satisfactory for these aspects. Standards are better than normally found in singing and performing and achievement is good because opportunities are good. For example, hymn practice assemblies are very spiritual occasions and the co-ordinator explores religious meanings with the pupils, enabling even the youngest children to understand the significance of the words. This gives the sound an uplifting quality. Pupils with special educational needs make similar progress to the others.
87. Improvement since the last inspection has been satisfactory. The school has implemented a new scheme of work and created a new combined music and ICT room which enables the interactive whiteboard to be fully utilised in lessons. The school is committed to raising the profile of the subject through purchasing additional multicultural resources and providing enriching experiences for pupils and staff. For example, dance to music is part of the curriculum and the school recently hosted a visit from Indian dancers who worked with the pupils. Extra curricular provision includes tuition for instrumentalists who perform at assembly, with singing provided by the choir. Both groups regularly take part in the Elmbridge Festival. The choir is inclusive and welcomes all, regardless of talent. There are regular productions which give pupils an opportunity for presenting their work to an audience.
88. Lessons are planned carefully and pupils' skills are assessed at the end of units of work. Teaching is satisfactory overall, with some good features. These include: a sense of purpose; a strong emphasis on independent learning with lots of opportunity for choice; good links to religious education, drama and literacy. In a challenging lesson with Year 6 pupils, tasks were designed to encourage collaborative working within a good-humoured atmosphere that was conducive to hard work. The teacher ensured that all pupils were fully involved and were confidently improving their skills as they prepared a performance to show to the rest of the school. The pupils themselves discussed how best to include a beginner violinist so that he would feel comfortable within the group. By the end of the lesson, which was more of a workshop, the pupils produced an amazing sound, which had everyone singing and playing *Silver and Gold* in unison.
89. At times pupils become excitable and lively and the teacher has to put considerable effort into refocusing them. This can detract from learning. This was the case in a Year 2 lesson about interesting sounds, where several pupils found it difficult to concentrate. The school actively encourages individual creativity and successfully manages to develop

life skills by the time pupils leave the school because of its commitment to developing pupils' self-discipline and independence. For example, in response to the teacher's invitation to bring something from home that would produce an interesting sound, one boy had brought in two wet leeks to show to the class. Unfortunately these had dried up during the course of the morning. He knew that in order to produce a good sound he needed to wet them. The teacher could see this too and allowed him to go out of class to wet them. These opportunities for pupils to think for themselves contribute greatly to their emotional and social development.

Physical education

Provision for physical education is **very good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6, particularly where pupils benefit from specialist coaches.
- Teaching and learning are good. Expectations are high. Skills are taught effectively, enabling pupils to achieve well.
- Provision is enriched by an extensive programme of extra-curricular activities.
- Leadership and management of the subject are very good.
- Pupils are encouraged to evaluate the quality of their work.

Commentary

90. Physical education is a strength of the school. The school has built well on the positive situation described at the last inspection and improvement has been good. Only dance and games activities were observed. Standards are similar to those normally found at the end of Year 2 and exceed those normally found at the end of Year 6. Pupils' good achievement is boosted significantly by the very good range of extra-curricular activities provided. Provision for swimming is a particular strength, enabling the great majority of pupils to achieve the expected standard (25 metres unaided) by the end of Year 6.
91. Year 6 pupils were observed in a very successful tennis coaching session where they were being taught the backhand drive. This was a very good session, largely because of the high quality of the teaching and the high expectations set. The pace was extremely brisk, with constant input of skills coaching, explanation and opportunities for evaluation. Year 4 pupils were learning the final section of an Indian dance, integrating arm movement with the hop steps of the dance. Although their level of competence was not beyond what might be seen normally, their level of commitment and very good attitudes meant that they were making rapid progress towards the final dance. Across the school, the focus on developing pupils' evaluative skills is a key strength. This was the case in the Year 4 dance session and in a Year 5 rounders lesson where pupils had to evaluate the competence of their performance and indicate where they felt they needed to improve. Pupils with special educational needs are supported well where necessary and due care is taken to ensure that the few pupils in the early stages of learning English understand what is expected of them. This was managed very successfully in both Year 4 and Year 6. The outcomes of the lessons were good and pupils achieved well. As in all lessons observed, the positive attitudes which pupils bring to their learning are a key factor in their success.

92. Teaching is good overall, but best where specialist coaching is involved. Planning is detailed and provides well for the range of needs in each class. Teachers have good subject knowledge and manage pupils very well. They have very good relationships with pupils and high expectations of their behaviour. The pace of the best lessons is a key strength. Pupils are challenged throughout and respond to this very positively. This was a strong characteristic of the very good tennis coaching session observed in Year 6, where regular intervention to adjust and improve the technique of individual pupils enabled them quickly to improve their skill level. Assessment procedures continue to evolve, but are good overall – particularly in relation to pupil self-evaluation.
93. The very good programme of additional sporting events and clubs enriches the curriculum significantly and is very well supported by pupils. Several activities are supported by skilled outside coaches and parents. Others are taken by school staff, including learning support staff with specialist skills.
94. The co-ordinator has specialist skills in physical education, has a very good overview of the subject and supports colleagues well. He has a clear understanding of what needs to be done to move the subject on.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. The school provides a very good curriculum to support the progressive development of pupils' skills and knowledge, both in specific lessons and as part of other subjects. Assemblies and performances are used very well to promote personal development. For example, pupils learn about the impact of a healthy lifestyle on their bodies in science. In specific weekly lessons and class discussions, called 'circle time', pupils have good chances to share ideas and talk about their experiences and feelings in a supportive and secure environment. Pupils listen thoughtfully to each other, with respect, and express their own thoughts clearly because of their well above average speaking skills. The school promotes healthier eating, aiming to help pupils make sensible diet choices. There is a suitable programme for sex and relationships education which runs through the school, and the drugs awareness programme is very good, particularly in Year 5. The school covers all aspects of safety including sun safety awareness and emergency first aid. Overall, most pupils develop a very good understanding of how their decisions affect their own and others' lives and learn to be responsible members of a community.

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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
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).