

INSPECTION REPORT

ESHER CE (AIDED) PRIMARY SCHOOL

Esher, Surrey

LEA area: Surrey

Unique reference number: 125177

Headteacher: Mrs S Vanstone

Reporting inspector: Mrs D Wilkinson
23048

Dates of inspection: 16th – 19th June 2003

Inspection number: 259487

Full 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 Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Milbourne Lane Esher Surrey
Postcode:	KT10 9DU
Telephone number:	01372 463139
Fax number:	01372 463 247
Appropriate authority:	The governing body
Name of chair of governors:	Dr Robert Hayes
Date of previous inspection:	12 th – 15 th October 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23048	Mrs D Wilkinson	Registered inspector	Foundation Stage Science Educational inclusion, including race equality	What sort of school is it? The school's results and pupils' achievements. How well pupils are taught? What should the school do to improve further?
9595	Mrs S Cash	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
	Mrs S Harper	Team inspector	Geography History Physical education	
20948	Mr J Linstead	Team inspector	Mathematics Information and communication Technology Design and technology	How well is the school led and managed
17808	Mrs S Orpin	Team inspector	English Art and design Special educational needs	How good are the curricular and other opportunities offered to pupils?
27654	Mrs R Scahill	Team inspector	Music English as an additional language	

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Esher is a Voluntary Aided Church of England School of 309 pupils (127 boys and 182 girls). The school is currently expanding and changing the number of its intake. At present, there are 11 classes from Years R to 6, some of which contain pupils in different year groups. It is larger than most schools of this type and is very popular with parents, being over-subscribed. The proportion of pupils with special educational needs, (about six per cent), and also the proportion who have a specific statement for speech and language needs are well below the national average. Most pupils are from a white European background, although the proportion of pupils for whom English is an additional language, at around three per cent, is slightly higher than average. Very few pupils are known to be eligible for free school meals. Most pupils live in the area close to the school, which statistics show to be socially advantaged. The prior attainment of children entering the school is above that expected for their age.

HOW GOOD THE SCHOOL IS

This is a very good school where, under the excellent leadership of the headteacher and the governing body, previous weaknesses have been very effectively addressed. As a result, good teaching and the rich and well-planned curriculum have ensured that pupils have very good attitudes to their work, behave well and work hard. Consequently, they achieve well and reach standards in both their academic and personal development which are well above average. The excellent partnership the school has with parents makes an exceptionally good contribution to its work and has received a national award. The school gives very good value for money.

What the school does well

- Throughout the school pupils' achievement is good and they reach standards well above the national average by the time they leave.
- The excellent leadership of the headteacher and very effective work by key staff are successfully improving the quality of education.
- Governors make an exceptional contribution to the work of the school.
- Good teaching and a rich and interesting curriculum are helping pupils to make good progress.
- Pupils are enthusiastic and mature learners and this helps them to work hard.
- The school has an outstanding partnership with parents, which is supporting all aspects of school life especially well.

What could be improved

- The school has no significant weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in October 1998. At that time there were a considerable number of weaknesses. Subsequent to this a new headteacher was appointed and all areas of weakness have been addressed, the vast majority especially well. Throughout the school, standards in information and communication technology and geography are now above average. Curriculum planning and assessment have improved well and are good overall and very good for children in the reception classes. The work of the governing body is now excellent and all statutory requirements are fully met. School improvement planning is also excellent and it has brought about very good improvement in many areas of the school's work and continues to do so. Many areas of the

school's provision have also improved, particularly teaching and, as a result, pupils are doing better and achieving higher standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	A*	A*	A*
Mathematics	A	B	A	A
Science	B	A	C	D

Key	
in the highest 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
in the lowest 5%	E*

When children enter the school, their prior attainment is above that expected for their age, although it is around average in writing skills and in some aspects of their personal development. During their time in the reception classes, children achieve well, and standards are above expectations by the time they enter Year 1. Throughout Years 1 to 6, all pupils, including those with special educational needs and those for whom English is an additional language achieve well, as do the gifted and talented and high attaining pupils. Overall standards are well above average at the end of both Years 2 and 6.

Over the last few years, results in both the Years 2 and 6 tests have varied, although the majority have been above or well above the national average, with the trend being broadly in line with that seen nationally. The school exceeded the targets it had set for the number of pupils to reach Level 4 in English and mathematics last year and is well placed to do so again this year. Consequently future targets are being raised. Last year, very nearly all pupils reached the expected Level 4 in all Year 6 tests. In English and mathematics, the number of pupils attaining the above average Level 5 meant the school's results were exceptionally high in English and well above average in mathematics compared to both all and similar schools. In these subjects, pupils had made very good progress since they took the tests in Year 2. Results in English and mathematics in the Year 2 tests showed a similar picture, with virtually all pupils reaching the expected Level 2. In reading and mathematics, a significant number reached the higher levels. Fewer pupils achieved the higher levels in writing, as is common nationally. Nevertheless, last year the Year 2 results were well above the average of all and similar schools, being especially high for reading. For pupils currently in Years 2 and 6, standards remain well above the national average in English and mathematics.

Until last year, results in the Year 6 science tests were consistently above average and rising in line with the national trend. In 2002, despite all pupils achieving the expected Level 4, fewer pupils reached the higher levels than was seen nationally, and so the school's results were around the national average and below the average for similar schools. National data suggested that these pupils had not made enough progress since the Year 2 tests. However, the school's own records show that this was only the case in a small minority of the pupils who took the tests. All other pupils made at least satisfactory progress, with around a sixth making good progress. Last year, teacher assessments in science showed Year 2 standards to be above average. Current Year 2 pupils continue to do as well and standards have improved for Year 6 pupils where they are now above average. The very effective drive to raise standards in science is continuing to have a positive effect, with pupils in the younger classes achieving standards well above those expected for their age. In most other subjects, at the end of both Years 2 and 6, standards are at least above national expectations. By the end of Year

6, standards in music and physical education are well above expectations. Some good work was seen in design and technology, although overall standards are in line with expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about learning and their life at school. They work hard, listen attentively and are keen to take part in activities.
Behaviour, in and out of classrooms	Good for the majority of pupils. A small number of the younger pupils do not always sit quietly and listen to others.
Personal development and relationships	Very good. Pupils work very well both independently and together, and this helps their progress. They willingly accept responsibility and help each other. Relationships between pupils of all ages are very good.
Attendance	Very good. Parents are especially keen that their children take full advantage of all that the school has to offer.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

A high proportion of the teaching and learning is good or better. About a quarter is very good and virtually none is unsatisfactory. As a result, pupils enjoy their learning and work hard. Teaching in English and mathematics is good and the basic skills of literacy and numeracy are taught especially well, particularly in Years 1 to 6. This makes a significant contribution to the high standards pupils achieve. The teachers' high level of expertise helps to ensure music is very well taught. Pupils with special educational needs and those for whom English is an additional language are taught well. Lessons are well planned to meet the needs of all pupils, including those in different age groups in the same class. The objectives are effectively shared with pupils so they gain a good understanding of what they are learning. Lesson planning in the reception classes is of an especially good quality and so the activities engage children's interest particularly well. All teachers set challenging work, well matched to the needs of all pupils, including those with special educational needs and for whom English is an additional language. Higher attaining and gifted and talented pupils are challenged well. Teaching methods are good, particularly for pupils in Years 1 to 6. Teachers explain and demonstrate new work especially well and question pupils effectively, probing and prompting to help them understand. This is a major reason why pupils are making good gains in developing their skills and knowledge. Another strength is the quality of discussion that takes place in lessons, where ideas are shared, helping pupils to learn from each other. In most lessons, learning is rigorous, although there are a few occasions when pupils have to sit too long listening to the teacher and then their concentration lapses. In all classes, resources are used well to help pupils understand. Classroom assistants and other adults give very good support to learning, but on a few occasions the teacher did not make the best use of their time; for example, when all pupils were working with the class teacher. The daily observational assessment of children's achievements in the reception classes is very good and contributes especially well to planning for the next steps in learning. In other classes, at the end of lessons, many teachers effectively check what pupils have learnt. The assessment of pupils' written work could be improved in

some subjects if pupils were consistently given useful advice on how they could improve. Beginning well in the reception classes, the contribution homework is making to pupils' learning is very good. A major reason for this is the exceptionally good support given to this aspect by parents.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and it meets all pupils' needs well. It is rich and interesting and is very well promoted through an especially good range of visits and visitors. The curriculum for children in the reception classes is very good. The quality and range of extra-curricular activities is excellent, making a particularly good contribution to learning.
Provision for pupils with special educational needs	Good and pupils make the same good progress as others. Particularly good provision is made for pupils who have a statement of specific need.
Provision for pupils with English as an additional language	Good. The small number of pupils who speak English as an additional language are well supported and good support is offered to pupils who are just starting to learn English. These pupils achieve as well as others.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. That for pupils' moral and social development is very good. For spiritual and cultural development it is good. This is a major reason why pupils behave well, develop very good relationships and gain in confidence and maturity.
How well the school cares for its pupils	Very good. The quality of care provided by the school ensures pupils learn in a secure and happy environment. Pupils' academic and personal development is monitored well and the support and guidance staff give to help pupils make progress is very good.
How well does the school work in partnership with parents	This is excellent. The school welcomes parents' involvement in its work and provides them with information of an exceptionally high quality. Parents contribute especially well to all aspects of school life and make a very valuable contribution to pupils' learning. The school has received a national award for this aspect of its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher is an outstanding leader and she is extremely well supported by her deputy. Together with the strong support of the senior management team they have created an effective staff team. As a result, the whole school community is striving to provide a high quality education for all pupils.
How well the governors fulfil their responsibilities	Excellent. Governors have an extremely good knowledge of all aspects of the school's work and use their expertise particularly effectively to make an exceptionally good contribution to its development.
The school's evaluation of its performance	Excellent and a major reason for the school's continued improvement. The information gained is used very effectively to help plan for and monitor improvements in all areas of its work.
The strategic use of	Very good. The school makes very effective use of its resources to

resources	maintain and improve its provision. The school is very good at ensuring that it provides the best value in all its work. Excellent arrangements are made to consult pupils and their parents about its work, and their views are responded to exceptionally well.
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The number and expertise of teachers and classroom assistants is supporting pupils' learning especially well. The accommodation is good and about to be improved further. Outdoor facilities are very good. Resources are satisfactory and are effectively used to promote learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Children are taught well and are expected to do their best. • The behaviour is good. • Staff are very approachable and readily respond to their concerns. • The school works very closely with them and is very appreciative of the help parents give. • They are given very good information about the school's work. • The school is well led and managed. • The range of activities outside of normal lessons is very good. 	<ul style="list-style-type: none"> • A few parents who returned the questionnaires; <ul style="list-style-type: none"> - would like more information on how well their children are doing. - are not satisfied with homework arrangements.

The inspection team fully agrees with parents' positive views. Parents are given very good information on how well their children are doing. Homework arrangements are very good in comparison with other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Throughout the school, pupils of different prior attainment and needs make good progress and achieve standards well above the national average by the time they leave.
2. The prior attainment of children entering the reception classes, although generally above that expected for their age, is not so high in their writing skills and in some aspects of their personal development. Children achieve well during this year and most reach the Early Goals for Learning (the standards expected for their age) before they enter Year 1. Children are confident and enjoy their learning. They form good relationships and are developing independence and responsibility. A minority of children find it difficult to take turns and to listen quietly. Children's literacy skills are good, especially orally, and they explain things in a clear and interesting way. Children have a good knowledge of number and can do simple addition and subtraction sums. Their knowledge of shape, space and measures is at the level expected for their age. Children's interest in all that goes on around them has helped to ensure that they have developed a good knowledge and understanding of the world. A good focus on this aspect has meant that they are developing good skills in scientific investigation. Children's physical skills are developing well, both in using large apparatus and small equipment, such as pens and scissors.
3. In Years 1 to 6, pupils also achieve well. Since 2000, standards at the end of both Years 2 and 6, have been consistently above or well above the national averages in English and mathematics and the school has done well to maintain the rise in standards in line with national trends. The test data shows that pupils have made good progress in these subjects, including pupils with special educational needs and those for whom English is an additional language, as very nearly all pupils reach at least the expected levels for their age. These high standards are being maintained for current pupils.
4. In English, by the end of Years 2 and 6, standards are well above average in reading and writing and very high in speaking and listening. Pupils' achievement is good. Year 2 pupils listen effectively and speak confidently and clearly, in a way that interests their audience. By Year 6, pupils are highly articulate, varying their speech to suit the audience and the occasion. Throughout the school, pupils are enthusiastic readers. By Year 2, they read accurately and fluently with good understanding. By Year 6, pupils have developed a very good understanding of the subtleties in the plot or characters. Year 2 pupils write effectively in a range of forms, often using complex sentences and interesting words, with the higher attaining pupils writing in paragraphs. By Year 6, pupils' ability to write for a range of purposes and audiences is very good and their work is interesting and imaginative. Handwriting and spelling are very well taught and this has resulted in the presentation of work throughout the school being very good. Pupils also use their literacy skills particularly well for work in other subjects. For example, they use non-fiction books very well to research topics.
5. In mathematics, the school has successfully maintained the high standards seen at the time of the last inspection. By Years 2 and 6, standards are well above the average of all schools nationally and also that of similar schools. Throughout the school, all pupils are achieving well and make good gains in their learning. By Year 2, pupils' understanding of mathematical concepts is good and they apply their knowledge well. Pupils' number skills are particularly good and they use a range of strategies to solve mathematical problems effectively. By Year 6, pupils work very confidently with numbers and are especially good at mental calculation. Their

knowledge and understanding of a wide range of concepts, such as algebraic relations, is very good. Pupils have a very secure grasp of different calculation methods and apply these well in solving mathematical problems. Numeracy skills are applied well in other subjects, such as science and design and technology, where accurate calculation and measurement makes a positive contribution to pupils' achievement.

6. A good focus on teaching and learning in science has resulted in standards in Year 2 improving and they have been above average for the last two years. Until 2001, standards of Year 6 pupils in science had also improved, although they fell last year. This was despite the fact that all pupils achieved Level 4, which is the expected level for their age. The reason for the fall was that fewer pupils reached the higher Level 5, although a small number of pupils only missed this level by a narrow margin. The school has responded especially well to this, and standards for the current Year 6 pupils have risen to above average levels, with in excess of 50 per cent of these pupils now reaching the above average Level 5. Inspection evidence also shows that younger pupils are now reaching standards in science well above those expected for their age. Standards in experimental work are above average at the end of both Years 2 and 6. Year 2 pupils know what a fair test is and recognise the variables. With the help of their teacher, they carry out different investigations, interpreting the results well. By Year 6, pupils carry out investigations they design with their teacher, making well-judged predictions. They evaluate their findings very well, drawing secure conclusions. Standards are above average in pupils' knowledge and understanding over the full range of scientific topics in the National Curriculum Programmes of Study.
7. In information and communication technology, pupils' achievement is good and standards at the end of both Years 2 and 6 are above national expectations. In all year groups, pupils are becoming increasingly competent at using the digital camera and interactive whiteboard, and in researching different topics through using CD ROMS or the Internet. By the end of Year 2, pupils are skilled at using word processing programs, including altering the font size and colour. They use the different applications of graphics programs in their artwork and can enter and display the data they have collected on the computer. By Year 6, pupils use computers and other technology confidently. Their word processing skills have developed well and they present information effectively, often including both visual and sound effects. Pupils test out ideas using simulation software, and work accurately with spreadsheets.
8. In nearly all other subjects, standards at the end of both Years 2 and 6 are above expectations. Standards in design and technology are in line with national expectations overall. By the end of Year 6, standards are well above national expectations in music and pupils achieve very well. In particular, the quality of singing and playing, and pupils' knowledge and understanding over a wide range of music are very good. In physical education, Year 6 pupils are reaching standards well above the national expectation in swimming and athletics where their achievement is very good.
9. Pupils of all ages who have special educational needs make good progress. This is because of the good curriculum and teaching provided for these pupils.
10. The majority of pupils for whom English is an additional language are fluent in English and achieve as well as other pupils. The small number of pupils who are still learning English receive good support. This helps to ensure that they also achieve well and reach average levels in reading and writing by the end of Year 2.

11. The school has identified a number of gifted and talented pupils and provides well for their needs so that they achieve well. The high expectations teachers have of pupils ensure that challenging work is provided for those who are gifted in English or mathematics and increasingly so in science. This enables these pupils to reach above average standards. Opportunities to learn an instrument or to take part in the choir or orchestra promote the learning of gifted and talented musicians. This is one reason why standards in music are well above average by Year 6. During Arts Week, talented pupils were able to work with a professional artist and much of the work completed at this time was of an above average standard. The many extra-curricular physical education activities also provide a good range of opportunities for talented athletes to achieve well. Talented athletes and other pupils also have many opportunities to take part in sporting competitions against other schools. All these effective opportunities help the school to achieve high standards. For example, the school is very successful in district competitions, winning the swimming, netball and indoor and outdoor football competitions, as well as being highly placed in athletics and cross-country.

Pupils' attitudes, values and personal development

12. The school has improved well in this aspect of its work since the last inspection. The good quality teaching and learning have ensured that pupils have very good attitudes to school, behave well and work hard. This helps them to achieve well.
13. Pupils are very enthusiastic learners. They say they enjoy coming to school and, in lessons, they are keen to answer questions and to get on with their work. When challenged by the work, they persevere and are excited to find out about new things for themselves. Pupils show a high degree of independence in working, both in groups and on their own. They are able to co-operate sensibly and to plan how they will do the task set. Pupils often decide for themselves which question they will answer and how they will set out their work. Most are confident to speak in front of the class and in assemblies. Many pupils enthusiastically take part in extra-curricular activities. Their attitudes to learning are very good and this makes a major contribution to the standards they achieve.
14. Behaviour is good overall and often very good. In lessons, most pupils respond very well to the good range of strategies teachers use to maintain order. Pupils have agreed the class rules and understand what is expected of them. When they enter the school, although children are confident and independent, a significant minority find it difficult to share or to take turns. This was evident in the behaviour of a small minority of pupils, particularly at the lower end of the school. Despite the clear and consistent behaviour expectations of teachers, sometimes pupils forget to put their hands up before speaking, become restless and fidgety and do not immediately do as they are asked. This slows the pace of learning. At other times, their response is instantaneous. For example, when the bell is rung at the end of playtime everyone immediately stands still and quietly until told to move into line. The vast majority of pupils are respectful of adults and each other. Behaviour in the playground and around school was almost always very good. Pupils play together amicably and the school provides plenty of activities at lunchtimes to keep them busy. They move to and from assemblies quietly, and listen attentively. Pupils and their parents are confident that there is little or no bullying and pupils know that they must tell an adult if they feel unhappy in any way. No one has been excluded in the last two years.
15. Older pupils are paired with a child in the reception year and help to look after them. Time is scheduled each week for them to work, play with and get to know their 'Little Friend'. They also play together in the playground. This has very positive benefits for both the older and younger pupils and is one reason why relationships are very good. There are many other opportunities for pupils to take on responsibilities, within the classroom and in the wider school

community. For example, pupils hand out equipment quickly and sensibly during a lesson and many represent the school in a sports team or at a musical event. Pupils fulfil these responsibilities with a maturity beyond their years. School Council members discuss with their class which matters should be raised at the next meeting. Even though it has only been in existence for a short time, the council has already had a considerable effect on the work of the school. For example, the council members made constructive suggestions to governors, which have been responded to well, providing the appropriate finance and support. These factors also contribute to the very good relationships, which are evident throughout the school. Pupils, and their parents, say that the school is a very friendly place and they value the family atmosphere.

16. Levels of attendance are well above those found nationally and the only unauthorised absence has been for holidays of more than two weeks, which the school is, rightly, keen to discourage. As a result, there was no unauthorised absence in the last reported year. Pupils arrive punctually. This is an improvement since the previous inspection and is a strong contributory factor to the high standards pupils achieve. It is also an indication of the high value which parents place on the education of their children.

HOW WELL ARE PUPILS TAUGHT?

17. The school has improved the quality of teaching well since it was last inspected, with a greater number of good and very good lessons being observed. Virtually no teaching was unsatisfactory. In 83 per cent of lessons, teaching was at least good, with 24 per cent being very good. Good and very good teaching was seen in all year groups. The good teaching is a major factor in bringing about an improvement in standards, as well as ensuring that the high standards in subjects, such as English, are maintained.
18. Over 80 per cent of teaching and learning in the reception classes is good. Adults have a good understanding of the needs of children of this age. Based on the very good quality curriculum plans, lesson planning is very good, with an effective range of activities provided to promote children's interest. There is a good balance between activities that are supervised by an adult and those the children can choose for themselves. Very good lesson planning is also the result of the very effective assessment of children's progress, which takes place each day, ensuring that the teachers can plan well for the next steps in learning. This means that children are challenged well. The basic skills of literacy and numeracy are well taught, with teachers ensuring that these skills are promoted in many activities. For example, all adults encourage children to talk about their activities and learn new vocabulary. Other activities encourage number work, such as counting the legs on the model octopi that the children had made. Teachers make the best use of children's curiosity and willingness to find out about new things by setting up activities in which they can find out for themselves. For example, a good lesson on early science skills saw children hunting for mini-beasts, pond dipping and looking through books to identify the animals they had discovered. When they start school, a high proportion of children find it difficult to share resources and listen without talking or calling out. Adults manage this behaviour appropriately, although some lessons are rather noisy. On a small number of occasions, the children had to sit for a long time listening to the teacher and a few became restless. The well-qualified nursery nurse and teaching assistant make an especially good contribution to children's learning and a large number of parents also give good support. Children take books home to read with their parents and this is giving very good support in helping children learn to read.
19. In Years 1 to 6, teachers build well on what has been learnt in the reception classes, so that pupils continue to make good progress in their learning. Teachers have a good knowledge and understanding across the subjects of the National Curriculum. The use of specialist teachers in music and swimming and the very good expertise they bring helps pupils to achieve well in these

areas. English and mathematics are taught well, especially the basic skills of literacy and numeracy, which helps pupils to reach standards well above the national average in these subjects. Good arrangements have been made to teach English and mathematics in groups that have been organised according to pupils' prior attainment. This not only benefits pupils of different prior attainment, but it also effectively addresses the needs of pupils in the mixed age classes. Lessons are well planned from a secure analysis of what has been learnt previously and all pupils, whatever their needs or prior attainment, are set challenging work. This is one reason why pupils with special educational needs, those for whom English is an additional language and the gifted and talented pupils, are making the same good progress as other pupils.

20. The methods teachers use are of an especially good quality. Teachers' explanations and demonstrations of new work are very good. For example, in a Year 5 music lesson, the teacher's very good explanation held the pupils' attention and she very effectively used the pupils themselves to demonstrate good work. Many examples were seen of very effective questioning of pupils. For example, in a Year 1 and 2 science lesson, the teacher persevered with a number of well-focused searching questions. This enabled pupils themselves to explain how they would set up an experiment to discover what would happen to plants if they were grown without water or light. This level of understanding is usually found in older pupils.
21. Most lessons proceed at a brisk pace, although occasionally teachers spend too long talking to pupils and this limits the time pupils can spend on applying the new skills and knowledge they have learnt. When effectively deployed, classroom assistants support learning very well, especially for pupils with special educational needs. However, on some occasions, the assistants were not given sufficient direction on how to contribute to the lesson when all pupils were working with the class teacher. All teachers use resources especially well to help pupils learn. Resources are thoughtfully chosen to promote pupils' interest, as well as their learning. An especially good example of this was seen in a Year 5 literacy lesson. In this lesson, in order to demonstrate the effective use of language, the teacher chose a piece of one pupil's writing that was in the style of Charles Dickens.
22. Teachers are increasingly using information and communication technology to make their teaching more effective. Their growing use of the interactive whiteboard to display information from sources such as the Internet is enhancing pupils' learning. In addition, many teachers produce their own good quality work sheets by using the computer.
23. On-going assessment is satisfactory overall. Good use is made of the whole class sessions at the end of lessons to check what pupils have learnt and this helps teachers to plan well for the next stages of learning. Evidence was seen of teachers repeating some activities where pupils had not been confident enough about what they had learnt previously. However, marking of pupils' written work is not always as good. At its best, as seen in English, it clearly identifies what pupils know and the skills they have learnt, as well as giving good advice on what to do to improve. Too often the majority of work is merely ticked or a comment is made that it is good, without saying what is good about it. This makes it more difficult for pupils to recognise what they need to do to improve.
24. Regular homework supports learning very well. For younger pupils this mainly covers English and mathematics, and a very successful system in Years 1 and 2 to help pupils learn to spell new words. All pupils are often asked to investigate things at home and then report their findings back at the beginning of a lesson. Science is also set for older pupils and the many research projects they undertake help them to develop independent learning skills. Parents give exceptionally good support in helping their children to complete homework.

25. A very high proportion (91 per cent) of teaching and learning in Years 1 and 2 is good and 27 per cent is very good. This means that pupils build well on what they have learnt in the reception classes and continue to make good progress in their learning. For example, in a very good music lesson seen, the brisk pace, firm management and high expectations of pupils meant they were making very good progress in learning to play a rhythm whilst keeping to the pulse. Literacy and numeracy are particularly well taught in these year groups, with pupils making good progress in increasing the basic skills. For example, in a good Year 1 mathematics lesson, the teacher had established very good relationships with the pupils and stimulated their interest through jokes, praise and challenge so that pupils responded very well, working enthusiastically adding two digit numbers. In a good Year 1 and 2 literacy lesson, the teacher planned activities, which were very well matched to the pupils' prior attainment. Her organisation of the lesson and deployment of the classroom assistant meant that pupils learnt well throughout the lesson. In lessons, pupils are organised and managed appropriately. However, some younger pupils still find it difficult to refrain from talking or calling out when the teacher is speaking and lessons are occasionally noisy.
26. In Years 3 to 6, very nearly all teaching is satisfactory, with 80 per cent being good or better and 33 per cent very good. Teachers are very skilled in leading discussions so that ideas are shared, helping pupils to learn from each other. This was seen in a good Year 6 lesson on the harmful effects of smoking, where pupils confidently spoke about the different pressures on young people to smoke. Teachers are also extremely good at responding to pupils' questions, which arise in the discussion. For example, in a very good Year 3 and 4 science lesson, a pupil's question as to why an insect could be called an animal led to very good teaching about classification of living things. In these year groups, literacy and numeracy are very well taught. For example, in a Year 3 literacy lesson, pupils became very enthused about whether or not they should have to wear hats at school, so that they were able to write a good argument expressing views both for and against this subject. In another example, seen in a very good Year 3 and 4 mathematics lesson, the teacher's clear explanation ensured that all pupils could build multiples of 2, 3, 4, 5 and 10 well beyond 50. As a result, half the pupils were reaching standards well above those expected for their age. Teachers generally manage pupils well, but despite this, on a small number of occasions a few pupils still talk when they should be listening, or are reluctant to settle quickly to work. This was a reason for the unsatisfactory lesson seen.
27. Pupils with special educational needs are well taught. Activities are effectively based on a good assessment of previous work. Very good arrangements have been made for the class teacher and the special educational needs co-ordinator to work together in formulating pupils' individual education plans. This helps to ensure that pupils receive good support in working towards the targets they have been set for improvement. In whole class sessions, the teachers' clear explanations and demonstrations are particularly helpful to these pupils. On occasions, pupils are withdrawn from class in small groups to work with the co-ordinator and these sessions are effective in helping to meet specific needs. In the group activities in English and mathematics lessons, the teacher or classroom assistant nearly always support pupils with special educational needs and this also benefits the pupils' learning.
28. Gifted and talented pupils are also taught well, especially in English and mathematics and in the range of enrichment activities provided for them.
29. The majority of pupils for whom English is an additional language are fluent in English and their needs are effectively met in normal class activities. The school provides well for those pupils who are still learning English and they are well taught.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. Issues raised at the last inspection have been dealt with especially well and the school is now providing a good curriculum overall. Statutory requirements are met well.
31. The curriculum for children in the reception classes is very good, and this represents exceptionally good improvement since the last inspection. It covers the full breadth of the areas for learning for children in the Foundation Stage particularly well. It is relevant, interesting and stimulating and is very effective in meeting children's needs. There is a particular emphasis on literacy, numeracy and personal, social and emotional development, with many activities supporting learning in these areas. Planning is effectively based on the 'Early Learning Goals' and the 'Stepping Stones' towards them. The learning objectives in the termly plans identify the specific 'Stepping Stone' level and this is very helpful to teachers when assessing the children's progress, as well as planning for the next stage in learning. In addition, there is a clear indication of different learning objectives, both for the higher attaining children and those who need more support. This ensures that work is always very accurately matched to the prior attainment of the children. Planning at all levels carefully links the different areas of learning so that, in both focused teaching groups and children's planned activities, learning is constantly being consolidated, often across several areas. Learning is promoted through a series of topics, and the imaginative activities engage and enthuse children. For example, during the inspection, the theme of the sea was explored through investigating objects found on the beach, counting games based on the octopus' legs and exciting role-play as mermaids or sea creatures.
32. For Years 1 to 6, the curriculum is good overall. It is very good for English, mathematics, science and physical education, good for geography, history, art and design, and music, and satisfactory in all other subjects. There are policies and schemes of work for all subjects and an overall plan that ensures there is balance between them. A further benefit has been that the long and medium term curriculum plans are now computerised, which is effective in helping teachers to plan lessons. The school aims to meet the needs of all pupils and does so well. Pupils of different prior attainment and needs, including those who are gifted and talented, are provided with challenging work and are well supported in all areas of the curriculum. The national strategies for literacy and numeracy are well established, and inspection findings show that they are making an effective contribution to improving standards. The school offers a good programme of personal, social and health education that incorporates drug and sex education and supports pupils' personal development well.
33. The school provides an excellent range of extra-curricular activities, including clubs such as, football, netball, athletics, dance, drama, chess, country dancing, recorders, choir and orchestra. These are very well attended. There is also an excellent programme of enrichment activities for Years 5 and 6 pupils during the school day. These include philosophy, Latin, chess, information and communication technology, dance and drama. French is taught, by a specialist French teacher in Years 5 and 6 during the school day, and offered to pupils in Years 1 to 6 through an after school French club. These activities make a considerable impact upon the quality of education provided for all pupils. In addition, they provide especially good opportunities for gifted and talented pupils to extend their skills.
34. The school uses resources within the local community very well to extend the range of its activities and to expand the pool of expertise available to the school and the pupils. A wide range of visitors are involved. For example, in Book Week and Arts Week, pupils made visits to places in the local community and well-known authors and artists visited the school to speak

about their work. These opportunities enthuse pupils and give them a very good insight into valuable skills and techniques. Pupils in both Years 5 and 6 go on a residential visit to the Isle of Wight. In Year 5, these provide extra opportunities for learning in physical education. In Year 6, pupils' activities focus on science, history and geography. Both visits also make a significant contribution to pupils' personal development. The school maintains very good links with the local community. For example, after the Harvest Festival the oldest pupils visited local residential homes where pupils distributed flowers and spent time talking with residents. Younger pupils also visit to sing to the residents at Christmas.

35. There is very good provision for spiritual, moral, social and cultural awareness in all aspects of school life, with strengths that make a positive impact on the development of pupils' understanding, and the standing of the school in the community. The school's arrangements for collective worship fully comply with statutory requirements.
36. Pupils' spiritual development is good. Worship is predominately Christian and pupils are given regular opportunities to reflect in a quiet and respectful atmosphere. The use of candles effectively centres thoughts and comments, for example on some challenging ideas, such as the Trinity. A good promotion of this aspect helps the youngest pupils have a mature understanding of the importance of looking out for others. In a discussion about physical and human geography, children in a reception class spontaneously identified creatures and landscapes as 'God made', whilst referring to buildings as man made. Singing and drama are used well to help children gain an understanding of Christian teaching. For example, in the assembly for younger pupils, role-play with a puppet was successfully used to explain the meaning of the Bible story. Music is used well to help pupils recognise the importance of worship and they respond to this well. For example, at the start of an assembly, the younger children sang a Taize chant ['Oh Lord hear my prayer'] gently and reverently. Elsewhere singing was livelier and pupils identified the meaning of the song as one that explained a Bible passage. The many opportunities provided in lessons, such as art and design, music and science, for spiritual awareness help pupils to gain an understanding of the wonder of the world around them. For example, in an art and design lesson observed, pupils were thrilled at the effects they could achieve in pattern making.
37. Moral development is very good. Children are active participants in establishing rules and codes of conduct. Classroom rules are negotiated at the start of the school year. There is very good use of role-play and drama in assemblies to promote thinking on moral themes. Pupils are encouraged to suggest what would be the 'right thing to do'. In an assembly for the younger pupils, they demonstrated a high level of maturity when considering what constitutes good behaviour. They were keen to suggest what the puppet could do in order to make amends, and were also able to suggest how this situation could be avoided in the future.
38. The role model provided by the staff and the respect that is shown to each individual makes a very good contribution to pupils' learning. When addressing pupils, teachers use a very calm manner and are very quick to praise them. This helps to ensure that pupils' relationships with teachers and other children are very good. As a result, pupils are aware of expectations and supportive of each other. For example, older pupils gently reminded a pupil that they were not wearing the correct footwear in order to use the Trim-Trail. The school provides many opportunities for pupils to share their views and expectations and this encourages pupils to develop self-confidence, as well as an awareness of the needs of others. For example, pupils' hopes for the future, posted on the Millennium tree, centred around improving the quality of life for others around the world, such as, 'for people to live in a house with water and electricity'.
39. Social development is very good. All members of staff have high expectations of pupils and provide clear role models for them. Very good relationships are a strong feature of the school. Pupils are encouraged to develop a sense of their place in the community, with their achievements both in and outside school being celebrated in special assemblies, with certificates for good work or behaviour. Many opportunities are provided for pupils to take on responsibilities that contribute to the smooth running of the school. The School Council is well established and provides a very effective forum for pupils to raise and discuss issues. This helps all pupils to begin to develop an understanding of democracy in action. Pupils of all ages wear their council badges with pride. They are aware of their responsibility to contribute, and recognise the impact of their work. A Year 2 member spoke very confidently about work on the

council and their responsibility for reporting back to the class. The School Council identified a need for additional football coaching for girls, which was subsequently arranged to take place at lunchtime. The response to this activity is very good.

40. Pupils are taught to move around the classrooms and the school with care and consideration, so as not to disturb the learning of others. The 'Big and Little Friends Project' provides valuable support for the youngest pupils and promotes very good relationships between pupils in different year groups. It also helps older pupils to gain experience of responsibility. This is one reason why relationships are very good. Supervision at lunchtimes is very good. The use of a play leader means that pupils have very easy access to games equipment, as well as a number of opportunities to develop their team playing skills. The school promotes pupils' understanding of their responsibility within the community. Each class has a nominated charity and pupils work together to raise funds. Pupils are aware of how the actions of others affect them and how they can influence change. For example, they are developing a very good awareness of environmental issues and the steps they can take to help bring about change.
41. Cultural development is good. The involvement of special visitors contributes well to developing pupils' understanding of other cultures. For example, the Kala Arts Group taught pupils about traditional Indian painting and clothing. Opportunities to develop experiences through art and music are used effectively. For example, pupils have a very wide knowledge of the music from different cultures and traditions, such as some of those from Africa. Following work with the school, links with an African Children's Choir have been maintained. There are good opportunities to find out about cultures in the past. For example, a study of Ancient Egypt included Year 3 and Year 4 pupils producing Egyptian collars using a range of materials. Year 6 pupils are taught to draw in the style of European artists, such as Renoir and Cézanne, and also some African traditions. Pupils recognise there are similarities between different faiths and know that Hindus and Christians both use incense in some forms of worship. During Book Week, there was an International Story Telling Day when parents from different cultures read traditional stories to pupils, some of them in a different language. In their own community, there are few opportunities for pupils to find out about different faiths and cultures. However, the school uses its contacts well to remedy this. It makes good use of visitors, and invites people into the school to talk and work with pupils. For example one parent has come in traditional Indian dress to talk to pupils in a number of different classes.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Teachers and other adults know all the children very well and show a genuine care and concern for them. They are quick to spot if a child seems upset or unwell and deal sensitively with the problem. This very good knowledge helps teachers to write very detailed and perceptive comments on end of year reports.
43. The school has very effective measures for ensuring the well being of pupils. Besides keeping the school clean and secure, the caretaker also plays an important role in ensuring that health and safety standards are high. Pupils who feel ill or who are injured are very well looked after and their parents appropriately informed. A record is kept so that any patterns of accidents can be noted. For example, the midday supervisory staff are aware that they need to be more vigilant at the end of lunchtime play, as records show that most bumps happen in the last ten minutes of lunchtime, after the play equipment has been tidied away and the children are running around more. Parents commented on the high level of care that sick or injured pupils were given. Child protection procedures are effective and all staff receive regular training.

44. Attendance is monitored and promoted well. Because so many children now walk at least part of the way to school, the school has introduced a system for phoning home if a child is absent and no explanation has been received. Most parents are very conscientious about letting the school know why their child is absent. The education welfare officer is appropriately involved if the school is concerned about a particular child and this has helped to ensure that there was no unauthorised absence last year.
45. Pupils' behaviour is monitored and promoted well. Classroom rules are discussed and agreed by the pupils at the beginning of the year so that they know what is expected of them. The whole school policy, which was formulated in discussion with pupils and parents, is based on positive reinforcement of good behaviour. It has a clear system of rewards and sanctions, which motivates pupils to behave well. Teachers use the system consistently, though there is some variation between classes about what standard of behaviour is acceptable. For example, a few teachers are more tolerant of younger pupils calling out or taking time to do as they have been asked than others. Good behaviour is promoted effectively in assemblies. Any behaviour problems which may arise are discussed in 'Circle Times'. The school has very good strategies for dealing with pupils who find it difficult to behave appropriately, so that disruptions to learning are kept to a minimum. The school makes it plain that it will take a strong stance against bullying and harassment and pupils are told to tell an adult if they feel unhappy. The school has recently adopted a new policy for racial awareness. Relationships between pupils from different ethnic backgrounds are very good.
46. Good improvement has been made in developing assessment procedures since the last inspection and the school now fully meets requirements. Assessment procedures are good overall. They are very good for the Foundation Stage and in English and Mathematics, where the results are making an important contribution to helping the school monitor and support pupils' progress. Procedures are good in music and are also developing well in science, information and communication technology and physical education, although, in these subjects, they are too new to have had a significant impact in helping to improve standards and achievement. In other subjects, procedures have been targeted for development and are currently being trialled in different classes throughout the school. The assessment policy has clear links to related policies, such as those for teaching and learning, and marking.
47. Assessment of children in the reception classes is very good. This represents especially good improvement since the last inspection when there was little formal assessment of children in the reception year. Daily observation of children's progress and achievements are incorporated into very effective records. The information is used very well to set individual children new targets for improvement, as well as helping to adjust future weekly and daily planning. The quality of the procedures makes a significant contribution to the academic and personal development of children in these classes.
48. In English and mathematics, pupils discuss and agree their individual future targets with their teacher. Careful monitoring and informed discussions of progress towards these targets ensures that pupils know what they have to do to meet them and how they will show that they have done so. Pupils' individual targets are discussed with parents during consultation evenings. This is also effective in helping parents to support their children's learning. In Year 6, pupils are encouraged to devise their own targets for literacy, numeracy and their attitudes to work as part of their preparation for secondary school.
49. Assessments of key skills are currently being developed to cover the full range of other National Curriculum subjects, such as geography and history. Teachers are introducing end of topic

assessments against the National Curriculum levels and this will help to plan the next stage of learning. Although formal procedures are not fully developed in all subjects, pupils receive good feedback during lessons. This dialogue with class teachers makes a valuable contribution to each pupil's progress. This is particularly evident in the closing whole class sessions, where pupils are challenged to explain their work so that the class teacher can assess their understanding. Pupils are also encouraged to assess their own progress over time and within a lesson. For example, at the end of physical education lessons, pupils were asked to grade themselves against the learning intention shared with them at the start. This makes a valuable contribution to helping pupils understand what they have learnt and the significant part they play in their own learning.

50. The assessment of pupils with special educational needs is very good. Clear individual education plans set focused and specific targets for pupils to achieve. Teachers involve pupils in the assessment of their progress towards the targets and this is very effective in helping to move pupils on to the next stage of learning. Individual education plans are reviewed termly and the progress of pupils is carefully monitored and acted on.
51. A very good check is kept on the progress of pupils who are at the early stages of speaking English. This ensures they make rapid progress in acquiring understanding and fluency, and helps them to reach at least average standards in English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The excellent relationship between the school and parents makes an outstanding contribution to its work, for which it has received a national award. This is a significant improvement on the partnership at the time of the last inspection.
53. The school provides excellent information, particularly through the very detailed parent handbook, weekly newsletters and curriculum information. Both the prospectus and the governors' annual report are very detailed, well-produced documents that fully meet statutory requirements. Reports on pupils' achievements and progress are very clearly written and usefully give the level the pupil is working at in several subjects. They give targets for improvement and include the children's own assessments of their progress and what they need to do next. There are ample opportunities for parents to speak to teachers, both formally and informally and relationships are mutually very supportive.
54. Parents have a very high opinion of the headteacher and staff. They are very pro-active in supporting their children's learning and this makes a significant contribution to the standards pupils achieve, for example in speaking and reading, and their independent learning. Several parents willingly share their expertise from time to time, for example during Science Week, while a good number help regularly in the classroom, in the library and with swimming. Parents also run some extra-curricular clubs, which are very well supported. Parents played an important role in the formulation of the School Traffic Plan and many are now involved in implementing the Footpath Patrol. These initiatives have helped to ease parking congestion and allow pupils to walk safely to school.
55. The parent governor also gives excellent support to the school. For example, she has played a major role in writing the extremely effective handbook for parents and in the Footpath Patrol scheme. In addition, she provides a very useful link between parents and the school, particularly in ensuring that parents' views are known and acted upon.
56. A system of class representatives ensures that parents are kept fully informed about what is going on at school and that they get to know each other well. The school writes regularly to

parents, encouraging them to become involved in its work. Interpreters are employed, when necessary, for parents who are not fluent in English. Coffee mornings are held to introduce new parents to each other and get-togethers are arranged during the summer holidays. A wide range of social and fundraising events, from a Burns Night Supper to the Summer Fayre, for both parents and children to enjoy, contributes to the strong family atmosphere which parents value. These events raise large sums of money to enable the school to buy resources, such as playground equipment, or fund projects like the computer suite.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school are of a very high quality. The headteacher provides excellent leadership, and very effective management systems ensure that the school addresses areas for development, as well as maintaining its strengths. The headteacher receives excellent support from the deputy headteacher. Their partnership is especially effective in continuing to develop the already strong management structures. These include very effective infant and junior co-ordinators working together on planning and subject management. In addition, the senior management team plays an important role in carrying out the routine procedures associated with the management and development of teaching and learning. There is a strong sense of teamwork and a commitment to provide an education of high quality. The headteacher is an experienced and very knowledgeable professional, who has a clear vision of how the school will develop and the ways in which improvements will be made. These include the expansion of the school roll and forging strong links with other schools to continue to raise the quality of education provided. The school's work is a true reflection of its aims in that pupils are fully encouraged to do their best and play their part in maintaining the caring environment in which they work.
58. The quality of the leadership has enabled the school to make very good progress since the last inspection. Standards in almost all subjects have been raised, most notably in science, information and communication technology, physical education, and music. There has also been a significant development in the quality of the school's improvement planning. This has been brought about by the care with which the information gathered to make these plans is assembled and used. Teachers and governors review the previous year's work carefully, noting successes and areas for development. The headteacher provides substantial data about pupils' progress and the standards they are achieving, which is also used especially well to judge success and help set targets for improvement. A major reason for the continued improvement is that everyone associated with the school has the opportunity to contribute to the initial drawing up of the plans and establishing priorities. The views of parents, pupils, support staff, teachers and governors are all sought and equally valued. A day each year is set aside when past successes are discussed and priorities for future development are established. This system works very well because it generates a strong sense of commitment and everyone works hard to bring about the improvements they have helped identify.
59. The strong management structure is supported by the good work carried out by subject co-ordinators. The school's system, in which co-ordinators are 'shadowed' by a colleague, works very well and usually means both the younger and older classes are represented. These teams regularly look at teaching plans, pupils' work and the rate of progress and standards being achieved. Monitoring of the quality of teaching and learning in lessons by co-ordinators is good, but not yet fully extended to include all subjects. The school is fully aware of this need and it is already addressed in the current improvement plan.
60. Leadership and management of the provision for pupils with special educational needs is very good. The co-ordinator and governor with responsibility for this aspect have a clear picture of the progress made by the pupils. This helps to ensure that pupils are well supported and that

those with a specific statement of need receive very good support. Many of the pupils often exceed their targets and make such good progress that their level of need diminishes as they grow older. Communication with parents and with outside agencies is very good and there are good links with the local nurseries and secondary schools. The school ensures that both teachers and classroom assistants receive regular training to update them in the light of the changing nature of pupils' needs.

61. The provision for pupils who speak English as an additional language is managed very well. This has helped to ensure that the needs of these pupils and their parents are well catered for throughout the school.
62. A significant reason for the school's success is the very effective on-going evaluations it makes of the quality of teaching and the use it makes of this information to raise standards generally. The headteacher and senior management team regularly observe lessons, discussing with teachers what was successful and identifying how things could be improved next time. A testament to the success of this has been, for example, the ways in which standards in science and information and communication technology have been raised. Performance management is also giving very good support to improving the quality of teaching and raising standards. For example, a whole school performance target to raise standards in science is having a positive effect.
63. The headteacher and governing body make very good use of the information obtained from national test results. For example, when a rigorous evaluation identified that some boys in a Year 2 class were under-achieving in writing, the weakness was addressed particularly well and, as a result, boys' achievement has been raised.
64. The school's support for the professional development of staff is very good. Very good arrangements have been made to help staff increase their expertise in a number of areas. For example, the growing confidence of staff in teaching information and communication technology has led to a rise in pupils' standards and achievement. The school provides placements for student teachers and welcomes the fresh ideas and enthusiasm they bring. The training organisations concerned speak very favourably about the support provided for their students over the past few years, some of whom return to take up teaching posts within the school. The headteacher and other staff provide very good help and guidance to teachers new to the school, both informally and through the well-established school routines. In this, the work of the deputy headteacher as a mentor to newly qualified teachers is very effective. The school is keen to improve still further the development of its staff and is seeking to achieve 'Investors in People' status in the near future.
65. The governing body provides excellent support for the school and plays a major part in shaping and enhancing its future development. It is able to do this because it has an excellent understanding of the school's work. Governors are very well informed through reports and information from school staff. Subject co-ordinators regularly attend committee meetings to keep governors up-to-date, for example to discuss policies and agree any changes. Governors are also very keen to hear the views of parents, for example through questionnaires and inviting written questions before the Annual Meeting. This allows the governors time to make informed responses and incorporate parents' views into any proposals made. Governors are regular visitors to the school through a system of focused visits to classes or to speak to co-ordinators.
66. Most governors have children at the school and so, from the perspective of parents, they are very well informed of what is going on and committed to helping it progress. Governors are very

involved in developing strategies. For example, they are currently considering the school's sex education policy. In order to do this, they have had discussions, seen teaching materials and listened to parents' views so that they have a great deal of evidence to help them decide on the way forward. Governors play a leading part in deciding on, and bringing about, major changes. This is very well illustrated in the school's successful bid to increase its annual intake of pupils. It is through the efforts of the headteacher and the hard work of the governors, especially the Chair of Governors, that the school will now admit enough pupils from September to form two classes in each year group.

67. The Chair of Governors has made a significant contribution to the strategic development of the school and meets weekly with the headteacher to discuss issues. Governors bring a variety of expertise to their work and attend a great deal of training to keep themselves up to date with educational matters. This ensures a professional dialogue takes place with school staff, who value the quality of the advice and questioning this brings. For example, through their skilled analysis of national test results, governors are able to engage in meaningful discussions with the school on the interpretation and use of this information.
68. The school manages its finances very effectively. The plans for improvement are underpinned by appropriate financial planning, and prudent spending has enabled it to provide enhanced resources and accommodation. The effect of spending on initiatives is fully analysed and the difference it has made considered. For example, the school invested a great deal of money in providing a computer suite and information technology equipment. School staff and governors carried out an in-depth review of how this had improved things by judging improved pupil attainment.
69. Governors are kept fully informed about expenditure through regular meetings of the finance committee and reports given by the headteacher. The day-to-day financial transactions are well managed and school's systems ensure due propriety is maintained. The school's procedures for ensuring it obtains the best value in all its work are very well established and especially well applied by the administrative officer. For example, the school invariably attempts to obtain value for money in its routine purchases, with larger expenditure always being preceded by the receipt of different tenders. The school also checks it is giving a good value education by comparing its performance with other schools and regularly consults with parents and pupils to ensure that it is providing for their needs and aspirations. Increasingly good use is made of technology to support the management of the school. For example, curriculum plans are now held on computer disks, making it easier for teachers to link this with weekly and daily planning. All teachers, and many pupils, are also now confidently using the interactive whiteboard to demonstrate computer programs and information in lessons. There are plans to increase the use of technology still further, for example by computerising all assessment data.
70. The match of teachers and support staff to the demands of the curriculum is very good. The high standards achieved in music and swimming are, in part, due to the provision of specialist teachers with considerable expertise in these areas. The school employs a part-time French specialist to teach in Years 5 and 6 and this helps to enrich the curriculum for these pupils, as well as preparing them well for secondary school. The school uses the experience and skill of other staff very well, especially in information and communication technology and art, where pupils are again achieving well.
71. The school's accommodation is good. Although some classrooms can only be accessed by passing through others, pupils cope well with this and there is no disruption to learning. The school now has a computer suite and the library has been much improved since the last

inspection. It has been imaginatively created, well-stocked with books and provides a stimulating reading environment. The outdoor facilities, including both hard and grassed play areas, and the 'Trim Trail', are very good. Many of these facilities have been enabled by funds raised by parents. The outside play area for children in the Foundation Stage has also been improved and pupils continue to benefit from the outside pool and garden areas. Good use is made of the ponds and 'wild' areas; for example, by children in the Foundation Stage dipping for aquatic minibeasts.

72. The school's resources are satisfactory overall, and good in the Foundation Stage and for English and music. Those for physical education are very good. The school has improved the provision of information and communication technology equipment and plans to increase this still further to reduce the ratio of pupils to computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. There are no major areas for development.
74. Minor areas that governors may wish to consider including in the school improvement plan include:
1. Ensuring that the quality of marking is consistent, so that, in all subjects, pupils are given sufficient information to help them to improve.
(See paragraphs 23, 99, 107, 123 and 127)
 2. Planning specific tasks for teaching assistants to undertake while the whole class is working with the teacher. *(See paragraphs 21, 99 and 107)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	27	7	1	0	0
Percentage	0	24	59	15	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about two percentage points. In seven of the lessons seen no judgements were made about teaching.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	308
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	26	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	26	26	26
	Total	44	43	44
Percentage of pupils at NC level 2 or above	School	100 (96)	98 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	26	26	26
	Total	44	44	43
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (100)	98 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	17	16	17
	Total	31	30	32
Percentage of pupils at NC level 4 or above	School	97 (97)	94 (84)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	17	17	17
	Total	30	31	31
Percentage of pupils at NC level 4 or above	School	94 (97)	97 (90)	97 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	272	0	0
White – Irish	4	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	8	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	13.3
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	226

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	611,949
Total expenditure	620,201
Expenditure per pupil	2,013.63
Balance brought forward from previous year	41,562
Balance carried forward to next year	23,802

Recruitment of teachers

Number of teachers who left the school during the last two years	2.44
Number of teachers appointed to the school during the last two years	5.24

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	309
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	53	44	1	0	2
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	39	50	9	1	1
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	47	43	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	77	22	1	0	0
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	68	30	2	0	0
The school is well led and managed.	87	13	0	0	0
The school is helping my child become mature and responsible.	75	23	1	0	1
The school provides an interesting range of activities outside lessons.	53	41	3	1	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

75. Due to the constraints of the inspection timetable it was only possible to observe a small number of lessons in design and technology, geography, history and information and communication technology. Therefore, although some good examples of teaching were seen, it is not possible to make an overall judgment about the quality of teaching and learning in these subjects.

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. Children are admitted to the reception classes at the beginning of the autumn term, either full-time or part-time, depending on when their fifth birthday occurs. All children are full-time by the beginning of the summer term. On entry to the school, children's prior attainment is generally above that seen in most children of their age. It is particularly high in children's oral literacy skills, their knowledge and understanding of the world and in their confidence and independence. Other social skills and pupils' writing skills are in line with those expected for their age. The vast majority of children in both reception classes benefit from the wide range of opportunities provided for them and make good progress. By the time they go into Year 1, most children have reached all the nationally expected early learning goals for children in the Foundation Stage and some have exceeded them.
77. Provision for the Foundation Stage is very well managed by the Early Years co-ordinator. As a result, the curriculum is very good for all areas of learning. This, together with the good teaching, engages children's interest. A good balance of activities in which children are taught by an adult and those where they discover things for themselves helps to motivate children well. Many of these activities effectively promote learning in several areas. The very good assessment of children's achievements and progress feeds especially well into planning for the next stages in learning. The classrooms are well organised so that the children can get their own resources easily. This also helps to promote their independence. The large outdoor area provides the children with plenty of space, but there is no large apparatus for physical development. The school plans to address this when the new building project is completed.

Personal, social and emotional development

78. Based on the very good curriculum for this area and sensitive support for the children, teaching is good. As a result, children settle quickly into the school's routines, are very happy and make good progress. Children are already very confident when they come to school and, when actively involved, sustain their interest and work well. They are developing good relationships with other children and the adults who work with them. Children are learning to share equipment and take turns when working or playing in groups. They are encouraged to be kind and share, and to think about people's feelings through stories such as 'The Rainbow Fish'. Children are less good at waiting their turn in whole class activities, often calling out when the teacher or another child is speaking, despite being gently reminded of the need to hold up their hand. A minority of children also speak loudly and find it difficult to remain quiet when they should be listening or getting on with their work. The staff provide a wide selection of activities, many of which are supported by an adult. Children are also encouraged to make independent choices, which they do confidently, and most remain focused on their chosen activity. They use their time well and are very keen to talk about what they are doing. In all activities there are planned opportunities for children to develop their personal and social skills.

Communication, language and literacy

79. Very good planning ensures that children are given many opportunities in a wide range of activities to develop their speaking, listening, reading and writing skills. These skills are well taught and this helps the children to achieve well. When they start school, most children are confident speakers and this is built on well, with many opportunities for them to talk. Children are encouraged to develop their good vocabulary by explaining what they are doing, both in small groups and to the rest of the class. They listen to stories with interest and confidently act them out to the class. Through the story, children are encouraged to write simple words and sentences by filling in speech bubbles on well prepared worksheets, or on notes to stick on appropriate pictures in the book. The good ratio of adults to children means that they are constantly encouraged to listen and respond. Children have a good awareness of the importance of books and how they should be read. They take their books home to read and there is good communication between teachers and parents. Most children recognise different letter sounds and simple common words, which they read in stories. They also use this knowledge in their writing. Those who have not reached this stage are encouraged to write, and read back to the teacher what they have written. This early stage is developed to the level where letters are correctly formed and most children are beginning to write cursively, which represents very good achievement in this aspect. A good range of activities is planned so that children are aware of how to write captions, postcards and letters. Most write their names clearly.

Mathematical development

80. The very good curriculum and good teaching ensure that children are provided with practical activities and they willingly take part in the range of tasks that are planned. There are many opportunities, both in numeracy lessons and in other activities, for children to learn to count. For example, they are taught number rhymes with actions to help them understand doubling numbers up to ten. They achieve well in this aspect, with many children counting confidently forwards and backwards to and from 20 or more. Through the good use of resources, children learn to add and subtract numbers to ten. In their understanding of number, most children exceed the standards expected before the end of the year. Children's achievements in other aspects of mathematics are satisfactory and nearly all reach the expected levels by the end of the reception year. They recognise and complete simple patterns, and display a wide range of mathematical vocabulary, such as when they compare the length and size of shapes.

Knowledge and understanding of the world

81. There is very good provision for developing children's knowledge and understanding of the world and this aspect is well taught. The children learn how to use computers with appropriate programs, and they are very confident when using the mouse and the keyboard. In their investigative work, children have used a computerised microscope to look at different mini-beasts. The display of musical instruments that the children have made shows that teachers encourage design skills with the use of a variety of materials. There are good links to other aspects where appropriate. For example, children are taught to identify areas on a plan of the school grounds, which is later used to indicate where they find different mini-beasts. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, they are given opportunities to describe what they discover in the pond and record their findings. They identify mini-beasts by using books and charts and this also helps support their reading skills. Children are given opportunities to learn about the wider world through visitors to the school. For example, a parent spoke to them about life in India, both in a city and in the country. The children were able to describe the similarities and differences, including comparing the temperature there with that in Esher.

Physical development

82. Only limited evidence was seen of this area of learning. However the very good curriculum ensures that this aspect of children's development is promoted well. It was not possible to make an overall judgment about the standard of teaching. The children make good progress in their physical development, as staff encourage them to use the outside area as often as possible. Further development of the area has been delayed by future building plans, but currently there are wheeled toys and small equipment, which the children use with increasing skill and control. The lack of climbing equipment limits children's opportunities, but they enjoy the time set for them to use the school's 'Trim Trail' and in physical education activities in the school hall. Children use a range of tools, such as scissors, paintbrushes and pencils, to develop their small muscle control skills. In the aspects seen, most children will achieve the expected levels before they enter Year 1.
83. The opportunities for children to develop their creative abilities are particularly good and they are well taught. The children sing enthusiastically and are beginning to identify high and low notes and play simple tunes from a colour code. They mix their own colours for painting pictures and paint with increasing attention to detail, as in their paintings of sweet peas. Children make pictures from different materials and enjoy talking about them. There are many opportunities for children to play with large and small equipment in order to make up their own stories and act out their experiences. One good example of this was when they acted out the story of the Rainbow Fish in the 'Under the Sea' role-play area.

ENGLISH

84. Overall provision is very good and has improved well since the last inspection. In particular, good arrangements have been made to teach pupils in groups organised according to their prior attainment and this means their needs are met well. Standards have also risen since then, particularly in writing at the end of Year 2. Last year's test results at the end of both Years 2 and 6 were very high when compared with both the national average and the average of similar schools. These high standards have been maintained for pupils currently in Years 2 and 6.
85. Pupils at the end of Years 2 and 6 attain standards that are well above average in reading and writing and very high in speaking and listening. This represents an improvement in speaking and listening, and in writing, whilst the very high standards have been maintained in reading. Pupils' achievement is good throughout the school. There is little difference between the attainment of boys and girls. Pupils with special educational needs and those for whom English is an additional language are effectively supported and achieve as well as other pupils.
86. Year 2 pupils are clear and confident speakers, varying their vocabulary and expression to engage the listener's interest. They listen well to the ideas of others, commenting appropriately. Year 6 pupils are highly articulate and thoughtful in their conversation. They use vocabulary that is diverse, precise and well suited to the listener and situation. They vary their expression and choice of words in order to engage the interest of the listener. Most pupils take an active part in discussions; building well on the ideas of others and giving carefully argued opinions.
87. Year 2 pupils read accurately and fluently, easily correcting their own errors. They are avid readers, readily discussing the stories and characters, and developing opinions about the books and authors they enjoy reading. Year 6 pupils read widely and many have a subtle understanding of the various layers of meaning in the text. They have clear opinions about authors and books, and read copiously, with sheer enjoyment.

88. Most Year 2 pupils write extensively and in a variety of forms, such as stories, instructions, letters, poetry, and book evaluations. Their sentences are often complex, sometimes using different tenses and punctuation, and spelling is usually accurate. The higher attaining pupils are able to choose interesting words and use paragraphs in their writing. By Year 6, pupils' writing is well structured, accurate, very well presented and very extensive. Their writing is of many types, such as creative, persuasive or in dialogue. The great majority of pupils' work is well organised using complex punctuation and paragraphs. Their vocabulary is very well chosen and adventurous and the content is interesting and imaginative, including humour, characterisation and the development of relationships.
89. Pupils apply their literacy skills very well in other subjects. An especially good example of this is seen in science where the accurate and clear recording of experimental work makes a significant contribution to pupils' achievement. Reading, writing and discussion skills are also promoted well in subjects such as history, geography and personal and social education.
90. The quality of teaching is good throughout the school, with some very good features. This helps all pupils, including those with special educational needs and for whom English is an additional language, to make good progress in their learning and to achieve well. Good arrangements have been made to teach pupils in groups organised according to their prior attainment. This is particularly beneficial to pupils in the mixed age classes. Teachers have high expectations that pupils will behave well, concentrate and work hard and this helps lessons to proceed at a brisk pace. Lessons are well planned, ensuring that the ideas and tasks set build well on previous learning, as well as being challenging, so that pupils have to think and extend their understanding. For example, in a Year 1 and 2 spelling lesson, pupils were learning how 'e' at the end of a word changes the sound of the vowel. The teacher and classroom assistant gave the lower attaining pupils direct support, whilst the higher attaining pupils were challenged to think of more difficult words that are spelt in this way. In other lessons, higher attaining pupils were also set suitable extension tasks. Teachers are very skilled in using questions to help pupils' understanding develop. This was seen particularly well in a Year 5 lesson where pupils were learning about the poem at the beginning of 'Treasure Island'. The teacher was highly accomplished in using questions to help pupils think about the words and the meaning of the poem, carefully using explanation and information to illustrate and move their understanding forward. Pupils' progress is particularly helped because they are given opportunities to think about their own learning. This happens during lessons when they talk with a friend, read each other's work, or test each other during the final summarising session of the lesson, when pupils are able to think about and share what they have learned. Pupils' work is also marked well and gives them good guidance on how to improve. Older pupils are encouraged to respond to the teacher's comment and this helps them to gain a good understanding of what they need to do to make further progress.
91. Procedures for assessment are very good and teachers are clear about the progress all pupils are making and the standards they have reached. This helps to ensure that the tasks and activities to be set meet individual pupils' needs. Comprehensive records and samples of work are kept, and pupils are set individual targets to help them understand what they need to do to improve. As a result, pupils are aware of their own learning and progress, and feel involved and motivated to work hard.
92. The curriculum covers all aspects of the subject effectively and is very well planned, with very good links to other subjects. The school has adopted the National Literacy Strategy very well and this has provided a very good foundation to the work that the school has planned. Information and communication technology skills are increasingly being used to support learning.

The good range of high quality resources for the subject makes a very positive contribution to the breadth and quality of work for teachers and pupils. The library provides a good resource to support pupils' reading in both fiction and non-fiction. It is inviting, well organised and used very well.

93. The subject is led and managed very well. The co-ordinators have monitored the subject carefully, through pupils' work and assessments, teachers' planning and direct observation of their teaching. As a result, they have a very clear and accurate understanding of future priorities for the subject and its development.

MATHEMATICS

94. Standards for current pupils by Years 2 and 6, are well above both the national average and that of similar schools. These standards are comparable to those seen in the last inspection five years ago and the school has done very well to maintain the high standards.
95. These findings reflect the school's results in the national tests in 2002 and there is every indication that pupils will again do very well in the 2003 tests. Pupils with special educational needs and those for whom English is an additional language make good progress so that, by Year 6, virtually all pupils are attaining the national expected standards, with over half achieving the higher levels.
96. Throughout the school, pupils are achieving well and make good gains in their learning. By Year 2, pupils have a good understanding of the concepts in all the areas of mathematics they study. These include for example, how data is collected and portrayed, the attributes of two and three-dimensional shapes and the use of different measurements of distance, volume and time. Pupils apply their knowledge well and use the correct mathematical vocabulary. For example, pupils in Year 2 wrote, 'Which multiple of ten comes before 60?' and, 'What is $\frac{1}{2} \times 100$?' Pupils' number skills are especially well developed and they use these effectively in solving problems. Pupils in Year 1 have a good understanding of place value and successfully add or subtract ten from any two-digit number. Pupils in Year 2 have a variety of strategies for making calculations, for example when subtracting numbers from 100, or partitioning when using larger numbers.
97. By Year 6, pupils have built on their earlier work very well and are very confident in working with numbers. Teachers provide a good range of work so that pupils' skills are well developed across a wide spectrum of mathematical concepts and ideas. Of special note is pupils' ability to calculate mentally, which they do very well, showing a high level of accuracy. In a Year 6 lesson for example, pupils successfully solved a variety of algebraic equations including, $2x + 9 = 19.8$. They were able to explain their methods well, using the appropriate mathematical terminology. Pupils are skilled in using a range of different strategies to solve problems. They apply their mathematical knowledge well in the problems-solving situations arranged by their teachers, including in other subjects. For example, in investigations on booking theatre tickets or comparing rainfall figures from different parts of the world.
98. The quality of teaching is good. Pupils are taught in groups formed on the basis of their prior attainment. This enables teachers to plan work that is well matched to the abilities and needs of all pupils and to provide extra support where it is needed. A feature of the best lessons seen is the continual checking of pupils' understanding. In these lessons, teachers ask pupils to explain their answers or ask them, 'How do you know?' or, 'Tell me another way'. Teachers make good use of these responses to air ideas or misconceptions in order to help others understand. For example, in one Year 3 lesson, pupils mentally calculated what X would be in a variety of algebraic problems. Their responses identified a common misconception and led the teacher to

model several more examples until they understood fully. Sessions at the end of lessons are also used well to gauge how much pupils have learned. In many lessons, pupils are asked to say what they know, how much they have understood or what they need more help with and they answer very honestly. Teachers have high expectations of their pupils who rise to the challenges set. These are apparent in the challenging time limits given for completing tasks, and in the work itself. Pupils are encouraged to work quickly and accurately, with teachers reminding them of how much time they have left. Pupils respond to this well and concentrate hard, being keen to succeed. In one Year 4 lesson for example, pupils were challenged to say if various numbers were multiples of others. The higher attaining pupils were not daunted by being presented with six digit numbers and applied themselves to the tasks with relish. Pupils are well motivated by their teachers and invariably become engrossed in the activities they are given. For example, Year 2 pupils became completely absorbed in one lesson when compiling different number operations to arrive at a given answer. In this lesson, pupils organised their group tasks themselves and co-operated well to solve the problems.

99. In a few lessons, the classroom assistants were not given a specific task to undertake when the teacher was working with the whole class and this prevented the assistants from making an effective contribution to learning during this time. When working with groups of pupils they gave very good support. The quality of teachers' marking is inconsistent. Some is good, but generally it is adding little to pupils' knowledge of how to improve their work next time. Teachers regularly mark work with ticks and offer praise, but rarely give written advice on how to improve.
100. The leadership and management of the subject are good, so high standards have been maintained and improved. This has been brought about through the enthusiasm of the subject co-ordinators and their desire to raise standards. Staff have received good training, which has improved the assessment of progress, the planning of work and the setting of targets. The quality of teaching and learning is checked well, for example through the observation of lessons by the co-ordinators and a governor. The progress pupils are making and the attainments they achieve are constantly checked so that appropriate measures can be taken to redress any perceived problems. For example, additional lessons are provided for some pupils in the older classes to help all reach the expected standards. Co-ordinators are aware that the use of information and communication technology is an area that is not yet fully developed and already have plans to improve this provision.

SCIENCE

101. Standards at the end of Years 2 and 6 have varied since the last inspection, although they have risen overall. The curriculum is now very good and this, together with consistently good and very good teaching, has ensured that standards at the end of both Years 2 and 6 are above average and are well placed to rise further. Throughout the school all pupils, including those with special educational needs, those for whom English is an additional language and the higher attaining pupils, achieve well.
102. Curriculum planning promotes the teaching of scientific knowledge and understanding through an enquiry and investigative approach. This is not only having a benefit on pupils' experimental skills, but also in helping them to have a very secure understanding of scientific concepts. There has been a very good commitment amongst the whole staff in working hard to ensure that standards will rise.
103. Current standards in Year 2 are above average overall as they were last year. However, more pupils are now reaching the higher Level 3 and this trend looks to continue, as a higher

proportion of the current Year 1 pupils are working at a level above that normally seen for their age. By the end of Year 2, most pupils carry out tests, which their teacher has helped them to set up. With support, they find patterns or trends in their findings and interpret what the data means. Pupils know that a test should be fair and are developing a good understanding of how to control different variables. Their knowledge and understanding over the full range of scientific topics in the National Curriculum is comprehensive and above that expected for their age. Pupils have a good knowledge of different life processes, for example the life cycle of a sunflower and of a frog. They can sort materials by some of their properties and have a good understanding of electrical circuits and simple mechanisms. Although pupils' recorded work shows a good level of skills and knowledge, this is not always presented carefully enough.

104. The very good curriculum ensures that these good skills and knowledge are built on well through Years 3 to 6. By Year 6, standards are now better than they were last year and are above average overall. Very nearly all pupils are reaching the expected Level 4 as they did last year, but over 50 per cent are now reaching the higher Level 5, which is much better. As was seen in Years 1 and 2, younger pupils, especially in Years 3 and 4, are likely to exceed these standards. Pupils' scientific enquiry skills are above average in the tasks that they help to plan with their teacher; for example, they give well thought out predictions, evaluate their findings very well and draw secure conclusions, such as when testing water as a conductor of electricity. They are less good at selecting their own apparatus and choosing the approach they will take. This is mainly because less emphasis was paid to experimental work when the Year 6 pupils were lower down the school. The school is well aware of the need to focus on the more advanced investigative skills and the younger pupils, especially in Years 3 and 4 are achieving standards in their experimental work well above those seen in other pupils of their age.
105. Year 6 pupils' knowledge and understanding of different scientific topics is above average. Their knowledge of the life cycle of plants has been extended to show a good understanding of factors such as pollination and seed dispersal. Pupils can describe the functions of the major organs in some plants and animals and have a good understanding of the importance of other organisms, such as microbes. They have increased their knowledge of different materials well; for example, identifying those which are magnetic or are the best for soundproofing, and they know which changes in some materials are irreversible. Pupils have a good knowledge of forces, which they test using a force metre, and they recognise what happens when an object is exposed to opposing forces such as the effect of friction. Pupils' work is always carefully recorded and well presented and this also helps them to draw good conclusions.
106. The school's response to previous weaknesses has been very good and has seen a firm commitment amongst all staff to concentrate on raising standards. This has resulted in teaching and learning being at least good and, on a significant minority of occasions, very good. Good in-service training has ensured that all teachers have at least good expertise in this subject. In the best lessons seen this was very good. For example, in a Year 5 lesson, the teacher's very good explanations on the function of organs in various plants led to very good learning taking place. A major strength of the teaching is the methods that teachers use, being based on investigation and ensuring that pupils discover things for themselves. Very good links are made with literacy and numeracy skills. For example, in a Year 6 lesson on the harmful effects of smoking, pupils were investigating data to see which was the most compelling evidence. Also in this lesson pupils were asked to write a pamphlet using the most effective statistics to persuade pupils not to start smoking. This activity also contributed well to their personal development.
107. Lessons are always well organised and this, together with the very interesting activities provided, ensures that pupils enjoy their work very much. This helps them to concentrate,

observe especially well and to work hard. In all lessons, pupils were making at least good gains in increasing their knowledge and skills and in the best lessons this was very good. In most lessons, classroom assistants are deployed well, supporting different groups of pupils. However, on a minority of occasions during whole class sessions, they were not given enough direction about how to contribute to pupils' learning. During most lessons, teachers were using the last ten minutes or so checking that pupils had achieved the objective for that lesson. This ensures that future work is well planned. However, the quality of marking of pupils' written work is not so good. Only a minority of teachers identify what pupils have achieved or give advice on how to improve their work, including the need to present it well. This limits progress because pupils are not helped to identify and address mistakes.

108. Since the last inspection, overall improvement in standards has been good. However, developments over the past two years have produced a very good curriculum, which provides very well for pupils to build on and extend their skills as they move through the school. Very good thought has been given to meeting the needs of pupils in the mixed age classes and there is an increasing focus on identifying different objectives and activities for pupils of varying prior attainment. Very good tracking procedures help to identify the progress pupils are making from year to year. Recent developments in assessment procedures are very good and will give very effective information on the progress pupils are making throughout the year, so that any weaknesses can be quickly addressed. However, they have not been in place long enough to have a significant benefit on promoting progress. Leadership and management in the subject are good, with procedures for monitoring and evaluating the curriculum and teaching becoming increasingly effective.

ART AND DESIGN

109. Good improvement has been made to both the provision and standards since the last inspection. By the end of Years 2 and 6, pupils are reaching standards above the national expectation.
110. By the end of Year 2, pupils are able to sketch simple objects and make more detailed drawings. They can make close observational studies of objects seen through a magnifying glass, producing very good quality detailed pictures. They also have a good sense of colour, texture and pattern, which they use to good effect in their work. This was seen in various displays around the school, as in the paintings of caterpillars and the pastel drawings of musical instruments. Pupils also produce good work using different media, such as collage pictures and stained glass window painting.
111. By the end of Year 6, pupils' skills in sketching have developed so that they are beginning to draw more complex objects, such as shoes and people. They have started to show movement and action, and are beginning to work in the style of different artists, such as Renoir and Cézanne. For example, very good use of shading was used and particularly good expression was achieved on the face of Jesus in pencil drawings based on the style of El Greco. Pupils also study art from different cultures and some of their work based on this is very effective. For example, as seen in the traditional artwork from India displayed in the school's reception area. Other paintings, influenced by one of the African art forms, portrayed symbols to represent journeys.
112. Pupils achieve well, although developments in the subject are still relatively recent, so their progress over time is, as yet, limited. Pupils in Years 1 and 2 are learning how to use colour and to try different techniques, including the use of computer graphics programs. They are learning to look closely at the objects they are going to draw, pay attention to detail and then use their drawings to develop a pattern, for example in the style of William Morris. Pupils in Years 3 to 6

are learning to develop their observational drawing of more complex objects. They are increasing their knowledge of colour, form and pattern through the use of different techniques, such as water paints, acrylics, ink and oil based paintings.

113. Teaching is satisfactory overall, and sometimes very good. Although there is variation in the quality of teaching, where it is very good, the lesson is introduced, planned and resourced very well. For example, in a Year 1 and 2 class, pupils were learning to use their observational drawings of natural objects to create a pattern in the style of William Morris, to be developed into a collage. The teacher demonstrated an example particularly well, using imaginative ideas. As a result, the pupils made very good progress in using the new techniques and gained a good knowledge of pattern, colour and texture. Pupils were keen and interested, gasping in amazement at the effects they could achieve.
114. There is a new scheme of work, which provides an effective curriculum, and has helped to ensure that teachers' confidence in the subject is growing. Standards of artwork on display around the school are very good. The subject co-ordinator has developed a wide range of opportunities, using support from the community, in events such as Arts Week, and arranging for artists to visit the school. The assessment procedures and monitoring of the provision and standards are satisfactory at present and the co-ordinator has plans to develop these further. Although at an early stage, good improvements in the provision and standards show the subject is being led and managed well.

DESIGN AND TECHNOLOGY

115. Although standards were not judged at the time of the last inspection, the description of pupils' work at that time shows that sound improvement has been made since then. Across the school, pupils make satisfactory progress in building on their skills and knowledge to achieve appropriately. By the end of both Years 2 and 6, standards are in line with those expected for these ages and pupils.
116. By Year 2, pupils can use simple tools such as scissors, hole punches, staplers and saws to construct their models and designs. They are beginning to understand how different materials can be used in a variety of ways and for different purposes, and how they may be joined together. For example, pupils made some models to illustrate 'Incy Wincy Spider'. These showed pupils had thought about their designs by drawing diagrams, listing the parts needed and identifying how they would work. Pupils constructed a simple winding device using string and dowel, which moved the spider up and down in front of the scenes they created. Pupils are beginning to evaluate their own work; for example, saying what they liked about these models and how they might improve them next time. During Science Week, younger pupils constructed lighthouses from card and Perspex, incorporating simple circuits to light the bulb at the top.
117. By Year 6, pupils' achievements are satisfactory as they build on what they have learned in the younger classes. They understand the operation of cams and cogs, how levers can be used to make things move and how pneumatics can also move and lift things. Pupils have a good understanding of some of the vocabulary associated with the subject, for example knowing the meaning of 'oscillating, rotary movement' and 'reciprocation'. In Years 3 and 4, pupils made pop up books demonstrating the use of sliders, double flaps and linked mechanisms to create the movements when pages are turned. These showed imagination in the titles chosen and the movements created, which included a ship sinking. Pupils used a strong sewing stitch to hold the books together and finished them carefully, aware of their readers' critical eyes. The attention paid to the function and quality of finish was good and some books were of a standard above that expected for their age. During Science Week, pupils had the opportunity to see the effect of pneumatics when they made some rockets powered by air pressure, measuring the performance of their inventions using a simple altimeter. Some of the model toys pupils produced as a result of this activity were also of a good standard. Pupils in the older classes carried out an extensive

food technology project, which included making bread. This enabled them to learn and practise a number of different skills associated with design and technology. They used books, CD-ROMS and the Internet to research a wide variety of facts about different breads and their ingredients. Bread was sampled and judged against different criteria including, taste, texture and appearance. Manufactured bread and the wrappers used were also discussed and their effectiveness judged before pupils designed and made their own. They also created their own recipes using some inventive ingredients! Pupils then evaluated the success of their product.

118. Although it was not possible to make an overall judgement about the quality of teaching, in the lessons seen this was good. Clear explanations and demonstrations of technique were given to pupils, for example to Year 5 pupils on the safe use of tools. The teacher in this lesson showed how knives should be used for complete safety, and discouraged the use of glue guns, as other adhesives were equally effective. In a Year 6 lesson, the activity was effectively planned following an evaluation of how well pupils had understood work done previously, which identified that they needed more practice. Subject vocabulary is well taught and teachers also emphasise the need to consider the possible users of the designs. In a Year 5 lesson, the teacher made sure pupils understood that their moving toys would have to be 'fit for their purposes', and that they had to consider 'the articulation' very carefully.
119. Leadership and management of the subject are satisfactory. As the result of improvements since the last inspection, including in-service training, teachers are more confident. The subject co-ordinator is currently updating the scheme of work, which is based on national guidance and is better than that seen at the time of the last inspection. Skills are now built on appropriately, although the assessment of standards and progress are not yet clearly matched to National Curriculum levels which makes it more difficult for teachers to identify if pupils are working at the level expected for their age.

GEOGRAPHY

120. In the previous inspection standards in geography at the end of Year 6 were below expectations. Since then very good progress has been made, with teachers' planning now ensuring that all aspects of the National Curriculum Programmes of Study are covered. Pupils now achieve standards above the national expectation by the end of Years 2 and 6. Pupils with special educational needs and those for whom English is an additional language receive good support when writing up ideas so that time is well spent promoting geographical skills and they are able to make good progress.
121. By Year 2, pupils have a good understanding of the difference between human and physical features in the environment. They also recognise the effect that man has on the environment. Pupils can identify the key characteristics of the seaside and compare them effectively with their own locality. Most pupils can record information on a road map and include an appropriate key.
122. When describing land use, pupils in Year 6 have a good understanding of places, and use a wide range of vocabulary. For example, in recording accurately, and contrasting land use, they are able to use the terms commerce, urban and coastal. Pupils also have a good understanding of the process of erosion and how this affects land use. Discussions with pupils and a review of their work showed that they have a good geographical knowledge for their age and they respond well to opportunities for discussion. However, the work seen in books did not always fully reflect the above average level of understanding of pupils. Pupils' project work was generally presented with more care and of a higher standard than when recording on a worksheet, such as was seen in a Year 6 project on a mountain range. Projects undertaken by the older pupils

- provide good opportunities for them to apply research skills and include individual views. This was most evident in the work undertaken as a result of residential fieldwork in Year 6.
123. In the small number of lessons seen, teaching was most effective when it enabled pupils to discuss issues and encouraged them to express their own opinions. This led to good learning. For example, younger pupils contributed their views on how to maintain the local environment around the school. Pupils in Years 3 and 4 expressed concern that key workers, such as hospital staff and teachers, needed to pay a congestion charge in the centre of London. Year 6 pupils know that industry could be made vulnerable if items were not sold. Pupils also recognised the influence each individual had on the world. For example, an individual recounted how her family had stopped purchasing products from a specific retailer in light of reports on work conditions in the factory. Pupils approach learning with enthusiasm and make good use of opportunities outside school, such as using the Internet at home, to support their learning. Homework is carefully planned to support what is covered in lessons and so it supports learning well. Pupils' work is regularly marked, although the comments do not always make it clear what pupils have achieved or what they have to do to improve.
124. Geography is a well-established area of the curriculum and effective leadership has addressed the weaknesses seen at the time of the last inspection. Current priorities for development are clear and appropriate and the school is well placed to maintain and develop standards further. Since September, resources have been audited and, where gaps have been found, appropriate items have been purchased. Planning has been revised and there is a clear focus on developing geographical skills, such as map reading and field studies. Good procedures for assessing pupils' progress are being developed, as are the arrangements for the monitoring of planning and pupils' work.

HISTORY

125. The school has maintained the standards seen at the time of the last inspection and those achieved by pupils in both Years 2 and 6 are above the national expectation. Work scrutiny and discussions with pupils show that they have been well taught and make good progress to achieve well.
126. Pupils in Years 1 and 2 can distinguish between fictional and non-fictional characters of the past and can place some famous people in the correct order on a simple timeline. For example, they know that Queen Elizabeth I came before Queen Victoria. Pupils in Year 1 understand their own place in history, and good use of homework enabled pupils to create their own family tree. Pupils in Years 3 and 4 are able to extract and present information from a variety sources and to order events on a timeline. They are beginning to draw secure conclusions from the information they find. For example, one pupil realised that a room was not used very much as it held little furniture. Pupils can identify key features of past societies, such as the importance of the River Nile to the Ancient Egyptians. Wherever possible, good use is made of artefacts to encourage enquiry and draw conclusions. This makes a good contribution to pupils' understanding of the past. Pupils in Year 6 know that information needs to be drawn from more than one source; for example, identifying that using portraits to understand the past did not provide information about the poor or middle classes. In looking at pupils' work and discussing it with them it was evident they have a good understanding of how the past shapes the present.
127. In the small number of lessons observed, the pace of the teaching was good and consequently pupils made good progress. When the hierarchist structure of Ancient Egypt was discussed, pupils were able to draw parallels with society today. Good use is made of pupils' interest in finding things out and homework is often linked to research as preparation for the next lesson; for example, finding out five things about Charles Dickens. The use of the Internet is

encouraged and pupils know that a key word search using a search engine will provide a great deal of information from which they can extract relevant key points. The quality of marking is inconsistent and does not always indicate how well pupils have done or how they can improve their work.

128. The curriculum is good and effective use is made of educational visits, such as a trip to Fishbourne Palace, to present pupils with a wide range of information. Good links are made with other subjects, such as English, art and design, and technology. For example, pupils designed and made shadufs during Science Week. Good use is also made of theme days, such as the Victorian Day. The use of drama and role-play contributes significantly to developing pupils' understanding of life for children in the past. Parental support for these events is clearly evident in the detail of each pupil's costume. Pupil involvement is good and reflects their enthusiasm for the subject.
129. Although the subject co-ordinator has only recently taken on this role, history is increasingly well led. In this short time there has been a useful review of schemes of work and an audit of resources. Subsequent purchases have been carefully targeted to support learning. The revised scheme of work links closely to key skills in history and will form the basis of the assessment procedures, which are currently being developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. By the end of Years 2 and 6, pupils are reaching standards above national expectations. This is a significant improvement since the last inspection when standards were below expectations and pupils' progress was poor. The school's programme of study for the subject ensures good coverage of all the strands. This, together with improved teaching, has meant that, throughout the school, all pupils, including those with special educational needs and for whom English is an additional language, are now achieving well.
131. By Year 2, pupils use the computer to produce sentences that communicate their meaning well. They read their work and make changes if necessary. Pupils use different fonts, colours and print size for effect, with higher attaining pupils adding more advanced punctuation. Pupils make good use of graphic software to produce their pictures, with a good sense of the effect different applicators have. These pictures show pupils organise their ideas well, using the facilities of the programs to produce the desired effect. Pupils can use the computer to show data they have collected, for example on their favourite food, in different graphs and charts. They discuss the merits of the different graphs and give valid reasons why they might choose one or the other.
132. By Year 6, pupils are confident users of computers and other technology in school. They have a good knowledge of computer functions and manoeuvre around and within a wide variety of programs, demonstrating an in depth understanding of the various icons and functions. Pupils' word processing skills have developed well and they routinely incorporate pictures and copy, paste and manipulate text, punctuation and print to suit their need. They present their ideas well, with a particular audience in mind, for example when making Harvest posters or book jacket designs. Pupils in Year 6 carried out some extensive research in the use made of a local footpath. They showed their findings to very good effect, using an advanced graphics program. Their knowledge of this was apparent in the care with which they chose to use the functions available, incorporating text, charts and pictures in ways designed to help their audience appreciate the information shown. Other pupils incorporated sound, as well as visual effects to illustrate their ideas. Pupils have used simulation software to explore possibilities and refine their ideas. For example, pupils in Years 3 and 4 constructed their own model train layouts, experimenting with possibilities before deciding on what they wanted. Pupils' understanding of the benefits of using computers to carry out calculations has also developed well. Pupils use

spreadsheets to good effect and have a good understanding of how to change data and commands to carry out their intentions. Pupils in Year 5, for example, showed how ordering a Chinese meal could be achieved on a spreadsheet, allowing changing options on food, quantities and prices.

133. Pupils in all classes are making increasingly good use of the digital camera in their work generally in school. Pupils record events such as Book Week or events led by visitors to school. They have photographed places around the school and used the images to help them draw and paint these in their art and design lessons. Pupils also make good use of CD-ROMS and the Internet to carry out research or find information, for example in their geographical and historical studies. In science, pupils have used sensing equipment to measure pulse rates, reflectivity and temperature changes.
134. Since the last inspection, the school has installed a computer suite, also containing an interactive whiteboard, which has helped to improve the quality of teaching and given pupils greater opportunities to learn and practise new skills. In most lessons, teachers ask pupils to save their work so that it may be continued with next time. Each pupil has a store of files so that, by Year 6, a considerable number is built up. Pupils refer to these well when discussing what they have done, and retrieve examples to illustrate their views. These files are also providing a good record of the progress pupils are making.
135. All classes regularly use the computer suite each week. Although it was not possible to make an overall judgement about the quality of teaching, in the small number of lessons seen that the inspection timetable allowed, teachers showed a good knowledge of the subject. It is evident from the gains pupils have made, that teachers' knowledge and expertise have risen considerably since the last inspection. A particularly good example of this is teachers' confident use of the interactive whiteboard to demonstrate and use computer programs to help pupils learn. This has had benefits in subjects such as English, where a program is used to help teach initial and medial sounds. Pupils themselves are also increasing their confidence in using the interactive whiteboard as a resource, for example in displaying material from the Internet. The school has arranged a helpful evening to demonstrate the effectiveness of the interactive whiteboard to parents.
136. The leadership and management of the subject are very good because much has been achieved in a relatively short time in order to raise the standards pupils are now reaching. The staff have been well motivated to continue to improve their knowledge and expertise in their own time, in addition to the training provided by the school under the national initiative. The use of technology in other subjects is developing quickly. The school recognises the need to extend the computer suite and to continue to provide sufficient computers to keep up with national requirements. It is presently developing its assessment procedures, trialling some options and refining others. The current assessment of older pupils' progress and attainment provides good evidence, since skills are sub-divided and pupils' progress through these is well mapped.

MUSIC

137. Very good improvement has been made to the provision since the last inspection and standards have risen especially well by the end of Year 6. By the end of Year 2, standards are above expectations and they are well above by the end of Year 6. Year 2 pupils now have the opportunity to learn the recorder. This not only raises standards overall, but also introduces pupils to reading music. Musical notation is very well taught and, by Year 3, pupils in the recorder group confidently read all the notes and play in three parts. Many pupils go on to learn a range of instruments from Year 3 onwards. By Year 6, pupils attain very good standards in

the performing skills of playing a wide range of instruments. Overall, achievement in music is very good. Like most of their peers, pupils with special educational needs make good progress, whilst the higher attaining pupils make very good progress.

138. Pupils in Years 1 and 2 are introduced to singing in two parts, which they did well when singing in harmony in an assembly. They explore pulse and rhythm, and play percussion instruments well. In a very good lesson seen, different groups accompanied their singing by playing the pulse or the rhythm. Pupils in Years 3 and 4 show understanding of the timbre and texture of their compositions when using percussion instruments. They record their ideas well, using graphic scores, and so they are able to repeat and refine their work. As pupils get older they gain an increasingly good knowledge of how the effect of music is achieved through the melody, tempo and lyrics and this ensures that their playing and singing improves. For example, the singing in assemblies was thoughtful and emotive, adding greatly to the spirituality of the occasions. This is much improved on the singing heard in assembly during the last inspection. Pupils have a very good knowledge of musical terms and also music from a broad range of styles and traditions. The school provides good opportunities for gifted and talented musicians to play at assemblies and concerts. This raises the profile of music throughout the school and celebrates the achievement of those who perform.
139. The quality of teaching is very good. Good planning helps to ensure that lessons are effectively structured and well managed. High standards are achieved through a balance between performing skills, such as playing and singing, and pupils composing and performing their own music. Well-chosen activities deepen pupils' knowledge and understanding of music. For example, Year 5 pupils listened to contrasting pieces of music and compared the lyrics, learning how the melody and beat added emphasis to the words. Lessons are lively and imaginative. Teachers have high expectations of pupils' performance and, as a result, singing is always tuneful and very expressive. Pupils enjoy music, concentrate well and participate wholeheartedly. These positive attitudes enhance learning. Pupils benefit from a very good range of extra-curricular activities, which include recorder groups, the orchestra and the choir. A number of pupils learn to play the recorder, piano, guitar, drums, flute or clarinet, with tuition by visiting teachers.
140. The school places a strong emphasis on music. A regular programme of concerts in the school, events in the community and in London concert halls provides pupils with good opportunities for musical development. Visiting musicians, such as for the jazz workshop and an African children's choir, promote the pupils' spiritual, cultural and social development especially well. The knowledgeable subject co-ordinators have developed a very good new scheme of work, which ensures pupils make progress as they move through the school. The co-ordinators teach all the classes, as well as hymn practice and the extra-curricular music groups. They are well supported by other members of staff and parents. A good system for teaching music in blocks of time and in 45 or 60-minute sessions has greatly enhanced learning, as pupils have time both to practice and perform their music. The tracking of pupil's individual progress and assessment is good. The class teachers observe the pupils during some lessons, making a note of their participation and achievement. The school is well resourced and the instrumental teachers make good use of the group teaching space. Music is a source of great pleasure and social development throughout the school.

PHYSICAL EDUCATION

141. Some aspects of the subject were not observed, but in those seen, standards are above the national expectation by the end of Year 2 and are well above by the end of Year 6. This shows pupils achieve very well by the time they leave and is good improvement since the last

inspection. The school offers a wide range of activities, including those at lunchtime and after school. This, together with the very good quality specialist teaching, supports pupils' achievement well.

142. In Year 1, pupils can run within the lines on a track and know that their speed will be reduced if they look around while running. By Year 2, in swimming, pupils are confident in the water and make good use of the opportunity to practice their swimming technique. They can push and glide accurately across the pool. The higher attaining pupils are more controlled in their movements and can swim with more speed and less splashing. Pupils who found swimming more difficult also made good progress.
143. By the end of Year 6, nearly all pupils swim very well. In a well-taught swimming lesson, most Year 3 and 4 pupils swam the front crawl, although some pupils' movements were less controlled and hands were opened rather than cupped. Most pupils can throw a ball over a distance of 15 metres, with the higher attaining pupils throwing further and with more accuracy. By Year 6, pupils know the correct techniques for long jump and high jump and make good use of peer observation to improve within a lesson. This helps them to achieve very well. Pupils carefully select and make good use of resources, for example for practising the high jump. Pupils are very aware of issues surrounding health and safety, such as the need to warm up, and are beginning to evaluate their own performance over time.
144. Teaching is good overall and very good in the lessons taught by specialist staff. Teachers' expertise is good and they explain and demonstrate techniques effectively. The use of a specialist instructor for swimming means that pupils learn more quickly and achieve very well in this aspect. The higher attaining pupils are suitably challenged and often support the lower attaining pupils in developing confidence. The effective breakdown of skills into smaller steps for this group means that all pupils continue to succeed and make progress within each lesson. Activities are designed to cover a range of skills and development, such as throwing and jumping. The range of activities covered throughout the school ensures that pupils develop their personal performance well and understand their contribution to team achievements. This helps to support high standards. Pupils throughout the school approach activities with enthusiasm and are keen to improve their personal best. Pupils' attitudes to learning are often very good. This is also seen in their involvement in extra-curricular activities, where attendance is very good and pupils are eager to apply and develop their skills.
145. The curriculum is very good, providing very effectively for all aspects of the subject, including dance and gymnastics. Some pupils are beginning to track their own progress, such as recording the distance jumped. Although this assessment strategy is in early stages of development, pupils are now well placed to begin to set their own targets and improve on their personal best in athletics. The subject is well led and the co-ordinator plans a greater focus on the monitoring of teaching and learning. The outdoor facilities, including the swimming pool, are very good and contribute significantly to learning. The subject is very well resourced and equipment used very effectively throughout the school day. For example, the use of small apparatus, such as cones, skipping ropes and hockey sticks is very good at lunchtime. Pupils used the equipment appropriately and safely.