

INSPECTION REPORT

LYNE AND LONGCROSS CE INFANT SCHOOL

Lyne

LEA area: Surrey

Unique reference number: 125137

Headteacher: Jane Currie

Lead inspector: Peter Lewis

Dates of inspection: 1 – 3 March 2004

Inspection number: 260617

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	5 – 7 years
Gender of pupils:	Mixed
Number on roll:	47
School address:	Lyne Lane Lyne Chertsey
Postcode:	KT16 OAJ
Telephone number:	01932 872811
Fax number:	01932 872327
Appropriate authority:	Governing Body
Name of chair of governors:	Paul Crisp
Date of previous inspection:	27 March 1999

CHARACTERISTICS OF THE SCHOOL

The school serves a mixed rural area near Chertsey in **Surrey**. It is much smaller than other primary schools with 47 pupils who come from a range of social and economic backgrounds. A very small proportion come from minority ethnic families and nearly all pupils speak English as their first language. The percentage of pupils claiming free school meals is below the national average. Pupils starting school this year have attainments that are generally average although in previous years the range has been broader with many starting school with attainments that were below average. The proportion of pupils having special educational needs is higher than average at just over 31 per cent. Although some of these pupils have significant difficulties, most are a little behind their peers and only one has a Statement of Special Educational Needs at present. The percentage of pupils leaving or joining the school at other than the normal time is about average.

Between the resignation of the previous headteacher and the current headteacher taking up post in January 2002, the school experienced a period of considerable disruption. As a result, standards of attainment and of teaching at Year 2 declined dramatically and, when the headteacher joined the school, considerable effort had to be put into making sure that policies and planning were rapidly introduced.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21351	Peter Lewis	Lead inspector	English Science Information and communication technology Design and technology Music Physical education
9519	Judi Bedawi	Lay inspector	
23385	Beryl Richmond	Team inspector	Foundation Stage Mathematics Art and design Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good** standard of education and is committed to improvement. This is as a result of strengths in the leadership and management which are **good** and in the teaching, much of which is also **good**. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good overall as a result of good teaching.
- Pupils' attitudes and their behaviour and personal development are good which has a positive impact on their learning.
- There is not enough planned development of literacy, numeracy and information and communication technology (ICT) skills across subjects.
- The good range of assessment information is not yet used well enough by subject leaders and class teachers to plan and evaluate pupils' learning.
- The links established with parents are very good.
- The leadership provided by the headteacher is very good and has helped the school move forward rapidly.
- Although subject leaders have a satisfactory understanding of some features of their subjects, their knowledge of standards across the school is insufficient to ensure clear development planning.

The improvement since the last inspection is good. Following a decline in both standards and provision since the last inspection, the present headteacher has provided a clear focus upon improving pupils' learning through rigorous self-evaluation and effective action. As a result, standards have improved, all the weaknesses reported have been addressed and strengths noted at that time have also improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	B	C	D
writing	D	D	C	D
mathematics	D	E	D	E

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

From the table above, standards in reading and writing were average, while standards in mathematics were below in comparison with all schools. Standards in mathematics were well below average when compared with the results in similar schools, while standards in reading and writing were below. This was as a result of a significant disruption to the school's management immediately prior to the appointment of the headteacher and all of the teaching staff two years ago. Since that time, the school has placed a strong focus on improving planning and teaching, particularly in the core subjects. Inspection evidence shows that the school has been successful in raising standards so that by the end of Year 2 standards are now average in speaking and listening, writing, reading and mathematics. Achievement is good throughout the school, and this is also the case for pupils with higher attainment and for those with special educational needs. Children in the Foundation Stage are well supported and this prepares them well for entry to Year 1.

Standards in science and ICT are in line with expectations and are improving as a result of good teaching and planned developments in resources. Pupils with special educational needs receive

good support in class and in carefully planned groups and make good progress in relation to their prior attainment. Potentially higher attaining pupils regularly achieve as well as they should due to the high level of challenge that is planned in much of their work.

Pupils' personal development is good. It is well promoted through the very good provision for their spiritual and social development, the good provision for their moral development and satisfactory provision for their cultural development. Pupils behave well in lessons and at other times and have very positive attitudes to their learning. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching is good overall, with nearly a third that is very good and so most pupils learn well and make rapid progress. This is because very good relationships and interesting activities enthuse them and support their learning well. There is no teaching that is unsatisfactory. Teachers' use of assessment in English and mathematics is **good** and this enables them to plan lessons that fully challenge all pupils, although the school recognises the need to develop assessment further, and to link planning in English and mathematics more clearly with other subjects. The curriculum is clearly based on the requirements for the Foundation Stage and the National Curriculum and is well supported by a range of visits and extra-curricular activities and by **very good** links with the community. Parents support the school **very well** which has a positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**, with some **very good** features. The leadership provided by the headteacher is **very good** because the school's analysis of its effectiveness is accurate and clearly focused on raising standards. As a result, appropriate actions to improve the quality of teaching and learning are clearly identified and this good management has had a positive impact on raising standards. Subject leaders are well supported in their role by the headteacher. Because they are relatively new to their leadership roles, the school recognises that more needs to be done in order to enable them to evaluate the effectiveness of their subjects and to plan appropriate action. Governors have a **satisfactory** understanding of the strengths and weaknesses of the school and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an exceptionally positive view of the school and have no significant concerns. Pupils who were spoken to during the inspection thoroughly enjoy being in the school, feel that they are encouraged to work hard and know that they are well supported and looked after.

IMPROVEMENTS NEEDED

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

- develop curriculum planning so that it identifies specific activities that pupils will undertake that are related to learning objectives for all pupils and in all subjects;
- specify the objectives related to English and mathematics that are to be taught in subjects across the curriculum;
- develop assessment and its recording so that is consistently used to inform and modify teachers' planning;
- extend the role of subject leaders so that they have a clear understanding of standards, achievement and provision across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is **good**. In the reception class that is paired with part of Year 1, achievement is frequently **very good**. Standards are **average** in English, mathematics and science by the time pupils are seven. The achievement of pupils with special educational needs is **good**, as it is for those with higher attainment, because of teachers' high expectations of them.

Main strengths and weaknesses

- Standards have risen overall in English, mathematics and science.
- There is insufficient planned use of skills in English, mathematics or ICT to support learning in other subjects.
- Pupils' achievement is now good in English and mathematics as a result of strengths in teaching and assessment in these subjects.
- The use of assessment to plan appropriate work for pupils in other subjects is less well developed.
- Pupils with special educational needs receive good teaching which has a positive impact on standards.

Commentary

Foundation stage

1. Children enter the reception classes with attainment that is around average, although they have a wide range of personal needs. Overall, children achieve well and, as a result, are likely to achieve the Early Learning Goals in their personal, social and emotional development, communication language and literacy and in their mathematical development, by the time they enter Year 1.

Results in national tests

2. The results of the 2003 national assessments for pupils in Year 2 showed a drop from the standards noted in the last report. Standards in reading and writing were below average and, in mathematics, were well below average when compared with similar schools which demonstrated an improvement in all three subjects from the results achieved in 2002. The trend in the school's results was above the national trend over the last three years. Results in these tests were improved for two reasons:
 - appropriate action had been taken to address weaknesses in assessment and in teachers' planning which had a positive impact on their learning, and
 - the introduction of rigorous evaluation procedures allowed the school to plan for improvement in a clear and focused way.

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

Standards in:	School results	National results
reading	16.2 (16.5)	15.7 (15.8)
writing	14.9 (13.5)	14.6 (14.4)
mathematics	15.9 (14.9)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

Inspection findings

3. Pupils throughout the school achieve well as a result of skilled teaching and the impact of clear strategies for improvement recently introduced by the school. Inspection evidence confirms that standards have risen to average in English, mathematics and science at the end of Year 2, although there remain some weaknesses in the standard of pupils' writing which the school has recognised and has begun to address. Pupils with special educational needs are well supported and, because of this, achieve well in relation to their prior attainment. In a similar way, lessons are planned to cater appropriately for those with higher attainment and, as a result, their achievement is good also. The focus on improvement since the appointment of new teaching staff in September 2001 and the new headteacher in January 2002 has rightly been placed on securing improvement in standards in reading, writing and mathematics. These initiatives have also led to improvements in standards in science and ICT although the school recognises that further improvement is required particularly in relation to planning and assessment. Because of timetable constraints, it was not possible to make a judgement about standards or provision in other subjects.
4. There are some opportunities for pupils to apply their literacy and numeracy skills in subjects like science, history, geography and religious education but these are not planned sufficiently for a positive impact on standards to result. In a similar way, pupils' use of ICT to support learning in other subjects is limited, which has a negative impact on their achievement.

Pupils' attitudes, values and other personal qualities

Pupils enjoy school and have **good** attitudes to learning. Pupil behaviour is **good** and their relationships are **very good**. Pupils' spiritual and social development are very **good**; their moral development is good, and their cultural development is **satisfactory**. Attendance and punctuality are **satisfactory**, significantly improved since the last report.

Main strengths and weaknesses

- Pupils are eager learners, whose behaviour is good because they keep their '*school promises*'.
- The very good inclusive relationships are successfully impacting on pupils' personal qualities, building confidence and social skills.
- The school continues to work hard at improving attendance.

Commentary

5. Pupils like learning, being keen to know more. They respond well in discussions questioning their teachers to gain information. They listen carefully, following instructions well. Pupils work together with friendly co-operation, exploring learning by sharing ideas and helping each other. Their concentration is good and they are proud of the work that they produce. The reception children enjoy well-planned activities and are building very positive relationships and social skills, like taking turns. Pupil behaviour is good in lessons and at play. The school has developed very effective behaviour systems that are thoroughly understood. For example, there are no rules, because they can be broken; instead there are '*school promises*', because promises are kept. The pupils almost always succeed, even though several find behaving well all the time a real challenge. At play, pupils mix together easily and happily, older ones look after younger ones, sharing games or quieter activities. Parents are delighted with the way that their children behave and learn.
6. The quality of pupil's relationships is very good. The school welcomes all pupils whatever their ability, social or ethnic background or personal circumstances. Positive spiritual, moral and social attributes like tolerance, honesty and openness are embedded in the way the school operates, with pupils treating each other fairly and equally so that social and racial harmony is very good. Pupils celebrate each other's strengths, in assemblies, or through rewards like the weekly '*Star Trophy*', so that they gain in confidence and self-esteem. To mark the end of their

time in school and in recognition of their increased maturity, Year 2 pupils have a sleepover in school, supervised by the headteacher, her staff, governors and parents. This is eagerly anticipated by pupils. The importance of being part of a supportive Christian community is well established and shared. For example, the school song, 'We are the Children!' adapted by the pupils, was sung joyously, complete with hand actions, to end an assembly.

7. Attendance and punctuality are satisfactory. This represents a significant improvement since the last inspection. The school works hard to remind parents about the importance of sustained attendance and has introduced pencil case prizes for improvement and awards for punctuality, which although improved still occurs, often because parents have to take older children to different schools. The expertise and involvement of the educational welfare officer is valued.
8. Pupils' cultural development is satisfactory. Pupils are starting to learn about their own and other heritages and cultures, particularly in music and art, evident from art displays based on the work of Clarice Cliff, Mendhi patterns and work on Aboriginal art. Taped music from different countries quietly plays in the corridors. In lessons, further links are to be developed. There are more visitors since the last inspection. The school is keen to expand its cultural education.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.5
National data	5.4	National data	0.4

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

Exclusions

There have been no exclusions at the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education overall. Pupils at in Years 1 and 2 consistently achieve well because they are taught well. Children in the reception classes achieve at an appropriate level. A **satisfactory** range of cross-curricular links is planned and the curriculum is supported well by a good range of visitors and the very good range of extra-curricular activities that are provided. Following improvements to the buildings, the school's accommodation is **very good**.

Teaching and learning

Teaching is **good** throughout the school, with much that is **very good**. This marks an improvement over time since the last inspection. The school has passed through a period when it had difficulty in recruiting staff and this was compounded by the absence of a permanent headteacher until January 2002. A clear focus on improving the quality of teaching and learning through support and training has now had a positive impact on pupils' achievement. The school recognises that more remains to be done, and has clear plans in place to improve further. Pupils' progress is assessed thoroughly in English and mathematics and the information available is used well in planning how to move pupils forward.

Main strengths and weaknesses

- Teachers have high expectations.
- Good support from skilled and experienced learning support assistants helps pupils to move forward.
- There is good inclusion of pupils with special educational needs and those with higher attainment.

- A good range of assessment information is used consistently in planning work in English and mathematics, but is less effectively used in other subjects.
- In the best lessons there is a good use of questioning to challenge pupils.
- Staff work very well as a team.

Commentary

9. The table below indicates the quality of teaching seen across the school. Where teaching is satisfactory rather than good, there are some weaknesses in teachers' subject knowledge which result in a slower pace or in tasks that do not fully stretch all pupils. The school has recognised this as an area for improvement and has an appropriate range of plans in place to ensure that all teaching is of the best quality. Parents and pupils are very positive about the teaching staff. Pupils especially feel that their teachers help them to learn well.

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	6	2	0	0	0

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

Common strengths

10. The best lessons share some common strengths that support the quality of pupils' learning very well. Teachers make use of a broad repertoire of styles that allow pupils to understand what is expected and fully engage them in activities and discussion. These lessons are run at a very good pace and with clearly stated high expectations that stretch all pupils. Good support from skilled and well-informed learning support assistants means that those with special educational needs have opportunities to work in small groups with adult help. Very good questioning and discussion enables pupils to think carefully and develop their understanding while considering the contributions made by other pupils. Teachers apply the school's behaviour policy and expectations well, which enables all pupils to learn.

Consistently good and very good teaching in Reception and Year 1

11. Good teaching was observed in both classes during the inspection and a significant strength of the school is the high percentage of good and better teaching observed in the paired reception and Year 1 class and this is a significant factor in the rising standards. The quality of teaching of children aged under five is good overall in each area of learning and is generally good in relation to their social development. In the best lessons in both classes in Years 1 and 2, the teachers used good subject knowledge to challenge all pupils through activities and questioning directed at individuals and the whole group. Tasks were accurately planned in relation to pupils' abilities and teachers had the confidence to adapt the planned activities in response to the work that pupils were doing, which promoted rapid learning for all groups.

Good teaching in English and mathematics

12. In both classes English is taught well. Teachers have secure subject knowledge and use this to provide a variety of stimulating lessons that motivate and, in the best examples, inspire pupils. Teaching in mathematics is good overall. This was because the work is challenging for pupils of every attainment. Class teachers and learning support assistants work well in ensuring the right level of support for all pupils. The most able pupils are well challenged in English and mathematics as a result of teachers' good subject knowledge, and the way in which assessment information is used to make subsequent learning precise. The school recognises that greater emphasis is required in planning to apply the skills acquired in English and mathematics to other subjects of the curriculum.

Assessment

13. Assessment procedures have improved since the last inspection. Pupils are tested frequently in English and mathematics. The statutory test results are thoroughly analysed so that all staff have a clear picture of pupils' attainment. This data is used rigorously in planning subsequent work. Tracking systems are developing well and, because they are focused on the progress that pupils make, they are used well to help teachers in planning future work. Accurate lesson evaluations support teachers well in identifying strengths and gaps in learning and are used well in planning subsequent work. Generally, teachers give pupils good verbal feedback on their work, and the marking of work is usually helpful in giving pupils a clear picture of whether they have learnt what was intended. Very good whole-school expectations for how teachers' day-to-day assessment is recorded are linked to the targets that show the expected learning. Examination of pupils' previous work and teachers' planning shows that assessment information is used less consistently in subjects other than English and mathematics. The school has recognised this and has already begun to take action in, for example, science. Assessments are used well in planning appropriate work to extend the most able pupils and those with special educational needs.

The curriculum

The overall curriculum is **good**. **Very good** extra-curricular provision enriches the curriculum well. The accommodation is **very good**. Staffing is **good**. Resources are **satisfactory**.

Main strengths and weaknesses

- The school plans a wide variety of interesting activities that are meaningful to the pupils.
- It has developed its curriculum well to meet the specific needs of its pupils.
- The provision for personal, social and health education is very good.
- The provision for children in the reception class is good.
- The provision for pupils with special educational needs is good.
- All pupils have equal access to the curriculum.
- Learning objectives are not always sufficiently precise in planning in subjects other than English and mathematics.
- Pupils are prepared very well for transition to later stages of learning.

Commentary

14. The curriculum is broadly based and meets the requirements of the National Curriculum. The quality and range of learning activities are good. The national strategies for literacy and numeracy have had a positive impact in raising pupils' standards. The curriculum is enriched well by a range of extra-curricular activities including sports, arts and music clubs. A range of visits that support many subjects make learning more interesting and meaningful for pupils. The school has been supported by a Beacon School to develop the planning of its curriculum in order to meet the needs of pupils in mixed age classes. It operates a three-year rolling programme of topics and plans for the progression in skills at the medium-term and short-term stage. Learning objectives in some lessons are not yet sufficiently focussed in order to ensure that all pupils learn effectively and their learning can be assessed. Teachers look for cross-curricular links whenever possible when planning work but there is no whole-school approach to this and, as a result, opportunities are coincidental rather than planned.
15. The curriculum for the children in the reception class is good. The teacher plans a wide range of appropriate activities to enable the children to learn effectively. The school recognises that planning documents still need to be developed to plan more clearly for the children's learning in the outside area.
16. The provision for pupils with special educational needs is good. There are clear individual educational plans and staff are well informed and monitor the gains made by individual pupils

closely. Teachers and support staff work together closely to ensure consistency of provision; as a result, the contribution made by support staff is very effective. The special educational needs co-ordinator (SENCO) is very knowledgeable and ensures that the annual reviews are carried out in accordance with the current Code of Practice, and that parents are well involved in planning and reviewing their child's attainment and personal development.

17. The school includes very good provision for personal, health and social education, which includes circle time and citizenship.
18. Pupils are prepared well for both the transition from the reception class to the infant stage of learning and when they move on to junior school. The school has established many effective links with a range of different junior schools.
19. The school's accommodation is very good. There is plenty of space both inside and outside the building and the school is constantly updating its accommodation and looking for improvements. The school is bright, attractively decorated and clean. Careful planning of the effective use of space has ensured that the maximum possible use of the space has been made. The outside areas have been carefully planned and have useful playground markings, covered areas and appropriate resources. Staffing is good. Well-trained teaching assistants provide good support for pupils with behavioural, educational and language difficulties, ensuring that they are included in all learning and enabling the teachers to meet their needs effectively. Resources are in good condition, well organised and relevant to the needs of the pupils.

Care, guidance and support

The quality of care, protection and welfare that pupils receive is **very good** and a **significant strength**. The advice, guidance and monitoring to support pupils' academic progress is **satisfactory** with **strengths** in pastoral support and monitoring. **Good** notice is taken of pupils' views and wishes.

Main strengths and weaknesses

- Pupils are cherished and very well cared for.
- Arrangements to help new pupils to settle are very good.

Commentary

20. The pupils are happy and settled because very good attention is paid to their care, support, protection and welfare. The headteacher sets a high priority on looking after and cherishing every child, as do staff, who know their pupils very well. Pupils know that they are valued as individuals and trust the known adults who help them, receiving prompt attention when needed. Pupils' views are acted upon well; they chose the colours for their classrooms and the school corridors and are proud of the vibrant atmosphere that has been created. A school council representing all years is newly established. The designated person is due to have updated training on child protection issues and staff are aware of basic procedure. The child protection policy, which is not signed or dated, is due for review to include new guidance. There is good awareness of health and safety matters. Parents are rightly pleased with the quality of care that their children receive.
21. There is a very good induction programme that is initiated a whole year before children enter the reception class, involving home and school visits. By the time of admission, children and their parents know the school and staff well and this enables a smooth transition into formal education. The school is proud to have a number of pupils from Traveller families and treats them equally to all other pupils, involving them and their families fully in school life. If any kind of additional support is needed, perhaps to cover missed work, then it is provided. Pupils who arrive at other times of the year are very well supported, looked after by staff and provided with a pupil friend to help them settle in to school life and routines.

22. The monitoring of academic progress is satisfactory overall. Much information is acquired when children first start school and is used very effectively to assess their learning needs. The way that any special educational needs are identified early and quickly is a good example. Staff have been well led by the headteacher in developing assessment systems that have proved effective in raising standards in English and mathematics, as their initial focus on improvement. Although staff do know their pupil's abilities and achievements in other subjects, this is not always translated clearly into written planning or linked closely enough to National Curriculum levels so that pupils make steady gains and are fully challenged in all lessons and subjects. Pupils' personal development is carefully monitored and recorded. Those with difficulties; for example with behaviour or self-esteem, receive very good support from external agencies such as the behaviour support service, working positively with school and parents to ensure improvement.

Partnership with parents, other schools and the community

The partnership with parents, community and other schools are **very good**.

Main strengths and weaknesses

- There is a strong, mutually supportive partnership with parents.
- Community links are thriving and links with other schools are very good.
- Parents receive good quality information, overall.

Commentary

23. There is a warm and very positive partnership with parents who are keenly interested and involved in their children's education. Parents are extremely supportive of the headteacher and the school's work. No negative remarks were made at all during the pre-inspection parents' meeting, only fulsome praise, and parents expressed no concerns. There is a high degree of mutual support, and the school welcomes and supports its families very well. This is greatly valued by parents who like the friendliness of their small school. In return, parents offer their support through helping in class or on trips. Others are involved with the well-organised Parents Association 'Le Social', with their own newsletter and many events including a 'race meeting', raising considerable funds that are used wisely to enhance pupils' learning.
24. Links with the community are very good, maintained since the last inspection. Although the school is not in a village centre, it is successfully at the heart of many community activities and campaigns. There are close links with the church and families attend regular services to mark festivals like Harvest, returning to the school to enjoy food prepared by their children. Pupils show off their country dancing skills at the village fete and have won prizes for their art at the Royal Chertsey Show. Parents, governors and other community members responded very well to a recent request to help re-site some storage sheds to improve the impressive view from the school and make way for further planned improvements. The school enjoys a very good reputation in the local and wider area.
25. There are strong well-established links with other schools in the area. There is no main 'feeder' primary school, so that pupils transfer to as many as nine different junior schools. The headteacher liaises with every junior school before and after pupil transfer, so that information is shared and records transferred and feedback provided. The pupils themselves are encouraged to keep in touch and many do so, attending school events like the Summer Fair with younger siblings.
26. Parents receive good quality information through the prospectus, the annual governors' report and very regular newsletters. The staff are accessible informally at the end of the day to answer any questions that parents may have. There are also formal opportunities to discuss progress at well-attended meetings. Pupil reports are satisfactory, giving a broad picture of pupils' progress

and clearly identifying what pupils can do. However, there are limited comments on areas needing development and no overall subject targets are provided. All subjects are covered but, in the Foundation Stage, numeracy and literacy are reported upon, whilst in Year 1 most subjects are reported as areas for learning. The school recognises that this requires review.

LEADERSHIP AND MANAGEMENT

Governance of the school is **good**. The headteacher provides **very good** leadership. The school is managed **well**.

Main strengths and weaknesses

- The headteacher has a very clear vision that she shares well with governors, staff and parents.
- Clear objectives are set for development.
- Information about pupils' progress is used well to identify development needs in English and mathematics.
- Governors understand the strengths and weaknesses of the school.
- The roles of subject leaders are insufficiently focused on improving provision.

Commentary

27. The governing body works in close and developing co-operation with the headteacher and staff. It shares a common vision and is committed to further improve the learning opportunities for pupils. Governors understand the importance of maintaining the welcoming, friendly ethos that pervades the school. Committee structures are effectively established and these ensure that all issues are dealt with effectively and efficiently. Governors are involved in writing the school development plan and in monitoring progress against targets set. These are linked to longer-term goals.
28. The headteacher took up post in January 2002. She has led the school very well through a period of rapid change during which morale had to be established while, at the same time, policies and schemes of work across the curriculum had to be introduced, assessment procedures required development and considerable refurbishment of the buildings was begun. At the time of her appointment, the school had two part-time teachers who had themselves only been appointed the previous term and, for part of that term, the senior of these teachers led the school. The school development plan is a carefully constructed document that has enabled change to take place at a planned pace and which has been effective in securing improvement, particularly in raising standards in English and mathematics.
29. The co-ordination of special educational needs is good. The headteacher is the co-ordinator and has a clear overview of all aspects of provision for this area across the school. She works very closely with the well-qualified and experienced learning support assistants for special educational needs and good teamwork is evident. Pupils with special educational needs are very well supported by teachers and by support assistants who are effectively deployed in this respect. The governor designated for special educational needs liaises appropriately with the co-ordinator and is involved in all aspects of this area. Special educational needs provision is given a high priority in the school's development.
30. Day-to-day systems are well established and very well managed by the efficient administrative officer. Statutory requirements are met when budgets are set. The headteacher and governors are supported very well by the local education authority, during the absence of the school's finance officer, overseeing efficient systems of financial management and ensuring that they have the necessary information to prioritise when making spending decisions. The expenditure per pupil is broadly in line with the average cost for schools of this size. Governors identify and wisely plan for expenditure in relation to future developments.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	213,764
Total expenditure	213,502
Expenditure per pupil	3,882

Balances (£)	
Balance from previous year	29,445
Balance carried forward to the next	29,707

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the Foundation Stage is **good**.

31. When children enter the reception class, their levels of attainment are average overall, with a significant number of children who have above average attainment. They **achieve well** in all areas of learning because the quality of teaching and learning is always at least **good and often very good**. Overall, children of different prior attainment make good progress in the reception class and they are prepared well for transfer to Year 1. This is a two-class school with about half of the present Year 1 pupils in each class. The school works very closely with parents in deciding which class will best suit their children after the reception year. However, although assessment is satisfactory overall, there are currently not sufficiently detailed records of children's progress in place. The teacher plans a range of interesting and relevant activities to meet the children's needs. The children make good progress overall, but particularly in their social and personal skills. Staff are very good role models for the children and manage them well. There is a good ratio of adults to children to ensure that children's needs are met and they work well as a cohesive team. The leadership and management of the Foundation Stage are good. The coordinator is knowledgeable and has a clear vision about the development of this stage of learning. The curriculum planned for the children is good but the documentation does not include planning for the outside activities. The children benefit from an interesting and exciting outside area, which has been covered since the last inspection so that children can use it whatever the weather. There is a good range of outside equipment and children have access to the main playground on a rota basis where they can ride on the trikes. The teaching team work very effectively with parents whom they value as key partners in their children's education.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Children make very good progress in this area of learning and are in line to achieve the expected goals by the end of the reception year.
- Children are happy and want to come to school because staff work hard at establishing very good relationships with them.
- Children understand what is expected of them in terms of behaviour.
- Children are encouraged to choose activities, share and cooperate.

Commentary

32. Children settle into the reception class well because there are established routines, a consistent approach to behaviour management and plenty of interesting things for them to do and to learn. Planned activities encourage children to play and cooperate together from the start. The children are friendly and share equipment without making a fuss. They choose activities well for themselves. The children's behaviour was consistently very good throughout the inspection. They listen well, speak to each other and adults in an appropriate way, enjoy playing together in the outside area with enthusiasm, curiosity and imagination and participate very well in everything that their teacher has planned for them. They have a very good opportunity to develop their negotiation skills by participating in the play bus in the main playground.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **good**.

Main strengths and weaknesses

- Children are encouraged to develop their speaking and listening skills through role-play.
- Adults do not always give enough support to children, who find learning more difficult, in whole class situations.

Commentary

33. Children's language skills range from low to above average when they enter the reception class. Children's listening skills develop quickly as adults talk to them and use simple questioning techniques, which encourage the children to respond. Many children are now speaking confidently. They enunciate clearly and are developing a good range of vocabulary. The teacher clearly identifies the specific vocabulary being taught in lessons and this is usually reinforced well by her and the teaching assistant but is usually not displayed for the children. There is a good emphasis on learning letter sounds and names both in planned sessions and when opportunities arise. However, in phonics sessions some children are unable to keep up and there is insufficient support given to them at this time. All children are given regular opportunities to write. However, some of the presentation of the children's work is not as good as it could be. About half the children are expected to achieve the goals for this area of learning at the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teacher plans a wide range of interesting activities, including ICT, to support learning.
- Many children are in line to achieve the expected goal at the end of the reception year.

Commentary

34. The teacher plans a range of interesting activities to promote mathematical understanding. There are many resources and displays to help children learn, like number lines, puzzles and number tracks both inside and outside the classroom. There is a good emphasis on modelling the specific mathematical language to be learnt and encouraging the children to use it. Children participate in good practical activities and use computer programs well to develop their understanding of, for example, addition and subtraction. The teaching team use both planned opportunities and opportunities when they arise well to encourage children to count. Children's knowledge of time is reinforced very well at the start of each day, when they participate in writing the day and date on the class board. By the time these children will be in Year 1, many will achieve the standard expected for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The teacher provides a good range of activities to enable children to learn about the world around them.
- Good use is made of ICT to promote learning.

Commentary

35. The teacher plans a good range of interesting activities both inside and in the outside area to stimulate children's interest and enhance their understanding. Children have been sorting living

and non-living things, investigating sound and describing the qualities of materials. The teacher plans well for the use of ICT to enhance pupils' learning. Children's keyboard skills indicate that they are confident for their age in using computers. Teachers plan good opportunities through role-play, for instance in the running of the class shop. The outside play area for the children is organised well to promote children's curiosity and enquiry skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Most children are in line to achieve the expected goals at the end of the reception year.
- Good use is made of the outside area.
- Good opportunities are planned to develop fine motor skills, like cutting with scissors, writing with a pencil and manipulating play dough.

Commentary

36. There are good planned opportunities for the children to play outside and to participate in activities that contribute well to their physical development. For example, children ride on trikes and have plenty of room to run around. They have the opportunity to use large construction equipment to build structures associated with their imaginative play. The outside area is well equipped. The teacher plans regular opportunities for pupils to develop their fine motor skills, like writing with a pencil and cutting with scissors, both in planned group activities and through other opportunities when children can choose their own activity. Children had a good opportunity to squeeze, roll and shape play dough to make a range of different animals for the farmyard.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are learning to sing well because of regular opportunities to sing.
- There is a good range of opportunities to draw, paint, and make collages and items, like masks.

Commentary

37. By the end of the reception year, it is expected that about half of the children will attain the standards expected for their age. There are many regular opportunities for children to participate in singing and to listen to music. There is a good range of creative work on display in the classroom including collage, paintings and aboriginal style masks and boomerangs. This latter work contributes well to their cultural knowledge. The teacher gives the children many good opportunities to develop their imaginations through role-play both inside and outside the classroom.

SUBJECTS IN KEY STAGE 1

English

Provision in English is **good**. This picture reflects an improvement since the last inspection.

Main strengths and weaknesses

- Teaching is good and pupils are achieving well.

- Assessment, tracking and target setting procedures are good and help teachers match work well to the needs of the pupils.
- The subject leader manages the subject well and leads by example.
- The use of English to support learning in other curriculum areas needs to improve.

Commentary

38. National tests in 2003 indicate that standards at the end of Year 2 were below average in all aspects of English when compared with similar schools. However, inspection evidence indicates that standards at the end of Year 2 are now average in speaking and listening and reading and in writing.
39. Several factors have contributed to the recent improvement in standards. Staffing is now stable, assessment procedures have been introduced and are well used, teachers plan effectively, they match work well to the needs of the pupils and their expectations are high. In addition, effective programmes of work have been put in place, supported by teaching assistants, to give extra support in reading to pupils both with special educational needs and those who need support in a small group to increase their confidence. Individual targets are set and shared with pupils and these are closely monitored.
40. Teachers' presentation is often lively capturing the pupils' interest and encouraging them to respond to questions and become fully involved in the lessons. In the best lessons, teachers are skilled at asking questions that encourage the pupils to justify and explain and also often ask them to discuss issues with a partner before responding to the class. All these activities impact positively on their speaking and listening skills.
41. Resource provision to support the teaching of reading is satisfactory. The school library is used well as a base for reading activities and for selecting non-fiction books to support learning. Displays in the library and around the school engage pupils well with questions clearly displayed encouraging pupils to read and respond. Teaching assistants offer good support. Because of these features, pupils have positive attitudes to reading. They understand the difference between fiction and non-fiction and are keen to talk about their favourite books. Home/school records are well maintained and contain useful comments that will guide parents when listening to their children read at home.
42. Standards in writing are around the nationally expected level, although continuing to raise them is a top priority for the school. Additional time is allocated to practice writing skills and staff give additional support to groups of pupils in Year 2. Scrutiny of work indicates that this extra support is making a difference and pupils are achieving well, especially since the beginning of this academic year. Staff take opportunities to encourage writing for a purpose in subjects across the curriculum but these instances are coincidental, rather than planned in relation to identified literacy targets. At present, computers are infrequently used to support pupils' written work, although some examples of this were seen. Marking is good as teachers indicate clearly what the pupil needs to do to improve and individual targets also state clearly what the pupils need to do to raise standards further.
43. The subject leader is effective and is keen to achieve higher standards. She has begun to monitor the standard of writing across the school and her good understanding of the use of assessment places the school in a strong position to achieve the targets set.

Language and literacy across the curriculum

44. Staff ensure that pupils have some opportunities to use their literacy skills in other subjects. However, there are still too many worksheets used that do little to structure pupils' writing skills in other subjects. Neither do teachers systematically plan to develop writing skills in other subjects by, for example, developing report writing skills in science or factual writing in geography. The school recognises the need to address both of these issues.

MATHEMATICS

Provision in mathematics is **good**. This picture is similar to that seen at the last inspection.

Main strengths and weaknesses

- Standards have improved, and are now average.
- There is good teaching throughout the school characterised by good pace, challenge and high achievement.
- Higher attaining pupils and those with special educational needs are well challenged.
- Pupils' use of mathematics in some other subjects is not planned systematically.

Commentary

45. Standards in mathematics were well below average at the end of Year 2 in 2003 when compared with similar schools. Following a period of turbulence, leadership and staffing are now stable and this has enabled the school's good planning and support procedures to work effectively. Assessment procedures are good and teachers plan collaboratively. Individual targets are set and shared with pupils and these are closely monitored, and there is clear evidence that test results are set to improve this year. The quality of teaching and learning is now good and this is raising the attainment of all pupils. As a result, standards in Year 2 are about average, reflecting the good achievement that is made.
46. Teaching is good throughout the school. In these lessons the work was challenging and the good support of the learning support assistant ensured that pupils of lower abilities achieved well. Higher attaining pupils were working at levels above those expected nationally. Very good use of discussion frequently supported the pupils' learning.
47. Teachers group pupils to help ensure that work is pitched at the right level and plan work for different abilities within their classes. This ensures that all are challenged sufficiently and pupils consistently achieve as well as they can. Pupils take care and pride in their work. Their confidence in early number facts helps them to tackle increasingly challenging mathematical tasks. The school has identified its more able pupils and makes good provision for them. They are given a real sense of challenge to achieve high standards.
48. Good teaching in the school is characterised by the good pace of teaching and learning. Lessons are brisk, but pupils are given sufficient time to think and reflect. The amount of work they cover in lessons is good and all pupils try hard. Practical approaches work well, particularly for those pupils with special educational needs. The quality of teaching and learning is now good and this is raising the attainment of all pupils. This is an improvement since the last inspection when standards were judged to be sound. The subject is managed well, with the newly appointed subject leader being well-supported by the headteacher. This arrangement has enabled the subject leader to develop her monitoring and planning skills while ensuring that all teachers are familiar with the subject and confident in how to teach it.

Mathematics across the curriculum

49. The school has a good range of planning in place to begin to identify opportunities for pupils to develop the skills they have learnt in mathematics within other subjects of the curriculum. However, such opportunities are not planned systematically into other lessons, such as science or geography. This means that pupils do not practise, consolidate and improve their mathematical skills in other subjects as much as they might.

SCIENCE

Provision in science is **satisfactory**. This picture is similar to that seen at the last inspection.

Main strengths and weaknesses

- Standards at this point in Year 2 are broadly average.
- Achievement overall is satisfactory.
- A small number of pupils, who are capable of higher attainment, are not consistently challenged to an above average standard as assessment is not used to best effect.
- There is insufficient development of writing, numeracy and ICT skills in science.
- A good range of plans are in place which have the potential to improve standards further.

Commentary

50. In the Key Stage 1 teacher assessments in 2003, pupils' attainment was well below average at Level 2 and at the higher Level 3 which represented a fall since the previous inspection.
51. Pupils currently in Year 2 are in line to achieve average results by the end of the year as a result of the generally good teaching in Years 1 and 2, and the teachers' good emphasis on scientific knowledge in lessons. From the small amount of work seen in scientific enquiry, it is clear that the school has yet to develop pupils' skills in investigation. No differences are observed between the achievement of boys and girls or that of pupils with special educational needs.
52. In the parts of lessons seen during the inspection, teaching was satisfactory overall. Taking all the inspection evidence into account, teaching and learning are at least satisfactory and at times better. There is good emphasis on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. Teachers' written plans clearly indicate what pupils are expected to learn although there were examples of teachers planning more challenge for the higher-attaining pupils or changing their planning in the light of what pupils had achieved or had difficulties with. Assessment procedures are not yet sufficiently clear or consistently operated to help teachers identify different rates of learning.
53. The school recognises that there is scope for further development. While there are some examples of the planned use of English and mathematics to support work in science, the school recognises that these are often coincidental and plans to develop its planning in this regard. The management of the subject is good and a good range of appropriate plans are in place, rightly timed to follow developments in literacy and numeracy, which have the potential to secure improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory** which represents an improvement since the last inspection.

Main strengths and weaknesses

- There has been investment in resources and staff expertise.
- ICT is not yet planned effectively to support learning in other subjects.
- Procedures for monitoring and evaluating provision and standards in ICT are developing rapidly.
- The co-ordinator is very knowledgeable and committed to improvement.

Commentary

54. From the one lesson seen, discussion with staff and pupils and a scrutiny of the available work, it is clear that by Year 2, pupils' ICT skills are broadly in line with those expected. In the lesson seen, very good teaching enabled pupils to make rapid progress and achieve well. Although planning identifies the skills to be taught, there is too little consistent use made of the computers in classes. The time available for pupils to use the computers to apply those skills in other subjects is not identified in the school's planning. These features have a negative impact upon pupils' learning and the standards attained.

55. Conversations with pupils and examples of their work show they are confident in using the keyboard to manipulate text and screen images and in using programmable toys but that few have appropriate experience of recording or interpreting data or of accessing the Internet for research and presenting text.
56. The subject is well led. The headteacher as subject leader is very knowledgeable and committed to ensuring the best for the pupils and, to this end, has begun to develop plans for updating the equipment and the range of software. She and the governor linked to ICT have worked effectively in beginning to develop an appropriate scheme of work and assessment. Plans are in place to revise assessment procedures in the near future and there is a very clear vision for future development of the subject in line with priorities identified in the school's overall planning.

Information and communication technology across the curriculum

57. During the inspection little use was seen of ICT outside the direct teaching sessions but other evidence indicates that the planned use of ICT to support learning is underdeveloped. The school recognises that there is a need to further improve provision and standards in ICT as well as formalising planning for ICT to support learning in English and mathematics.

HUMANITIES

In humanities, work was sampled in history and geography but no lessons were seen. It is therefore not possible to form an overall judgement about provision.

58. Teachers' planning in both subjects indicates that a range of visits and visitors play an important part in making the work interesting and relevant. However, from an examination of pupils' work it is clear that there are not enough planned opportunities for skills in literacy to be developed through history and geography. Consequently the range of pupils' writing is limited and learning in these subjects is also restricted.
59. As a whole school, teachers have revised the schemes of work and the co-ordinator has begun to monitor the subjects by checking teachers' planning. However, the school recognises that her role in evaluating standards and the quality of teaching and learning is not sufficiently developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology or art and design but pupils' previous work was examined.

60. **Physical education** is well established in the school's curriculum and pupils have opportunities to explore a good range of activities including gymnastics, dance and games. Football is offered as one of the broad range of after-school clubs. A satisfactory dance lesson was thoroughly enjoyed by pupils during the inspection. There is a good-sized hall for gymnastics and dance and plenty of space outside, including a field. The playground is small but the school has already started to implement plans to extend this area so that pupils will have sufficient space for outside physical educational activities that need to take place on the playground rather than on the field.
61. **Music** is part of school life and pupils have the opportunity to hear a wide range of music playing in both planned music sessions and in the school generally. Pupils sing tunefully and with enjoyment in assemblies. They enjoy taking part in singing collectively. Teachers choose music carefully to fit in with assembly themes. For instance, 'What have you done today to make you feel proud?' was playing at the beginning of a special assembly when pupils received certificates for being special in different ways. Pupils in Year 1 and 2 participated enthusiastically in a very good ocarina lesson. The teacher had planned very well to include all pupils and consequently they were all challenged well and attained as high a standard as they were capable of.

62. Pupils are introduced to a wide range of work in **art and design**, including drawing, painting, collage and three-dimensional work. They have studied the work of Clarice Cliff and designed plates based on her designs. As part of their work on art from different cultures they have made aboriginal masks and boomerangs. The two classes work on the same art topics and plan together. However, the planning is not precise enough in terms of the expectations for pupils' work for pupils of different ages and prior attainment and consequently in the lessons observed the outcomes were often similar.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the school's work so it is not possible to make a secure judgement about provision.

Commentary

63. The school places a very high emphasis on pupils' personal development. There are opportunities embedded in all the work of the school to enable pupils to develop into confident, healthy and motivated individuals who want to learn and succeed. They benefit from an enriched curriculum that gives them many opportunities for learning beyond the school in terms of clubs, visits and visitors. Time is taken at register time to settle pupils so that they are ready for work. Pupils listen to music at the beginning of the afternoon in order to calm them down after lunchtime play. The school has thought carefully about how it arranged its lessons so that there is a 'creativity slot' between the other two morning sessions, which are usually mathematics and literacy. The school has a literacy week on head lice, when pupils have the opportunity to use specific resources that support this topic and discuss relevant issues openly. The provision for pupils' spiritual, moral, social and cultural development is good. The consequences of this provision are seen throughout the school, where the pupils work and play together in harmony. The School Council works well. All pupils have the opportunity to contribute their views to their representatives and changes have taken place in school as a result of the pupils' suggestions. For instance, School Council members surveyed all pupils to see which fruits and vegetables they would prefer to eat during the day and account has been taken of their preferences. The school has whole-school circle time to enable School Council members to feedback information to the other pupils and also to discuss important issues like 'stranger danger' together. Because so many of the pupils' parents actively support the work of the school, their children have very good role models of citizenship in action.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).