

INSPECTION REPORT

DORMANSLAND PRIMARY SCHOOL

Dormansland, Lingfield

LEA area: Surrey

Unique reference number: 124986

Headteacher: Mrs J Cowley

Lead inspector: Mrs H Bonser

Dates of inspection: March 7th - 9th 2005

Inspection number: 266741

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 201 |
| School address: | Clinton Hill Dormansland Lingfield Surrey |
| Postcode: | RH7 6PE |
| Telephone number: | 01342 832359 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr R Charlton |
| Date of previous inspection: | February 1 st – 3 rd 1999 |

CHARACTERISTICS OF THE SCHOOL

The school draws most of its pupils from the village of Dormansland. They come from a wide variety of backgrounds, although the majority are relatively advantaged. Children's attainment on entry to the school varies from year to year but is average overall. Twenty per cent of the pupils are identified as having special educational needs, mainly as a result of learning difficulties. This is slightly above the national average and higher than at the time of the last inspection. At present, two per cent have a Statement of Special Educational Needs, which is about average. Very few pupils come from ethnic minority groups or speak English as an additional language. The movement of pupils in and out of the school during the year varies but is broadly average. There has been a high turnover of teachers in the last two years. The present headteacher took up her post at Easter in 2003. The school received the Investors in People Award in 2002 and a Surrey Parent Friendly Award and the Basic Skills Quality Mark in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 22870 | Hilary Bonser | Lead inspector | English; geography; religious education. |
| 9770 | John Baker | Lay inspector | |
| 14997 | Valerie Emery | Team inspector | Foundation Stage; science; art and design; design and technology. |
| 30705 | Graham Stephens | Team inspector | Mathematics; information and communication technology; history; special educational needs; English as an additional language. |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is good and it gives good value for money. Standards overall are above average. Pupils achieve well by the time they leave the school as a result of good teaching, in spite of the relatively short time that current staff team have worked together. The headteacher, who has been in post since April 2003, leads the school well.

The school's main strengths and weaknesses are:

- Standards in the core subjects of English, mathematics and science are now above average in Year 2 and Year 6.
- Pupils achieve well in these subjects from Years 1 to 6 because they are taught well, although inconsistencies in some aspects of teaching and learning hinder pupils from doing even better.
- The headteacher, governors and all staff work together well as a team and are fully committed to further improving standards in all areas of school life.
- Very good improvements in the provision for information and communication technology (ICT) mean that pupils now achieve well overall in the subject.
- Good provision for pupils' personal development is reflected in the very good behaviour throughout the school and the positive attitudes that pupils have towards their work.
- A good range of interesting activities, the good links with the community and other schools and the very good support of parents all contribute significantly to pupils' learning and enthusiasm for school.

Improvement since the last inspection in 1999 has been good. The school has responded well to the main issues identified then. For example, there has been very good improvement in ICT, higher attaining pupils now achieve well and all statutory requirements are met. In addition, standards, achievement and the quality of teaching and learning have all improved, although the rate of attendance has fallen.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | C | B | A | A |
| mathematics | C | C | D | D |
| science | B | C | C | C |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Results in 2004 fell back in mathematics and science from the previous two years, partly due to some disruption to pupils' previous learning due to changes in teaching staff, although most pupils did well overall compared to their Year 2 results.

Achievement is good overall. In reception, standards are average in relation to the goals children are expected to reach by the end of the year and they achieve satisfactorily overall, with strengths in their personal, social and emotional development and in their knowledge and understanding of the world. In the current Year 2, standards are above average in reading, writing, mathematics and science and achievement is good. Standards of the current Year 6 are also above average in English, mathematics and science. Boys and girls of all abilities are achieving well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils' attitudes are good and their behaviour is very good. The school helps

pupils to show a good level of maturity by the end of Year 6. Attendance has improved so far this year to satisfactory from the unsatisfactory rate last year. However, it is still lower than at the time of the last inspection, mainly due to the number of family holidays taken during the summer term.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good overall. In reception, they are satisfactory overall, with some that is good. In Years 1 to 6, they are good. Teachers use a good variety of methods to provide interesting lessons. In the core subjects, they generally take good account of pupils' differing needs. This helps pupils of all abilities to try hard and learn well. There is already a remarkably common approach to teaching in this new staff team, although some variations remain, for example, in how well pupils are helped to know how to improve their work. The curriculum is enriched well through visits and visitors and a wide range of additional opportunities. This motivates pupils well and makes them eager to learn.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The effective leadership of the headteacher is ensuring that the school successfully pursues its well-planned programme for continuing improvement in spite of the changes of staff in the last two years. Established co-ordinators lead their respective areas well and this has a positive impact on standards. The day-to-day management of the school is good. The work of the governing body is also good and all statutory requirements are met. Governors are very supportive of the school and have a clear and appropriate view of what is needed to move the school forward.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: parents are very satisfied. For example, they feel their children are helped to settle in well, expected to work hard and make good progress. Some feel that they do not receive enough information about their children's progress. The inspectors found the quality of information for parents to be very good.

Pupils: most know an adult they can go to if they are worried and feel that teachers trust them and help them to find out new things in lessons. They feel that other children do not always behave well. The inspection team found that behaviour was very good overall.

IMPROVEMENTS NEEDED

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

- Reduce the remaining inconsistencies in teaching and learning in order to continue raising standards and achievement in all subjects across the school.
- Continue to promote the importance of pupils' regular attendance at school among parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is now good overall. It is satisfactory in the Foundation Stage and good in Years 1 and 2 and Years 3 to 6. This year, standards are above average in English, mathematics and science in Years 2 and 6.

Main strengths and weaknesses

- Pupils in Years 1 to 6 achieve well in English and mathematics and science. Higher attaining pupils now achieve equally as well as other pupils and this is an improvement since the last inspection.
- There has been a very good improvement in standards and achievement in information and communication technology (ICT) since the last inspection although the good progress in religious education has not been sustained.
- In the Foundation Stage, children do well in their personal, social and emotional development and in their knowledge and understanding of the world.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.4 (17.6) | 15.8 (15.7) |
| writing | 16.2 (17.4) | 14.6 (14.6) |
| mathematics | 16.9 (17.6) | 16.2(16.3) |

There were 29 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.8 (27.8) | 26.9 (26.8) |
| mathematics | 26.0 (26.8) | 27.0 (26.8) |
| science | 28.8 (29.3) | 28.6 (26.6) |

There were 24 pupils in the year group. Figures in brackets are for the previous year

1. Results in the 2004 National Curriculum tests at the end of Year 6 were similar to the national average overall, with little difference in the performance of boys and girls. Performance in English showed good improvement from 2003. Performance in mathematics and science fell back to some extent. This was partly due to some disruption to pupils' previous learning as a result of a high turnover of staff and also because several of the pupils in this small class joined the school in Years 4 and 5. The irregular attendance of some pupils also adversely affected their learning. Performance in English overcame these barriers, as there was a strong and successful focus for school development from 2003 on this subject. Year 6 pupils in 2004 nevertheless did well overall in relation to their prior attainment. Over the last five years, Year 6 results have not kept pace with national trends. Staff turnover has contributed to this. In addition, there has been an overall increase in the proportion of pupils with special educational needs in the school since the time of the last inspection. Results at the end of Year 2 in 2004 were above the national average overall, but average compared to similar schools. Results in Year 2 were lower than in the previous year, mainly because there were more pupils with

special educational needs in the 2004 year group, some of whom joined the school after their reception year.

2. In the current reception class, children are likely to exceed the expected standards in their personal, social and emotional development and in their knowledge and understanding of the world and to meet them in all other areas of their learning. In Year 2 and in Year 6 standards are above average in the core subjects of English, mathematics and science. In Year 6, standards in English are not quite as high as in the national tests last year because of variations in the range of ability of the two groups of pupils. Nevertheless, this shows a good improvement since the last inspection, when standards were judged to be average in Year 2 and Year 6. The improvement is largely because a greater proportion of pupils now exceeds the expected standards and this reflects better provision for higher attaining pupils.
3. Records of children's assessments show that standards on entry to the school vary from year to year but are average overall. Children currently in their reception year are achieving satisfactorily overall, as at the time of the last report. Now that children have been settled into school well, some are ready to be extended further in their language and mathematical learning.
4. Individual progress is now tracked carefully across the school from baseline assessments, through the national statutory and optional tests and other annual assessments. This information, together with past work and lesson observations, shows that achievement in Years 1 and 2 and in Years 3 to 6 is good in English, mathematics and science in relation to pupils' prior attainment. This is a good improvement from the previous inspection, when achievement was judged to be satisfactory in all three subjects and unsatisfactory for higher attaining pupils across the school. It is a tribute to the hard work of teachers and effective action of the school, especially in the light of the high turnover of teachers in the last two years. Achievement for pupils with special educational needs is good overall, a similar outcome to the last inspection. Skilled teaching assistants provide very effective help for these and lower attaining pupils. The very small proportion of pupils who speak English as an additional language achieve equally well.
5. The rapid improvement in standards and achievement in English in the last two years has been brought about by a strong and successful focus throughout the school on improving standards in reading and particularly in writing. A number of successful measures have been taken, including the consistent, carefully planned use of high quality texts to promote pupils' writing skills and better continuity in the teaching of phonics to younger pupils. There has also been a good improvement in mathematics this year, as a result of focused school action, for example, in greater challenge for higher attaining pupils, in response to the fall back in results in Year 6 in 2004. The good improvements since the last inspection in the quality of teaching and learning, which are now good in English, mathematics and science, are also contributing to pupils' good achievement and to the improved level of challenge for higher attaining pupils. Effective monitoring of classroom practice has promoted a notably common approach to many aspects of teaching and learning among this relatively new staff team, although some inconsistencies remain. These include, for example, variations in the effective use of group targets and in marking for improvement. The now rigorous tracking of pupils' progress and use of assessment information have enabled the school to identify and focus support on pupils who are not making the expected progress. Additional help is provided for pupils, either individually or in groups, including booster classes for older pupils.
6. Standards in ICT in Year 6, which were below average at the last inspection, have improved to above average and pupils achieve well overall, again as a result of effective school action in the last two years in improving resources and teachers' expertise in using them. Standards and progress in religious education, which were judged to be above those expected at the time of the last inspection, now meet the expectations of the locally agreed syllabus in Year 6 and pupils' achievement is satisfactory. Development in this subject has not been a recent school priority. The fall back is also partly due lack of continuity in pupils' previous learning, resulting

from the high turnover of teachers in Years 4 and 5, and because pupils' knowledge of other world religions is not as well developed as that of Christianity.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good and their behaviour is very good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. Attendance is currently satisfactory.

Main strengths and weaknesses

- All pupils have good opportunities for their personal development and mature well as they move through the school.
- Very good relationships between staff and pupils help to maintain the very good standards of behaviour.
- Attendance has improved recently to a satisfactory level, but is still below the rate of attendance at the time of the last inspection.

Commentary

7. Pupils of all ages are offered good opportunities for their personal development. Reception children are also supported well in developing their personal, social and emotional skills to an above average level by the time they enter the Year 1 class. As pupils move through the school, staff encourage them to undertake responsible jobs such as running the school shop and showing visitors around the school. They also raise money for charities by running games and stalls at school fairs or school events such as Red Nose Day. Older pupils also volunteer to play with younger children and dance with reception children at the school disco. The school council offers further opportunities for those elected to it to develop a sense of responsibility and service to their peers. All classes are involved and older pupils link up with younger ones on a 'buddy system' to help them with their responsibilities. The pupils' social development is very good, because of these wide ranging opportunities and has been maintained since the last inspection. It also contributes to their positive attitudes to learning and their good achievement, for example, in the way that pupils co-operate with each other in lessons.
8. Improvements have been made in spiritual provision since the last inspection and it is now good. All assemblies, although mainly based on moral issues, give pupils opportunities as to reflect on their meaning within their own lives. For example, a story was told to younger pupils about a giant who would not share his beautiful garden. Pupils were asked to reflect on the wonderful things in the world around us that are there to be shared. Cultural development is provided for well by a good range of visits, often including pupils' performances such as those at the Albert Hall and the Dorking Halls. Visitors to the school include story-tellers and theatre companies. The school celebrates events such as The Chinese New Year, but there are limited resources and visitors to reflect the wide range of cultures within this country.
9. Good moral development is supported by the good role models provided by all staff. School rules are firmly established and revised at the start of each school year and then termly. The new personal, social and health education scheme has a strong focus on the development of interpersonal skills. Some parents have concerns about bullying and the school works hard to resolve any incidents that arise. Issues of bullying are talked about openly and pupils are taught how they might mediate to deal with any situations. Class discussions deal well with relationships, feelings and responses. Pupils with special educational needs respond well to the attention and support they receive individually or in groups and as a result also have positive attitudes to learning. Most teachers and teaching assistants are skilled at including these pupils well in lessons in a way that boosts their self-esteem. Teachers promote supportive attitudes between pupils well and have very good relationships with their pupils and this contributes to the overall very good behaviour in the school. Throughout the school, pupils get on well with each other. Break times and lunch times are pleasant occasions. There were no exclusions in the last school year.

Attendance in the latest complete reporting year 2003/4 (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|------|----------------------|------|
| School data | 5.8% | School data | 0.0% |
| National data | 5.1% | National data | 0.4% |

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

10. Attendance for last year was below average when compared with schools nationally. This was partly due to poor attendance in Year 6 last year, but also to the number of family holidays taken during term time, especially in the summer months. The school has clear procedures for non-attendance and parents are aware of these. So far this year, attendance has improved because the school has worked hard to inform parents of the importance of regular attendance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. It is good in teaching and learning and in the curricular provision. The attention given to the care and welfare of pupils is good and the partnership with parents is very good.

Teaching and learning

Teaching and learning are good overall. They are satisfactory in the Foundation Stage and good in Years 1 and 2 and in Years 3 to 6. The assessment of pupils' work is good overall.

Main strengths and weaknesses

- Teaching is now good overall in English, mathematics, science and ICT.
- The commitment and very good teamwork in this new staff team are reflected in the common approach to many aspects of teaching and learning, although some inconsistencies remain that prevent pupils from doing even better.
- There has been a good improvement in the use of assessment information since the last inspection, although the effectiveness with which policies are implemented varies.

Summary of teaching observed during the inspection in 32 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 1 (3%) | 5 (16%) | 21 (66%) | 5 (16%) | 0 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

11. The overall quality of teaching and learning has improved from satisfactory to good since the last inspection, although there has been a considerable turnover of teaching staff since then, especially in the last two years in the reception class and in Years 3 to 6. In the lessons seen, there was no unsatisfactory teaching and the amount of teaching that was good or very good has increased. Effective action by the headteacher, senior management team, English, mathematics and ICT co-ordinators in the last two years, especially through rigorous monitoring and evaluation, has helped to bring this about. Well-planned, ongoing training and support for teachers and teaching assistants and the successful promotion of good teamwork have also made a strong contribution. The enthusiasm, hard work and co-operation between

all staff mean that in spite of the high turnover of teachers in the last two years there is already a clear, common sense of direction among them and a determination to improve further.

12. In the reception class, teaching is satisfactory overall, with some that is good. This gives children a sound start in their learning. In Years 1 to 6, teaching is good overall in the core subjects of English, mathematics and science. It is also good in ICT in Years 3 to 6. As a result, pupils are making good progress in their learning. No judgement could be made in Years 1 and 2 in ICT as no teaching in the subject was seen during the inspection period. It was satisfactory in other subjects where enough teaching was seen to make a judgement. It is clear from the outcomes of pupils' learning that the school's action to increase the level of challenge for higher attaining pupils across the school is already improving their achievement. However, there is still some variation in the effectiveness with which teachers match tasks to meet the differing needs of their pupils. In most lessons seen during the inspection, work was generally matched well to pupils' needs, including higher attainers and those with special educational needs. However, a scrutiny of pupils' past work across all subjects indicated that the same task was often given to the whole class, with an over-reliance on the intervention of the teacher or teaching assistants to provide support or extension.
13. There were strong features in many of the lessons seen. The quality of teaching and learning for pupils with special educational needs is good overall. Close liaison between teachers and the learning support assistants, good planning and assessment contribute to this and help these pupils to do well throughout the school. Teachers are skilled at asking questions that generally include them well, enabling them to take a full and active part in lessons. Teachers use the good links with the local community, as well as a variety of visits and visitors, to make learning interesting and relevant to pupils. They also use a good range of resources well for this purpose, including the skilful use of the interactive whiteboards in each classroom, to deepen pupils' understanding of what they are learning. Teachers making increasing use of planned links between subjects to support pupils' learning. A very good example of this was seen in Year 2, where pupils were learning about the paintings of Van Gogh. This increased their enthusiasm and interest for their learning in their literacy lesson which was based on a text about the life of Van Gogh, seen through the eyes of a child. This contributed to the pupils' good understanding of the feelings of the characters and how these were influenced by different settings in the story.
14. Teachers are successful in helping both boys and girls to develop positive attitudes to their work. This makes a significant contribution to their good achievement. The very good relationships between staff and pupils throughout the school also motivate pupils well and help them to meet the high expectations teachers have of their behaviour and concentration. Parents agree with their children that they are expected to work hard. There was also considerable agreement among pupils in the questionnaire and in talking to them that teachers listen to them and value their ideas. This was evident in lessons throughout the school.
15. Teachers make much better use of assessment information to support pupils' learning than at the time of the previous inspection. This has contributed to the improved achievement. They now use the information from a good range of tests and assessments well in the core subjects to track pupils' progress so that they can intervene at an early stage to help pupils who are in need of additional help or challenge. Good examples were seen of teachers adjusting what they taught in the light of pupils' responses in the previous lesson.
16. There are, however, inconsistencies in the effectiveness with which teachers use their good knowledge of their pupils to improve their learning. For example, teachers use their assessments of pupils' work to set group targets for improvement in English and mathematics. Although these are displayed in classrooms, only in a few, very well taught lessons did teachers focus pupils' attention on them as they worked. Some very good examples were seen of teachers making useful comments when marking work so that pupils knew exactly what to do to improve but this is not yet consistent across classes. Although teachers usually shared the main learning intentions with pupils at the beginning of lessons, often they did not review

and assess pupils' learning effectively in relation to these at the end of lessons or involve pupils in this to increase their understanding of how well they were doing.

The curriculum

The quality and range of learning opportunities in the curriculum are good overall. The enrichment of the curriculum and support for learning outside the school day are also good. Both resources for learning and accommodation are good.

Main strengths and weaknesses

- National strategies and schemes support planning well to help ensure that pupils achieve well especially in English, mathematics and science.
- Opportunities to apply skills taught, for example in English and ICT, in other subjects are not always fully exploited.
- Provision for pupils with special educational needs is good.
- The good number of support staff make a very effective contribution to pupils' learning.
- The curriculum provides good opportunities for enrichment.

Commentary

17. The school has developed a broad and well-balanced curriculum that helps the pupils to achieve well. The curriculum has improved since the last inspection. Long term planning and curriculum balance has recently been reviewed to ensure that content, continuity and progression are appropriate and statutory requirements are met. Links between subjects are beginning to be exploited, for example, between art, geography and ICT, but teachers do not yet consistently plan to apply and consolidate skills taught in other subjects across the curriculum. The literacy and numeracy strategies are well embedded and used well to guide teachers' planning. National and commercial schemes have been adapted and used to support planning and work in other areas of the curriculum such as personal, social and health education. Although teachers' planning in religious education meets the requirements of the locally agreed syllabus, it does not promote a balance in pupils' knowledge about world religions.
18. Provision for pupils with special educational needs is good. Individual education plans are detailed and regularly updated and pupils' good progress towards the targets identified is carefully monitored through good tracking procedures. The co-ordinator for special educational needs, who is supported effectively by two well-motivated and trained learning support assistants, uses a good range of resources to support these pupils well, both in class and in withdrawal groups and especially in numeracy and literacy. The learning support assistants often sit with the pupils in class, further explaining and clarifying the teacher's comments and in this way ensure that the pupils gain full access to the curriculum. A large number of other teaching assistants also work effectively with pupils offering general and specific support and ensuring that all are included well in lessons.
19. The curriculum is enriched well by a good variety of extra-curricular activities. These range from French and Spanish clubs to various sports, arts and music clubs and a club for higher attaining pupils that gives them the opportunity to exploit the full range of their gifts and talents over time. All classes visit places of interest related to subjects they are studying including, among others, Preston Manor for a Victorian day, a seaside town, wildlife centre and Hampton Court. Residential visits for pupils in Years 4, 5 and 6 contribute well to their learning and also foster and encourage the development of pupils' independence and social skills. All these experiences, together with opportunities to take part in local competitions and tournaments and various drama productions, contribute to preparing pupils well for their transfer to secondary school.

20. Accommodation is good and offers a bright and attractive learning environment that contributes to pupils' positive attitudes to school. Space is utilised well and the possibility of creating further teaching space is being explored. The school has a good level of resources which teachers use well to support pupils' learning. Parents also support teachers well by providing extra resources, for example in Year 2, where parental contributions enabled a class museum to be established to support learning in history.

Care, guidance and support

The school makes good provision for ensuring pupils' care, welfare, health and safety and provides pupils with good support and guidance. The involvement of pupils in the work of the school and its development is good.

Main strengths and weaknesses

- Since the last inspection, the good provision in this area has been maintained.
- The good care given to pupils ensures that they feel secure and work in a healthy and safe environment
- The good support, advice and guidance given to pupils help them to achieve well.
- Induction arrangements are good and ensure that pupils settle happily into school.
- Pupils are involved well in the work of the school and its development through the school council.

Commentary

21. Health and safety procedures are good and risk assessments have been carried out for a wide range of activities. The premises are inspected termly and any issues are resolved with appropriate urgency. Day-to-day issues are dealt with effectively by the administration officer. First aid provision is good and all staff have been trained to deal with specific medical conditions.
22. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, which is enhanced by talks by the police and the school nurse together with visits by the Life Education Centre van. In addition, Year 6 pupils attend a 'Junior Citizens' day and a 'Golden Boot' is awarded annually to the class with the most pupils walking to school.
23. Child protection procedures are good. The headteacher and deputy headteacher are appropriately trained and all staff including teaching assistants are fully aware of the procedures and their importance.
24. Good assessment procedures and the good use of assessment to track pupils' progress help to ensure that pupils, including those with special educational needs, are well supported and guided in their academic development, particularly in English and mathematics. However, more consistent use of the curricular targets in these subjects could be made to support pupils' learning. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance in pupils' personal development. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The school ethos also encourages pupils to look out for and care for each other.
25. Induction arrangements include home visits, visits to playgroups and three taster afternoons at the school. Staggered entry into the reception class in the autumn term also gives the younger pupils more time to adapt to full time education. Some elements of the reception class routines are retained in Year 1, for example, use of the outdoor play area, and close liaison between all teachers ensures successful transfer between all year groups.

26. The school council members take the role of representing their peers very seriously and feedback to their respective classes immediately after meetings. Improvements they have instigated include older pupils helping to organise younger pupils' playtime games and the setting up and running of a school shop.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with the community and other schools.

Main strengths and weaknesses

- The very good links with parents have been maintained since the last inspection.
- Parents are very well informed about the school, the curriculum and their children's standards and progress.
- The very good support of parents for their children's learning at school and at home makes a significant contribution to their good achievement.
- There is good involvement of parents through seeking and acting on their views.
- The good links with the community help to enrich the curriculum.
- The good links with other primary schools help to enhance the quality of education delivered and provide good opportunities to participate in competitive sport.

Commentary

27. Parents are very well informed about the school through the prospectus, monthly newsletters and frequent other correspondence. They are also well informed about the curriculum through the prospectus and termly class newsletters, which also suggest relevant places to visit. Aspects of the curriculum are also discussed at coffee mornings, which are held termly for reception and paired year groups. In addition, curriculum evenings are held for all parents on a particular subject, for example, reading.
28. The very good information about pupils' standards and progress is provided formally through consultation evenings in the autumn and spring terms and good annual reports with the option of a further consultation evening. Annual reports have improved considerably since the last inspection and now comment at length on what pupils can do. Information is provided informally through reading records and homework books and through monthly sharing afternoons when parents can see their children's work as well as termly open afternoons. Parents are also welcome to come in at other times to discuss any concerns. Parents of pupils with special educational needs are invited to collect their child's individual education plan, and all do, giving them the opportunity to discuss the learning targets set with staff.
29. Parents make a very good contribution to their children's learning by providing very good help in the classroom and on trips and visits and by supporting their children with homework. One parent runs the football club, others help with school productions and the Parent Teachers' Association raises prodigious funds for the school. Virtually all parents attend consultation evenings, class assemblies and other school functions.
30. Parents' views are sought through questionnaires, the governing body, some of whom are parents and through coffee mornings. The Parent Teachers' Association also provides a good source of parents' views, for example, with regard to playground improvements, particularly through their system of year group representatives.
31. There are strong links with the local church. The vicar leads assembly monthly and supports religious education lessons. Christian Festivals are celebrated at the church, which is also used as an educational resource. The school participates in the village carnival and members of the community visit and help in the school. Local businesses provide generous support by donations in kind for fetes and raffles.

32. The good links with other primary schools include participation in national initiatives that enable them to share some additional funding for their mutual benefit. There are informal links with two local schools where teachers share ideas with their counterparts. The school is also working with other schools to form a Primary Learning Network with the focus on improving learning in mathematics.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher and other key staff is good. The management and governance of the school are also good.

Main strengths and weaknesses

- The good, enabling leadership of the headteacher has already helped co-ordinators to develop their roles more effectively.
- The management of the school is firmly focused on further improving pupils' standards and achievement.
- The governing body takes an increasingly active part in the life of the school.

Commentary

33. The headteacher has a clear vision, shared with staff and governors, in which responsibilities are clearly defined and delegated. She has made the empowerment of staff a priority since her appointment two years ago. She is sensitive to the possibility of rapid change impacting negatively on progress and has sensibly introduced further innovation at a pace that allows new routines and procedures to become embedded before embarking on further initiatives. In pursuit of her vision, she has involved all staff and governors in the writing of the school improvement plan, which is securely based on the school's clearly stated aims.
34. The roles of key staff have been developed well and they are now fully focused on raising standards and achievement in the subjects for which they have responsibility. Those co-ordinating the core subjects of English, mathematics and science have made good use of the opportunities they have had to observe and monitor the quality of teaching and learning in establishing clear priorities that they have shared with staff. They have led a considerable amount of training related to the initiatives that they have introduced. Inspection evidence shows these are already impacting positively on standards in those subjects. The role of the deputy head, who was appointed a year ago, is developing appropriately. At present, she does not have a class responsibility and spends more than half the week in the role of special educational needs co-ordinator, an area where her good leadership and management contribute significantly to the good provision and progress of those pupils. Having had the opportunity to work closely with the headteacher in establishing the school's priorities for continuing development, she is now in a strong position to support staff further in reaching the agreed objectives of the school improvement plan.
35. The headteacher has ensured that the accurate identification of key areas for school improvement is based on thorough self-evaluation in which all staff and governors are involved. A good range of performance and assessment data is now used effectively to track the progress of individual pupils in all classes and to set appropriately challenging annual targets for them to reach, in terms of National Curriculum levels. These procedures are used well so that additional help or challenge can be given to any pupils not making the expected progress. This year, the systematic use of the performance management process has been developed effectively to provide support for identified groups of pupils across the school. It has had the added benefit of keeping all staff focused well on school priorities and is carefully linked to well-planned training. Performance data is also used well to identify any weaknesses in the curriculum, such as the division skills of older pupils in mathematics, which are being effectively addressed. The headteacher and senior management team, supported by the local education authority advisor, as well as the co-ordinators for the core subjects and ICT, carry out regular monitoring and evaluation of classroom practice to support the priorities on the

school improvement plan. Good induction procedures and support have contributed to the good teamwork among the relatively new staff team. All of these factors are contributing significantly to the improvements in teaching and learning and pupils' achievements.

36. Governors are very supportive of the school and carry out their statutory duties well. Since the last inspection, they have become much more actively involved in shaping the direction and vision of the school. They are committed to the principles of inclusion and high achievement for all. Governors are well aware of the strengths and weaknesses of the school and they have become less dependent on information from the headteacher to inform their views. Ongoing training, for example, in the interpretation of performance data, as well as good communication with staff and their visits to school, some of which are informal and others increasingly planned with a specific focus, have contributed to this. Governors monitor the school improvement plan more effectively now, especially through their committee structures and their individual responsibilities for specific subjects. The open relationship they have with the headteacher and staff means they are increasingly prepared to question and discuss issues with them. This helps to inform their clear view of what is needed to continue to take the school forward, which is marked by a lack of any complacency.
37. The governing body is clear about obtaining value for money and works well to ensure that any available funding is used well in support of school priorities and pupils' learning. As a result, financial planning and management are good. The highly efficient administrative staff contribute well to this, for example, through the use of financial benchmarking.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|--------|
| Total income | 603430 |
| Total expenditure | 621384 |
| Expenditure per pupil | 3123 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 38691 |
| Balance carried forward to the next | 20737 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Provision for children in the Foundation Stage is good and has improved since the last inspection. Children's achievement varies between satisfactory and good and is satisfactory overall and teaching mirrors this. The teacher provides a wide variety of interesting and imaginative activities in a good, practical curriculum. The standards of children on entry to school vary from year to year. They are sometimes above average, but overall they are average. Standards at the end of the reception year have improved in some areas since the last inspection. They have improved in personal, social and emotional development to above average and in knowledge and understanding to a little above average. In the other areas, children are on course to meet the expected goals. The Foundation Stage manager provides good leadership to the curriculum and is a good support for a newly qualified teacher in the reception class, working closely with her, guiding her in establishing clear routines and good behaviour management. This teacher has made good progress in her teaching and a well ordered, happy and attractive classroom is established. Assessment procedures are good, but there is now a need to plan more group work based on these assessments in communication, language and literacy and in mathematical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strength and weaknesses

- Regular, well-planned activities promote children's independence well.
- Children have good relationships with each other and with adults.
- All adults present good role models to the children.

Commentary

39. Teaching is good and the children achieve well. Children are on course to be above the expected goals by the time they leave the reception class. The teacher has high expectations of what the children can achieve. Good opportunities for promoting children's independence and their social skills are provided regularly. Expectations of working independently are high and school rules are reinforced well. The school day is carefully designed to give children regular access to both planned and a free choice of independent activities.
40. Children play well and interact well with each other and adults at all times. They share resources well and have good relationships with each other and adults. They play board games together independently and create imaginative scenes, interacting well in the class 'Fruit Shops', both inside the classroom and in the outdoor play area.
41. The teacher and other adults show good care and concern for children at all times. High expectations of behaviour and good relationships are maintained, resulting in a happy and purposeful atmosphere, where children want to learn and play.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children experience regular teaching of sounds and letters.
- Big Books stories are shared regularly with children, but children do not share the text often enough.
- Good use of discussion partners helps children to speak confidently and share ideas.

Commentary

42. The satisfactory teaching means that children's achievement is also satisfactory and they are on course to reach the expected goals by the start of Year 1. Children regularly practice their sounds and letter recognition and enjoy doing so, reinforcing them with actions. They identify initial and final sounds of words and are starting to be confident in identifying blends of letters and segments of words. Many have a small whole word vocabulary, which they recognise and use their letter knowledge to try to write words and simple sentences.
43. Big books, such as 'Handa's Surprise', are read to children regularly. Pictures are shared, but opportunities are missed to share the text with the class, so that they can recognise some words and join in with known words and repeated phrases.
44. Children are often asked to discuss with a partner their ideas and this helps them to talk and listen carefully. For example, when sharing a story they are asked to discuss with a partner what they think will happen next, or what they think is happening in the pictures.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good range of practical mathematical activities is provided.
- Good cross- curricular links are provided in planned play activities and singing songs.
- Some children are now ready to use bigger numbers and solve harder problems in their work and play.

Commentary

45. Teaching, learning and achievement are satisfactory and children are on course to meet the expected standards by the time they reach Year 1. Children develop their mathematical understanding through regular whole class sessions and focused, practical and interesting activities. A whole class game, for example, helped children to recognise values and use coins in buying fruit with labelled prices. Higher attaining children were asked to use two coins to match the price.
46. The teacher extends the focus of the learning to play activities and children have coins, fruit and a till in their fruit shop. They play well both independently and with an adult who helps them to use the correct coins. Counting action songs are a regular feature of the curriculum and this reinforces knowledge of numbers well.
47. The teacher has so far focused on children reaching the goals for this area of learning. The younger children are all now full time and have settled well. A good number are now ready to enter the National Curriculum, working with bigger numbers in everyday situations and solving problems in a practical way. For example, counting numbers of children who are having dinners or finding how many are left in the class when those who are away are identified.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Due to the good teaching, the children learn well and achieve well.
- The children enjoy a wide range of activities focused on life in other countries.
- Reception children have good access to the school's computer suite.

Commentary

48. By the end of the reception year, children are likely to be a little above the goals that they are expected to reach. The teaching and children's achievement are both good. The teacher plans a good variety of practical interesting experiences to ensure that children have good knowledge of the world around them.
49. The current focus on food includes exotic fruits from other lands and children see, taste and smell a wide variety of fruit. In the outside play area, they travel to far off countries and the adult working with them helps them to understand what it will be like and what clothes they will take. Children have visited a local pizza shop to help them learn about food from Italy and how it is made.
50. Regular access to the school's computer suite helps children to have secure motor control using the mouse, which enables them, for example, to draw and choose desired colours using the icons.

PHYSICAL DEVELOPMENT

51. Only one physical development lesson was seen, so this area was sampled. Children have good access to the school hall and they use this large space well. In the dance lesson seen, their response to music was imaginative. They could control their movements well in both the paper and pen fine motor control activity and in their contributions to parachute games.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Regular provision for a variety of creative play activities is evident in both indoor and outdoor activities.
- Children have regular access to creative paint, collage and drawing activities.

Commentary

52. Teaching is satisfactory and children's learning and achievement is also satisfactory. They are on course to reach the expected goals by the time they enter Year 1. Children have effective access to a good number of creative play activities that are well planned to link with the current topic. The current theme of 'Food' provides creative 'Fruit Shop' areas both in the classroom and the outside play area and children enjoy these, playing well and reinforcing their learning. Children buy fruit using pretend money and a cash register and have picnics. Children are confident in playing out experiences such as these, in small groups. Children enjoy a range of art activities such as paint, collage and malleable materials. They sing a number of songs regularly which they know by heart.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because they are keen to learn and taught well, although there are some inconsistencies of approach within the good overall quality of teaching.
- Effective school action over the last two years has promoted good improvement in reading and especially in writing.
- Pupils' speaking and listening skills are not yet as well developed as their reading and writing skills.
- Opportunities to extend pupils' literacy skills in other subjects are not yet fully exploited.

Commentary

53. Standards are above average this year in Year 2 and Year 6 and boys and girls of all levels of attainment, including those with special educational needs, achieve well across the school. This shows a good improvement since the last inspection when standards were average and progress was satisfactory overall. In particular, the achievement of higher attaining pupils has improved from satisfactory to good. This is reflected in the increased numbers of these pupils exceeding the expected levels in the national tests. Most improvement has taken place over the last two years as a result of an effective whole school focus on raising standards and achievement in the subject. The very good leadership and management of the co-ordinator who joined the school five terms ago have made a substantial contribution to this. Standards are now above average in reading and writing, but average in speaking and listening. This aspect of the subject has not yet been a particular focus for development. Although good examples were seen of strategies such as paired discussion and role-play and opportunities for group discussions used well for promoting speaking and listening skills, they are not used frequently or consistently enough to impact fully on standards.
54. A number of factors have contributed to the good improvement in pupils' achievement. The most significant is the improvement in the quality of teaching and learning, which is now good across the school in spite of the relatively short length of time that the present team has been together. Well focused monitoring of teaching and learning has contributed to this, together with the thorough tracking of pupils' progress through the National Curriculum levels and setting of regularly reviewed individual targets in relation to these in every year group. This has helped to raise teachers' expectations for pupils of all abilities and also enables the early identification of any pupils who are not making the expected progress. Extra support or challenge is then arranged for these pupils.
55. Another important factor in the improvement in writing has been the considerable time and effort over the last two years that teachers have put into re-planning the curriculum, supported by very effective training and guidance from the co-ordinator. Teaching still takes good account of the national literacy strategy, but is now based across the school on the use of high quality texts. The skilful use by teachers of carefully identified texts has had, and continues to have, a significant impact on the rapid improvement in the quality and variety of pupils' writing and the motivation and enthusiasm of both boys and girls for writing. A very good example was seen of this in a Year 4 lesson. The teacher's skilful questioning helped pupils to identify how the author of 'The Meteorite Spoon,' used words and description to convey a particular mood and made them keen to apply what they had learnt to their own writing. As a result, boys and girls alike settled quickly and enthusiastically to their task, carefully crafting phrases such as, 'As I walked slowly through the magical portal---' and 'The saffron sun was gleaming on the crystal clear ocean.' The consistency of this planning approach helps pupils to develop their writing

skills more effectively as they move from class to class and also contributes well to the development of their reading skills.

56. Standards in reading, which were falling behind those of writing, are now also improving. The co-ordinator has again worked closely with teachers to review the teaching of phonics, to ensure steady progression between classes and to promote more focused teaching of skills in group reading sessions. Additional individual support is also now provided for any pupils who are not making the expected progress in reading. Daily opportunities beyond the literacy hour for reading, events such as 'Book Week' and a good level of support from most parents contribute to pupils' very positive attitudes to reading. By Year 6, most pupils read fluently from a wide range of texts. They have preferred authors, such as Robert Swindall, J. K. Rowling and Michael Morpurgo, whose books they discuss with enthusiasm.
57. The good quality of teaching makes a strong contribution to pupils' good achievement. At times it is very good. Teachers show a good level of expertise in the subject. They expect pupils to behave well and to work hard and help them to respond well to this by the effective and consistent way they manage their pupils, usually keeping up a brisk pace in lessons. As a result, pupils listen and concentrate very well and try hard to do their best. This helps them to learn effectively. Teachers make good use of a good range of resources to interest pupils and extend their understanding. This includes the confidence and effectiveness with which they use the interactive whiteboards to support pupils' learning. Teachers work closely with their teaching assistants, helping them to provide very effective support in lessons, especially for lower attaining pupils and those with special educational needs, which helps these pupils do well.
58. However, there are inconsistencies within the overall good quality of teaching that prevent pupils from making even better progress through the school. For example, there are variations in how well learning objectives, group curricular targets and marking are used to help pupils improve their work as well as in the expectations over the neatness of pupils' handwriting and presentation of work. There are also differences, evident particularly in pupils' past work, in the effectiveness with which some teachers match work to pupils' differing needs and in the way that the final part of lessons are used to reinforce and extend pupils' learning. In all of these areas, examples of good or very good practice were seen in some lessons.

Language and literacy across the curriculum

59. Teachers make satisfactory use of opportunities in other subjects at present for pupils to practise, apply and extend the literacy skills they are learning. Examples include pupils writing letters in role as evacuees in the Second World War and selecting, organising and presenting factual information about Kenya. While teachers are beginning to plan relevant links between pupils' learning in different subjects, which are having a positive impact on pupils' interest and enthusiasm for their work in English, there is scope for more focused use of such opportunities. Teachers generally extend pupils' vocabulary well across the curriculum, ensuring they understand and use subject terminology correctly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6.
- Teaching is good and pupils achieve well, although there are some variations in how well teachers use assessment information.
- Pupils have very positive attitudes towards mathematics.
- Pupils do not always know what they need to do in order to improve.
- Leadership and management are good with a clear focus on raising standards.

Commentary

60. Standards are above average in Year 2 and Year 6, an improvement since the last inspection when the percentage of pupils attaining the higher levels in Year 6 was below average. Under the good leadership of the co-ordinator, teachers have identified areas of weakness in pupils' mathematical understanding and skills and have adjusted their teaching accordingly this year. Consequently, teaching is well focused and effective and pupils are achieving well. Pupils work hard and have developed very positive attitudes to the subject, although many do not know what they need to do in order to improve, despite the very good support of teaching assistants in all classes.
61. Teaching is good throughout the school and very good in some classes. In Years 3 to 6 there have been many staff changes in recent years requiring pupils to adjust to different teaching styles and methods. This contributed to the lower performance in the 2004 national tests. However, staffing is now more settled and the confident and enthusiastic approach of teachers throughout the school helps lessons to proceed at a good pace. They generally match work well to the needs of the pupils. All teachers have learned to use the interactive whiteboards very effectively and observations confirm that these contribute much to both the pace of lessons and pupils' understanding of the concepts taught. Teachers are supported very well by teaching assistants. They help to ensure that all pupils, including those with special educational needs, have full access to the curriculum and are included well in lessons. Good procedures to track the progress of both individuals and groups of pupils are well established and used to set group targets in each class. However, these are not consistently referred to and although some work is marked with the pupils, the quality of marking is inconsistent and written comments rarely help pupils to know what to do to improve their work.
62. Leadership and management are good. There is currently a whole school focus on raising standards in mathematics and the headteacher has enabled the well-established co-ordinator to monitor teaching and learning throughout the school. The outcome has been further well-focused staff training and an agreement on, for example, more effective approaches to the teaching of calculation. These have been modelled and recorded by the co-ordinator and further monitoring is planned to ensure that the changes are having a positive impact on standards. She is currently reviewing the scheme used to ensure that higher attaining pupils are sufficiently and consistently challenged.

Mathematics across the curriculum

63. Satisfactory use is made of mathematics to support learning in other subjects. Pupils calculate and measure when making objects such as slippers in design and technology, draw graphs and measure distances, time and mass in science. In a history lesson observed in Year 2, pupils had to calculate how many years after Queen Elizabeth¹'s death Samuel Pepys was born, in order to place his picture on a time line. However, staff need to identify and plan further opportunities for pupils to apply their mathematical skills across the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The achievement of pupils throughout the school is good.
- Teaching is good overall, although there are variations in how well teachers use assessment information.
- Investigative skills have improved, but pupils do not have sufficient opportunities to express their own ideas.
- Assessment has improved to track pupils' progress carefully through the school, but pupils do

not have sufficient knowledge of how they can improve.

Commentary

64. Current standards are above average in Year 2 and Year 6. These judgments show an improvement in standards in Year 6 from the national tests of the last two years and from the last inspection. This is due to a more stable staffing situation now and because there are fewer pupils with special educational needs in the current year group. Good numbers of pupils are working at the higher Level 5. Standards are lower at the end of Year 2 than from previous teacher assessments. This is mainly due to variations in the range of ability in each year group. The quality of teaching, pupils' achievement and assessment in the subject have all also improved in science since the last inspection.
65. Teaching and learning are now good overall in science. All lessons seen were well taught and work scrutiny backed this up. A calm working atmosphere was established where pupils worked hard in both written and practical activities, learning well. An investigation involving a class of Year 4 pupils testing different sized parachutes for air resistance, then testing them according to their materials, was successful because pupils knew exactly what they had to do from good preparation by the teacher of both knowledge and resources. Insistence on high standards of behaviour meant that all pupils predicted and carried out tests successfully and were able to draw conclusions from their table of results. Teachers have good subject knowledge and plan their work carefully to interest pupils. In Year 6, in a lesson concerning gravitational force, the teacher used the interactive white board successfully to show a clip of the first moon landing. This helped pupils understand that gravity is a force, which pulls towards the centre of the Earth and Moon, but that there is less gravitational force on the moon. Pupils present their work well in a scientific way, using scientific vocabulary correctly. Pupils use tables to record graphs and graphs are made to plot results as the pupils grow older. For example in Year 3, pupils plotted results of an investigation as a block graph when investigating, 'Have Year 3 children got longer forearms than the reception children?' Pupils used line graphs in Year 6 to plot the results of elastic band tests in a 'Forces' experiment.
66. All classes have some regular investigational work, but this is more frequent in some classes than others. Investigations are often planned and directed by the teacher and do not use pupils' own ideas sufficiently.
67. Assessment has improved since the last inspection, particularly in Years 3 to 6. Across the school, teachers now assess each unit of science work and predict and track pupils' progress through the National Curriculum. These procedures are good. However, the information is not used often enough to plan different activities for pupils of different abilities and pupils do not have sufficient knowledge of what their targets are or how they can improve.
68. The co-ordinator provides good leadership in providing training for improvements in investigational work and establishing better assessment procedures. She has a good overview of the subject by regularly monitoring teaching and pupils' work across the whole school to support the development of good teaching. She has good subject knowledge and supports colleagues well in helping pupils achieve well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and achievement are good overall.
- Pupils have very positive attitudes toward the subject.
- By Year 6, pupils have developed a good range of skills
- Leadership and management of the subject are good.
- Opportunities for pupils to use their ICT skills to support learning across the curriculum are not fully exploited.

Commentary

69. Standards are average in Year 2 and above average in Year 6 and pupils achieve well overall. This is very good improvement since the last inspection when standards at the end of Year 6 were below average. The co-ordinator has been very proactive since his appointment and has raised the profile of ICT throughout the school. Extra time has been given to each class for pupils to use the computer suite to develop ICT their skills and to use these to support learning in subjects across the curriculum. Good work was observed during the inspection linking ICT to art, geography, science and history.
70. No direct teaching of ICT was observed in Years 1 and 2, but teaching observed in other year groups was good overall and sometimes very good. Teachers showed a good level of subject expertise and used this well to enable lessons to proceed at a good pace and for procedures to be explained with great clarity. This ensures that all pupils, including those with special educational needs, who often receive very good support, are included well in lessons. This has contributed well to pupils' very positive attitudes and the confidence with which they use computers. Many pupils have access to computers at home and this has also contributed to the development of skills that are higher than average in Year 6. Pupils in Year 6 described how they prepared a multimedia presentation on John Lennon and were observed confidently preparing a presentation that included hyperlinks to the Internet. In discussion, they referred to the use of spreadsheets and vehicles that they have controlled. Pupils in Year 4 created and manipulated patterns, copying them up to three times as part of an art and geography project on Kenya. Pupils in Year 5 linked work on shape to the work of the artist Matisse and in Year 3, pupils carried out a simulation and began to explore the impact of changing variables and any patterns that might emerge. These examples demonstrate that the school has made a good start in encouraging pupils to use their ICT skills in supporting learning across the curriculum, but scrutiny of work indicates that this is still at an early stage of development.
71. The co-ordinator leads the subject well. He has a very good knowledge and understanding of ICT and he inspires confidence in staff - training, encouraging and enabling them, for example, to use the interactive whiteboards in classrooms effectively to support teaching and learning. He is currently beginning the process of upgrading computers in the ICT suite and is taking care that principles of best value are applied. Assessment procedures are satisfactory. They have recently been reviewed and the Surrey self-assessment materials are currently being trialled before being introduced to the whole school.

Information and communication technology across the curriculum

72. The full range of opportunities to use ICT to support learning in all subjects across the curriculum has not yet been identified. However, a good start has been made in aspects of some subjects and the school is in a strong position to develop this work further beyond the present satisfactory position.

HUMANITIES

Religious education was inspected in full and is reported below. Geography and history were sampled.

73. In **geography**, a scrutiny of planning and pupils' work showed an appropriate balance between the development of geographical skills and knowledge and understanding of the locations and themes studied. A good example of this was a study of Kenya undertaken by Year 4 pupils this term. In a satisfactory lesson in Year 3, pupils were able to make appropriate comparisons between some features of Dormansland, East Grinstead and London. They were also able to ask relevant geographical questions of one of the pupils who described features of a town in India where she visits her grandmother. While planning promotes progression in pupils' learning as they move through the school, examples of pupils' work show that not enough account is always taken of what pupils already know, as the same task is often given to the whole class. Teachers make good use of the local environment. For example, Year 1 pupils identified the different ways buildings were used when they walked around the village and considered what made different places attractive or not to them. They also looked at maps of the area to help them describe and draw their routes to school.
74. In **history**, the curriculum, which is based on national guidelines, ensures appropriate coverage of National Curriculum requirements. Scrutiny of work, however, indicates that much work is focused on the acquisition of facts and chronological understanding rather than the development of the skills of historical enquiry as demonstrated in an excellent lesson observed in Year 2. In this, the pupils were excited and engrossed as the teacher pretended to dig up artefacts buried by Samuel Pepys. She built very well on previous learning and encouraged the pupils to place the birth of Samuel Pepys on the history time line. The lesson proceeded at a very good pace, as the pupils became history detectives, watching a video on the Great Fire and extracting information about why the fire took place and the chronology of the main events. Later, they departed for the playground and used buckets (including one made of leather) to experience the problems faced by the fire fighters in the Great Fire. Finally, they discussed why cities were less likely to burn down today.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good links with the local churches contribute to pupils' positive attitudes and their good knowledge of Christianity.
- Pupils in Year 6 have only a superficial knowledge and understanding of other world religions, partly because current planning for older pupils does not promote an effective balance in the teaching of these.

Commentary

75. Standards in Year 2 and Year 6 are broadly in line with the expectations of the locally agreed syllabus and boys and girls of all levels of attainment achieve satisfactorily overall. Standards have fallen back to some extent since the last inspection, when they were described as above expectations by the end of Year 6. This is partly because the development of religious education has not been a priority as the school has been concentrating appropriately on raising standards in English and mathematics. The current Year 6 pupils have had several changes in teaching staff in Years 4 and 5, which has made it more difficult for them to build effectively on previous learning. However, the main reasons for the fall back are some shortcomings in the current long term planning, especially in Years 3 to 6 and a lack of opportunities for pupils to reinforce their learning through appropriately challenging written

tasks. Although all of the required elements are taught, in the study of world faiths considerably more time is allocated to Christianity across Years 3 to 6 than to Judaism, Islam and Hinduism. Consequently by Year 6, pupils have only a superficial knowledge of these three faiths and confuse the religions to which key beliefs and traditions belong.

76. By the time pupils leave the school, they have a good understanding of the main traditions, celebrations and beliefs of Christianity. Visits to the parish church, both to study features of the building and to take part in services, together with the regular participation of the vicar in assemblies and lessons contribute well to this. The quality of teaching and learning is satisfactory overall. Some examples of well taught lessons were seen. In Year 5, the teacher built well on a recent visit made to the local church and used a slide show of the photographs taken well on the interactive whiteboard to stimulate good quality discussion about the symbolism of artefacts in the church and whether church buildings are needed. In Year 2, the teacher used a wide variety of interesting activities, well-matched tasks and good questioning skills to help pupils develop a good understanding of Christians' belief that Jesus loves everyone. However, past work across the school shows that the same task is often given to the whole class, irrespective of pupils' differing levels of skills and understanding. Most teachers of pupils in Years 3 to 6 provide only limited opportunities for pupils to deepen, reinforce or extend their knowledge of other world faiths, or to draw comparisons between them, through well matched written tasks. They also miss opportunities for pupils to apply the different writing skills they are learning in English.
77. The very good relationships between pupils and teachers mean that boys and girls of all levels of attainment are confident in sharing their ideas, secure in the knowledge that both teachers and their peers value and respect what they had to say. This not only adds to pupils' positive attitudes in lessons, but also contributes to the respect they show for the views and beliefs of others. There are very few pupils in the school from faith backgrounds other than Christian. However, teachers take every opportunity to encourage them and their parents to share their traditions and beliefs with the other pupils, who respond with genuine interest. In these ways, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
78. The recently appointed co-ordinator has an appropriate view for the development of the subject. She has begun monitoring standards by collecting samples of work and has time planned next term to monitor teaching and learning. She is aware of the need to review planning to provide better opportunities for pupils to increase their understanding progressively of all of the world religions they study.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology were sampled. Music and physical education were not inspected.

79. In the one lesson seen in Year 5 in **art and design**, pupils were learning the skills of fabric printing. The skills were taught well, using the interactive white board to emphasis designing by building up simple shapes. Use of contrasting colours was also explored well on a colour wheel to help pupils to plan their work for impact. Although the previous report identified insufficient development of skills, this issue appears to be addressed well in this lesson. The resources for the lesson involved a choice of colours of indelible inks. Instructions for using these were very clearly explained. As a result pupils, working in a newly fully carpeted classroom, worked sensibly and had no accidents. The sharing of ideas at the end of the lesson encouraged different ideas for different techniques and pupils learned well from this. As a result of the good teaching, pupils were well motivated by the tasks and achieved well.
80. One lesson was seen in Year 6 in **design and technology**. Pupils were designing and making a paper pattern for a slipper. The skills were taught well and the process of design and making was carefully progressing with insistence on reasonable accuracy. Pupils were working with a

variety of tools and equipment, paying attention to the function and quality of finish of the slipper. As pupils were busily making their patterns, some found that they needed to adapt their designs and did so carefully. As a result of the good teaching a variety of designs were emerging with the use of different ways of joining and decorating. The teacher gave good support to teaching new skills, such as stitching and different ways of joining curved surfaces. Scrutiny of previous work through the school indicates a good quality in finished products and skills taught progressively through the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

This area of the curriculum was sampled.

81. The school's caring ethos and the recently reviewed scheme of work for personal, social and health education and citizenship supports pupils' personal development well. Drugs, sex and health education are taught through PSHCE lessons and other areas of the curriculum, including science and physical education, and this ensures that statutory requirements are met. Lessons during the inspection covered valuable topics for older pupils including the impact of anti-social behaviour such as bullying and racism on individuals. Younger pupils considered the meaning of profit and loss and the expenses of running a business. In these lessons, the pupils were given good opportunities to share their thoughts and express their opinions. PSHCE has a positive impact on pupils' behaviour and contributes to their good attitudes and relationships throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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