

INSPECTION REPORT

MANORCROFT PRIMARY SCHOOL

Egham, Surrey

LEA area: Surrey

Unique reference number: 124953

Headteacher: Mrs E Lorentzen

Lead inspector: Mr G R Logan

Dates of inspection: 31 January – 2 February 2005

Inspection number: 267272

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school
School category: Community
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 367

School address: Wesley Drive
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Surrey
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Appropriate authority: Governing body
Name of chair of Mrs R Procter
governors:

Date of previous inspection: 5 July 1999

CHARACTERISTICS OF THE SCHOOL

Manorcroft Primary School occupies an extensive site close to the centre of Egham and serves a socially diverse residential area. While much housing is privately-owned, a significant proportion of pupils live in social housing. This is a larger primary school than many. There are 367 pupils, including 41 children in the reception class who attend part-time. Over nine-tenths of pupils are from White European backgrounds, with a small number of pupils of mixed-race or Asian heritage. Two pupils are at an early stage of learning to speak English. An average proportion of pupils (17 per cent) have special educational needs, mainly for moderate learning difficulties. Nine of these have statements of special educational need. The school experiences a low level of pupil mobility, with around three per cent of pupils leaving or joining the school at other than the expected points. The proportion of pupils receiving free school meals, eight per cent at present, is below the national average (18 per cent). When they enter Reception, most children have social and language skills that are average or better. The school gained School Achievement Awards in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	George Logan	Lead inspector	Mathematics Physical education
9163	Geoff Humphrey	Lay inspector	
23009	Anne Hogbin	Team inspector	Foundation stage Geography History
11901	Pat Lowe	Team inspector	Science Music Citizenship
22778	Anne Shannon	Team inspector	Information and communication technology Art and design Design technology English as an additional language
30559	Jenny Taylor	Team inspector	English Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, with some excellent features. It has a very supportive, caring ethos and is highly successful at including all pupils. Older pupils in particular benefit from very effective teaching. Achievement is very good overall. Standards are well above average. The leadership of the school is very good overall. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The leadership provided by the headteacher is excellent. Governors are very effective.
- Standards are well above average in English, mathematics and science. Pupils achieve very well.
- Pupils have very good attitudes and behave very well. Relationships are excellent. The provision for pupils' personal, social and health education is very good. Spiritual, moral, social and cultural development is very good.
- Pupils with special educational needs are supported very well.
- Pupils are cared for very well. The quality of guidance available to pupils is excellent.
- Links with the community are excellent.
- Teaching is good overall, but very good in Years 5 and 6.
- Assessment systems and the use of assessment information are excellent.
- The high level of staff turnover creates instability; the distribution of staff expertise is uneven; several co-ordinators lack experience.

The school has made good progress since the last inspection. There were no significant key issues at that time. Standards have risen, particularly at Year 6, despite some turbulence in staffing. Pupils' attitudes, behaviour and their personal development have improved. The proportion of good or better teaching has increased. Assessment systems and the use of assessment have improved considerably and are now excellent. The quality of care and the support available to pupils have improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	A*	A
mathematics	A	A	A	A
Science	A*	A	A	A

*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.*

Although there is some unevenness at present, pupils achieve **very well** over time. Most children enter Reception with average attainment, though with strengths in their speaking and listening, mathematical and personal and social development. They achieve well and most children exceed the standards expected at the end of the Reception year. Standards in Year 2 have, in the last two years, been weaker in writing than in other areas. Standards in reading and mathematics were above average in 2004. Standards overall in Year 6 in 2004 were the highest yet recorded, with a well above average proportion of pupils achieving the higher than expected Level 5. Standards in Year 2 currently are above

average in English, mathematics and science. Standards in Year 6 are well above average in all three subjects. Pupils' literacy skills are used very well across the curriculum. Standards in information and communication technology (ICT) are well above average and ICT is used well to support learning in other subjects. Standards in Year 6 in the remaining subjects are above those normally found. The school supports higher attaining pupils very well.

Pupils with special educational needs achieve very well because of the very good support they receive. The few pupils with English as an additional language achieve very well.

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

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good in spite of high turnover of teachers. Teachers have very good relationships with their pupils. Assessment procedures are excellent in the main school and are used very effectively. Pupils are taught to evaluate the quality of their work and their understanding, and do so effectively. Older pupils have a very mature approach and work very well, both independently and with others. Planning to meet the needs of pupils with special educational needs, and those with English as an additional language, is very effective. Learning support staff provide underlying stability and are very effective, particularly when supporting pupils with behavioural issues. The curriculum is good. Pupils have a good range of opportunities for learning, with a very good extra-curricular programme. Pupils receive very good care and support. The systems for monitoring pupils' development are excellent. Very good induction procedures help new children to settle quickly. Child protection procedures are very good. Provision for pupils' personal, social and health education is very good. The school has a very good partnership with parents and with other schools and excellent links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides excellent leadership. The senior management team is very effective. The school's monitoring systems are of very high quality. Subject co-ordinators are generally knowledgeable and effective, though several are new and require further training. The school's evaluation of its work is excellent and data is analysed rigorously. The very efficient governing body provides excellent support for the school. Financial management is very good. Statutory requirements are met. School administration is very efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They are happy with the high standards achieved. They feel that the school is well led, although some are concerned at the level of staff change. The level of parental involvement is very good. Pupils enjoy school. They work hard and participate eagerly in activities. They relate very well to their teachers; relationships are a significant strength.

IMPROVEMENTS NEEDED

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

- Endeavour to reduce the high level of staff mobility; ensure a good balance of subject expertise across the team; enable new co-ordinators to develop their management skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

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

Main strengths and weaknesses

- Standards are well above average in English, mathematics and science. Pupils achieve very well, particularly those in Years 5 and 6.
- Provision for children in the Foundation Stage is good.
- Provision for pupils with special educational needs is very good.
- Gifted and talented pupils are carefully identified and achieve very well.

Commentary

1. The school has experienced high levels of staff mobility in recent years. The improvement in standards achieved since the last inspection has occurred in the context of increasing instability of staffing. The current team has a significant number of newly qualified teachers; overall, the accrued teaching experience of the staff is relatively limited. The school recognizes the need to achieve greater stability in staffing and improve continuity of learning as a key priority. Currently, pupils' achievement in a small number of skill-based subjects, such as art and design and physical education, is constrained where teachers' specialist subject knowledge is restricted.
2. Children's attainment on entry to Reception is average for their age, but with strengths in speaking and listening, mathematics and in their personal development. As a result of the good provision made, standards exceed those expected for their age by the end of the Reception year.
3. Following an average performance overall in 2003, standards in the national tests in 2004 for Year 2 pupils were above average in reading and mathematics and below average in writing in relation to all schools nationally. Standards were well above average in mathematics, above average in reading and below average in writing in relation to similar schools. The school could link this pattern of performance to identified strengths or shortcomings in the teaching and efforts have been made to redress the balance in pupils' achievement in the current year. Standards in writing seen during the inspection, for example, showed clear signs of improvement. A well above average proportion of pupils in mathematics and an above average proportion in reading achieved the higher Level 3 in 2004. The proportion of pupils achieving Level 3 in writing was, however, below average. This is likely to show improvement in the current year.
4. Standards at the end of Year 6 are a significant strength. For at least the last four years, standards in Year 6 have seldom been lower than well above average in English, and never less than well above average in mathematics and science. Performance in 2004 was the strongest in the last five years. Standards in English were very high and in mathematics and science they were well above average, in

relation to schools nationally. Standards were very high in English and mathematics and well above average in science in relation to schools with a similar level of free school meals. The rate of improvement made between the end of Year 2 and Year 6 was well above average overall in 2004. Able pupils in Year 6 did particularly well, with a well above average proportion of the year group achieving the challenging Level 5 in all three subjects. Standards are currently better than those reported in 1999, the year of the previous inspection.

5. Pupils in Year 6 in 2004 had achieved very well during their time in the school. Inspection evidence indicates that pupils are currently achieving well in lessons. However, there are variations across the school, reflecting both the teaching experience of current staff and the stability of teaching that particular classes have had. Overall, the consistency of achievement is best for the oldest pupils in Years 5 and 6 where the strongest and more experienced teachers are deployed. These pupils are well motivated by inspiring teaching, whereas the level of pace and challenge in Years 1 to 4, and pupils' motivation, are inconsistent. However, there was no evidence during the inspection of any significant difference between the performance of girls and boys.
6. Pupils with special educational needs achieve very well. Progress is measured as part of the schools' rigorous assessment procedures for all pupils and against the targets set in pupils' individual education plans. Targets are clearly stated and measurable. Work for less able and more able pupils is adapted well to match their particular needs. There is a link between the targets specified in individual educational plans and lesson planning. Tasks are very closely matched to pupils' age and ability, particularly in the acquisition of literacy and numeracy skills. As a result they achieve very well. There is close liaison with classroom assistants to plan how best to support pupils who need extra support to increase the effectiveness of their learning.
7. Pupils from minority ethnic groups achieve very well, overall. Pupils with English as an additional language are few in number in any year group, but also tend to achieve very well. Attainment for these pupils is broadly comparable to their classmates.
8. The school identifies pupils considered to be gifted or talented and supports them very well across the school. For example, particularly able mathematicians are identified in Years 4 and 6 and are supported very well through specific planning and the preparation of challenging activities.

Foundation Stage

9. Foundation Stage provision is good. Children benefit from good induction procedures and settle well into school routines. Good teaching, very good planning and very good assessment procedures ensure that children make good progress and achieve well. At the end of Foundation Stage attainment is above average and the majority of pupils meet the Early Learning Goals, with a significant number having moved well beyond them. Pupils with special educational needs achieve very well because teachers' methods are very well adapted to meet their needs.

Years 1 and 2

10. Current standards in Year 2 are above average in writing, reading, mathematics and science. Underlying literacy skills are good and are used regularly in subjects across

the curriculum. Pupils' speaking skills are developed effectively. Pupils have above average skills in ICT by the end of Year 2. Standards are above those normally found in religious education and music and similar to those normally found in physical education. No judgement on standards was made in the remaining subjects.

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

Standards in:	School results	National results
Reading	16.5 (16.2)	15.8 (15.7)
Writing	14.3 (14.6)	14.6 (14.6)
Mathematics	17.3 (16.4)	16.2 (16.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

Years 3 to 6

- Currently, attainment in Year 6 is well above average in English, mathematics and science. Standards are above those normally found in most of the other subjects, but in line with those normally found in physical education. ICT skills well above those normally found and are well used across the curriculum. Pupils achieve well across the curriculum as a result of the very good teaching, particularly in Years 5 and 6. The school exceeded its appropriately challenging targets in English and mathematics in 2004.

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

Standards in:	School results	National results
English	30.1 (27.5)	26.9 (26.8)
Mathematics	29.9 (28.8)	27.0 (26.8)
Science	31.2 (30.2)	28.6 (28.6)

There were 46 pupils in the year group. Figures in brackets are for the previous year

- Pupils' literacy skills are promoted very well across the curriculum. There are very good opportunities to record, write and communicate in subjects such as history and geography. Speaking skills are developed well and many pupils are articulate and confident in their speaking. The application of numeracy skills is good. There is a good emphasis on practical and investigative activities in science. Pupils' skills in ICT are very good and the cross-curricular use of ICT continues to improve.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and all aspects of their personal development are very good. They behave very well in lessons and have very positive attitudes towards their work. Relationships are excellent. Pupils have a very good understanding of spiritual, moral, social and cultural values. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils have very good attitudes towards their work and behave very well.
- Pupils' spiritual, moral, social and cultural values are very well developed.
- Relationships throughout the school are excellent.

- Pupils are keen to use their initiative and to contribute positively to the life and work of the school.

Commentary

13. Pupils' attitudes towards school are very good. They enjoy school and find the work interesting and challenging. In their responses to the pre-inspection survey parents confirmed this to be the case. In lessons, pupils demonstrate a good work ethic and, as their thinking skills mature, they develop a lively and enquiring approach towards their learning. Pupils are supportive of each other and work and play well together. They also develop the ability to work independently with sustained concentration and determination to complete tasks they are given. They have a very good awareness of their academic performance compared with national standards, and constantly strive to improve the quality and content of their work. The positive attitudes reported at the previous inspection have not only been maintained but have been further developed. Attendance is satisfactory and in line with the national expectation. Punctuality in the mornings is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	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.

14. Behaviour is very good. Relationships throughout the school are excellent. Pupils demonstrate care and consideration towards each other, particularly older pupils towards younger ones, and there are high levels of mutual respect and trust between pupils and adults. Pupils understand the school rules and consider them to be just and fair. They say that the rare occurrences of bullying are dealt with quickly and sensitively. The implementation of the school behaviour policy is consistent. Two pupils, both boys, have been excluded for a fixed term during the past year. Pupils say that the school is friendly and welcoming and that they like their teachers and trust them.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	285	2	0
White – Irish	1	0	0
White – any other White background	10	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	3	0	0

Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	5	0	0
Chinese	5	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	1	0	0

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

15. Pupils are encouraged to take on many responsibilities around the school and are provided with good opportunities to develop leadership skills. There is a school 'Buddy' system designed to give older pupils responsibility for supporting younger ones. Other pupils are given administrative responsibilities and help around the school, setting up equipment and preparing for lessons. There is a 'Hats Club' (Helping All To Succeed) that operates four days a week and through which selected pupils promote positive behaviour and social skills and take on the role of play leaders.
16. There is a school council. Councillors take their responsibilities very seriously and exercise a significant influence on the life and work of the school.
17. The spiritual, moral and cultural development of pupils is very good. The spiritual dimension of the curriculum is well planned. There are good opportunities for pupils to explore their own values, feelings and emotions through literacy, religious education, history, art and music. Personal and social values are strongly promoted through assemblies and the personal, social, health and citizenship education programme. The school provides a very clear moral code with a strong emphasis on the principles of equality, inclusion and diversity. Older pupils are capable of acting in accordance with their own principles and are well equipped to challenge injustice and discrimination.
18. The knowledge and understanding of pupils' British cultural heritage and traditions is very good. There is a significant hidden minority of pupils in the school from other European and Mediterranean countries with a diversity of historic cultural backgrounds and traditions. This diversity is celebrated through assemblies and the wider curriculum. Some displays reflect the existence of other cultures and religions. Overall, pupils' awareness and understanding of other cultures and the multicultural nature of contemporary Britain is well developed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

Teaching is **good** overall, with a significant amount of very good teaching. Pupils are challenged and learn well. Assessment procedures are **excellent**.

Main strengths and weaknesses

- Teaching is good overall, with some very good practice towards the top of the school.

- Teaching assistants support pupils with special educational needs very well.
- Pupils are strongly encouraged to evaluate their own work and to be independent learners.
- Assessment procedures are extremely thorough.
- Instability in staffing continues to be an area for development and inhibits the introduction of subject specialist teaching. This has implications for standards in some of the non-core subjects.

Commentary

19. At the 1999 inspection, teaching was good overall, with around one-quarter of the teaching being very good. Teaching was of a generally consistent quality across the school. Both assessment and homework were used well and the support for pupils with special educational needs was very good. The school is larger than it was in 1999 and there are, in consequence, more staff. More recently, the school has been affected by a very high level of staff mobility. In that turbulent context it has done very well not only to increase the proportion of good or better teaching, but to raise standards significantly.

Summary of teaching observed during the inspection in 62 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	21 (34%)	28 (45%)	12 (19%)	0 (0%)	0 (0%)	0 (0%)

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

20. Instability in staffing is the most pressing issue facing the school. There has been a high level of mobility in staffing in recent years, with a significant number of young staff who have moved on relatively quickly. At present, there are five newly-qualified teachers in the school; all staff in Years 1 and 2 are newly-qualified or very recently appointed. This creates issues for the school in relation to providing the support necessary for new staff and more general issues of quality assurance, in particular, the school's capacity to sustain the high standards to which it aspires. In this context, the very effective teaching assistants, many of whom have been connected with the school over a long period, provide vital continuity for pupils.
21. Children are well taught and achieve well in the Foundation Stage. Around half of the teaching is good or better. Teachers encourage children and engage their interest very well. Planning is generally very good and is firmly based on close assessment of children's achievements, although some mathematics teaching is insufficiently planned to challenge all groups within the class. Teaching assistants have insufficient expertise in working with the age group to adapt planning without clear and detailed instructions from the teacher, which is not always available. Pupils learn well because they are motivated by the interesting practical curriculum.
22. Teaching is good overall across the main school, though with some variations by phase. It is predominantly good in Years 1 and 2, with a small amount of very good teaching, and very good in Years 3 to 6, where almost half the lessons seen were very good or excellent. The most significant strength is towards the top of the school, particularly in Year 6, where almost all the lessons seen were very good or excellent. This reflects the deployment to that phase of some particularly effective established

teachers. The high expectations of these staff have a very positive effect on pupils' learning. In Years 1 and 2 as a whole, staff are focused on supporting and extending pupils' basic skills and are working effectively. As a result achievement in these key areas is good. Where pupils are challenged most effectively, and this is the case in the great majority of lessons in Years 5 and 6, then achievement is very good. Pupils, particularly the oldest, are well motivated and show a very good capacity to work independently or collaboratively. They are encouraged to be self-sufficient, independent learners.

23. The high level of turbulence in staffing and the frequent, but necessary redeployment of staff between year groups, inhibits the school in more creative use of staff in order to provide continuity of experience for pupils and to raise standards in the non-core subjects. In spite of its size, the school has been unable to explore the potential of specialist teaching in areas such as art and design, music or physical education (other than in swimming) in order to improve significantly the depth and quality of experience available to pupils.
24. Planning is good overall and is well focused, in the core subjects, on individual needs. It is very good in Years 3 to 6. Clear objectives are set for learning and explicitly shared with pupils. There is a very good focus on the development of basic skills in literacy and numeracy. Good use is made of ICT to support learning across subjects and to develop the skills which pupils learn in ICT lessons.
25. Teachers' methods are chosen well to enable pupils to gain knowledge and develop understanding. The use of homework to support pupils' achievement is good. It is set consistently, is valued by teachers and makes a good contribution to pupils' learning.
26. The teaching of pupils with special educational needs is very good. Teachers have copies of recent individual education plans so that the stated targets are incorporated into lesson plans. Pupils with learning difficulties are fully included in all classroom activities, although some pupils who need additional support so that they can experience success are withdrawn from classes for individual or small group tuition in basic literacy and numeracy skills. However, care is taken so that these pupils experience the full curriculum offered to others. Teachers ensure that pupils of all ability levels are constantly and appropriately challenged so that they work to the very best of their ability. The role of the support assistants in lessons is carefully planned and they make a very good contribution to the teaching team. For example, they provide strong support for newly qualified teachers and for those pupils who have very particular needs. Assessment and tracking procedures of pupils identified as having difficulties in learning are very good and are used well to ascertain the rate and levels of achievements.
27. There are good links with the local authority Multi-Professional Team who provide advice and staff training to enable teachers and teaching assistants to meet the needs of pupils with learning, sensory, behavioural and emotional problems. The school has access to the Educational Psychological Service and the Speech, Language and Communication Service. The advisory teacher from the visually impairment team, occupational and physiotherapists also contribute to the specialist support that some pupils need. There are termly meetings between the professionals involved with those pupils deemed to have special educational needs to review progress and address any concerns, which may arise.

28. The school currently has very few pupils on roll who are at an early stage of English language acquisition. However, all teaching staff and some teaching assistants have had training on how pupils for whom English is not their first language acquire language skills. This has enabled the school to give good support to such pupils, when the need arises. The few early users of English make rapid gains with their English skills. Their progress is monitored closely by the special needs co-ordinator who is responsible for providing support for them. However, teachers' day-to-day planning does not take into account sufficiently the individual needs of these pupils.
29. Assessment procedures are of very good quality in Foundation Stage and excellent in the main school. Progress is tracked rigorously in the key core areas through the school from Reception. The systems implemented are of very high quality and the school has made particularly good progress in this area. Data is accessible and is used very well by staff, who have a very good understanding of where their pupils are. Staff undertake a considerable amount of analysis of pupils' work and do regular agreement trialing in writing. The school analyses all data thoroughly and develops action plans to remedy any underperformance or inconsistencies that emerge. Target groups are identified and teaching assistants, for example, have defined targets for their focus groups which they are expected to achieve. Individual pupil targets are identified for each year and parents, as well as teachers and support staff, are expected to be involved in enabling their children to achieve these. There is also a significant level of on-going informal assessment across the school. Plenary sessions are often used very well for this purpose. In addition, pupils have been trained to think in terms of evaluating their own learning and this is a regular element in many lessons. Overall, the quality and rigour of assessment is a significant strength of the school.

The curriculum

The overall quality of the curriculum is **good**. There are **very good** opportunities for enrichment. Accommodation and resources are **good**.

Main strengths and weaknesses

- Opportunities for learning outside lessons are very good.
- Provision for pupils with special educational needs is very good.
- Provision for personal, social, health education and citizenship is very good.
- Preparation for the later stages of pupils' education is very good.
- Inexperienced leadership detracts from the full development of some curriculum areas.

Commentary

30. The school provides a broad and balanced curriculum and a very good range of opportunities for enrichment. It meets all statutory requirements, including provision for religious education and collective worship. Curriculum enrichment is very good. Well-managed innovation includes a literacy carousel to support guided reading and themed weeks for history/geography, science/design technology, and creative arts. Cultural days develop pupils' knowledge and understanding of the Romans, Greeks and Tudors. Pupils undertake local studies of Egham and projects on Heathrow Airport and the development of the M25. Art exhibitions, music workshops, dance and talent shows, 'feel good' weeks, and bookworm bonanzas further enhance pupils' social and cultural development. All pupils have access to specialist music tuition and coaching in sport. Year 6 pupils benefit from an annual residential visit to an Outdoor

Education Centre. There are many opportunities for pupils to participate in a variety of sports and to develop their interest in the arts and gardening. The school regularly competes in local sporting and musical events. Staff and parents give generously of their time to enable pupils to develop their skills. Strong community links enhance the curriculum, for example through Royal Holloway College science lectures, sports days, and a council allotment project.

31. Provision for pupils' personal, social, health education and citizenship and, where appropriate, sex and drugs awareness, is very good. It is an integral part of all areas of learning. The strong, positive ethos of the school promotes self-esteem and equality of access to the curriculum for all pupils. Individual differences and achievements are positively acknowledged and reflected in the curriculum. Pupils are encouraged to accept responsibilities, express opinions, make choices, recognise and support the needs of others, and understand their role as citizens in society. Very good provision for equal opportunities leads to very good achievement.
32. Preparation for pupils' transfer to the local technology college and, occasionally, other schools, is very good. There are two-way links and visits between staff, pupils and parents. Pupils in Year 6 undertake transitional units of work in English, mathematics and science. Year 5 pupils enjoy investigation days at the college. The transfer of pupils from one year group to another, within the school, is also accomplished very well.
33. The match of teachers to the demands of the curriculum is satisfactory, overall. They have a broad range of knowledge and experience, enabling all aspects of the curriculum to be covered, but frequent changes of staff make it difficult to secure experienced leadership in all curriculum areas. Learning support assistants play a valuable role in enabling pupils who experience difficulties to access the curriculum. Accommodation and resources are very good in the Reception classes, and good overall. The school has a large hall, swimming pool and an ICT suite. However, the library requires some refurbishment and there is a lack of space for small group work. Staff and parents have worked hard to maximise the use of the extensive grounds. Each class has a small garden and an allotment is currently being developed. The school has gained awards in the 'Surrey in Bloom' competition on two occasions. There is a fun trail and a wide range of play equipment. Informative displays celebrate pupils' work. The accommodation is very well maintained by the site manager and cleaning staff, and this contributes positively to the school ethos.

Care, guidance and support

Pupils are **very well** cared for and the pastoral support provided by the school is **very good**. Pupils receive **excellent** advice with regard to both their academic and personal development. Relationships throughout the school are excellent. Pupils know that their views and opinions are valued and that the school will respond to them very well.

Main strengths and weaknesses

- Welfare support and pastoral care are very good.
- The advice and guidance provided by the school is excellent.
- Procedures for child protection, health and safety are very good.
- The school responds to pupils' views and opinions very effectively.

Commentary

34. The welfare and pastoral support provided by the school is very good. Staff know their pupils extremely well and create an environment in which everyone is encouraged to work hard and achieve to the best of their ability. Pupils are given excellent advice and guidance based on thorough and accurate assessment and monitoring procedures. There is very good awareness of the needs of vulnerable pupils and their families, and the arrangements for child protection are very good. Those responsible for child protection are experienced, well trained and vigilant. The school has good links with social services and other external agencies, and draws on their support as and when it becomes necessary.
35. Pupils with special educational need are supported very well by their teachers and support staff and as a result make very good progress. The school assesses and monitors the progress of special educational needs pupils within the same rigorous mechanism for all pupils and particularly through the review of individual education plans. No pupil is disapplied from the National Curriculum.
36. There are very good arrangements for ensuring that the school environment is healthy and safe. A new health and safety committee has recently been formed. A thorough review of the health and safety policy and its implementation across the school have been undertaken with appropriate input from the local education authority. Risk assessment, particularly in relation to the school swimming pool, is thorough and rigorous. There is good provision for first aid and for administering medical support to pupils with special needs. Pupils are well supervised and are taught to use school equipment safely. The personal, social and health education programme ensures that pupils observe high standards of hygiene and have a very good understanding of the value of pursuing a healthy lifestyle. The school is cleaned and maintained to a very good standard.
37. The relationships and mutual trust between pupils and between pupils and staff are excellent. Pupils are very confident that should they have any concerns or need to seek help that staff will listen and provide high quality guidance. The school council has a significant influence on the life and work of the school. It provides a very effective consultative link between the wider pupil body and the school senior management team. There are excellent arrangements for welcoming new arrivals into the reception class. Induction procedures for pupils who join the school at other times are very good. Arrangements for supporting pupils when they transfer into secondary education are also very good. Overall the welfare and pastoral care afforded to pupils has been very well sustained since the previous inspection but the quality of advice and guidance, based on very good assessment and monitoring procedures, has been much improved and is a major strength of the school's provision.

Partnership with parents, other schools and the community

The school has created a **very good** partnership with parents and successfully involves them in their children's learning. The school has an **excellent** engagement with the wider community and has established **very good** relationships with many other schools and colleges.

Main strengths and weaknesses

- The partnership between the school and parents is very good.
- The parents have very positive views about the school.
- Links with the wider community are excellent.
- Links with other schools and colleges are very good.

Commentary

38. The school works hard to establish close relationships with parents and to support and encourage them to participate in their children's learning. As a result, the partnership between the school and parents is very good, as demonstrated through the recent achievement of a Department for Education and Skills 'Parent Friendly School' award. Parents express high levels of satisfaction with the quality of care and education provided. Effective two-way communication between the school and parents ensures that their views and opinions are noted and acted upon, and any concerns dealt with quickly and effectively. The school engages with parents for a number of initiatives, such as joint participation in the national 'Walking Bus' scheme.
39. There is regular provision of information about the curriculum, topic work and other school events. All parents are provided with a termly curriculum plan and in addition the school provides regular curriculum workshops to ensure that they have the knowledge and skills necessary to support their children's learning. These are well attended. There are regular target-setting evenings during which parents are given three targets relating to how they can best support their children's learning. Their engagement with these endeavours is monitored and, in this way, the school ensures the maximum possible involvement of parents in the learning process and through the regularly set homework.
40. The annual progress reports provide a good overview of pupils' personal and academic development, with a clear indication of their progress, effort and attainment. Parents are provided with age related average National Curriculum levels against the schools' higher expectations for pupils' attainment, together with levels for each individual pupil. The clarity of reporting and the way that the school promotes high expectations is exceptional. Parental opinion about the style and content of reports has recently been surveyed and further adjustments to the format of the reports are planned. In this and many other ways the school constantly reviews and strives to improve its practices and provision.
41. There is an active parent teacher association that supports the school through the organisation of fund raising and other social events. A significant number of parents volunteer to support the work of the school by offering their services in a variety of ways. For example, many of the classrooms have been redecorated in bright stimulating colours with the help of parents. Others volunteer to help in school and with educational visits and extra curricular activities. There are excellent links with the wider community. Many external organisations have made significant contributions towards school equipment and facilities, which have had a major effect on the educational and recreational provision.
42. There are very good links with other schools, colleges and universities. The arrangements for supporting pupils during transfer from the primary into the secondary phase of their education are very good. Secondary school staff and pupils visit the

school prior to transfer and there is a full induction programme of visits to the receiving schools. The links with a wide number of other colleges and universities are particularly strong. The school provides teacher training placements for several universities, nursery nursing placements for a local college and even work experience for Year 10 pupils from the local secondary school. The school has an extensive outreach policy into the community and other educational establishments that has grown stronger since the previous inspection and now provides a model of good practice to the benefit of pupils and staff alike.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership of the headteacher and the work of the governors are **excellent**. Senior staff provide **very good** leadership. The school is managed **very well**. The standard of strategic financial planning and management is very good. There is a very good focus on best value procurement.

Main strengths and weaknesses

- The headteacher provides dynamic leadership that focuses on raising standards and developing well-rounded pupils.
- The deputy headteacher and other members of the leadership team strongly support the headteacher to ensure the school provides the best possible education.
- The governing body monitors the school performance very carefully and plays a major role in decision-making.
- Commitment to the needs of individuals and the promotion of equality of opportunity is excellent.
- Financial and strategic planning, financial management and administrative systems and the observance of best value principles are all very good.
- The school has had difficulty recruiting and retaining staff in the last few years.
- Instability of staffing has resulted in a lack of development in some subject management roles.

Commentary

43. The headteacher provides exemplary and inspired leadership. She has developed a very strong school leadership team who share her commitment to high standards in all aspects of the school's work, including the management of the Foundation Stage and of special educational needs provision. There is a very strong focus on regular evaluation of all aspects of school life to uphold the school's motto 'Together we care, challenge and achieve' to the highest level. The high standard of education the school now provides shows a good improvement since the previous inspection.
44. The governors are very well informed and very committed. Several bring high levels of expertise from industry to strategic planning and financial management. This enables the governing body to look critically at data and to use it very effectively for forward planning, for evaluating the effectiveness of their decisions, and for setting targets. The governors debate long and hard over the merits and cost effectiveness of proposals such as developing the ICT suite or maintaining the swimming pool. Governors regularly visit the school to keep themselves informed about the curriculum and keep detailed records of their monitoring. The chair in particular works very closely with the headteacher, both supporting her personally and challenging her in the role of 'critical friend'. The chair of finance has a similar relationship with the school's

finance officer. Governors work very closely with parents and canvas their views regularly. Their request for more information about the curriculum has resulted in extra curriculum information evenings for parents and the introduction of 'Open School' on Friday afternoons. The governors are fully aware of the implications of the instability in staffing and are working closely with the school to try to improve the situation and minimise the disadvantages. Their decision this year to employ more teaching assistants to work with specific year groups, rather than run the usual short term 'booster classes', is already showing good returns in terms of the achievement of the less able pupils.

45. The commitment shown by all staff to the inclusion of all pupils, regardless of background or level of attainment, is excellent. Teachers take account of how individual pupils learn best and provide well-matched activities to suit them. Test results are very closely analysed and targets set for individuals. Pupils' achievement is regularly assessed and there is a very strong commitment to continual improvement.
46. The provision for pupils with special educational needs is managed very well by the special educational needs co-ordinator. She liaises closely with members of staff to all ensure the needs of pupils are met within the classroom and that they have access to the full curriculum. The management of the copious amounts of documentation is exemplary. The recommendations of the most recent Code of Practice for pupils with special educational needs have been fully implemented. The school benefits from a dedicated team of skilled support assistants who provide very good support. There is very high quality support for the pupils who have behavioural and emotional difficulties to enable them to make a positive contribution to their learning. The governor with responsibility for special educational needs is directly involved in supporting these pupils and is aware of the provision made for pupils who experience learning, emotional, behavioural and physical problems.
47. Established subject co-ordinators lead and manage their subjects very well. They monitor lessons to ensure the quality of teaching and learning is as high as it can be. They hold regular training sessions for other teachers, write detailed subject development plans and strive to raise standards through analysing data and promoting best practice. The many changes in staff and employment of newly qualified teachers have resulted in some subjects having new or relatively inexperienced teachers as managers.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	929,159	Balance from previous year	33,658
Total expenditure	922,250	Balance carried forward to the next	40,567
Expenditure per pupil	2,389		

48. The senior management team, the chair and other governors of the finance committee, are all closely involved in the strategic financial planning process. Financial planning is closely matched to the educational priorities identified in the school improvement plan. The chair of the governors finance committee is a professional accountant and with the other members of the finance committee has introduced effective strategies for monitoring the financial performance of the school. The financial and administrative staff perform their roles efficiently and professionally.

All transactions are carried out in accordance with best value principles. In relation to the average levels of funding received, the school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision is **good**.

Most children start school with average attainment and strengths in speaking, listening, mathematics and personal development. They are well taught and achieve well. Standards are above average at the end of the reception year, as a result of the good teaching. The practical curriculum is very well planned to cover the six areas of learning with a suitable mix of child-initiated and adult-directed learning. Provision for children with special educational needs is very good. Assessment procedures are very good. There is a very strong link with parents, who are seen as partners in their children's learning. Accommodation and resources are very good. The new outdoor covered area is providing exciting opportunities for further curriculum development. The co-ordinator has clarity of vision, a strong sense of purpose and very high aspirations for the Foundation Stage. She leads and manages the foundation team very well. This has been a difficult and time consuming role due to the many changes of teachers and teaching assistants in the last few years, many of whom have been inexperienced or not specifically trained to work with this age group. In that context, improvement has, overall, been satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good - children feel secure and achieve very well.
- Arrangements for children starting school are excellent and help them settle happily.
- There is a well developed curriculum as well as incidental teaching.
- All staff have very high expectations of behaviour.
- Teaching and learning are good.

Commentary

49. Standards by the end of the reception year are well above average and children exceed the Early Learning Goals. Children's behaviour and attitudes to learning are very good. Teachers visit children's homes as well as inviting them and their parents for several 'taster sessions' in the term before they start. This is instrumental in promoting the very good relationships that quickly develop. The school's Personal, Social and Health Education programme is started effectively, with regular sessions where pupils develop a good understanding of their relationships and emotions. In assemblies, stories that lead to discussion are very well chosen, such as the one seen where negative feelings towards others were explored. Children learn well from visitors' such as the community police officer, who teaches what to do if you get lost. Children are friendly and keen to learn and respond very well to the good teaching and interesting curriculum. They take a pride in their work, show interest in what they are doing, and concentrate very well, even when not directly supervised. They play well together and confidently choose their own activities at certain times of the day. The clear boundaries and discussion of class rules ensure that the children know what is

expected of them, and they respond well to the high expectations of behaviour and co-operation. They walk quietly down the corridor to assembly and physical education in the hall and are very polite when choosing their school lunches. When children do not conform, they are dealt with firmly but fairly so that they learn how to appreciate the needs of others within the group. The gains in learning in this area are as a result of the consistent reinforcement of rules and expectations by staff, who treat each other and the children with courtesy and respect.

COMMUNICATION LANGUAGE AND LITERACY

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

- A high proportion of teaching is very good.
- There are constant opportunities for children to speak and listen.
- Letter sounds and shapes are taught systematically.
- Parents help children read at home, which helps them achieve well.
- Children do less written work than generally seen.

Commentary

50. Children achieve well and teaching is good. The assessment of children's achievement and tracking of their performance is very effective. This shows that, by the end of Reception, the Early Learning Goals are reached by three quarters of children in reading and about two thirds in writing, with many children achieving more highly. A high proportion of children can read and write the complete list of words from the National Literacy Strategy for reception children. However, there was little evidence to support this assessment during the inspection, as children are not expected to write formally on paper until their third term. Teaching is consistently very good in the co-ordinator's class and children there achieve very well. This is because her expert knowledge of the age group enables her to adapt her teaching to meet children's needs very well and her very good questioning skills extend children's ability to talk descriptively using a wide and varied vocabulary. Teachers ensure that their classrooms provide a rich language environment with many labels, notices, informal writing and role play areas and book corners. Regular 'carpet time' sessions provide children with opportunities to talk to the whole class, for example about the weather or explain what they have brought for the sound table. There is a good balance of activities led by adults, such as reading practice and word building, and independent activities such as writing and playing in the role-play area. Children show a good appreciation of books and most read simple texts and recall stories in detail, making inferences and predicting endings. Children receive frequent support with their reading both at home and in school, and this ensures that they achieve well. They are taught how to form letters correctly in the cursive style. Learning the sound letters make and writing the letters is strongly linked, so children achieve well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

- The practical curriculum ensures children understand concepts well.
- Teachers' planning does not meet the needs of all groups of children well enough.
- Children do less written work than is usually seen.

Commentary

51. Children achieve soundly from an above average starting point. Teaching and learning are satisfactory. Very little recording is done in books during the first two terms, but by the end of Reception there is evidence of children writing simple addition and subtraction calculations. Assessments show children's knowledge and understanding is greater than their written work indicates, as three quarters of children attain the Early Learning Goals and many achieve at a higher level. Teachers provide a wide range of activities such as weighing teddies or measuring dough worms, and the curriculum is fully covered. Teachers find many opportunities for children to extend their counting skills, such as by working out the total number of children present at registration. Teachers' lesson planning is too abstractly based on three different attainment levels to match the needs of both the higher and lower attainers during group work managed by teaching assistants. Despite being involved in planning, teaching assistants do not have enough skill in modifying work appropriately without direct guidance, due to lack of training. Sessions were seen where, in mixed ability groups creating a sequenced pattern from coloured paper. The more able children finished in two minutes and moved away. Others could not understand the concept and played with the paper. Neither group achieved well enough.

The remaining Areas of Learning were sampled:

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Children have weekly lessons in the ICT suite and their achievement is good. They use a graphics program well to paint pictures of Elmer the elephant, making his coat different colours by using screen tools well and manipulating the mouse confidently. Through the visits of the community policemen and local fire brigade, children are aware of people in the community who help them. Children join in the activities during school science week. They plant spring flowers and know they must keep them watered. They have a good knowledge of the religious education element through learning about a variety of festivals, such as Chinese New Year and Christmas.

PHYSICAL DEVELOPMENT

In the lesson seen, standards were average and children used the space in the hall effectively for moving in different ways. In their general classroom activities, children are given many opportunities to develop their skills of manipulation with tools such as scissors, construction toys and paint brushes. They have regular access to outdoor activities, with a good amount of large wheeled toys and physical development apparatus.

CREATIVE DEVELOPMENT

Children have regular access to paint, dough, sand, water and role-play activities. They often pursue these on a 'free choice' basis and develop their imaginative, social and language skills well as a result. During the inspection, children imagined they were firemen or working in an optician's shop. All aspects of this area of the curriculum are fully and imaginatively planned but were not observed during the inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching and learning are good overall with some very good and excellent teaching.
- Standards in Year 6 are well above the national average.
- All pupils behave very well and have very good attitudes to learning.
- Achievement of pupils, including those with special educational needs, is very good.
- Leadership and management of the subject are very good. Very good assessment systems are used very well.
- Learning support assistants are deployed well.
- The curriculum could be broadened to include more creative elements.

Commentary

52. The high standards and achievement identified in the previous inspection have been maintained. In Year 6, attainment overall is well above the national average. During the past four years the results in the National Curriculum tests for pupils in Year 2 have fluctuated. The last available figures show that results are above average for reading but below average in writing. This may be a consequence of recent staffing issues in Year 2. The school has, however, identified this trend and has responded by introducing additional time for study of literacy, particularly writing, on an almost daily basis. It is clear that this input is now having an effect on the standard of pupils' writing. The proportion of pupils attaining levels above those expected at the end of Year 6 is well above the levels expected nationally and when compared with similar schools. Standards seen during the inspection indicate that the targets set for this year are likely to be attained.
53. Overall, the quality of teaching across the school is good, but there are examples of very good and excellent teaching, particularly for older pupils. The high quality of teaching combined with the input of skilful teaching assistants has a significant effect on the progress that pupils make. Lessons are very well planned and take into account the needs of more able pupils and those with special educational needs. Pupils, including those with special educational needs and the very few pupils with English as an additional language, achieve well and very well by Year 6. This reflects pupils' very good attitudes and their willingness to succeed, combined with good and very good teaching. Marking is consistently good and assessment is used very well to plan for future development.
54. Inspection evidence shows that most pupils are attaining standards in speaking and listening and in reading that are better than those found in most schools, and better than might be expected. These skills are further developed through planned programmes and the hard work of pupils, teachers and support staff. Most pupils become confident communicators by the end of Year 2. They demonstrate good listening skills when responding to the teacher's questions. Pupils are attentive and eagerly participate in discussions; the pupils in Year 3 demonstrate very good skills in communication, language and literacy. For example, they discuss the effect that simile and metaphor can have to make text more effective and suggest examples such

as: 'crumpled like a brown paper bag'. They use and understand the terms 'ultimate' and 'penultimate' when describing a sequence of events. In Year 6, pupils discuss sensitively the needs and feelings of pupils who are joining school in Year 4 before writing a report to help them. Pupils fully understand and explain the difference between expanded and elaborated ideas and between creative writing and bare, factual writing.

55. Reading is promoted strongly in the school. As a result, the enthusiasm for most pupils to read begins early. For example, they eagerly discover the meaning of words while studying the poem 'The Highwayman' by Alfred Noyes. They appreciate that archaic language contributes to creating mood and atmosphere and that the poem is 'gloomy and spooky'. By Year 6, most pupils read fluently and with good expression that reflects the meaning of the text. They discuss their preferences for different styles of writing by particular authors, including autobiographies, for example 'Coming to England' by Floella Benjamin. The home-school contact book is a very useful link between teachers and parents.
56. The Literacy Carousel, when all pupils study the elements of writing, has been introduced to improve the quality of writing across all age groups. The high standards of writing seen indicate that this is proving to be successful. The standard of writing and the presentation of work are very good, particularly in the older classes. Pupils write for a range of purposes including poetry. A pupil has won a national poetry writing competition sponsored by a recognised nationwide book supplier. From Reception, pupils learn to write in a neat, joined, handwriting style so that, by Year 6, pupils write in a legible, fluent, cursive style of which they are proud. A range of well-organised strategies is used to good effect to support pupils' learning. Pupils respond positively to the very good teaching and they work hard.
57. Support assistants provide very good additional teaching and guidance to complement the work of the teachers. They support those pupils who have learning difficulties and those with behavioural and emotional problems. The written targets in individual education plans are the foci for this additional support. This help is often given through adapting tasks to match closely pupils' needs and abilities, thus allowing them the opportunity to succeed and make progress. Similarly, those pupils who achieve very well are provided with additional or different tasks that challenge them and enable them to achieve higher levels.
58. The subject leader has been in post for only a few weeks but has already made a significant, positive effect on the leadership and management of the subject. The systematic monitoring of planning and assessment is very well organised and has been very effective in raising standards to their present levels. Results of tests are analysed carefully and challenging targets are planned very well for the next stage of pupils' learning. The subject leader is enthusiastic and has a clear vision of how she hopes to develop the subject further including the setting of individual targets for all pupils and the development of library provision. All staff try to create a stimulating environment through displays of books and pupils' work to encourage and stimulate learning.
59. Library provision is satisfactory but its location does not allow it to become a central feature of the school as an area for independent research. The school, however, plans to redevelop library space in the near future. At present, there is a range of good quality reading material, both fiction and non-fiction. These books are supplemented by a stock of books in each classroom that includes structured reading

programmes for pupils who are beginning to read. All pupils are encouraged to take their reading books home regularly for practice.

Language and literacy across the curriculum

Throughout the school, pupils' literacy and language skills are constantly very well applied in other subjects, for example writing about life in Victorian times as part of history studies, and 'Spider books' which are linked to art and design projects. English makes a very good contribution to pupils' social, moral, spiritual and cultural education. For example, when Year 5 pupils were discussing simile and metaphor a pupil suggested that a modern equivalent might be 'as strong as a friendship'. Overall, the promotion of language and literacy across the curriculum is very good.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2, well above average in Year 6 and pupils achieve very well. Target setting is effective. Higher attainers are particularly well supported.
- Teaching and learning are very good. Expectations are particularly high in Years 5 and 6. Good use is made of practical and investigative work.
- The leadership of mathematics is very good.
- The quality and rigour of marking is consistently high across the school.

Commentary

60. Standards in mathematics are above average in Year 2 and well above average in Year 6. Support for higher attaining pupils is particularly effective, with setting by prior attainment across the school and specific support in the upper school for pupils identified as gifted mathematically. This has underpinned the significant proportion of pupils attaining at the higher levels in recent years. Around two-fifths of the pupils in Year 2 – slightly less than in 2004 - are working confidently at the demanding Level 3, while at least half of the pupils in Year 6 are likely to achieve the above-average Level 5 in the national tests in 2005. The school has been effective in raising standards in mathematics in Year 6 over the last five years, though the real strength lies in the significant and sustained increase in the proportion of pupils who attain at the highest level. Standards have been more variable in Year 2 in the last two years, with attainment closer to the average. However, this reflects, at least in 2004, issues of staffing which the school now feels are largely resolved.
61. Pupils' achievement is, overall, very good at present. The current Year 6 group has achieved very well, as did the previous cohort and the great majority of pupils who have their full education in the school. In general, pupils of all abilities do well. The achievement of pupils with special educational needs, and of the very few pupils at an early stage of learning English, is similar to the others', particularly when they receive good support. This was evident in many of the lower set lessons where support staff were working very effectively with groups of pupils in the classroom. There was a very

good example in a Year 5 lesson observed, where two teaching assistants were supporting a small number of pupils with a range of academic and behavioural issues. This was well-planned, effective support, that promoted pupils' learning well. Where achievement has occasionally been more variable, particularly in some classes in Years 1 to 4, this reflects either limited teaching experience of staff or a disrupted experience in previous terms.

62. There is a very good focus throughout the school on teaching basic numeracy skills. Pupils experience a broad range of work. There are good opportunities for independent recording from an early stage. Expectations of the presentation of work are high throughout the school and pupils are taught to structure their thinking and their recorded work from the beginning. The school makes good use of practical and investigative work to secure pupils' understanding of key mathematical concepts. There were several examples of this. Year 2 pupils, for example, were estimating units of length and time in a series of practical trials, which engaged their enthusiasm well. Pupils make good use of practical resources, such as whiteboards, to help work out their answers.
63. Teaching and learning are good overall, but particularly good in Years 5 and 6. In the best lessons, teachers place an emphasis on thinking skills and the development of strategies to enable pupils to deconstruct mathematical problems. In fact, in one lesson, the most able Year 6 pupils were being asked to add new elements into their calculations to make them more challenging. Teachers question pupils carefully to ensure that their learning is secure. There is constant on-going assessment to test pupils' understanding. There is good use of computers to support learning in mathematics. A key factor, however, which underpins the quality of pupils' learning is the maturity, commitment and very positive attitudes which they bring to their work.
64. Teachers use assessment very well to guide their planning of future work. Pupils are expected to evaluate and record their own success in mathematics. However, as this appears to be rather new and not fully implemented in all classes, it is difficult to judge how effective it is. That said, pupils are constantly encouraged to evaluate their understanding and to record how successful a lesson has been. Discussion sessions at the beginning and end of lessons are used very well by teachers to evaluate pupils' understanding. Marking is of a consistently good quality across the school, with clear guidance as to how pupils can improve their performance. Homework arrangements are very effective and well managed, and deepen pupils' understanding well.
65. Leadership is very good. The co-ordinator is a particularly effective teacher and provides a very good role model for others. She has a clear understanding of standards and teaching quality across the school and, consequently, of what needs to be done to move the subject forward. Staff have tackled the very recent introduction of whiteboard technology with enthusiasm. Improvement since the last inspection has been good.

Mathematics across the curriculum

Pupils use mathematics well to support their work in other subjects, primarily in science, geography and design and technology. They use graphs and tables to record data in science and practise their skills in measuring when they undertake practical tasks in design and technology. There are good links with ICT, with a wide range of software available to extend pupils' understanding of mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2 and very good overall in Years 3 to 6.
- Pupils develop their investigative and recording skills well.
- Pupils have a good knowledge of their own learning and of how to raise their achievement further.
- Opportunities to use their computer skills when recording are sometimes missed.

Commentary

66. Standards are above the national average in Year 2 and well above the national average in Year 6. There is no significant difference between the attainment of boys and girls. Pupils make good progress in Years 1 and 2 and achieve well, due to good teaching. They make very good progress and achieve very well in Years 3 to 6, due to very good teaching, particularly in Years 5 and 6. Provision for pupils with special educational needs is very good and they achieve well. Improvement since the last inspection has been good. Standards and progress have improved in Year 6, due to improved teaching, greater emphasis on investigative work and strong leadership and management.
67. Teaching is good in Years 1 and 2. Strengths of teaching are teachers' ability to encourage and engage pupils' interest, their insistence on high standards of behaviour, and very good support from teaching assistants to enable pupils with special educational needs and English as an additional language to access the curriculum fully. Strengths of teaching in Years 3 to 6 are teachers' good subject knowledge, very good lesson planning, their ability to engage pupils, and their insistence on high standards of behaviour. They use a range of effective teaching methods to ensure that all pupils are fully included in learning opportunities. Teaching assistants provide a high level of support. Strengths of learning are pupils' very good attitudes, behaviour, relationships and motivation. They apply themselves well to their work and make good gains in their knowledge, skills and understanding. Assessment procedures are very thorough and constructive, and are used very well to respond to individual pupils' needs. Pupils are becoming increasingly involved in target setting, self-assessment and seeking to raise their attainment to the next level.
68. There is a strong emphasis on investigative work and the recording of results. Pupils are encouraged to predict possible outcomes, carry out experiments, and present their findings based upon analysis of evidence. During the inspection, pupils in Year 2 demonstrated a developing knowledge of forces and movement, as they investigated whether a feather, bottle top or plastic cube would move the furthest as a result of blowing on them. Pupils in Year 6, in an investigation on air resistance, demonstrated their ability to plan a fair test, take accurate measurements, present their results in the form of a line graph and provide a scientific explanation.
69. The curriculum is enriched through annual science weeks, gardening, exploration of habitats in the school grounds and visitors who talk about health and growth. Personnel from the electricity board, engineers from Royal Holloway College, and staff and students from Magna Carta Technology College contribute significantly to pupils'

scientific development. Good opportunities are provided for the reinforcement of pupils' literacy skills through the use of scientific vocabulary and the recording of results. Their mathematical skills are developed well through the use of tables, charts and graphs. Pupils in Year 6 use computers independently to present the results of their investigations; in other classes, opportunities are sometimes missed to do this.

70. Subject leadership and management are very good. The experienced and knowledgeable subject leader has played a key role in subject improvement. She provides strong leadership and has created a very effective team. She has very clear and achievable targets for the future development of the subject and has obtained funding to develop an allotment area in the grounds.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and attain well above average standards by Year 6.
- The quality of teaching is good and learning is good.
- Good use is made of ICT in other curriculum areas.
- There is very effective leadership and management of the subject.

Commentary

71. Standards are above average at the end of Year 2 and well above average by the end of Year 6 and pupils make good progress. Pupils with special educational needs are supported well and make similar progress to the others. Pupils show higher than expected levels of skills in the use of a wide range of applications. Year 2 pupils are confident in carrying out operations such as using keyword searches and menu searches, and using 'hot links' to further information. Year 5 pupils use data loggers to investigate noise pollution. Having successfully developed a system for controlling the switching on and off of lights, televisions etc in their bedroom designs, Year 6 pupils are able to suggest ways in which sensors are used in real life.
72. Pupils enjoy using computers and other devices and work well. In Year 5 pupils use a database effectively to find relevant information to answer questions about birds and to solve 'who-done-it' crimes. Year 4 pupils use an on screen program to write a procedure to create an image. Year 3 pupils are skilled at selecting appropriate fonts, sizes, colours and images and changing them when designing an eye-catching advertisement. All pupils competently save their own work into a filing system on the network and are able to reload it for later editing.
73. Teaching and learning are good. Teachers' levels of expertise have improved since the last inspection and teachers are more confident in teaching ICT. Several are now extending their skills when using the recently-introduced interactive whiteboards.
74. The subject is very well led and managed by an experienced and knowledgeable subject leader, who is well qualified and generates enthusiasm for ICT within the school. He runs a successful out-of-school club throughout the year, giving each year group the opportunity of furthering their ICT skills. He has been responsible for the many improvements in the subject since the last inspection, when standards and

achievement were satisfactory and the use of ICT in science and mathematics was not sufficiently developed.

75. An effective assessment system has been introduced. Key objectives are graded and recorded in teachers' mark books. This will shortly be recorded electronically to facilitate teachers' planning for future learning.

Information and communication technology across the curriculum

There is effective use of ICT in other subjects of the curriculum. There were many examples of ICT being used to enhance learning in literacy, numeracy, science, geography and history.

HUMANITIES

As little history was scheduled to be taught during the inspection, it has not been possible to make a judgement on overall provision. However, the curriculum in **history** has improved significantly since the previous inspection. The units of work from the national programme of study are enhanced by visits to museums and historic sites or theme days in school, where pupils immerse themselves in different periods and handle artefacts. Pupils use the Internet and eyewitness accounts effectively for research and are enthusiastic about their learning. Year 6 pupils have a good grasp of the rulers, main events and everyday life in the different periods they have studied. However, they have little recall of dates or important personalities, for example Victorians or Tudors who have contributed to major changes. In the only lesson observed, teaching was very good and Year 2 pupils achieved very well. It was very well planned and good use was made of resources. The teacher's very good questioning skills and pupils' ability to work effectively in small groups resulted in all pupils learning a great deal about the Great Fire of London. The co-ordinator leads and manages the subject very well, regularly monitoring teaching, learning and planning to ensure high standards. History makes a good contribution to pupils' social and cultural development and supports their literacy development very well.

GEOGRAPHY

Provision in geography in Years 3 to 6 is **good**. There is not enough evidence to make a judgement about provision in Years 1 and 2.

Main strengths and weaknesses

- Standards are above average in Year 6 and pupils are very enthusiastic about their learning.
- Teaching in Years 5 and 6 is consistently very good and pupils achieve very well.
- There is a good focus on practical work and research from a variety of sources.
- The co-ordinator has a clear vision of how to develop the subject further.
- Pupils have limited opportunities to evaluate their learning.

Commentary

76. The quality of pupils' expertise across the broad curriculum is above that generally found. Pupils use atlases and maps very well, have a good general knowledge of the physical characteristics and everyday life in their own area and in different countries, and have well reasoned opinions on environmental issues. They carry out surveys, effectively collecting and interpreting data.
77. The quality of teaching seen during the inspection was good overall. In Year 6, the teacher challenged groups to prepare a multimedia presentation about different mountain ranges. She used ICT very successfully to motivate pupils by showing a photographic slideshow to stimulate discussion about relevant research and lines of enquiry. In Year 5, in a very well organised lesson, teaching assistants and adult students were deployed very effectively to work with small groups, and to ensure that data logging electronic equipment was used accurately on the school field to measure noise pollution from the adjoining M25. Pupils concentrated very well in both lessons and were excited about their learning, which led to high achievement. Pupils with special educational needs are supported well by support staff, enabling them to make good progress.
78. The co-ordinator leads and manages the subject very well, regularly monitoring teaching, learning and planning to ensure high standards. She intends to extend the already very good assessment system to include pupils' own evaluation of their learning in order to further raise their achievement.
79. Geography makes a very good contribution to pupils' personal and cultural development and supports their literacy, numeracy and ICT development well. The curriculum has improved well since the previous inspection.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- The quality of teaching enables pupils to achieve well and promotes their spiritual and moral education very well.
- Pupils are aware of and respect the beliefs of people of other faiths.
- Leadership and management are good.

Commentary

80. Standards in religious education in Years 2 and 6 exceed those expected in the locally agreed syllabus, and pupils across the school achieve well. This represents a good improvement since the previous inspection and reflects the current good quality of teaching. Teaching is generally good as a result of good planning and assessment. Teachers know pupils well and relationships are very good so that discussions are lively and promote open debate. Consequently pupils make good progress, including those with special educational needs and the few pupils with English as an additional language.
81. The Surrey locally agreed syllabus has been adopted and the policy has been reviewed recently. By the end of Year 2, pupils develop a good knowledge and understanding of faiths and religions, including Christian beliefs and values. They

recognise the need for prayer and for the rituals associated with Muslim prayer. They are familiar with the principal physical features of a mosque, for example the minaret and washing areas.

82. Older pupils study the symbolism of light and dark and the importance of light. This is linked to biblical references to the Transfiguration. In turn, this is compared with the Muslim festival of Eid. Discussion with pupils showed a depth of thought and understanding about important aspects of Judaism and Hinduism. A well-planned lesson based on the importance of the Muslim pilgrimage to the Great Mosque, the Hadjj, elicited interest and good quality discussion from Year 5 pupils. In Year 6, pupils have gained an insight into Hindu deities and speak knowledgeably about Bramah and other Hindu gods. Pupils learn to be empathetic and achieve well in their personal development.
83. Although the co-ordinator does not have a full time position the subject is led and managed very well. She has a very good understanding of the sensitive nature of the subject and a diversity of opinions that she endeavours to encompass through her leadership. Resources are adequate to support the curriculum for teaching about Christian, Hindu, Jewish and Muslim faiths. A member of the local clergy visits school. There are visits to local places of worship, for example the local church and a Hindu temple. It is intended that a visit to a mosque will conclude this term's study of the Muslim faith. The co-ordinator monitors standards of work to ensure learning is developmental and progressive. There is an established and effective assessment system to track pupils' achievement according to the units of study of the agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In **art and design**, there were too few lessons observed to make a secure judgement on provision. The lessons seen were satisfactory and gave pupils opportunities to design creatively. Year 2 and Year 3 pupils were successfully experimenting with using patterns in their designs. The Year 2 activity was linked to pupils' work in history, where they had been looking closely at different types of buildings and the appearance of different patterns of bricks and stone. On the basis of this knowledge, they design their own buildings. Year 3 pupils had previously looked at African art and, in particular, the colours used. They successfully reproduced these in their own designs. However, the task given was over-prescriptive and did not allow sufficiently for pupils' own creativity. There is insufficient evidence to judge standards and achievement overall. There is little artwork on display and photographic evidence is very limited. Work on display included pupils' interpretations of Aboriginal art, although this pleasing work was displayed in an area not visited by a majority of pupils. Scrutiny of pupils' sketchbooks and planning files indicated that a satisfactory range of experiences is provided. All pupils have had the opportunity to use digital cameras as part of their art work.

The co-ordinator is new to the post and is not yet fully familiar with the current status of the subject within the curriculum. Planning is based on the nationally recommended programmes of work, together with some planning for the acquisition of skills and how they will be taught. The school intends to develop this further. Not all staff feel that as competent as they might in teaching the range of skills covered in the art and design curriculum.

In **design and technology**, evidence supplied by the school shows that coverage of the National Curriculum is satisfactory. The acting co-ordinator keeps a record of the activities

each year group has worked on and this shows that pupils follow an appropriate programme of work. However, too little of pupils' work was available to make reliable judgements about standards. Both lessons seen were with Year 5 classes. These good lessons showed that pupils are familiar with the design and making process.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Extra-curricular music and opportunities to perform make good contributions to pupils' overall musical experience.
- Monitoring systems are not fully in place.

Commentary

84. Standards are above those normally found in Year 2 and Year 6. The achievement of all pupils is good, including pupils with special educational needs and those for whom English is an additional language. Improvement since the last inspection has been good. Improved teaching and resources are significant factors in pupils' good achievement.
85. Teaching is good, overall. In three of the eight lessons observed, teaching was very good. Strengths of teaching are teachers' insistence on high standards of behaviour, their ability to engage and maintain pupils' interest and their commitment to equal opportunities for all pupils. Teaching assistants provide strong support for pupils with special educational needs and those for whom English is an additional language. Pupils enjoy music and apply themselves very well to the task in hand. Their learning is good as a result. Assessment of pupils' progress is good and the results are used well to respond to individual pupils' needs. Pupils are encouraged to assess their own achievement and consider ways in which they can raise their standards further.
86. Planning is based on a published scheme of work, which provides a strong basis for pupils' on-going development. Progress is clearly visible as pupils progress through the school. Of particular note, during the inspection, was a lesson in Year 6. Pupils set words to rhythm patterns, in preparation for performing with added percussion or keyboard accompaniments. High quality teaching, combined with the presence of a significant number of talented musicians in the class, led to very good progress and achievement in the lesson.
87. Leadership and management are good. The co-ordinator is new to the post and has not yet had the opportunity to monitor teaching and learning in the classrooms. She closely monitors teachers' planning and gives good support where needed. Her priorities for development are appropriate. They include monitoring of teaching and learning, further developing the use of ICT in music, and extending the range of multicultural instruments. She leads a strong choir, and all pupils take part in annual concerts and productions. The curriculum is enriched by visiting music groups, such as 'African Drummers' and 'Top Brass', and staff from the County Youth Service. Two recorder clubs are well attended by pupils of all ages, and a significant number of pupils take advantage of the opportunity to learn to play the cello, guitar, violin, piano, keyboard, trumpet and saxophone.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Provision for swimming is a strength and standards are above average.
- While teaching and learning are never less than satisfactory, teachers' subject knowledge is limited.
- The development of pupils' self-evaluation skills is spasmodic.
- There has been no recent monitoring by the subject co-ordinator.

Commentary

88. Physical education is a satisfactory element of the curriculum, although there is scope for further development. Improvement since the last inspection has been satisfactory. The school plans for a good breadth of provision, although only dance was observed in Years 1 and 2, and games activities in Years 3 to 6. Standards in these elements of the curriculum are broadly satisfactory and similar to those normally found. Pupils achieve satisfactorily over time, though in the better lessons, where staff brought their strong underlying skills in teaching, pupils were achieving well. There is some additional benefit through the range of extra-curricular activities, although, as these activities are often of short duration, they are more likely to extend pupils' experience, rather than have a profound effect upon their skill level.
89. Standards in swimming are above average and pupils have very good access to swimming from Reception through to Year 6. However, a significant number of parents withdrew their children from swimming in Year 5 in the last school year. This means that, without obvious reason in most cases, these pupils did not access the breadth of the required curriculum. The school needs to tackle this issue in the current year.
90. The quality of teaching and learning is satisfactory overall, with some good lessons observed. Where the pace of teaching is brisk and engaging, pupils generally achieve well. In a good session in Year 6, pupils were learning skills of passing the ball in rugby. Pupils were very responsive and, given their very positive attitudes, no time was wasted. High expectations and lively presentation engages pupils' interest and commitment and they progress well. Relationships are good and teachers have high expectations of pupils' behaviour. Where sessions are often weaker is in the ability of teachers to extend pupils' skills coaching beyond a basic level. This issue was evident in several lessons observed, with staff limited in their specialist knowledge of how to take pupils' skills on. For less experienced staff, the management of large groups in the outdoor area still provides some challenges, as does the effective use of support staff during practical activities. For example, some staff, when organising practice in throwing skills in basketball, accumulate lengthy single queues, while others interweave two shorter lines, thus increasing access to the activity and improving opportunities for learning. The few pupils not taking an active part in lessons because of illness, etc, are not always usefully engaged. Opportunities for pupils to evaluate their work were developed effectively in some lessons, but this is by no means consistent and was a weaker feature in other sessions. Overall, there was an

appropriate focus on health and safety issues and on the effects of exercise on health. Planning is detailed and provides well for the range of needs in each class. Pupils with special educational needs are supported well where necessary.

91. The programme of additional sporting activities and clubs enriches the curriculum well. There is an extensive range of activities during the year, although some of these are one-off events and do not necessarily provide sustained support for training and extending pupils' skills. The annual residential visit for Year 6 pupils provides good opportunities for outdoor and adventurous activities.
92. Leadership is satisfactory. The co-ordinator has a good overview of the subject. Although she supports colleagues and has a clear understanding of what needs to be done to move the subject on, she has had little opportunity for direct monitoring of teaching. She recognises that some training issues exist and that the school is disadvantaged, other than in swimming, because of the lack of staff with specialist backgrounds in physical education. The school has very good indoor and outdoor facilities for physical education, including a swimming pool. Assessment systems are satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for PSHCE is **very good**.

Main strengths and weaknesses

- There is a comprehensive programme of activities to promote pupils' personal development.
- Pupils have many planned opportunities to take responsibility.
- The School Council enables pupils to make known their views on the school.

Commentary

93. A comprehensive and detailed scheme of work for pupils' personal, social and health education and citizenship (PSHCE) is in place and weekly lessons are timetabled for each class. Pupils' personal development is further enhanced through religious education and collective worship. There are planned opportunities in circle time, life skills lessons and assemblies, for pupils to develop independence, confidence and self-discipline, and to contribute fully to the life of the school and the community. Pupils are taught about their responsibilities and rights, both as individuals and as members of the community, and are encouraged to become increasingly responsible for their own attitudes, values and learning. They are taught to show tolerance and respect for each other and for views different from their own. The school successfully promotes sensible attitudes towards keeping safe and healthy, as well as providing sex and drugs education. Pupils feel that their opinions are valued and that they have a voice through the school council and pupil surveys.
94. The teaching of citizenship is established as part of the PSHCE programme. Pupils are encouraged to adopt roles and responsibilities within the school and in the community. They collect litter at break times and take part in gardening tasks. Pupils in Years 5 and 6 (and to a lesser extent in Year 2) assist in the smooth running of

breaks and lunchtimes through their badge holder responsibilities in the playground, dining hall, office, library and classrooms. The school council provides a valuable opportunity for acquiring citizenship skills and for contributing to the development of the school community. Emphasis is given to the responsibilities of living in a community, and the need to recognise and appreciate the values and beliefs of people from a wide variety of cultures. Older pupils learn about democracy, by debating issues about which they feel strongly. Citizenship of the wider world is fostered through strong community links with local schools, colleges and businesses, the work of volunteers from the community in the school, and support for a number of charities.

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	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	1
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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