

INSPECTION REPORT

Nutfield C of E Primary School

South Nutfield

LEA area: Surrey

Unique reference number: 125193

Headteacher: Mr J G Bryant

Lead inspector: Mr P Edwards

Dates of inspection: 13th – 16th September 2004

Inspection number: 267418

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	59 Mid Street South Nutfield Redhill Surrey
Postcode:	RH1 4JJ
Telephone number:	01737 823239
Fax number:	01737 822125
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Adams
Date of previous inspection:	26 th April 1999

CHARACTERISTICS OF THE SCHOOL

Nutfield Church of England Primary School is similar in size to other primary schools with 202 pupils on roll, 100 boys and 102 girls. Almost all pupils are from white, United Kingdom ethnic background. The percentage of pupils eligible for free school meals, at two per cent is below the national average. The percentage of the pupils having been identified as having special educational needs, (20.5 per cent) is above the national average and the percentage having a Statement of Special Educational Need is below the national average. No pupils are learning English as an additional language. Pupils' mobility is low with three pupils joining and eight pupils leaving the school at times other than the normal admission and leaving times. The school gained a School Achievement Award and Investors in People reaccreditation in 2003. There has been a high turnover in staff over the last two years. Attainment on entry to the school covers the full spectrum but is above average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Mr P Edwards	Lead inspector	English, information and communication technology, art and design, design and technology, special educational needs.
32768	Mrs J Manfield	Lay inspector	
20301	Mr P Isherwood	Team inspector	The Foundation Stage, science, music, physical education, personal, health and social education and citizenship
20671	Mr J Palethorpe	Team inspector	Mathematics, history, geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

As a result of good leadership, management and teaching, the school provides a **good standard of education**. Pupils make good progress and achieve well; by the end of Year 6, standards in English, mathematics and science are above average. Overall, the school gives good value for money.

The school's main strengths and weaknesses are:

- The children are provided with a very good start to their education in the Reception class.
- By the end of Key Stage 2, current standards are above average overall and the pupils achieve well.
- The headteacher provides good leadership and manages the school well.
- Relationships between pupils, and between staff and pupils are very good.
- Standards in information and communication technology are rising, but are still not high enough and computers are not well used to promote learning in other subjects.
- Teachers do not plan sufficiently to develop the pupils' writing skills in subjects such as history and geography in both key stages
- The moral and social development of the pupils is very good.
- The work of some subject leaders does not lead to sufficient improvement.
- Assessment information is not used sufficiently by teachers when planning work.

Overall, the school has made satisfactory progress since it was last inspected. The above-average standards in English and mathematics and the good quality of education have been maintained. Satisfactory progress has been made in addressing the key issues. The provision for information and communication technology has improved although there is still more to do. Assessment procedures in the core subjects are better but have not been extended to other curriculum areas. Health and safety issues have been addressed effectively.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	B	C	C
mathematics	A	B	C	C
science	A	A	D	E

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

The achievement of pupils throughout the school is **good** overall. Children in the Foundation Stage achieve very well and, by the end of reception, most are likely to exceed the goals expected of them in each of the areas of learning.

Standards achieved by the pupils in Years 1 and 2 are above average in reading, writing, mathematics and science. The standards achieved by the pupils in Years 3 to 6 are above average in English, mathematics and science. Throughout the school, the pupils achieve above average standards in music and standards in information and communication technology, history, geography and physical education are as expected. Pupils with special educational needs receive good support and achieve well.

Although national comparisons are not possible the provisional results in the last set of national tests in 2004 at the end of Year 6 show a significant improvement in English, mathematics and science. Inspection evidence confirms that standards are rising and pupils are now achieving well because of the way the teachers have challenged the more able pupils.

The pupils' personal development, including their spiritual, moral, social and cultural development, is **very good**. They have very positive attitudes to school and their behaviour is very good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching is **good** overall. It is very good in the Foundation Stage and provides the children with a very good start to their education. The teaching of English, mathematics and science is effective. There are good procedures for tracking progress in these subjects although some teachers occasionally rely on their individual expertise instead of the data when planning lessons. The way assessment information is collected and used in other subjects is satisfactory. The teachers, well supported by teaching assistants, are successful at providing interesting lessons that usually challenge pupils of all abilities. Pupils with special educational needs benefit from the support they receive and make good progress. Teachers make too little use of computers and of writing to support learning in other subjects.

The school provides a satisfactory curriculum, enhanced by a good range of enrichment activities. The care and welfare of the pupils are well managed and pupils are offered good support and guidance. The school benefits from good links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher has a clear vision for the school's development and, together with staff and governors, has created a very positive ethos in which all pupils, including those with special educational needs, can learn and achieve well. There has been a high turnover in staff and many subject

leaders, new to the school, although leading their subjects satisfactorily, need the opportunity to develop in their roles. All staff are encouraged to play a full part in the running of the school and they provide good role models for the pupils. The governing body contributes effectively to the development of the school, and meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school. They indicate that their children like school, are expected to work hard and are encouraged to become more mature. Parents appreciate the way new children are welcomed. The pupils are very positive about their school.

IMPROVEMENTS NEEDED

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

- Ensure teachers make more effective use of assessment information when planning lessons;
- Make more effective use of computers to promote learning in other subjects;
- Make better use of writing activities to enhance the pupils' learning in subjects such as history and geography;
- Develop the role of co-ordinators to ensure they have a greater impact on teaching and learning in their subjects;
- Raise standards in information and communication technology, history and geography.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is **good** overall. Standards in English, mathematics and science are **above average** by the end of Years 2 and 6.

Main strengths and weaknesses

- Children are provided with a very good start to their education in the Foundation Stage.
- The good provision in English, mathematics and science means that all pupils achieve well in these key areas.
- Standards are improving in information and communication technology, but could still be higher.
- Writing skills are not used effectively to further learning in history and geography.

Commentary

1. The children's attainment when they first join Reception covers a broad range, but is above average overall. The very good teaching and the well-planned curriculum mean that the children make good gains in their learning and are achieving well. The teacher's planning is very good and ensures that all areas of the curriculum are given good coverage and that the work is well matched to the children's level of ability and maturity. Most of the children are well on course to exceed the goals expected of them by the end of Reception in each of the areas of learning.
2. The number of pupils in most year groups is quite small, so the interpretation of test results requires caution, as they can vary from year to year. The results for 2004 show a significant improvement on the previous year. There was a significant improvement in the number of pupils attaining the higher Level 5 at the end of Year 6 in English, mathematics and science. Although national comparisons are not yet available the indications are that the 2004 test results are above average. In 2003, the national test results were in line with the national average in English and mathematics and below average in science at the end of Year 6. Compared with similar schools, the results were average in English and mathematics and well below average in science. Over recent years, the results have been improving at a broadly similar rate to the national picture.
3. Inspection evidence confirms that standards in Years 3 to 6 have improved over the previous year and the pupils are now achieving well, because of improvements to the teaching and organisation of the subjects. In particular, the school has worked very effectively to raise the attainment of the more able pupils, especially in writing. Inspection evidence indicates that there is no significant difference in

the achievement of boys and girls. By the end of Year 6, standards are above average in English, mathematics and science.

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

Standards in:	School results	National results
English	26.6 (28.3)	26.8 (27.0)
mathematics	27.4 (27.9)	26.8 (26.7)
science	27.6 (30.3)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

4. The school's results in the 2003 National Curriculum tests for pupils in Year 2 were well below average in reading, writing and mathematics compared with all schools. Compared with similar schools they were very low in reading, and well below average in writing and mathematics. The results over recent years have varied considerably. Although national comparison is not yet possible, the results for 2004 show a significant improvement and look to be above average.
5. In Years 1 and 2, inspection findings are that the pupils' achievement is good overall and, by the end of Year 2, standards in reading, writing and mathematics are above average.

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

Standards in:	School results	National results
reading	13.7 (16.5)	15.7 (15.8)
writing	13.4 (14.4)	14.6 (14.4)
mathematics	15.1 (17.5)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

6. Pupils with special educational needs achieve well and make good progress. This is because teachers ensure that these pupils receive good additional help in lessons. The school has good procedures in place to identify any problems the pupils are having with their learning and, as a result, strategies are put in place to provide the pupils with good support. The teaching assistants have a good impact on the achievement of all pupils, but particularly those with special educational needs.
7. The school's focus on raising standards in English and mathematics is reflected in the improvements seen, the above average standards and good achievement in those subjects. The provision for information and communication technology has also improved. Pupils now have regular access to a computer suite and their skills are developing satisfactorily as a result of this. Improved staff confidence has also helped the improvement, although there is more work to be done to ensure that the skills of all staff improve. Standards are rising and they are now in line with what is expected of pupils of this age, but they are not high enough. The teachers do not plan effectively for the use of information and communication technology in other subjects.

8. By the end of Year 6, standards in history and geography are broadly average. However, standards could be higher and there are too few opportunities for the pupils to develop their literacy skills in these subjects. The school recognises the need to ensure teachers' planning identifies opportunities more effectively. By the end of Year 6, standards are above expectations in music and satisfactory in physical education.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal development, including spiritual, moral, social and cultural development are **very good** overall and provide strong support for their learning. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils' behaviour in classes and around the school is very good.
- Pupils' interest in school life and their enthusiasm for learning are very good.
- The staff have high expectations of how pupils should behave.
- There are very effective procedures to promote good attendance and punctuality.

Commentary

9. Pupils like their school and are keen to take a full part in all that the school offers. Pupils are very well behaved in classes and around the school, and have a positive attitude to learning. These findings reflect continued high standards since the last inspection and support the positive views of parents. In classes, pupils are interested in their work and keen to achieve as well as they can. They listen to their teachers and work hard in groups and independently. These good attitudes are a significant contribution to the quality of learning, allowing teachers and pupils to focus on the lesson objectives.
10. The school sets high expectations for pupils' conduct and pupils are consistently polite and considerate towards each other and adults. Pupils know and understand the behaviour policy. They are involved in setting their own class rules that are prominently displayed in each classroom. In lower years these include 'take turns to speak' and 'keep hands and feet to ourselves'. In the upper classes, rules such as 'respect school property' and 'always work to the best of your ability' are indicative of pupils' growing maturity and personal development as they move through the school.
11. From the time children start school in Reception year, they are encouraged in good behaviour and positive attitudes. The positive approach to behaviour management helps to build pupils' self-esteem and confidence. Individual and group achievements are celebrated.
12. Pupils are encouraged and willing to take on responsibility. Throughout the school, there are opportunities for class monitors to take on a range of responsibilities including looking after equipment, registers and notice boards. The school has an active school council that includes representatives from each of the upper school classes. These are elected by their fellow classmates and, in addition to representing their own year group, the Year 6 members also represent the lower year groups.
13. Playtimes and lunchtimes are friendly, relaxed and safe. The school's policy of having mixed age playgrounds has a positive effect on pupils' behaviour. Where

misbehaviour occurs, it is dealt with promptly and effectively. Pupils know the consequences of unacceptable behaviour and they are confident that if an incident with another child occurs, they can tell a teacher and it will be dealt with effectively.

14. Pupils' moral and social development is very good. This is well reflected in the respectful way pupils use the things around them and the very good relationships they form with each other. Pupils' spiritual and cultural development is good. The school encourages pupils' self-awareness and understanding of the wider world. This includes the Christian principles that are a cornerstone of the school and an appreciation and respect for different cultures and beliefs.
15. Attendance is very good. The rate of attendance is well above average and the school's very good procedures to monitor attendance and punctuality are supported by parents. There have been no exclusions during the school year prior to this inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.2
National data:	5.4

Unauthorised absence	
School data:	0.2
National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching, learning and the curriculum are **good** and there are **good** arrangements for securing the care, welfare, health and safety of the pupils. Links with parents are **good** and there are **good** links with the local community. There are **good** links with other schools.

Teaching and learning

The quality of teaching and learning is **good** and procedures for assessing the pupils' attainment are **satisfactory**.

Main strengths and weaknesses

- The teaching of literacy and numeracy is good.
- Teachers encourage and challenge the pupils to do their best, whatever their ability.
- Teaching assistants provide good support.
- Teachers do not make sufficient use of assessment information and the quality of their marking is inconsistent.
- Teachers do not plan sufficient opportunities for using information and communication technology in other subjects.

Commentary

16. Taking account of the lessons seen, the pupils' previous work, teachers' planning and discussions with pupils and teachers, the quality of teaching and learning is good. This has a good impact on the pupils' achievement and the progress they make, particularly in English and mathematics.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (18%)	15 (44%)	12 (35%)	1 (3%)	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.

17. Children in Reception have a very good start to their education because they are very well taught. Much of the planning has been reorganised and is now very good, taking account of the children's differing needs and experiences. The children's independent learning is well promoted through enquiry, exploration and structured play. Assessment procedures are very good and the day-to-day observations of the children's progress are used very effectively by the teacher when planning the next steps in their learning.

18. The teaching of literacy and numeracy is good because the school has focused on raising standards in these very important areas. The subjects are well organised by the co-ordinators, who have identified areas for improvement and, with the support of the headteacher, keep a close check on the teaching and learning to monitor the developments. The staff have responded very well. The work to raise the attainment of the more able pupils by making lessons sufficiently challenging has been very effective. Most teachers have a good understanding of the national strategies for literacy and numeracy and the work is presented in a lively way that captures the pupils' attention from the start. There are good opportunities for them to discuss their work, at the beginning and end of lessons and as they work. The work is very well planned, usually taking account of the different levels of ability in each class. As a result, most pupils learn and achieve well. There are isolated instances where pupils do not make the progress they should because the teachers do not follow the agreed strategies and lessons are not building upon the skills that the pupils have previously learned. The teachers do not make sufficient use of writing activities to promote learning in history and geography and there are too few opportunities identified in their planning to make effective use of computers to help pupils improve their knowledge in other subjects.

19. Pupils benefit from the skilled teaching assistants. Those with special educational needs receive good additional help in lessons from skilled and competent classroom assistants. Should it be necessary for some individuals to receive more intensive help, they are withdrawn from the class sensitively to work in a quieter environment. This combination of approaches ensures they make at least good progress and, frequently, their progress is very good. The targets contained in the pupils' individual education plans are clear and concise. The teachers and teaching assistants use the individual education plans well when planning their lessons and this ensures work is effectively matched to the pupils' individual needs. The teamwork between the teacher and teaching assistants in Reception is a very strong feature and enables the children to make significant progress.

20. Staff have worked hard, and successfully, to improve the systems for assessing and tracking pupils' progress. However, assessment procedures are at an early stage of development in subjects such as history and geography and this has resulted in staff being uncertain as to the skills acquired by the pupils. The progress made by pupils is often due to the individual skills of teachers and the staff do not often make adequate use of assessment information. Considerable effort has gone into improving the assessment procedures and, in the best lessons, most staff are making satisfactory use of the information when planning lessons in literacy and mathematics. There is a wealth of information available to staff and the senior management have used this information to track progress and it has had a good impact on improving the attainment of the more able pupils. Where lessons are less effective in the key subjects of English and mathematics, the available information is not used by the staff when planning work and this results in some pupils attempting work that is too difficult and others being given work that is too easy. The high turnover in staff has resulted in the need for all staff to be reacquainted with the assessment procedures to ensure all are using them efficiently. There is a similar picture with regard to the marking of the pupils' work. Whilst there are some examples of high quality marking, the approach is too inconsistent and it rarely identifies how the pupils might improve their work.

The curriculum

The curriculum is **satisfactory** and there are **good** opportunities for enrichment. The accommodation and resources are **satisfactory**. There has been **satisfactory** improvement since the previous inspection.

Main strengths and weaknesses

- Structured play is used well to provide an interesting curriculum for children in the Foundation stage.
- Links with other organisations enhance the arts aspects of the curriculum very effectively.
- Teachers ensure all pupils access the curriculum offered and are well prepared for the next stage of education.
- There are too few opportunities for pupils to develop their information and communication technology skills across the curriculum.
- There are insufficient books in the school library.

Commentary

21. The curriculum meets the requirements of the National Curriculum by covering all necessary subjects. All pupils are fully included in all aspects of the curriculum. There is good provision for special educational needs, with support staff that are effective. Children in the Foundation Stage receive a good quality curriculum based on the recommended areas of learning: very good attention is paid to developing children's social, linguistic and mathematical skills. Not enough attention is paid to using information and communication technology skills across the curriculum.

22. A very good range of arts activities enhance the curriculum very effectively. Links with Opera Brava develop a wide range of skills with the pupils. Musical and social skills are very well developed by this link. Visitors to school help to bring subjects to life. Teams and clubs outside normal school hours, including a range of sporting activities, textiles, choir and computer club have a positive effect on developing pupils' skills. Many visits out enhance the curriculum.
23. All aspects of the personal, social, health and citizenship education programme are covered well, including sex education and drug and alcohol awareness. The school uses a good mix of specific lessons and links with other subjects including science to develop an understanding of healthy living and living in a multicultural society. Circle times, where pupils discuss a wide variety of issues, have a very positive effect on social development. A residential session for older pupils develops pupils' social skills.
24. Pupils are well prepared for transfer to secondary school. There are good contacts with a local secondary school. Pupils from Year 5 upwards are involved in activities that effectively prepare them for the next stage of their education.
25. Accommodation and resources are satisfactory overall. There is a good number of teaching staff to meet the needs of the curriculum. Resources in science are good and there has been good improvement in the music resources since the previous inspection. The number of books in the school library is limited and this inhibits the opportunities for pupils to carry out research activities. The storage of resources is difficult particularly in the hall. This should be alleviated to some extent when music resources are moved to the recently built music room. Outdoor facilities include two playgrounds and a specific area for children in the Foundation Stage. Picnic type tables with 'inbuilt' games allow pupils who do not wish to take part in physical activities to be profitably engaged at break and lunchtime.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. Pupils receive **good** guidance and support and the school is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- Pupils have very good relationships with teachers and other staff
- Induction arrangements for pupils are very good

Commentary

26. This is a caring and supportive school, where daily routines are well planned and children are well supervised at all times. All staff are aware of medical and child protection procedures and of individual pupils' medical or special needs. Designated members of staff are trained and always on hand should the need for

first-aid arise. The school works effectively with parents and local agencies to ensure children's welfare.

27. The school premises and grounds are clean and well maintained and the school is safe and welcoming. Many pupils are brought to school by car resulting in congestion. The school is pro-active in trying to alleviate this situation and a 'walking bus' scheme has recently been introduced.
28. Pupils feel that teachers and other school staff are friendly and approachable and that they can go to them with any problems or concerns. Good relations with midday assistants are evident in the friendly, caring manner of communication between children and staff during the lunchtime break. At lunchtime, midday assistants accompany the children just starting in Reception year as they go from dining hall to classroom. This routine helps these younger pupils feel secure as they learn their way around the school.
29. Throughout the school satisfactory systems for monitoring and tracking pupils' achievements support the advice and guidance given to pupils. Pupils also contribute to their own school reports, which are issued during the spring term. The reports include a section completed by the pupil on what they are good at and what they would like to be better at. These comments, along with an action plan of short-term goals set by the teacher, are discussed with class teachers and parents and followed up through the summer term.
30. A very good induction programme supports children starting school. They also provide an opportunity for parents to share information that will help their children settle into school. For older pupils, activities with the local secondary school are planned during Years 5 and 6 to help the smooth transition to secondary education and, by the time they leave school, pupils are confident and self-assured.
31. Throughout the school, pupils have the opportunity to contribute their views. Circle time and the school council are two forums where pupils feel that what they have to say will be listened to and acted upon. A good example of this is the recent involvement of the school council in deciding on new playground equipment, such as the giant chess and skittles. In addition, pupils are taught from an early age about 'good listening' and 'good asking'.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. **Good** links have also been established with other schools and the wider community.

Main strengths and weaknesses

- Parents are positive and supportive.
- Good links with the community, other schools and local businesses benefit pupils' achievement and well-being.

Commentary

32. At the meeting prior to the inspection and in responses to the questionnaire, parents expressed positive views about the school. They feel that their children like school and make good progress. They also feel that their children settled well into school, are encouraged to do their best, and become mature and independent as they move through the school. Parents are supportive in a number of ways, including volunteers to help in class and with school outings and events. Effective links with parents are established before children start in Reception year, through home visits by staff.
33. As pupils progress through the school, parents receive information about the curriculum and school events through regular newsletters from the headteacher and letters about specific activities. Notice boards around the school are up to date. Informal communication continues through the home/school diary, which is used well by parents and teachers to note children's progress and raise any queries.
34. Annual reports are good. They include information about progress in each subject and personal and social development. Pupils comment on their own progress and goals and teachers provide an action plan of targets for the coming term. Parents have the opportunity to discuss the report and their children's progress through the year at termly consultations and other events such as the informal 'meet the teacher' evening held during the autumn term. Although a small number of parents feel they could be better informed, evidence shows that they are provided with a good level of information.
35. The school is approachable and parental suggestions and concerns are taken into account, although a small number of responses to the questionnaire indicate that some parents feel uncomfortable in approaching the school. The school is keen to maintain and further develop its partnership with parents, and to ensure that parents are happy with the information they receive and their links with the school. The headteacher promotes an 'open door' policy and feels that this is a positive way of allowing any parental concerns to be raised and resolved.
36. The school has an active parent teacher association, which organises numerous social and fundraising events for the school, such as the 'roller disco' and treasure hunt. Funds raised by the association make a valuable contribution to pupils' learning through the provision of additional resources, such as the building of the new music room, which was completed the week prior to the inspection.
37. Local businesses contribute financial support and pupils' learning is enhanced by a range of external visits and visitors. These include Surrey emergency services, Christ Church and Opera Brava. The community benefits through links with the school, for example, local elderly residents attend school plays and concerts, and the school runs 'Tadpoles', a weekly drop-in group for parents and pre-school age children. The school supports the Bishop's Lent Appeal and has raised funds for charities including CRISIS and projects in India, Pakistan and Africa. The school

has very good links with one of the local secondary schools. This has provided additional support for information and communication technology. Links with other primary schools, through the Tandridge Federation, provide opportunities for pupils to participate in joint events such as district sports and music festivals.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher has a clear vision and high aspirations for the school
- Planning for the school's development is well focused
- The core subjects are well led by the co-ordinators
- National Curriculum test results are thoroughly analysed
- The work of foundation subject co-ordinators is under-developed
- Performance management is well organised
- Finances are kept in very good order

Commentary

38. The headteacher has a clear understanding of the strengths and weaknesses of the school and where improvements need to be made. The school improvement plan clearly sets out the school's priorities for the next four years, with raising standards at its heart. The plan is a very useful tool to take the school forward. Particular emphasis has been put on higher ability pupils, as their performance was unsatisfactory in the 2003 National Curriculum tests. The unvalidated results for 2004 indicate that this strategy has been successful. The headteacher and senior management team are successful in establishing a productive climate for learning and promoting inclusion throughout the school.
39. The co-ordinators for English, mathematics and science have been at the forefront in the attempts to raise standards and they lead and manage their subjects well. They have ensured that the statutory curriculum is in place, and that the national strategies in literacy and numeracy have been implemented effectively. They have analysed test results, particularly the disappointing ones in 2003, and in the light of their findings, instituted 'Booster' groups for certain pupils. The 2004 test results are testimony to this work.
40. The management of other subjects, although satisfactory, is less effective. Although time is made available, monitoring by co-ordinators is not sufficiently rigorous. The statutory curriculum is in place, but is sometimes taught superficially, leaving pupils with a basic knowledge and understanding, but with inadequate depth. The changes of staff have caused difficulties in continuity of co-ordination.

41. The management of the provision for special educational needs is good. The co-ordinator provides good teaching in situations where pupils are withdrawn for specialist work. She ensures there is early identification of the needs of pupils with special educational needs and funding is used effectively to provide a satisfactory number of learning support assistants.
42. Performance management systems are well embedded into the school's management system, and include teaching assistants and administrative staff. Teachers' targets concern whole school issues, their own curriculum areas, and individual needs.
43. The governance of the school is good. The governing body is supportive and kept well informed by the headteacher. It brings together a wide range of expertise and experience to give good support across many areas. It is ably led by a committed chair who regularly visits and works within the school. Twice-termly governing body meetings are held and discussions and decisions clearly recorded. Most governors are fully aware of the strengths and weaknesses facing the school and have a developing understanding of their role in monitoring and evaluating the schools performance. The governors' role in influencing and challenging the work of the school is developing well through regular visits and effective involvement in the construction and monitoring of the school improvement plan. The governors have been very effective in supporting the headteacher in securing additional grants, enabling additional building to take place. The governing body effectively fulfils its statutory responsibilities through a wide range of policies that are regularly reviewed. It regularly appraises the work of the headteacher and successfully sets and monitors performance targets.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	545 491
Total expenditure	526 608
Expenditure per pupil	2 237

Balances (£)	
Balance from previous year	40 072
Balance carried forward to the next year	58 955

44. Administrative staff manage the day-to-day administration and finances very effectively. Governors are regularly informed of the current situation on spending. There is a larger than expected carry-forward from 2004 to 2005. The school's explanation for this is well founded and convincing, and includes extra money coming in for an insurance claim, and an unexpected grant for refurbishment. Planning for the spending of this money is also well founded, and includes paying for higher staff costs. The school always seeks to ensure that the services it receives are provided at the best value. The school has been active in seeking and obtaining additional grants, for example to contribute to the building of the new music room.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Very effectively planned lessons ensure children make good progress and achieve well.
- Children show very good understanding of school routines.
- Induction procedures are very good.
- Assessment information is used well

Commentary

45. Children enter the school in the Reception class. Those with autumn birthdays attend full time and those with birthdays between January and August attend mornings only until Christmas. There were six full-time and 21 part-time children during the inspection period. The majority of children were admitted part way through the inspection week. Very good links with children and their parents before children start school ensure that they settle in very quickly. Comments by parents confirm that the links are very useful. Attainment on entry covers a wide range but the majority of children have above average skills particularly in communication, language and literacy skills and mathematical development. Creative skills are not as well developed and are at the expected levels. Over time, the children have achieved well in the Foundation Stage. However, there has been good improvement since the previous inspection and the quality of teaching and learning is now very good. Lessons are very effectively planned to meet the needs of all the children. Structured play is used effectively in all areas of learning. Very good assessment procedures are used effectively to ensure that work set matches the needs of the children. Brief assessment notes put in children's personal learning diaries allow both staff and parents to see how children are progressing. The teacher and her assistants work together very effectively, providing very good role models for the children. Leadership and management of the Foundation Stage are very good. By the time they start in Year 1 the children exceed the Early Learning Goals in all areas of learning.
46. Children achieve very well in **personal, social and emotional development**. Routines, such as entering the classroom and limiting the number of children at an activity are clear and children who have only just started in the class soon get used to what is expected of them. The teacher and support staff have high expectations of behaviour and children respond very well. Children quickly learn that they have to put their hand up in carpet sessions and take turns when working in groups. Opportunities to work independently or in groups have a positive effect on developing social skills. When they leave Reception, children listen to each other and respond to instructions very well. They show very good understanding of

routines and have very positive attitudes to learning. Relationships within the class are very good.

47. In **communication, language and literacy**, staff provide a wide range of activities to develop learning. There is a very good emphasis on developing speaking and listening skills. The teacher and support assistants are good role models when speaking to the children. They encourage children to talk to them, valuing everything that is said. This makes children more confident in their contribution to the lessons. Stories are used very effectively to develop an understanding that print and pictures have meaning. The teacher uses questions very effectively to develop learning, for example when she asks who 'Mrs. Rose' is in a story about starting at nursery. Children who recently left Reception are keen to read and all children read simple sentences in books with the more able children showing good awareness of punctuation marks. Speaking and listening skills are well developed. Children speak clearly and listen to others very well. Writing skills are at a higher than expected level when children enter Year 1, with most children writing simple sentences, for example when they write their news.
48. **Mathematical development** is at a higher than expected level. Children achieve well in their ability to count to 20 and beyond and in their ability to carry out simple addition and subtraction. Children of all attainment levels identify two-dimensional shapes including square, circle and triangle and know how many sides they have. Planning for the recently admitted children is very good. Water and sand play are used very effectively to develop mathematical skills.
49. Evidence in **knowledge and understanding of the world** is limited for the children who were admitted in the inspection week. The teacher gives the children very good opportunities to develop their understanding of location in the induction period. There are good opportunities to use construction toys. Very good use is made of computers to develop both information and communication technology skills and hand-eye co-ordination. By the time they enter Year 1, children have simple scientific understanding, for example they know that ice melts and water and oil do not mix, that there are special people and places and that there are healthy and unhealthy foods.
50. Children are developing their skills in **creative development**. There is insufficient evidence to make judgements on standards or achievement. Children are encouraged to use paints to produce 'portraits' of themselves and to experiment with colour mixing.
51. There is insufficient evidence to report on **physical development**. Children were observed using bikes in very well-organised structured play sessions which are very effectively linked to all areas of learning. Adverse weather conditions restricted some of the planned activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain standards that are above average by the end of Year 2 and Year 6.
- Pupils learn well because of the effective teaching.
- The teachers do not make sufficient use of assessment information when planning lessons and the quality of teachers' marking is variable.
- There are too few opportunities for the pupils to use literacy skills in other subjects.

Commentary

52. The 2003 National Curriculum test results at the end of Year 2 show the pupils' attainment to be well below the national average and at the end of Year 6 to be average. These results are not typical and were due to almost 25 per cent of the pupils having special educational needs. The provisional results for 2004 show standards have improved significantly and are above average.
53. The inspection showed that standards are above average in the current Year 2, for both boys and girls, in all of the key areas of reading, writing, speaking and listening. A particular strength is the quality of pupils' responses to teachers' questioning. The pupils are confident and respond with clarity. Pupils also read with confidence and most develop an accurate written style and use a good range of vocabulary. Achievement for these pupils is good.
54. Standards in Year 6 are above average and these pupils achieve well. Speaking and listening skills are well developed and above average. The quality of their reading and writing is also above average and there is no significant difference in standards or achievement between boys and girls. The most able pupils in all year groups and those pupils with special educational needs, also achieve well.
55. Teaching and learning in English are good. The main strength of the teaching lies in the careful planning and enthusiasm of the teachers. This ensures that the pupils are well motivated, keen to learn and remain focused on their work. The quality of teachers' marking of pupils' work is variable, and in some instances, is not very helpful in showing the pupils how they might improve their work. There is a wealth of assessment information but not all teachers make effective use of the information when planning future work. However, work is generally well-matched to the pupils' level of ability. Where teachers are not using the assessment information, they tend to use their individual level of expertise, ensuring most pupils are provided with sufficiently challenging work. Assessment is used to provide the pupils with good feedback as to how well they are doing; Teachers refer to pupils' targets and provide them with the results of optional tests so they know what they need to do to achieve the next level. The teachers take the opportunity to question the pupils and ensure that their responses are developed by asking them to expand on their answers. Teachers place a good emphasis on developing individual and collaborative learning skills. For example, in a very good Year 5 lesson the opportunity to work in small groups enabled pupils to produce a good amount of written work using more interesting words. Some pupils learned from their peers how text could be enhanced through the use of capitalisation. The teaching assistants are utilised effectively and encourage the less able pupils to have a go at responding to questions.
56. Leadership and management of the subject are good. For example, after the 2003 National Curriculum test results were analysed, the school identified that the more able pupils were not being challenged sufficiently and additional support was provided for these pupils, the result of which was significantly improved performance, particularly in the pupils' writing. The teaching and learning of

English are monitored regularly and good strategies are in place to enhance the professional knowledge of staff. Although the current co-ordinator has only been in place a short time, she has already identified areas for improvement, including increasing the reading resources.

Language and literacy across the curriculum

57. Pupils are provided with far too few opportunities to use literacy skills in other areas of the curriculum. History and geography skills suffer as a result. The teachers do not identify how they might develop writing skills in other subjects and miss opportunities as a result. Writing activities tend to be carried out as literacy activities without sufficient thought as to how they might be used to promote learning elsewhere. There are good opportunities to develop speaking skills in other subjects, for example, during circle time when pupils are able to express their views on a range of issues.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good throughout the school.
- Test results are thoroughly analysed.
- Teaching and learning are good.
- There is insufficient use of information and communication technology to support learning in mathematics lessons.
- The co-ordinator leads and monitors the subject well.
- The quality of marking is inconsistent.

Commentary

58. The 2003 National Curriculum test results at the end of Year 2 show the pupils' attainment to be well below the national average and at the end of Year 6 to be average. Standards of work seen are above average at the end of Year 2 and at the end of Year 6, and all pupils, including those with special educational needs, are currently achieving well.
59. The school makes good use of test results. They are analysed thoroughly to indicate precisely where each pupils' strengths and weaknesses lie. From this, targets are set, and work is planned to meet pupils' needs. Particularly effective has been the 'Booster' work, which has enabled the higher attaining pupils in Years 2 and 6 to achieve the higher levels in the National Curriculum tests.
60. Teaching and learning are good overall, although it does range from very good to unsatisfactory. Many examples of good teaching were observed, which improve pupils' learning. Where teaching is better, lesson planning is thorough, there are clear lesson objectives and explanation of the task and the work is well matched to the pupils' abilities. In all classes the teachers question pupils well and involve all pupils fully in the lessons. Teaching assistants are used effectively, especially to support those pupils with special educational needs.

61. Where teaching is less effective, lessons do not follow school guidelines, activities are disjointed and lesson objectives lack clarity. Occasionally work is similar for pupils of different abilities and there is insufficient extension work to challenge the pupils further.
62. Where these aspects occurred, some pupils made insufficient progress. Scrutiny of pupils' books indicates that marking is inconsistent. Sometimes, it is not done at all, and there are few constructive comments indicating to a pupil how she or he can improve. The presentation of pupils' work is often scruffy, sometimes worse at the end of the year than it is at the beginning.
63. Teachers are beginning to make good use of interactive whiteboards in their classrooms, although some have yet to realise the capabilities of this facility. However, the use of computer programs to support pupils' learning in lessons is greatly under-developed. There is a shortage of software, and teachers are not fully aware of what is available.
64. The leadership and management of the subject are good, and this is having a positive impact on teaching and learning. The co-ordinator has implemented the National Numeracy Strategy effectively, which has given a common structure to lessons and a clarity to lesson objectives. She monitors the subject well, including the quality of teaching and learning. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

65. There is evidence of mathematics being used well in other areas of the curriculum. It is particularly good in science, where pupils use their numeracy skills when they do practical experiments and investigations. Co-ordinates are used in geography, time lines in history, and in design and technology, pupils weigh and measure when making their artefacts.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is good achievement throughout the school.
- Work challenges pupils at all levels but planning does not always take account of assessments.
- Mathematical skills are developed very well in science but opportunities to develop information and communication technology skills are not developed enough.
- Development of scientific vocabulary is good.

Commentary

66. Standards of attainment are above the expected level at the end of both Year 2 and Year 6. The 2003 National Tests show standards below average at the end of Year 6, after two years of standards being well above average. The most recent tests taken in 2004 show above expected levels at both the expected level 4 and the higher level 5. The variation in standards is due to differences in cohorts. The school has improved results by ensuring higher attaining pupils have been suitably challenged. Inspection evidence shows that pupils with special educational needs make good progress and achieve in line with other pupils. No differences were observed in the attainment and achievement levels of boys and girls. Achievement in both key stages is good. The good and at times very good quality teaching challenges the pupils and as a result they achieve better than expected, making good progress.
67. Teaching and learning are good overall. They are very good in Year 6 in lessons taken by the headteacher. Subject knowledge is good in both key stages. There is very good use of scientific vocabulary in lessons by the teachers and this has a positive effect on developing pupils' knowledge and understanding of the subject. In Year 3, the pupils' understanding of the vocabulary of 'teeth' is effectively reinforced by a wall display. Teachers develop the pupils' social skills very well in lessons by using group discussions in scientific challenges. All teachers develop mathematics skills very effectively in science. The pupils learn how to use block and line graphs, for example in work on cooling liquids. There is limited use of information and communication technology but there are insufficient opportunities for pupils to use the skills they have acquired in the computer suite. Pupils have very good attitudes to science, allowing teachers to concentrate on imparting knowledge. Marking is not used effectively to develop learning. Teachers rarely challenge pupils with comments such as 'What happens if?' or 'Is there another way to do this?' There are end of unit assessments but the use of these relies too much on the expertise of individual teachers and there is insufficient use of the detailed assessments that are undertaken. This means that step-by-step skill development, as pupils move through school, is not fully guaranteed.
68. There is satisfactory leadership and management of the subject. The headteacher is acting as 'caretaker' for the subject following the departure of the previous co-ordinator. There is good use made of the links with a local secondary school and the visiting 'Skylab' enhances the science curriculum. There has been satisfactory improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in information and communication technology have improved but could still be higher.

- The pupils share resources and work together well.
- Planning to use computers to promote learning in other subjects is unsatisfactory.

Commentary

69. Although there are still gaps in the pupils' learning, there is clear evidence that standards have improved rapidly since the last inspection and are in line with expectations at the end of Year 2 and Year 6. The school has worked hard to improve the provision; the increased number of computers now ensures that all pupils have regular access. Overall the pupils achieve satisfactorily throughout the school.
70. Inspection evidence indicates that teaching and learning are satisfactory throughout the school. During the inspection, most staff demonstrated confidence in using computers and interactive whiteboards to introduce their lessons and to develop particular themes. Computers were in regular and effective use in all classes. Teachers' planning for lessons in the computer suite is satisfactory and learning objectives are identified clearly. Word processing skills and the ability to use painting and drawing programs are developed well in both key stages. In the juniors, older pupils show satisfactory skills in their ability to use computers for multi-media presentations. However, they have not had the opportunity to use spreadsheets and sensors and only limited opportunities to use computers for data handling. As a result standards are below average in these aspects of the subject.
71. Leadership and management of the subject are good. This improved confidence amongst staff is a direct result of the systematic staff training and the good guidance and support provided by the subject co-ordinator. There has been a considerable change in staff however and a small minority do need additional support, guidance and encouragement to make the best use of computers and resources to support learning. The school has increased the number of computers since the previous inspection and a small, dedicated suite is now used on a regular basis by all classes. In addition, classroom based computers are also available. During lessons in the suite, the pupils are happy to share the computers and they help one another where appropriate. The school makes effective use of learning support assistants to work with groups of pupils. This often avoids the necessity for pupils to share computers and the 'hands on' time enables them to make better progress.

Information and communication technology across the curriculum

72. Provision for information and communication technology across the curriculum is unsatisfactory. Part of the school's recent focus has been to improve the use of information and communication technology across the curriculum and the teachers are planning to do this more in subjects such as English and mathematics. Satisfactory use is being made of the Internet to carry out research but the lack of broadband results in very slow access. Not enough is yet done to support the work in subjects such as science, geography history and design and technology. The

school recognises the need to ensure that the teachers' planning identifies opportunities to make effective use of information and communication technology in all areas of the curriculum, as this is currently unsatisfactory.

HUMANITIES

Geography and history

Provision in geography and history is **satisfactory**.

Main strengths and weaknesses

- Pupils are keen and interested.
- There are good opportunities for pupils to discuss their work.
- There is too much reliance on worksheets, especially for older pupils.
- Marking is inconsistent.

Commentary

73. By the end of Year 2 and Year 6, achievements of pupils throughout the school are satisfactory, and standards are in line with those expected.
74. Teaching and learning in history and geography are satisfactory. Pupils are well managed and well motivated, and display good attitudes and behaviour, and enthusiasm for their work. There are good links with literacy, particularly in discussions using speaking and listening skills. When prompted, the pupils can recall a good range of facts about the subjects, particularly in history. However, opportunities to develop writing skills are used less effectively as there is too much reliance on worksheets. In the lessons observed, although pupils of different ability were often given different tasks, the scrutiny of pupils' previous work indicates that generally pupils have the same work to do, with the less able simply doing less and not completing the tasks. This scrutiny also shows that marking is inconsistent, and does not contribute to pupils' progress. There are occasions when pupils do their own individual research using the Internet and this has a good impact on their learning. However, this aspect is under-developed. Visits in the locality are used well to support the work in history and geography.
75. The National Curriculum is covered in both subjects as the school follows national guidelines. However, some of the coverage is superficial, and leaves the pupils with insufficient depth of knowledge and understanding. For example, one topic appeared to be covered by seven worksheets, with no indication of how pupils had researched, and nothing was marked. At the moment, the headteacher is overseeing the two subjects as there is no permanent co-ordinator but evidence shows that over time, leadership and management are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Too few lessons were observed in **art and design** and **design and technology** to make overall judgements on the quality of the provision. However, discussions with teachers and pupils and an analysis of work show that the subjects are covered in satisfactory depth and are planned effectively. Artwork, particularly painting and other two-dimensional examples, features prominently in displays around the school and shows a satisfactory development of skills as the pupils move from class to class. Good links with a local secondary school have helped the pupils develop an understanding of how to design models using different forms of power. As part of the summer fete, parents helped their children design and make models, for example the London Eye.

Music

The provision in music is **good**.

Main strengths and weaknesses

- Standards throughout school are above average
- Learning opportunities provided are very good.
- Pupils enjoy music and perform well.
- The use of assessment is under-developed.
- There is insufficient use of information and communication technology.

Commentary

77. Standards are above expected levels at the end of Year 2 and Year 6. All pupils achieve well because of the good and at times very good quality of teaching and opportunities to take part in a wide range of musical activities. Pupils with special educational needs are fully included in all aspects of lessons and as a result make progress in line with their classmates. No differences were observed in the achievement levels of boys and girls. There has been good progress since the previous inspection because of an improvement in the quality of teaching and the opportunities to develop performing skills.
78. The quality of teaching and learning is good. Teachers ensure that pupils know what they are going to learn. This allows pupils to monitor their progress. Musical extracts such as 'Peter and the Wolf' are used effectively to illustrate how music can be used to illustrate characters. Pace is usually brisk and keeps pupils interested. Teachers ensure that all pupils are fully involved in the lessons. Pupils respond very well to their teachers, they enjoy music and sing with enthusiasm. There are too few opportunities for pupils to use information and communication technology within music lessons.
79. The leadership and management of the subject are satisfactory with some good features. There has been good improvement in resources since the previous inspection. The programme of work has been improved but there has not yet been time to rigorously monitor the quality of teaching and learning in individual classes. Assessment procedures rely too much on the expertise of individual teachers and as a result step-by-step development of skills is not fully guaranteed.

80. Links with Opera Brava have a very good impact on developing musical and other skills. Year 6 pupils talk with obvious enthusiasm about what they did when they were taking part in the link. Visits by musicians, a school choir and lessons with peripatetic teachers have a good effect on raising musical standards.

Physical education

The provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils are offered a wide range of activities to develop physical skills.
- Systems of assessment need developing.
- Pupils respond well in physical education.

Commentary

81. Standards of attainment in the games aspect of physical education are at the expected level at the end of both Year 2 and Year 6. In addition to games, one lesson of dance was observed; standards in this lesson were at the expected level. Planning shows that all aspects of the subject including swimming are effectively covered. All pupils achieve satisfactorily over time and there is good progress in some individual lessons. Teachers ensure that all pupils take part in all aspects of the lesson. There is no observable difference between achievement levels of boys and girls. There has been satisfactory progress since the previous inspection.
82. The quality of teaching and learning is satisfactory. Lessons are satisfactorily planned. Introductions are good with clear explanations of what is to be learned in the lesson. Warm-up sessions in all lessons are good and ensure that pupils are prepared to take part in activities. In the main part of lessons there are times when pupils spend too much time being inactive and this leads to slight restlessness. Occasionally activities are a little too challenging, for example asking pupils to lead a warm up activity with their group. Discussion about quality of performance is good, for example in Year 5, when pupils comment on dance movements linked to life in ancient Egypt. Pupils enjoy physical education; they are enthusiastic and work well when in groups. There are very good levels of collaboration between pupils. Relationships are good and pupils apply themselves well.
83. There is satisfactory leadership and management in the subject. The scheme of work has been developed and there are sufficient resources for the subject. There has not yet been rigorous monitoring of teaching and learning in the classrooms. Assessment systems rely too much on the expertise of individual teachers and as a result step-by-step progress is not fully developed. The curriculum is enhanced by a number of after-school sporting activities including football and netball.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. The good programme for personal, social and health education and citizenship has a positive impact on improving pupils' personal development. Specialist input is provided by the local police and other emergency services and older pupils take part in the 'Junior Citizen' activities. Learning about living in a multicultural society is reinforced by a workshop 'Spinning Yarns', which involves anti-racism story telling.

85. Teachers plan programmes with a satisfactory emphasis on relationships, sex education and the dangers of drug and alcohol misuse. Circle time discussions are used for pupils to discuss a wide range of issues, for example 'thinking of something positive about yourself'. There is a good emphasis on healthy eating in science lessons. Leadership and management are good. Regular monitoring of plans and discussion with staff ensure that the co-ordinator knows that all aspects are being covered although there has not yet been the opportunity to monitor teaching and learning in the classroom.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4);

unsatisfactory (5); poor (6); very poor (7).