

INSPECTION REPORT

THE RALEIGH PRIMARY SCHOOL

West Horsley, Leatherhead

LEA area: Surrey

Unique reference number: 125011

Headteacher: Mrs J Morris

Lead inspector: Mr Christopher Gray

Dates of inspection: 11 – 13 October 2004

Inspection number: 268089

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	396
School address:	Northcote Crescent West Horsley Leatherhead Surrey
Postcode:	KT24 6LX
Telephone number:	01483 282988
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs N Owens
Date of previous inspection:	December 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of West Horsley in Surrey and draws its pupils from a wide area including East Horsley, Effingham, Ripley and Clandon. Children's attainment on entry is generally above what is found nationally among most four-year-olds, although to a lesser extent in writing skills. The school's population is fairly constant, although certain year groups experience a greater degree of mobility than others at the transition from infants to juniors. However, this has little impact on overall attainment levels.

Although pupils' backgrounds vary, the majority come from homes whose socio-economic circumstances are above average. Entitlement to a free school meal is less than average. The proportion of pupils on the special educational needs register is below average but the proportion with statements is average. Pupils' needs include specific learning difficulties, social, emotional and behavioural problems, speech or communication difficulties and autism. The percentage of pupils from ethnic minorities is similar to that found in most schools nationally; none is at the early stages of learning English.

The school was awarded the Artsmark in 2003 and the Basic Skills Quality Mark, Investor in People status and the Football Association Charter in 2004. The school also received the Activemark at the time of the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communications technology
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	English French Geography History Special educational needs
27219	Gwyneth Evans		Science Religious education Art and design Design and technology
32153	Maureen Panichelli	Team inspector	Foundation Stage Physical education Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a successful school, with many strengths, whose effectiveness is good and which gives good value for money. Pupils achieve well and standards by Year 6 are well above average in English and mathematics and above average in science. The quality of teaching is good overall and the school's management is very good.

The school's main strengths and weaknesses are:

- Pupils' attainment in information and communication technology (ICT) and music exceeds expectations and is much higher than expected in art and design
- Pupils have very good attitudes to learning and behave very well
- There are insufficient learning opportunities in the Foundation Stage to challenge more able children in their development of writing
- Higher attaining pupils could be given greater challenge in their written tasks in science and mathematics in Years 3 to 6
- The school is very well led by the headteacher and senior management and governors are effectively involved
- The curriculum is very good and is very well enriched by visits and extra-curricular activities
- Very good care and welfare are offered to pupils

The school has made good improvement since the last inspection. High standards in English, mathematics and science by Year 6 have been broadly maintained and, by Year 2, they are higher than at the last inspection; standards in ICT are also higher throughout the school. Teaching continues to be good, with a higher proportion of very good and excellent teaching. Areas for improvement highlighted in the last inspection were only minor (provision for aspects of ICT, written work in religious education and the statutory information sent to parents) and all have been fully dealt with.

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	A	A	A
mathematics	A	B	B	C
science	A	B	A	B

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.

Pupils achieve well throughout the school. The inspection finds that current standards by Year 6 in English and mathematics are well above average and those in science are above average. By Year 2, standards in reading, writing and mathematics are well above average and above average in science. Pupils also reach well above expected standards in art and design and above expectations in ICT and music by Years 2 and 6 and in religious education by Year 6. Children in the Foundation Stage attain well above the goals children are expected to reach by the end of reception in their personal development and above the goals in all other aspects except in writing skills, where standards are as expected; more able children could reach higher standards than they do in writing.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. There is a very good ethos for learning in the school. Children behave very well and have a high degree of sophistication and willingness to learn; they respond well to challenge and show good initiative. They take their responsibilities seriously and the school council plays a valued role in the development of the school. Attendance and punctuality are good.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are good. Pupils learn well because they enjoy very good relationships with all the adults in the school, which leads them to want to work hard and make good progress. The money used on interactive whiteboards in all classrooms has been well spent and teachers use them to make lessons clearer and more interesting. Appropriate challenge is given to pupils of all abilities in oral parts of lessons, but higher attaining pupils could be given more challenge in written work in science and, in mathematics, they could start the more challenging work sooner. The school provides a very good curriculum, which is very effectively enriched by visits and extra-curricular activities. The provision for pupils with special educational needs is good. The care, guidance and support given to pupils are very good. Partnership with parents is very good; links between the school and the community are also very good as are those with other schools.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are very good. The headteacher provides very strong, well organised leadership, which the deputy headteacher and other members of the senior management team complement well. Subject leaders are very well motivated and discharge their responsibilities very conscientiously. Governance is good; governors are very well briefed and offer constructive, critical support; they ensure that all statutory requirements are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school and in return offer it greatly valued support. A few parents of pupils with special educational needs feel the school is slow in identifying problems in the early stages, but the length of the procedure is not always in the school's control. Pupils also are very fond of their school, and the mature attitude with which they approach their learning shows their pride in it.

IMPROVEMENTS NEEDED

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

- Provide higher attaining children in the Foundation Stage with more consistent challenge, especially in writing
- Increase the amount of challenge given to higher attaining pupils in Years 3 to 6 in written work in science and mathematics

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in the Foundation Stage and in Years 1 to 6. By Year 6, pupils' attainment is well above average in English and mathematics and above average in science.

Main strengths and weaknesses

- Pupils' attainment in ICT and music exceeds expectations and is much higher than expected in art and design
- Higher attaining children in the Foundation Stage do not always reach their full potential in writing.
- There is scope for more pupils to reach higher levels in their written work in science

Commentary

1. The table below shows the average point scores (where pupils' attainment at all levels is taken into account) for the 2004 Year 2 national tests. These results were in the top five per cent nationally in reading and mathematics and well above average in writing. Compared with those of schools with similar proportions of free school meals, results were well above average in reading and mathematics and above average in writing.

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

Standards in:	School results	National results
reading	18.3 (17.7)	15.8 (15.7)
writing	16.5 (16.5)	14.6 (14.6)
mathematics	19.0 (17.5)	16.2 (16.3)

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

2. The five-year trend to 2003 was below the national trend; this is largely because, at high levels, there is little room left for upward movement. There are no significant differences in the performances of boys and girls.
3. At the end of Year 6 in 2004, pupils' results in the National Curriculum tests (looking at the average points scores as shown below) were in the top five per cent nationally in English and science and well above average in mathematics. Compared with the results of pupils in similar schools (those with similar prior attainment in 1999, when they were aged seven), results were well above average in English, average in mathematics and above average in science. The five-year trend to 2003 was in line with the national trend. As in Years 1 and 2, there are no significant differences in the performances of boys and girls.

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

Standards in:	School results	National results
English	29.7 (28.6)	26.9 (26.8)
mathematics	28.5 (27.8)	27.0 (26.8)
science	30.8 (29.4)	28.6 (28.6)

There were 64 pupils in the year group. Figures in brackets are for the previous year

4. These results and the evidence from this inspection show that pupils achieve well overall in Years 2 to 6. Children in the Foundation Stage achieve very well in their personal development and well in all other areas of learning except for communication, language and literacy, where their achievement is satisfactory. In this area of learning, higher attaining children are not always sufficiently challenged by their written work.
5. Current standards in English and mathematics are well above average by Years 2 and 6; those in science are above average; higher attaining pupils could achieve more highly in science if given greater challenge in their written work. In ICT, pupils' attain above expected standards by Years 2 and 6 and well above in the aspect of communicating information. Standards in art and design are much higher than expected throughout the school; in music, standards exceed expectations by Years 2 and 6.
6. The school currently has no pupils with English as an additional language. Pupils with special educational needs achieve as well as other pupils because they are well supported by specialist staff and class teachers.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is very good and they have very good attitudes to learning. Attendance and punctuality are good. Pupils' personal development and values, including their spiritual, moral, social and cultural development, are very good.

Main strengths and weaknesses

- Pupils have a high degree of sophistication, respond to challenge and show initiative
- Pupils build very good relationships, respect property and are trustworthy and courteous

Commentary

7. Pupils behave very well. The school creates a happy atmosphere which promotes very good attitudes and this has a positive impact on pupils' learning. All respond well to the school's code of conduct, are courteous, trustworthy and respectful. All this contributes very well to pupils' progress and development.
8. Good relationships are a high priority in the school. Older pupils set very good examples for Reception children, supporting them socially as 'special friends' and academically as reading 'buddies'. Pupils respond very well to the challenge, are sophisticated learners and are keen to succeed. Good opportunities to develop personal skills are taken through school council and class monitors.
9. Pupils' spiritual awareness is good. There are good opportunities for pupils to develop self-knowledge and understanding; opportunity for discussion and debate is well established and this also contributes to their personal development. Moral development is very good; all understand right from wrong and show evidence of this in their daily actions towards others. Pupils are keen to take responsibility for themselves and others. Social development is also very good. Pupils are keen to take responsibility and very keen to provide support for others in the school and through charity work. Pupils' cultural development is good; a range of visits and visitors raises their awareness and a range of other activities ensures that pupils' multi-cultural education is developing well, particularly through art, religious education, dance and personal social and health education.

Attendance

10. The overall attendance rate was very slightly below the national average in 2002/03, the latest reported year. The school has good procedures to promote attendance and subsequent figures are better and more in line with the school's attendance data over several years. Attendance and punctuality are now good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning are good. The school provides a very good curriculum which is very effectively enriched by visits and extra-curricular activities. The care, guidance and support given to pupils are very good. The partnership with parents is very good. Links between the school and the community and those with other schools are very good.

Teaching and learning

Teaching and learning are good in all three stages of the school. Assessment procedures are very good and are used well to respond to pupils' needs.

Main strengths and weaknesses

- Adults and pupils have very good relationships, leading to a very good ethos for learning
- All teachers use interactive whiteboards very well to enhance learning
- Higher attaining pupils are not always given sufficient challenge in their written work in science and mathematics and in writing in the Foundation Stage
- Standards of marking are inconsistent

Commentary

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2)	16 (29)	29 (52)	10 (18)	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.

11. Pupils learn well because they enjoy very good relationships with all the adults in the school. This mutual respect stems from pupils' very good attitudes to learning and from teachers' very good level of expertise in most areas of the curriculum. In an excellent English lesson for Year 5, pupils were working with verbs in the imperative mood. One group of pupils assembled a trolley by following the manufacturer's instructions, and then evaluated the clarity of the directions. Other groups worked on computers to establish a step-by-step method for making

tea. The learning was so successful because pupils' very good attitudes ensured that they worked sensibly and thoughtfully at tasks which other pupils might well have treated as mere games, and because the teacher had planned relevant and fun activities around what some might erroneously see as a rather dull subject.

12. All classrooms are equipped with interactive whiteboards. Teachers and assistants have mastered the use of this valuable equipment and use it very well in most lessons. The boards also enable pupils to demonstrate their learning to the whole class. Teachers sometimes prepare a PowerPoint presentation to introduce the learning intentions, which they later show again for pupils to evaluate their learning. The boards are also used well to illustrate particular points, as when a Year 6 teacher showed her pupils a line graph without adequate information, in order to help them see the importance of clarity in graphic display.
13. Higher attaining pupils are generally well challenged, as is shown by the high proportions of pupils who achieve Levels 3 and 5 in national tests in Years 2 and 6. The biggest exception is in written science work. The school has worked successfully to raise pupils' attainment in experimental work, as the inspection's findings show; however, pupils of different prior attainment are often given the same written task to complete, which limits the attainment of the more able. This is also true in mathematics, but to a lesser extent, because pupils of all abilities are given good challenge in oral parts of lessons. Higher attaining pupils are extended in written work, but sometimes do not reach the challenge because they are asked to do too much at an easier level. In the Foundation Stage, higher attaining children do not receive enough opportunities to advance their writing skills.
14. Teachers and classroom assistants support special educational needs pupils well. Their high expectations ensure that most attain the national average in English, mathematics and science. Special educational needs assistants become adept at changing approach or adjusting their explanations if pupils encounter difficulty in understanding. Pupils are well motivated; they enjoy the work they are offered and develop good working relationships with those who are supporting them.
15. The school has developed very good whole school systems to monitor pupils' attainment and progress on a regular basis. As a result, pupils' progress is carefully tracked in core subjects and support is focused where appropriate. Individual targets for pupils are set annually in core subjects, based on analyses of tests and regular levelling of pupils' work. These targets are shared with pupils so that they understand how well they are doing and what they need to do further to improve. Parents are involved in this process as part of the whole-school approach. Teachers use assessment information well to inform their planning but there is insufficient challenge for higher attainers, especially in science. The quality of marking is variable. The school has introduced developmental marking; this works well in some classes but it is not used consistently, meaning that, although work is marked on a regular basis, too little marking indicates to pupils how they can improve their work.
16. Procedures for assessing pupils' special educational needs are generally good. Individual education plans contain realistic and achievable targets, and are regularly reviewed to meet pupils' changing needs. However, it is not always clear from the plan whether or when the pupil has achieved the target identified. The school promptly seeks support from outside agencies when it decides that a pupil needs specialised assessment, although delays sometimes occur that are beyond its control.

The curriculum

The school provides a very good curriculum with a broad range of learning opportunities, which is very well enriched and matched to the interests, aptitudes and specific needs of the pupils. The school's staffing, accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is reviewed regularly
- The school provides pupils with good opportunities to learn from out-of-school activities and visitors to the school
- Provision for pupils with special educational needs is good

Commentary

17. The curriculum is well planned to ensure that all pupils are given a curriculum that meets their needs and covers the requirements of the National Curriculum and those for religious education. Equality of access and opportunity is good. Provision for the use of ICT across the curriculum has improved since the last inspection. Teachers' planning is reviewed regularly by the headteacher and policies are updated by co-ordinators, sometimes in conjunction with governors, as in the recent Healthy Schools initiative. Governors are also involved with monitoring the effectiveness of the curriculum.
18. Pupils with special educational needs receive a broad, interesting curriculum similar to that of other pupils. Teachers and their special educational needs assistants understand their needs well and adapt questioning and work in the right way to facilitate their learning. A few pupils are withdrawn from lessons for specialised help that focuses closely on particular learning difficulties. The different members of staff involved in special educational needs provision collaborate well to ensure that these pupils progress at a rate similar to that of others.
19. The curriculum for personal education is good and is described in paragraph 77. Pupils are prepared very well for transition to secondary school. There are very good procedures for induction and liaison between schools. An arts linking project is planned for further development.
20. The curriculum is enriched very effectively by a range of after-school clubs, which are run by teachers, and music lessons. There are many visitors to the school and special events such as music and arts weeks enhance learning. Musicians, artists and dancers are invited into the school and the pupils perform at local community events and at venues in London. Residential and day visits take place on a regular basis and are linked to class topics. The school recently gained a well-deserved Arts Mark award.
21. Teachers have a good range of experience that is matched well to the needs of the pupils. Teaching assistants are very effective and are well trained by the school. The accommodation is good, although both the computer suite and hall are limited in space. Resources are good and teachers use the new interactive whiteboards very well.

Care, guidance and support

The care and welfare of pupils are very good. Support, advice and guidance are very good. Pupils are very well involved in the school and its development.

Main strengths and weaknesses

- The school affords pupils a safe and caring environment
- Parents and pupils have confidence that good advice is available when needed
- The school values pupils' views and uses their ideas when appropriate.

Commentary

22. Child protection procedures are very good. The governing body has agreed a policy that is well known to the staff and there are good working relationships with all relevant support agencies; this provides good protection for pupils.
23. The procedures for pupils' safety and welfare are very good. The daily awareness of health and safety is very good and checks are regularly carried out. This is supported by the designated health and safety governor and the caretaker. Risk assessment procedures are well established and the school monitors and reviews safe working procedures. Parents are pleased with the welfare provided by the school and pupils are confident that they would know to whom to turn when worried.
24. Through everyday learning and through the personal and social health programme, pupils are learning to care for their own health and safety and that of others. The procedures and practice for the induction into school of Reception children are very good. There are very good procedures for any pupils joining the school at other times, including a pupil mentor system.
25. The support and guidance offered to pupils are very good; pupils have a very good awareness of individual lesson targets, are confident to ask for help and respond well to class teachers.
26. The school council provides good opportunities for pupils to have a voice in the school; pupils are very pleased with the work they are set and are very definite on what is needed to improve their school. The school takes account of pupils' opinions and acts on them when feasible.

Partnership with parents, other schools and the community

Links with parents are very good. There are very good links with other schools and the community.

Main strengths and weaknesses

- Parents are enthusiastic about the work of the school
- Very effective links with other schools and the community extend pupils' learning

Commentary

27. Parents are very enthusiastic about the work of the school and recognise its value. They appreciate the school's quest for improvement and its desire to provide an interesting and innovative curriculum. They are confident that pupils enjoy coming to school, that they are well cared for and well taught; and that they know who to approach with a problem. Parents are content with the range of mechanisms which provide good information on their children's progress; they say they feel well informed and that the office staff contribute well to the sense of welcome and friendliness they experience in the school.
28. Parents are informed of the contents of individual education plans, but they could be more closely involved in setting and working towards identified targets. Some parents feel that procedures for identifying special educational needs are too slow. Although the school seeks advice at an early stage, delays in intervention occur over which the school has no control.
29. Parents make a very good contribution to pupils' learning. They are very supportive of homework and the majority feel the school provides the right amount of work with sufficient challenge. The parent-staff association makes a very good contribution to the school, helping establish relationships between home and school and raising significant amounts of funds.
30. Links with other schools are very good. Pupils are well supported before and during transfer to secondary school. A range of initiatives, including work with the local secondary school and others in the local pyramid of schools and shared INSET, helps provide good support for pupils.

31. There are very good links with the local community. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches and this helps extend pupils' learning and develops their awareness of other beliefs and cultures.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher leads the school very well. Subjects are very well managed. The school's governance is good.

Main strengths and weaknesses

- The headteacher provides very strong, well organised leadership
- The deputy headteacher and other members of the senior management team complement well the skills of the headteacher, offering her purposeful, dynamic support
- The management of special educational needs is good
- Subject leaders are very well motivated and discharge their responsibilities very conscientiously
- Governors are very well briefed and offer constructive, critical support
- The school's improvement plan does not sharply define the school's chief priorities for development, nor link them closely to their cost implications

Commentary

32. The headteacher gives very clear direction to the work of staff and pupils. Under her leadership, the school has improved on the good standards reported at the last inspection. For example, she has clarified and strengthened the roles of the senior management team and subject leaders; responsibilities are clearly defined and each member of staff is clear about the school's aspirations and areas for development. She has created a climate in which the school objectively and accurately evaluates its own performance and is constantly looking for ways to improve. For example, subjects such as music, art and design, geography and history are sometimes imaginatively linked to add relevance and interest to pupils' learning. The school enjoys a high reputation among parents.
33. The deputy headteacher and other members of the school management team offer the headteacher very good support. Management decisions reflect as far as possible the need to develop the skills of staff and to deploy them to their best effect for the benefit of pupils' learning. The work of the senior management team closely focuses on raising standards and on ensuring that staff are fully consulted before policy decisions are taken. As a result, staff share the school's aims, feel that their views are valued and understand that their contribution towards the work of the school is recognised. Arrangements for performance management are very good because they are clearly defined and blend as far as possible the personal development needs of staff with those of the school. Subject leaders are given a full range of responsibilities that include the regular monitoring of the performance of teachers and pupils, the briefing of governors and contributions to the school's improvement plan.
34. Special educational needs provision is well managed. The co-ordinator works closely with teachers and outside agencies to ensure that pupils' needs are met as promptly as possible, although sometimes delays occur that are beyond the school's control.
35. Under the leadership of their hard-working chair, the governing body purposefully supports and challenges the work of the school. A few of its members are relatively new to governance, having been recently appointed under its new constitution, but they are already beginning to take an effective part in the school's life and work. Governors are well briefed, but are aware of a need to strengthen their role in the development of the school's improvement plan, and to use training opportunities to develop further understanding and

experience. Many governors know the school well, have established close links with subject managers and are actively involved in monitoring the curriculum. Statutory obligations are fully met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	948,389	Balance from previous year	76,609
Total expenditure	953,555	Balance carried forward to the next	71,443
Expenditure per pupil	2,372		

36. Financial management is good. The finance sub-committee is fully briefed, and well placed to make the right spending decisions. The school prudently manages its resources, using them directly to enrich pupils' learning whenever possible; for example, in the provision of additional support staff. The school takes the right strategic decisions for its long-term development, preparing a three-year plan, annually updated, that identifies necessary improvements and the date by which they will be achieved. However, this plan could be more sharply focused; improvements are not ranked according to priority, nor are their cost implications specified.
37. The school manages its budget well through its financial sub-committee. Funds held in reserve because of budgetary uncertainties are spent wisely once the financial position becomes clearer. Staff are fully consulted about spending priorities, and subject leaders responsibly manage their own budgets. The school receives very good financial support from its parent-staff association.
38. Day-to-day arrangements for the administration of the budget are very good. The school's administrative officer is very well informed, and well placed to advise the headteacher and governing body on financial developments. The school constantly strives to obtain resources and services at the most competitive rates, and seeks the advice of the local education authority when making large purchases. It continually evaluates its performance against that of other schools, and makes very good use of the principles of best value.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**, as at the time of the last inspection. The children achieve well overall because of good teaching, a well planned curriculum and good support from parents. Accommodation and resources are satisfactory and all staff work together well as a team. Leadership and management are satisfactory and the role is shared by both Reception teachers.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to work independently
- Supportive relationships promote respect for adults and children in a secure, happy environment

Commentary

39. Most children enter the Reception classes with mature skills in personal and social development and by the end of the year will have met, and many will have exceeded, the Early Learning Goals. Children whose skills are less well developed are identified and guided towards independence and concern for others. Teachers and teaching assistants work very well together to ensure that all children are assimilated into the class and there is a clear, consistent approach to behaviour management. They learn to collaborate well in pairs and in group situations. Children select and use resources confidently and their concentration is very good. Praise and encouragement are used effectively by all adults, who are good role models as they show children the importance of considering the views and opinions of others, as well as their own. Teaching is very good and the teachers' knowledge of individuals and observations made by teaching assistants lead all children to achieve very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are good
- There are insufficient learning opportunities to challenge more able children in writing

Commentary

40. The majority of children will meet, and a small proportion will exceed, the Early Learning Goals in communication, language and literacy at the end of the year. Most children achieve well from a range of starting points, although the achievement of higher attainers in particular is satisfactory rather than good because they are not always challenged in writing and learning opportunities are missed. Many children enter the Reception classes with good knowledge of letter sounds and words and high standards in speaking and listening. Their pencil control is often less well developed and this has an impact on writing skills overall. There are limited opportunities for experimenting with letters and practising writing in the classroom's writing and role-play areas. Reading is well supported and teachers take every opportunity to share books with children. They use the school library and many children know the difference between fiction and non-fiction books. Children take books home and there is good liaison with parents,

who help their children to achieve well. Skills in speaking and listening are developed effectively by teachers' questioning and children are encouraged to offer opinions in discussion which are carefully considered. They speak in good sentences and many children are articulate speakers whose contribution to discussions is valued. Teaching and learning are satisfactory overall.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers use questioning well and a range of activities support learning
- Opportunities across the curriculum are planned to develop mathematical thinking

Commentary

41. Children's achievements are good and most will attain the Early Learning Goals with many exceeding them. This is because teachers take opportunities throughout the curriculum to strengthen mathematical thinking. Appropriate mathematical language is used by children when they build and construct or take part in creative activities. Children are taught songs and rhymes and they are encouraged to count in many situations. Children count to ten or 20 and some order numbers to ten correctly. More able children recognise many numbers and say the preceding number or the one which comes next. Good questioning challenges children to think and further their knowledge. Computers are used effectively to reinforce number order and recognition. Children demonstrate knowledge of two- and three-dimensional shapes and link them to everyday objects successfully. The quality of teaching and learning is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a wide range of interesting experiences
- Children use ICT well

Commentary

42. Teaching and learning are good and all children achieve well. They will all meet and many will exceed the Early Learning Goals by the end of the year. Planning is good and a range of experiences are organised for each topic. Children respond well to the current theme of 'People Who Help Us' and participate with interest in all the activities on offer. They used their imagination when using large blocks to create a fire station, improvised in order to provide a hose pipe and breathing apparatus and were guided effectively by the teacher. Cultural differences were pointed out to the children as they shared a non-fiction book which showed a family living in South Africa; other opportunities are planned for each topic. Children are confident when using computers and they use a range of programs well, demonstrating good mouse control. They use the listening post in pairs and follow story books with enthusiasm. While the outside area is well appointed, it lacks imaginative planning and resourcing.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have experience of a wide range of materials and media
- Creative play is built into topics effectively

Commentary

43. Most children achieve well and make good progress towards the Early Learning Goals which they are in line to meet or exceed at the end of the year. Teaching and learning are good and teachers and teaching assistants work together to provide a range of experiences to further children's development. Children use paint well and self-portraits show maturity and careful observation. They draw family groups using felt pens and crayons and use the computer to draw themselves. Model making is linked to the current theme and they closely observe emergency vehicles before attempting line drawings. Role-play activities in the 'Medical Centre' reinforce the roles of people who help us in the community, although play is not sufficiently guided by adults and there are no written aids or symbols to stimulate effective communication. When play is supported by adult intervention, as with the fire station activity, the children achieve very well and their speaking and listening and collaborative skills are good. Percussion instruments are used to reinforce sound patterns and children's singing is developing well as they practise in music lessons and at other times during the day.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children move with confidence and awareness of space
- Opportunities for developing manipulative skills are good

Commentary

44. Teaching and learning are good and all children will meet and many will exceed the Early Learning Goals by the end of the year. Children respond well to dance sessions in the hall and show good awareness and control of their own and others' space. They control their bodies well and move rhythmically to music. A range of practical activities in the classroom encourages children to use puzzles, play-dough, pencils, tools and small building equipment well. The importance of keeping healthy is introduced in physical education sessions and in interesting activities such as making healthy snacks.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 6

- Pupils achieve well because they receive good teaching and are well motivated to learn
- Writing is used imaginatively to support learning in other areas of the curriculum
- The subject is very well managed
- Good standards of handwriting and presentation are not consistently applied across the school

Commentary

45. Standards in Year 2 are better than those observed at the last inspection, and the high levels of attainment noted then in Year 6 have been maintained. Pupils achieve consistently well as they move through the school because teachers offer them interesting tasks, well matched to their learning needs. Pupils enjoy learning because teachers develop very good relationships with them, constantly encouraging them to do well. Pupils achieve well in reading and spelling because these activities are highly organised and because parents closely support their children's efforts. The school has concentrated on improving the quality of writing, and expectations for achievement are high. For example, higher attaining pupils in Year 2 successfully write eyewitness accounts of historical events, while those in Year 5 record in detail opinions and facts about rainforest habitats. Pupils with special educational needs achieve as well as others because teachers and their assistants understand their learning needs, and offer the right degree of support.
46. Standards of speaking and listening across the school are well above average. Pupils achieve well because teachers offer questioning that engages their thinking or probes their understanding. Older pupils are often required to explain or justify their views at length. Pupils listen carefully to the teacher, and are respectful of the views of others when discussing their work in small groups. Standards in reading and writing are also well above average throughout the school. Pupils are taught systematically and thoroughly, so that many read confidently by Year 2 and are beginning to enjoy books, while older pupils develop a preference for particular authors or styles of literature, justifying their choice with sound reasoning. The school expects regular reading practice as part of its homework policy, and pupils' progress is carefully monitored. The same well-organised approach is applied to the teaching of writing. From Year 2, most pupils record their thoughts or events logically and accurately. Higher attaining pupils write at length, accurately punctuating their compositions. By Year 6, many write fluently for a wide range of purposes, appropriately adapting the tone and formality of their writing to the task in hand. Spelling is generally above average, but standards of handwriting and presentation vary across the school. While handwriting is taught systematically, teachers do not consistently expect neat and joined writing in pupils' everyday work, with the result that some older pupils revert to an immature print when they write quickly.
47. The quality of teaching and learning is good because teachers know their pupils well and have high expectations for their success. As a result, pupils are offered tasks that are well adapted to their learning needs. They are eager to learn because teachers make the curriculum interesting and relevant, for example, by combining drama or history with writing. In a very good writing lesson, pupils were expected to change a narrative text they were reading into a play script. Many wrote a neat page of interesting dialogue in a short time because the task had wholly captured their imagination. Teaching assistants offer good support to those with special educational needs. Marking constantly encourages pupils, but does not show them often enough how they can improve their work.
48. The subject is very well managed; pupils' achievements are thoroughly analysed and teachers receive regular advice and encouragement for the improvement of their performance. The monitoring of lessons could usefully focus even more closely on the quality of pupils' learning, rather than on teaching strategies. Procedures for staff training are good, and the school is constantly seeking ways in which pupils' achievement may be further improved.

Language and literacy across the curriculum

49. Reading and writing skills are regularly used to support learning in other areas of the curriculum. Pupils are sometimes expected to use word-processing or skills with graphics to enhance the presentation of geography or history folders, while research skills are widely deployed by older pupils. Teachers frequently employ drama or role play to enrich pupils' understanding of historical characters.

French

Provision in French is **good**.

Main strengths and weaknesses

- Pupils achieve well because teachers provide a good speaking model for them to imitate
- Teachers' subject knowledge is very good

Commentary

50. The subject is taught in Years 5 and 6, and lessons were observed in three of the four classes. Pupils are carefully taught to imitate the accent of the teacher, who in each case provides a good model for pupils to emulate. In each year group, pupils make good progress because teachers give plenty of opportunity for pupils to practise the phrases they introduce. As a result, some younger children develop a good accent within a few weeks and are confident enough to devise sentences of their own, using the words they already know. On a minority of occasions, pupils achieve less well because the work is too challenging; less confident speakers are offered open questions requiring them to make choices that deflect them from the central task of responding in French. By contrast, pupils achieved very well in a lesson where the teacher devised a number of tasks all centred around the same French phrase; this afforded pupils good opportunities to practise that expression in different contexts.
51. The quality of the teaching and learning is good overall and was either good or very good in all of the lessons observed. Unusually, the school is fortunate enough to draw upon the services of a number of teachers who speak French competently and have sufficient expertise to teach the subject well. Lessons proceed at a good pace and offer the right blend of opportunities for pupils to speak and to listen. Pupils often practise in pairs, but would sometimes benefit more from a longer period of direct questioning so that the teacher can be sure that they respond in the way that she expects. Teachers use resources well, including computer technology, and are ready to adapt their use if the situation demands it. Teachers work hard to make their lessons interesting and enjoyable; as a result, almost all pupils respond well and are pleased with the progress they make. The teaching of the subject and its curriculum are well co-ordinated.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average by Years 2 and 6
- The co-ordinators undertake very good analysis of teaching and pupils' performance
- The challenge offered to higher attaining pupils in written tasks sometimes begins too late in the lesson

Commentary

52. Pupils achieve well throughout the school because they have a great enthusiasm for learning and hard work and because they are taught well. Pupils with special educational needs are well supported and achieve at similar rates to other pupils. Standards by Years 2 and 6 are well above average, similar to standards at the last inspection. Pupils work well in all aspects of the subject, although the bulk of work in their books is connected with number. Investigative mathematics plays a big part in their learning and pupils are familiar with explaining their thinking. Presentation of written work is not always neat and varies from class to class.
53. Standards had been at high levels over a number of years, but results in the Year 6 national tests fell sharply in 2003. This was partly because of the learning difficulties of some of the pupils in the year group. However, co-ordinators closely analysed the results, as well as scrutinising pupils' school work and teachers' planning. Changes were made to the way in which the teaching in booster groups was organised. This brought better results in 2004, although the number of Level 5s was lower than expected. Further analysis of teaching and pupils' performance has led to the establishment of target groups in every class, made up of pupils who are close to higher levels, but who need extra support. This was seen to work very well in lessons during the inspection. In addition, a reorganisation of staffing was effected. Inspection evidence shows that these strategies are meeting with success, and that the school is on line to achieve its targets of around half the pupils reaching Level 5 by the summer. A good number are already performing at this level in some aspects of their work. This is evidence of very good leadership by the two co-ordinators and shows good improvement since the last inspection.
54. Teaching and learning are good, with examples of very good teaching in both key stages. The strongest feature of teaching is the challenge offered to pupils of different abilities in questioning during the initial and final oral sections of the lesson. Teachers extend pupils' thinking well, with questions such as 'What exactly do you mean by that?' or 'Can you be more precise?' Another good feature of teaching is the efficient way in which all teachers use the interactive whiteboards. In a good Year 6 lesson, the teacher was able easily to display and explore different types of graph with the pupils, to probe their understanding. A weaker aspect of teaching is in the challenge offered to higher attaining pupils in written work. All teachers give good challenge to these pupils, but on a number of occasions, the pupils have first to complete large amounts of work at lower levels. Teachers need to move these pupils on as soon as it is evident that they have grasped the concepts involved. Marking is good in some classes, with helpful comments for improvement, but this practice is inconsistent.

Mathematics across the curriculum

55. Pupils use mathematics frequently in other subjects; science is a good example. Pupils experimenting with rates of dissolving recorded their findings and compared numerical results in order to make a decision about altering the variables. In a very good Year 6 mathematics lesson, pupils made graphs to compare temperature and rainfall in different parts of the same continent, using concepts such as range and average. Their findings were then used in a geography lesson.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Opportunities for scientific enquiry are good and pupils use investigative skills well
- Teachers focus their questions effectively to assess standards
- Pupils have positive attitudes to science

- There is insufficient challenge for higher attaining pupils in written activities
- The quality of marking is variable and does not always provide evaluative feedback

Commentary

56. The recent focus on improving opportunities for scientific investigation and enquiry has had a distinct effect on pupils' interest and approaches to their learning. In a Year 5 class, pupils were enthusiastic when discussing their ideas for creating a habitat for woodlice and worked co-operatively together, showing respect for others' ideas. In Year 2, pupils are gaining confidence to make predictions about the strength of magnets and are beginning to understand the importance of making a fair test. This supportive approach makes a good contribution to pupils' speaking and listening skills when using scientific language. In a Year 3 lesson, pupils tested materials, making predictions and giving considered reasons for choosing suitable materials for making bags.
57. Teaching and learning are good overall. Teachers' subject knowledge is secure and lessons are well organised and resourced. Interactive whiteboards are used well by teachers and pupils. In a Year 1 lesson, the computer was used effectively to show pupils' fingerprints under the microscope. Teachers make good use of questioning to assess what their pupils know, and evaluate their progress well. They plan well for different abilities within the class but there is insufficient direct focus on providing rigorous challenge for high attaining pupils in their investigations and written activities.
58. The quality of marking is variable across the school. The best practice focuses pupils on what they need to do to improve and develops a dialogue between teacher and pupil. Marking is not so effective when little information is given to pupils about the quality of their work. Pupils' targets are identified but there is little evidence of regular monitoring and discussion between teacher and pupil.
59. Leadership and management of the subject are good; the co-ordinators have developed strong links with the local science college. The developmental approach to investigative science is having a beneficial effect on standards. Improvement since the last inspection has been satisfactory; standards are higher by Year 2 but a little lower by Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There is very good expertise among teaching staff, assistants and the technician
- Adults use interactive whiteboards very well to enhance teaching in all subjects
- Pupils' use of their ICT skills in subjects throughout the curriculum is very good

Commentary

60. Standards exceed expectations by Years 2 and 6. Pupils' skills in word processing and communicating information are well above expectations by Year 6. Pupils achieve well throughout the school because of good teaching and because they enjoy using computers.
61. Teaching and learning are good. Pupils are helped in their enjoyment by teachers' enthusiasm and good levels of expertise among all staff. The technician also provides very good support in many lessons. Interactive whiteboards have been installed in every classroom, as a result of work done by the co-ordinators to compare the effect of teaching in classrooms with and without such equipment. The clear benefits of these boards persuaded the school to seek funding to accelerate its programme for installation. Teachers' skill in using the boards makes

a real difference to pupils' learning. For example, in a good Year 2 lesson, pupils were using games over the Internet to practise their number bonds; the teacher was able to show the whole class at once how to operate the game and pupils were able to come to the front and use the whiteboard for themselves, before getting down to work. There are occasions when pupils would benefit from having a computer each, rather than always sharing one between two.

62. The co-ordinator and technician give very good leadership and management. Through a good system of assessment, which all teachers use, they have gained a thorough understanding of the subject and are aware of the need for more pupils to reach higher levels of attainment in aspects other than communications and word processing. Improvement since the last inspection has been very good. Standards are now higher at both key stages, the ICT suite is well equipped, teachers' expertise has increased considerably and the minor issue in the last report about control technology and software for music has been dealt with.

Information and communication technology across the curriculum

63. Pupils use their ICT skills very well in many subjects - the school is also considering its extension to physical education. Year 2 pupils use special software when composing simple melodies in music. Year 6 pupils make very good use of spreadsheets in investigational work in science, so that results can be quickly analysed with a view to repeating the experiment with new variables. Pupils prepare detailed PowerPoint presentations about the ancient Egyptians in history and made factual posters about modern foreign countries in geography. In art and design, pupils studied the lines on the front of Buckingham Palace through a view-finder in special software, in order to reproduce sketches of the design.

HUMANITIES

64. No overall judgement can be made on provision in geography or history. These subjects were not foci for inspection, and only one history lesson was observed.
65. Much of the limited work sampled for **geography** was above the standard expected. Pupils in Years 1 and 2 begin to appreciate how life in West Horsley differs from that in contrasting locations. They compare simply their own experiences with life on a Scottish island and with that in Jamaica, or contrast local facilities with those available in London. Pupils write about their favourite places and describe holiday destinations, drawing simple maps that help them to understand relative distance and location. Art work is sometimes imaginatively linked to that in geography; for example, pupils draw and paint famous London buildings after visiting the Capital. Between Years 3 and 6, pupils continue to build effectively on their early experience. In Year 4, pupils record the amenities of central Guildford, while some in Year 5 produce high quality files describing the ecology and peoples of the rainforest. Here, they explore environmental issues, writing imaginary letters or accounts that capture the conflict between the need to conserve habitats and the demands of industrialisation. Pupils are offered a well-balanced curriculum. By Year 6, they have acquired basic map reading skills, have practised the use of map and compass in an orienteering exercise, and know how to employ grid references to describe location. Visits are used frequently and with imagination to enrich pupils' understanding.
66. Pupils' work examined in **history** also suggests that standards are likely to be above average. Teachers' subject knowledge is good, and they offer an interesting, relevant curriculum in which writing, geography and art regularly contribute to pupils' historical understanding. For example, pupils in Year 2 imagine that they are Florence Nightingale, writing a letter home from Scutari, while those in Year 3 write graphically as a Victorian child of their life at school or in the mill. By Year 5, pupils begin to make meaningful comparisons between different aspects of life in the past; for example, they contrast the lives of rich and poor in Tudor times, or compare the lifestyles of Celts and Romans. Pupils in Year 6 display a good understanding of the chronology of the history they have studied. They make use of a wide range of resources that

include Internet sites, and visits are used as effectively as they are for geography to enrich learning. Older pupils begin to appreciate how local figures of the past, such as Charles Hamilton, fit into a wider historical context, and some undertake independent study that leads to a deeper interest and knowledge of the subject. Teachers regularly evaluate pupils' work in both geography and history, and check their achievement against national expectations.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers use role play well to link Bible stories to the present day
- Good use is made of local visits to churches and other places of worship
- The school uses the agreed syllabus well

Commentary

67. Standards by Year 2 are in line with what is expected in the agreed syllabus and, by Year 6, they exceed expectations. It was not possible to observe any lessons in Years 1 and 2, but discussion with pupils from Year 2 showed that they knew about Christian festivals such as harvest, Christmas and Easter and remembered the main features of their visit to the local church. Pupils in Years 3 to 6 achieve well; by Year 6, they have a good knowledge and understanding of Christianity as well as of Judaism and Islam. They are able to express their feelings about God and his place in some people's lives. Attitudes towards the subject are positive and pupils talk about their work with enthusiasm.
68. During the inspection, it was not possible to observe teaching and learning in Years 1 and 2; in Years 3 to 6, teaching and learning are good. In the two lessons seen, teachers used role play well to stimulate pupils and illustrate the objectives, to help pupils' understanding. In one lesson in Year 5, the teacher was successful in eliciting from pupils the possible effects in modern times of the story of Jesus healing the paralysed man. In a Year 3 lesson, pupils were able to understand the moral principles behind temptation, applying them well to their own experiences. The teacher focused clearly on examples of good writing to motivate other pupils. The opportunities provided for sharing opinions and experiences make a positive contribution to pupils' confidence in speaking and listening.
69. Scrutiny of pupils' work shows that the curriculum provides a broad range of learning and effective links are made with other subjects. References are made to world maps to identify Muslim countries and persuasive writing is used effectively when making a brochure to advertise the local church. There are good examples of personal and reflective writing in pupils' books in Years 3 to 6. Leadership and management are satisfactory overall and there has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Design and technology and physical education were not foci for inspection, so no judgements are made on standards or provision. One lesson was observed in design and technology and none in physical education.
71. In the one **design and technology** lesson observed during the inspection, standards were in line with national expectations. Analysis of the subject leader's file shows that pupils in both key stages are using design plans which contain action and sketch plans and evaluation opportunities. Discussion with pupils from Year 6 shows that they have a satisfactory knowledge and understanding of skills and objectives.

72. In **physical education**, teachers' plans show a curriculum with a full range of dance, sports and gymnastic activities. Pupils take part in borough sports and tournaments with some success. Extra-curricular activities include cross-country running, netball, football and cricket. There is an attractive adventure playground, part of which is currently in need of minor attention to accord with health and safety regulations

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- The quality of display in the school is lively and stimulating
- A recent successful arts week extended pupils' knowledge and understanding
- The subject is used well to support other subjects

Commentary

73. The display around the school reflects the high quality input from visiting artists during the recent arts week. The work demonstrates a wide range of skills experienced by pupils, including three-dimensional materials, collage, watercolour techniques, pastel, pen and pencil. The finished quality of the work is high and pupils talk enthusiastically about their memories of working so closely with artists with different specialist skills. There are good examples of pupils translating and developing their ideas from two dimensions to three dimensions, as in a display in the Reception class, where designs for fish and houses were successfully developed into stitched pictures using a variety of materials. In a Year 6 class, pupils developed their drawings of Georgian houses into three-dimensional models using clay. Discussion with pupils in Year 6 confirm that they gain a great deal from their art experiences and are very proud of the results.
74. Teaching and learning are good and show good levels of expertise. Teachers use art effectively to support pupils' learning in other subjects. Multicultural links are made through art such as the creation of African and Aboriginal textiles and masks based on the work of well-known artists. ICT is used effectively to create designs in Year 1 based on the work of Miro and this is used well as a starting point for extended written work.
75. The subject co-ordinator has begun to collect examples of work to demonstrate progression in skills and assessment takes place annually. Leadership and management are good and the subject has improved well since the last inspection, when standards were lower.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and assessment are good
- Instrumental teaching is extensive and well supported

Commentary

76. Standards in music are good, as at the time of the last inspection, and exceed expectations. The school benefits from the teaching of several peripatetic music teachers, who provide tuition in woodwind, brass, 'cello, violin, keyboard and drums. The standards attained by these pupils during lessons are good and they play in assemblies on a regular basis, making an important contribution to pupils' spiritual and cultural development.

77. Teachers' planning is effective and, in the lessons seen, they demonstrated good subject knowledge and had high expectations of pupils. In Year 1, pupils explored sounds and learnt the difference between pulse and rhythm; the teacher made good use of the computer to demonstrate sound waves marking beats. A visiting teacher in Year 2 encouraged pupils' creativity when using percussion instruments and they responded very well. They learnt a range of musical vocabulary and were able to perform and evaluate their work well, building on prior knowledge. In Year 5, when pupils composed verses for an environmental protest song, they collaborated well and incorporated the teacher's advice into meaningful words with effective melodies. Their work demonstrated their knowledge of dynamics, tempo and duration and they used the correct musical terminology when they evaluated each other's compositions. Pupils sang tunefully and were very well directed by the teacher.
78. Singing is taught well in assemblies and pupils sing with good diction, pitch and dynamics, particularly when unaccompanied (though opportunities for *pianissimo* singing were not given during the inspection). The choir performs for the local community, special events and for parents and there are regular musical productions. The subject is co-ordinated very well, teachers are given support and assessment is very good. Arts and music weeks enhance the curriculum and pupils are given opportunities to learn about music from other cultures.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- Teachers take every opportunity to promote pupils' personal development in lessons and extra-curricular activities

Commentary

79. Lessons are timetabled and follow a comprehensive scheme of work which covers all aspects of personal and social education, including relationships and substance abuse. It is given high priority in the Foundation Stage to prepare pupils for effective learning. In Year 3, pupils were encouraged to discuss incidents of bullying and to develop a range of strategies to cope with bullies. They were well supported by the teacher who considered their opinions and helped them to understand the correct responses. This theme was further developed in a Year 5 class when pupils were guided towards the formulation of a class list of strategies for dealing with problematic situations. Circle time was used well in this lesson and is used in each class to address personal and social issues. Health education is a current focus and the school is working towards a Healthy Schools award. The co-ordinator and link governor have worked together on a policy and parents and the school meals service have been involved in the healthy eating initiative. Pupils are encouraged to take responsibility as they move through the school, older pupils work with Reception children and business links promote initiatives such as the Year 5 snack and stationery stall. Teaching and learning are very good and most children achieve well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	2
How well the curriculum meets pupils needs	2
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	2
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	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
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).