

INSPECTION REPORT

**St. John's Church of England
Voluntary Aided Junior School**

Caterham

LEA area: Surrey

Unique Reference Number: 125164

Headteacher: Mrs R Hale

Reporting inspector: Mr John Ayerst
T12885

Dates of inspection:
2nd-5th February 1998

Under OFSTED contract number: 508214

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

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Information about the school

Type of school	Junior School
Type of control	Voluntary Aided
Age range of pupils	7-11
Gender of pupils	Mixed
School address	Markfield Road, Caterham, Surrey. CR3 6RN
Telephone number:	01883 342009
Appropriate authority:	Surrey County Council
Name of chair of governors:	Mrs Bessy Smythe

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
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Rosemary Hussain		Attendance, Support, guidance and pupils' welfare, Partnership with parents and the community.
Mary Cureton	English, Information technology	Attitudes, behaviour and personal development, Pupils' spiritual, moral, social and cultural development
Gregory Levitt	Geography, History, Modern languages	Special educational needs, Curriculum and assessment
Shirley Daniel	Mathematics	Equal opportunities, Staffing, accommodation.
Jacque Watson	Science, Design and technology	Learning resources.

Religious education and collective worship were subject to a separate inspection under Section 23 of the Schools' Inspection Act 1996, and are not reported on here.

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Main findings

1 St. John's Church of England Junior School is a caring school with positive features. The levels of pupils' attainment are above average and a substantial proportion of teaching is good or very good. Staff are hard working and the extra-curricular provision is good. Many pupils, however, are capable of better progress and, while pupils behave well around the school, there are some examples of inappropriate behaviour among older pupils. In one or two classes there is a significant proportion of unsatisfactory teaching.

Educational standards achieved by pupils

2 In the 1997 national tests the numbers of pupils reaching the expectation of Level 4 at the end of Key Stage 2 were above the national average in English, mathematics and science. The numbers achieving the higher levels, level 5 or above, were similar to the national average in all three subjects.

3 Progress is mostly satisfactory in English. In lessons and in pupils' work attainment is above the national expectation at the end of Key Stage 2. Standards are good in speaking and listening; pupils speak confidently and express themselves effectively, and they listen intently when their interest is engaged. Written work is accurate and the language is often imaginative. By the end of the key stage, pupils read a wide range of fiction and non-fiction fluently, and they use dictionaries with confidence.

4 Attainment in mathematics at the end of Key Stage 2 is above the national expectation. Standards are good in number and algebra, and satisfactory in data handling. Pupils apply formulae to calculate the qualities of mathematical shapes. Skills in constructing models, measuring angles and estimating units of measurement are more limited. Progress in mathematics is satisfactory overall but higher attaining pupils are not sufficiently challenged.

5 At the end of Key Stage 2 attainment in science is above national expectations. Progress in lessons is sound and often good. Pupils classify materials into groups and they use this knowledge in practical applications. They have good knowledge of the components of the human body and its functions. They plan investigations and they understand the concept of fair testing. Attainment in knowledge of scientific principles is better than in investigative work.

6 Attainment in music and in physical education is above the national expectation. In music pupils demonstrate good performing skills. In physical education, games skills are well developed and some of the dance is of good quality. Pupils make satisfactory progress in both subjects.

7 Pupils' attainment in art, geography and history is broadly in line with the national expectation. Progress is generally satisfactory but in art more time is spent on the subject when pupils are younger and progress is better at that stage.

8 Standards of attainment in design and technology and in information technology are well below the national expectation. In both subjects instruction is irregular and progress is poor. In French, in the few lessons seen, some pupils were poorly motivated and failed to make sufficient effort to maintain progress.

9 Pupils with special educational needs generally make satisfactory progress. At times they make good progress, particularly when helped by good quality classroom support and well chosen tasks.

10 Standards of literacy and numeracy across the school are good and serve learning well. Other than in word processing pupils develop few skills in information technology.

11 Pupils come to school willing and ready to learn. In good lessons they have a confident, positive attitude to work and show interest and enjoyment. When teaching is less successful, they show initial enthusiasm but it is not sustained and poor behaviour often ensues. When given opportunity, pupils are pleased to be responsible for their work, but such opportunities are limited. Most relationships in the school are good but there are some examples of poor behaviour, particularly in Year 6. Rewards and sanctions for behaviour are not applied consistently. Pupils are generally helpful and willing to take responsibility in the school whenever it is offered to them.

12 The school achieves good attendance and time keeping. There is no unauthorised absence.

The quality of education provided

13 The quality of teaching is mostly satisfactory or good. In 84 per cent of lessons seen the teaching was at least satisfactory, and it was good or better in 40 per cent. Teaching was less than satisfactory in 16 per cent of lessons.

14 In most lessons teachers have a secure knowledge of the subject. In lessons where the quality of teaching is good, teachers set high expectations of pupils, the pace is well judged and lessons have rigour. There are examples of good teaching in all subjects except information technology and design and technology, where teachers' knowledge and skills are often limited.

15 Teachers' planning and preparation are good in the successful lessons. Different aims and tasks are set for the different levels of attainment within the class. Relationships and control are good. In some lessons teachers use a good variety of methods, some of which enable pupils to make decisions about their work and to share the responsibility for the lesson.

16 In the lessons which are unsatisfactory planning is not effective; aims and tasks are not carefully enough matched to pupils' attainments, there is a limited variety of teaching methods, pace is too slow and expectations are not high. Expositions are too long, the tasks set are either too easy or continue for too long, or both. Pupils become restless and some show unsatisfactory behaviour. In some classes teachers have to work very hard to maintain control.

17 With some exceptions, assessment is not well used. Homework is accurately and conscientiously marked but advice for improvement is rarely to be seen in the books.

18 The provision that teachers make for pupils with special educational needs varies. Overall it is satisfactory but the provision is often dependent on the level of classroom support and on whether the teacher has planned appropriate tasks. The provision in Year 3 is markedly good.

19 All subjects of the National Curriculum and religious education are represented but the curriculum provided for pupils is not sufficiently broad and balanced. The requirements of the National Curriculum for information technology and design and technology are not met. The allocation of time for English is above the national average but is not used well. Other subjects, notably information technology and design and technology, have insufficient time.

20 In the absence of school policies for the curriculum and for teaching and learning, the planning and monitoring of the curriculum for continuity and progression, breadth, balance and variety of experience cannot be effective. As a result pupils' learning experience is too narrow and lacks variety.

21 The policy for sex education meets statutory requirements but planning for personal and social education is not sufficiently detailed. Provision for pupils with special educational needs is mostly well organised and planned.

22 The curriculum is considerably enriched by well developed extra-curricular provision, which offers activities over a broad range. Most activities centre around sport and music but opportunities to take part in other activities are provided.

23 There is no assessment policy for the school and, overall, assessment is weak. Assessments are not sufficiently linked to the National Curriculum attainment levels and there is a lack of objective criteria for assessment. The school recognises the deficiency and is in the process of developing its assessment routines.

24 The support, guidance and welfare of pupils are considered a very important aspect by the school and in some aspects the provision is good. The school does not, however, systematically monitor pupils' academic progress, personal development, and behaviour. The school's practices for promoting positive behaviour are under development but a consistent system is not at present in operation. The monitoring of progress for pupils with special educational needs is good.

25 The school enjoys a close partnership with its parents and many parents play an active part in the life and work of the school. They often make a significant contribution to their children's progress by supporting work at home. Information to parents is good. Links with the community, in particular with the local church, are strong. Some business links exist to provide resources and support for areas of the curriculum, but this form of assistance could be developed further.

Pupils' spiritual, moral, social and cultural development

26 Provision for pupils' spiritual development is satisfactory. In the daily assembly, and at other times during the school day, pupils have times for quiet reflection. A number of, but not all, subjects provide opportunities for pupils to develop spiritual awareness.

27 The school provides a strong framework of values and the provision for moral education is good. Staff offer good role models and effectively promote values such as honesty, trust, respect and fairness. Moral and social education are closely related and the provision for pupils' social development is satisfactory. Provision for pupils' cultural development is also satisfactory overall. Pupils learn of their own and other cultural traditions, but pupils' knowledge of other cultures remains relatively underdeveloped

The management and efficiency of the school

28 The headteacher brings enthusiasm and strength of character to the school and, with the support of governors, sets a distinct and positive ethos. Governors are active; they are concerned for the school and provide effective support. The role of a management team of senior staff, to share the responsibility for the running of the school, has still to be developed.

29 The managers of the school are anxious to improve standards but there are few clear strategies to achieve improvement. The school has yet to develop and formalise its policies for the curriculum, teaching and learning, assessment and behaviour. The lack of direction in these areas has a clear effect on what pupils learn, how they learn and on their attitudes and behaviour.

30 The school development plan is a useful and important document. All of those concerned contribute to the plan and together identify priorities. There is an effective system for appraisal of teachers but there are no other opportunities for teaching to be systematically monitored. The role of subject co-ordinators is developing well but because they do not have time, they do not monitor classroom practice regularly. The management of the provision for pupils with special educational needs is mostly good. Classroom assistants are generally managed well.

31 The day-to-day administration of the school is effective. The school is orderly and well organised; pupils are secure. Statutory requirements are met except for the requirements of the National Curriculum for information technology and for design and technology.

32 There are sufficient, appropriately qualified teachers to meet the requirements of the National Curriculum. Further training is required, however, to extend some teachers' skills in design and technology and in information technology. Also, a small minority of teachers have insufficient training in the specific phase. Support staff and parents make a valuable contribution to pupils' progress. The building is crowded, there is insufficient hard-play area and one or two other minor deficiencies, but overall the accommodation is sufficient for the school's curriculum needs. The spaces are well maintained and efficiently used. Resources are generally adequate except in the provision for information technology, which is already the focus of a governors' development plan. The school has a very good stock of books, in quality and quantity, to support pupils' learning.

33 The financial control of the school is efficient and effective. Expenditure is related

to the priorities identified in the school development plan and funds provided for specific purposes are used appropriately. The above average attainment that pupils reach at the end of Key Stage 2 is, in relation to national averages, similar to their attainment on entry to the school, and the progress that pupils make is satisfactory. The deployment of money, staff and resources is generally appropriate. The school is giving satisfactory value for money.

Key issues for action

34 To raise further the standards of work and the quality of provision the headteacher, staff and governors should:

Plan and provide a curriculum, which is broad and balanced, and meets the needs of all pupils.

Make provision for the teaching of design and technology, and for information technology, as outlined in the school development plan.

Seek to improve the present satisfactory progress made by pupils, so that they make good progress, by:

Introducing a teaching and learning policy to ensure that all teachers employ a variety of methods, which closely match the aims of the lesson and provide pupils with a greater variety of learning experiences, in order to motivate pupils to achieve the highest standards of which they are capable.

Introducing procedures for the systematic monitoring of teaching, to ensure a consistent approach to the raising of standards and the implementation of policies.

Continuing with the development and implementation of policies for assessment and record keeping.

Continue to develop a cohesive approach to the promotion of good behaviour.

Introduction

Characteristics of the school

35 St John's Church of England Junior School is in a residential area on the outskirts of Caterham in Surrey. Most pupils come to the school from the two neighbouring Church of England infant schools. The majority of pupils live in the immediate locality. The school maintains its Christian ethos and has strong links with the local church. There are no obvious signs of economic hardship in the area. About six per cent of pupils are entitled to free school meals, which is below the average for junior schools.

36 St John's has 290 pupils aged 7-11, on roll at present. There is an approximate gender balance in each year. The school was built as a two-form entry school but now Years 3 and 4 have three classes. Year 6 has two large classes, which divide into three teaching groups for most of the week. There are 27 (9%) pupils on stages 2 to 5 of the school's register for pupils with special educational needs, which is lower than the Local Education Authority's average. One pupil has a statement.

37 Assessment scores of the current Year 3 pupils, taken from the national test results at their previous schools, show that most pupils have achieved level 2 on entry, which is well above national averages; the numbers achieving level 3 are broadly average.

38 In its aims the school places an emphasis on the establishment of Christian values. It intends to make St John's a secure and happy place; to teach pupils the necessary skills for their lives; to present challenge and extend pupils; to build each child's self-value, self-discipline, compassion and respect for others; and to encourage positive and constructive attitudes.

39 Some of the school's priorities for development in the current year are to:

- improve the effectiveness of curriculum monitoring and support;
- review the current practice for information technology;
- review the equal opportunities policy;
- review policies for science and for the environment;
- develop the role of the new deputy head;
- review the policy and scheme of work for French;
- review the extra-curricular provision.

40 In the next academic year priorities include:

- the development of practice for assessment;
- the development of a teaching and learning policy;
- review of the progress made with a policy for assertive discipline.

Key indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
1996-7	41(33)	35(30)	76(63)

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	33 (24)	35 (30)	33 (25)
	Girls	25 (25)	27 (20)	27 (21)
	Total	58 (49)	62 (50)	60 (46)
Percentage at NC Level 4 or above	School	76 (78)	82 (79)	79 (73)
	National	63 (57)	62 (54)	68 (62)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	33 (23)	35 (27)	34 (25)
	Girls	28 (25)	29 (23)	27 (25)
	Total	61 (48)	64 (50)	61 (50)
Percentage at NC Level 4 or above	School	80 (76)	84 (79)	80 (79)
	National	63 (60)	64 (60)	69 (65)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.5
	National comparative data	5.9
Unauthorised absence	School	0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	7
Satisfactory or better	84
Less than satisfactory	16

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

41 In the 1997 national tests the numbers of pupils reaching the expectation of Level 4 at the end of Key Stage 2 were above the national average in English, mathematics and science. The numbers achieving the higher levels, level 5 or above, were similar to the national average in all three subjects. The numbers of pupils achieving the higher grade in science and mathematics reduced from the previous year.

42 The above average attainment that pupils reach in the national tests, at the end of Key Stage 2 is, in relation to national averages, similar to their attainment on entry to the school, and the progress that pupils make is satisfactory.

43 In English, both in the lessons seen and in their written work, the proportion of pupils reaching the national expectation is above average at the end of Key Stage 2. Progress is mostly satisfactory for pupils of all levels of attainment, in speaking and listening and in writing; it is good in reading. Pupils speak confidently and listen intently. They plan and draft their written work, using correct spelling, punctuation and grammar. By the end of the key stage, pupils read fluently. They read a wide range of fiction and non-fiction with enthusiasm and pleasure and use dictionaries with confidence.

44 Attainment in mathematics at the end of Key Stage 2 is above the national expectation. Attainment in number and algebra is good; in data handling and in using and applying mathematics to solve problems, attainment is satisfactory. Pupils apply formulae to calculate the areas and perimeters of mathematical shapes, but find it more difficult to use formulae to solve problems. Skills in constructing models, measuring angles and estimating units of measurement are limited. Pupils draw bar charts, pie charts and line graphs with appropriate accuracy. Progress in mathematics is satisfactory overall but higher attaining pupils are not sufficiently challenged.

45 Pupils' progress in science is sound and often good in lessons. At the end of Key Stage 2 attainment is above national expectations. Most pupils have a good understanding of electricity. They classify materials into groups and they use this knowledge in practical applications. They have good knowledge of the components of the human body and its functions. With guidance pupils plan investigations and they understand the concept of fair testing. Pupils' ability to analyse evidence and plan investigations to test a hypothesis is limited, however, and attainment in knowledge of scientific principles is better than in investigative work.

46 Attainment in music and in physical education is above the national expectation. In music pupils demonstrate good performing skills, mainly in singing, and a good number learn instruments. Composing skills are generally less well developed. Pupils of all attainment levels are supported and encouraged in physical education. Specific games skills are well developed and some of the dance is of good quality. Progress is satisfactory in both subjects.

47 Pupils' attainment in art, geography and history is broadly in line with the national expectation. Progress too is generally satisfactory but in art, it is better lower down the school when more time is spent on the subject.

48 Standards of attainment in design and technology and in information technology are well below the national expectation. In both subjects instruction is irregular and progress is poor. In modern foreign languages, progress is sometimes unsatisfactory.

49 Overall, pupils with special educational needs make satisfactory progress. At times they make good progress, particularly when helped by good quality classroom support or well chosen tasks.

50 Standards of literacy and numeracy across the school are good and serve learning well. Pupils write accurately and effectively, they read well and can understand a wide range of texts to support their learning. Skills in mental arithmetic are good and support learning in other subjects. Competence in information technology is more limited. There are some examples of good work with word-processing for English but other examples are few.

Attitudes, behaviour and personal development

51 When they are well taught, pupils have a confident, positive attitude to their work and show interest and enjoyment. They readily apply themselves to the task in hand, rise to challenge and show perseverance. Where teaching is less successful, pupils show initial enthusiasm but it is not sustained and poor behaviour sometimes ensues.

52 Pupils ask and answer questions during lessons and confidently join in discussion and collaborative work. They listen carefully to the teacher and approach problems with confidence. Work is generally well presented, well organised and completed. Pupils readily take responsibility for their learning but more opportunities for them to take initiatives could be provided.

53 Most pupils form constructive relationships with adults in the school. Relationships between pupils are generally positive in lessons. Behaviour in some lessons, however, particularly in Year 6, is poor and is a constraint on pupils' learning. Rewards and sanctions for behaviour are applied inconsistently and the school's practices are not outlined in policy documents.

54 Pupils behave well around the school and treat visitors with courtesy. Rules are usually kept and pupils treat other people's property with care. There have been no exclusions from the school within the last three years.

55 In discussion, pupils show respect for other people's feelings, values and beliefs. Their understanding of the diversity of beliefs, attitudes and social and cultural traditions other than their own is, however, underdeveloped. Some pupils are enabled to take responsibility by becoming team captains and vice-captains, and some act as hall monitors. Pupils are generally helpful and willing to take responsibility whenever it is offered to them, but these opportunities could be developed further.

Attendance

56 Attendance is good; it is above the national average for primary schools. There is no unauthorised absence. Most pupils enjoy school and want to attend. Absences are generally for medical reasons and occasionally for holidays in term time. Most pupils arrive on time and lessons start punctually. The good attendance of the majority has a positive effect on pupils' learning.

Quality of education provided

Teaching

57 The quality of teaching is mostly satisfactory or good. In 84 per cent of lessons seen the teaching was at least satisfactory, and it was good or very good in 40 per cent. Teaching was less than satisfactory in 16 per cent of lessons. Most of the unsatisfactory teaching occurred in lessons for older pupils.

58 In most lessons teachers have a secure knowledge of the subject and, where subject knowledge is high, the quality of teaching is usually good. In these lessons teachers set high expectations of pupils and the lessons have pace and rigour. Examples of these characteristics can be seen in all subjects except information technology and design and technology, where teachers' knowledge and skills are often limited.

59 Teachers planning and preparation are good in the successful lessons. Activities are carefully planned and learning outcomes identified. In many lessons different aims and tasks are set for the different levels of attainment within the class. Relationships and control are usually good, particularly at the lower end of the school. In some lessons teachers use a good variety of methods, some of which enable pupils to make decisions about their work and to share the responsibility for the lesson.

60 Those lessons which are unsatisfactory are usually not well planned; aims and tasks are not carefully enough matched to the different levels of attainment within the class, there is a limited variety of teaching method, the pace of lessons is too slow and expectations are not high. Examples of these lessons were seen in most subjects but were particularly apparent in some English lessons and in design and technology and in information technology. In some lessons pupils listen to expositions, or work at tasks that require low skills and little initiative, for too long. Relationships between teachers and pupils at the top end of the school are not always good. In some classes teachers have to work very hard to maintain control.

61 With some exceptions, assessment is not well used. There is a lack of school and subject policies for assessment and teachers do not have a common structure to work to. As a result, the setting of work for pupils with different levels of attainment is not always appropriate. Homework is set regularly and supports pupils' progress. It is accurately and conscientiously marked but advice for improvement is rarely to be seen in the books.

62 The provision that teachers make for pupils with special educational needs varies.

Overall it is satisfactory but the provision is often dependent on the level of classroom support and on whether the teacher has planned appropriate tasks. The provision in Year 3 is markedly good.

63 Teaching of literacy and numeracy is generally good and effective. Time is given at the start of each day for reading. Pupils read quietly or to teachers or to other adults.

The curriculum and assessment

64 All subjects of the National Curriculum and religious education are represented but the curriculum provided for pupils is not sufficiently broad and balanced. The requirements of the National Curriculum for information technology and design and technology are not met.

65 The allocation of time for English is above the national average in all years but particularly so in Year 3. The time provided for English is not used well and the planning lacks focus, the scheme of work does not clearly follow the National Curriculum. Some subjects have minimal time. For example, information technology and design and technology are reduced to a nominal one-hundredth and three-hundredths of the week respectively, and standards of attainment inevitably suffer as a result.

66 In the absence of an overall curriculum policy there is no structure to support planning of what is taught, how it is taught, the allocation of time and the priorities for development. Without a curriculum policy, a teaching and learning policy and an assessment policy, planning for breadth, balance, continuity and progression is less than effective. There is a brief policy statement for personal and social education but no co-ordinated scheme to plan for progression. The policy for sex education meets statutory requirements.

67 The development of specific skills, such as research, creativity and investigation, are not planned across the curriculum. In some lessons in dance and in art pupils have opportunities to invent and imagine, and in mathematics and science investigative skills are developed. Overall, however, these opportunities are rare. Good research activities are provided in topic work in geography and history; these could usefully be extended more frequently to other areas of the curriculum.

68 All pupils have equal access to the curriculum. The provision for pupils with special educational needs is well organised and planned. Independent education plans are carefully produced and identify appropriate specific targets for pupils on the school's register for special educational needs. Where there is specific classroom support, progress is good. Otherwise, while progress is good in some cases, there is an inconsistency in the provision for pupils with special educational needs. In some lessons the work provided is inappropriate and progress is poor.

69 The curriculum is enriched in good measure by extra-curricular provision including cricket, netball, football, a gymnastics club, cross-country running, a chess club, recorder playing, the orchestra and junior and senior choirs. There is a good provision of games as part of the physical education curriculum. The activities are well supported by a high proportion of pupils and teachers and parents devote much time to them.

70 There is no assessment policy for the school and, overall, assessment is weak. Not all teachers make regular assessments and few make them in all subjects. The school recognises the deficiency and is in the process of developing its assessment routines. At present, however, there is no common practice and assessment lacks coherence. There are few criteria for assessment, assessments are not linked sufficiently closely to the National Curriculum attainment levels and are not used in future lesson planning.

Pupils' spiritual, moral, social and cultural development²

71 The school makes satisfactory provision for pupils' spiritual development. There are good opportunities for quiet reflection provided in the daily assembly. In some subjects, such as English, through poetry and imaginative writing, pupils explore the deeper meanings of abstract thinking. There are further opportunities for pupils to develop aesthetic awareness in art and listen to, and perform, music, both in music lessons and in assemblies. Opportunities for spiritual development are given less attention in other subjects.

72 Moral education is good; the school provides a strong framework of values, which helps pupils to know right from wrong. Moral and social education are closely related. In the generally good relationships with pupils, staff provide good role models, fostering such values as honesty, trust, respect and fairness. Fairness is also promoted in games lessons where pupils learn concepts of fair play and how to keep to rules. Good opportunities to discuss moral issues are provided by the choice of texts in English.

73 Provision for pupils' social development is satisfactory. Pupils take responsibilities in a number of areas in the life of the school; for example, as hall monitors or as sports team captains and deputy captains. They contribute well to the smooth running of the school but these opportunities could be more frequent and widespread. Opportunities for pupils to work together to follow their own initiatives could also be more frequently available in lessons. The school's drama productions, which are held from time to time, are a valuable vehicle for building pupils' confidence and their social skills. Pupils mix well in extra-curricular activities. A particular strength of the provision is the residential trips for pupils.

74 Provision for pupils' cultural development is satisfactory. Pupils learn of their own cultural traditions by visits to museums and art galleries, and when artists, authors and performers visit the school. They learn of other cultures in music and dance, and of the contribution of many cultures to literature, maths and science. Pupils' knowledge of cultures other than their own, however, remains underdeveloped

Support, guidance and pupils' welfare

75 The school promotes a friendly atmosphere and pupils are valued as individuals. Teachers know their pupils well but procedures and practices for monitoring progress and personal development are not sufficiently thorough or consistent. The monitoring of progress for pupils with special educational needs is good.

² Collective worship was subject to a separate inspection under Section 23 of the Schools Inspection Act 1996, and is not reported on here.

76 The school's practices for promoting and monitoring positive behaviour are not written in a policy document and, in practice, lack cohesion. The topic of behaviour has been the subject of extended discussion in staff meetings and in some classes with pupils, and a whole school agreement on strategies and approach to behaviour is about to be produced but a consistent system is not at present in operation. The school's approach to bullying also lacks structure and is essentially reactive.

77 Pupils are well cared for while they are at school. All teachers are trained in first aid. Supervision is satisfactory at lunch and break times, when responsibility is shared between supervisors and staff. Arrangements for child protection follow the Local Education Authority guidelines; there is a designated child protection officer and clear procedures and practices, which all members of staff are made aware of. At present minor injuries are not recorded.

78 Governors take their responsibility for health and safety seriously and the school has an effective health and safety policy statement. Road access to the school, at the beginnings and ends of the school day, is a concern for staff and they take great care to ensure the safety of pupils at these times.

79 Preparation for pupils new to the school, and for their moving on to the next school, is good. There are close links with nearby infants' schools and with local secondary schools. Preparatory visits are arranged at both times and, for example, pupils are prepared for the homework to be expected when they are older. Links with outside agencies are good. The school has access to a number of support groups and visiting professionals for help when necessary.

80 The support, guidance and welfare of pupils are considered a very important aspect by the school and in some aspects the provision is good. Systems for monitoring pupils' academic and personal progress are under development and will better inform teachers when they come to be implemented. Agreement on a common approach to behavioural problems is an urgent necessity.

Partnership with parents and the community

81 The school enjoys a close partnership with its parents and many of them play an active part in the life and work of the school. Support for the thriving parent-teacher association, which raises significant sums of money, is high. Parental commitment to helping in school is exceptional. Over forty parents and three governors help with the group reading scheme each week and a significant number of both ex parents and present parents are involved in manning the library and helping in lessons on a regular basis. Parents and friends are invited to several school functions.

82 Most parents strongly support their children with their homework and make a significant contribution to their child's progress. Information to parents is good. There are regular detailed newsletters and individual consultations with class teachers through the year. The annual reports meet statutory requirements and parents are happy with the new format recently introduced. However, the identification of areas for improvement in reports is not always effective. Parents receive some curriculum information in relation to topic work but curriculum information overall is limited. Contacts with parents of pupils with special

educational needs are good and comply with the code of practice.

83 Links with the community, in particular with the local church, are strong. Pupils visit local places of interest to support work in school. Local people are invited into school; for example, a professional weaver came to demonstrate her art. Residential visits to York and the Isle of Wight give the pupils an opportunity to experience a stay away from home and to explore other areas.

84 Some business links exist to provide resources and support for areas of the curriculum. A local business, for example, sponsored the school's cricket, but opportunities for support of this kind could be developed still further. The high level of parental commitment has a significant and positive impact on pupils' learning and the school's links with the community and residential visits help to broaden the pupils' range of experiences.

The management and efficiency of the school

Leadership and management

85 The headteacher brings enthusiasm and strength of character to the school and, with the support of governors, sets a distinct and positive ethos. The role of the headteacher is clear but the responsibilities of the new deputy headteacher and of subject co-ordinators are still under development. As a result there is no management team sharing responsibility for the running of the school. Governors are active; they are concerned for the school and anxious to provide effective support. All school subjects have a governor assigned to them. Governors regularly visit the school to work with pupils, they attend courses and some bring their own professional expertise to the role.

86 While the school has a distinctive ethos that is very concerned to raise standards there are few clear strategies and no clear collegiate approach to improvement. A number of areas do not have clear direction or policies to support practice. There is no school curriculum policy, teaching and learning policy, assessment policy or behaviour policy. The lack of direction in these areas has a clear effect on what pupils learn, how they learn and on their attitudes and behaviour. It does much to explain why, although attainment compares favourably with national averages, pupils' progress is not as impressive as their previous attainment and the support they receive from parents would lead one to expect.

87 The school development plan is a useful and important document. Governors, headteacher and teachers contribute to the plan and together identify priorities. Cost implications are calculated, the timing is planned and criteria to indicate success are identified. The plan is informed by the well established and effective system for appraisal.

88 Monitoring of teaching is part of the appraisal process but this happens only infrequently. Co-ordinators take responsibility for their subjects but the quality of curriculum leadership varies. The co-ordinators do not have time to monitor classroom practice regularly. The headteacher moves around the school frequently and has an overview but the monitoring of classroom practice is not well developed and is not consistently carried out in a way design to secure improvement. The management of the provision for pupils with special educational needs is mostly good. Classroom assistants are generally managed well.

89 Administration is thorough and efficient; the day to day administration of the school is effective. The school is orderly and well organised, and pupils are secure. Statutory requirements are met except for the requirements of the National Curriculum for information technology and for design and technology.

Staffing, accommodation and learning resources

90 There are sufficient qualified staff to teach all the National Curriculum subjects. Most have appropriate training for the subjects that they co-ordinate, but some have need of further training for the junior age group. There is a good balance of experienced and recently qualified teachers. There is good staff expertise in most subject areas with the exception of some aspects of mathematics, design and technology and information technology, where additional in-service training continues to be a priority.

91 Appraisal is well established and is linked to professional development. Individual targets are set. Teachers are involved in in-service training; the school makes use of the local authority provision as well as some national courses. The lack of a staff development policy, however, means that appraisal and training are not closely enough related to the overall needs of the school. The induction for newly qualified and for teachers new to the school is thorough and helpful.

92 The school is pleasantly situated in extensive grounds. The buildings are well maintained and well cared for on a daily basis. Although there are enough rooms, many of them are rather small and too cramped to allow movement of pupils when completing practical group work, for example in science. The music accommodation does not easily allow the class to be organised for group-work. The display of pupils' work around the school is very good and celebrates pupils' work in art and other subjects such as history, science and maths.

93 The small resource areas, which exist between classrooms, are effectively used for teaching small groups. There is a small but well resourced area for cookery. Several areas with library shelves and chairs make pleasant spaces for pupils to read and browse through the books. The library itself is also small but used well for teaching small groups and watching videos, as well as for reading and changing books.

94 The playing field although large and well used in summer is out of commission from November to March. The hard play area is too small to provide sufficient play space and parents are rightly concerned about this inadequate provision.

95 Resources are adequate in all subject areas with the exception of specialist information technology facilities in science, mathematics and design and technology. There is very good provision of reading books both in classrooms and in the library. A recent increase in funding has improved equipment and materials for teaching mathematics and science. There are sufficient tools and equipment for design and technology but they are not yet used effectively.

The efficiency of the school

96 Last year the school overspent its income and used its reserves to achieve balance. This year a larger overspend is planned. The governors decided, some two years ago, to use their relatively large reserves to improve the provision for pupils. They identified their first priority as the need for more teachers. The budget is carefully planned for the next three years, and there are a number of alternative strategies should financial circumstances change.

97 The day-to-day running of the school is efficient and effective. Expenditure is related to the priorities identified in the school development plan and funds provided for specific purposes are used appropriately.

98 Teachers and other staff are generally deployed efficiently but there is need for increased monitoring of the school's work. A number of teachers have insufficient training in the specific phase. Resources for learning, and accommodation, are sufficient and are generally used well. The school has a very good stock of books to support pupils' learning but the resources for information technology are generally poor and need updating. Governors are aware of this and have already begun a programme for improvement in this area.

99 The above-average attainment that pupils reach at the end of Key Stage 2 is, in relation to national averages, similar to their attainment on entry to the school. Overall, therefore the progress that pupils make is satisfactory. The deployment of money, staff and resources is generally appropriate. The school is giving satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

100 By the end of Key Stage 2 pupils' attainment in English is above the standard expected nationally. When their interest is engaged, pupils listen carefully to teachers and they make good oral contributions to lessons, articulating their opinions. Pupils plan and draft their written work, using correct spelling, punctuation and grammar. They vary their sentences and use appropriate and vivid language. Some pupils begin to develop a sense of audience, for example in the small books they write for young children and in making contributions to the parish magazine. Poetry is well presented, often using information technology. By the end of the key stage, pupils read fluently. They have all read an impressive and worthwhile range of children's fiction with enthusiasm and pleasure. Longfellow and Tennyson are introduced as part of Victorian studies. They read non-fiction texts competently across the curriculum, and use dictionaries with confidence.

101 In the national tests at the end of Key Stage 2, the proportion of pupils reaching level 4 or above is above the national average, but the number of those achieving level 5 is not significantly different from the average.

102 Pupils make satisfactory progress over the earlier years of the key stage but in some lessons in Year 6 progress is unsatisfactory. In reading, progress is usually good. In many lessons, however, high attainers are under-challenged. Pupils with special educational need mostly make satisfactory progress. Although a considerable proportion of curriculum time is given to English, pupils' attainments, relative to national averages at Key Stage 1, are not significantly improved at Key Stage 2.

103 Pupils enjoy the subject and they participate with enthusiasm when they are given opportunities to play an active part in lessons. They co-operate well and readily engage with the work in hand. In some lessons in Year 6, however, behaviour can be poor in response to inappropriate tasks and slow pace.

104 Teaching is generally satisfactory. The best lessons have clear objectives, and high standards are expected from pupils, particularly in the accuracy of their writing. Activities in these lessons are well chosen. In less effective lessons, too long is spent on some activities, the tasks set do not match the differing levels of attainment of pupils in the class and pupils are not well motivated. Higher achieving pupils have few challenges, particularly in Year 6. Some, but not all, teachers have good subject knowledge and understanding. On occasions, too little attention is given to the individual education plans for pupils with special educational needs.

105 Leadership of the subject is lively and well informed, but co-ordination takes

³ **Religious Education was subject to a separate inspection under Section 23 of the Schools Inspection act 1996 and is not reported on here.**

insufficient account of the requirements of the National Curriculum. Planning does not effectively promote continuity and progression, and teaching is inadequately monitored. There is no coherent assessment policy in place to monitor progress. The standards of reading are enhanced by the school's arrangements at the beginning of the day for private reading and by voluntary helpers who hear pupils read. Standards, and pupils' enthusiasm, are also supported by the very good selection of books for pupils.

Mathematics.

106 Attainment in National Curriculum tests in 1997 was above national averages for level 4 and in line with them for level 5. Performance at the higher level decreased since 1996. Boys continued to do better than girls.

107 Attainment in mathematics in lessons and in pupils' written work at the end of Key Stage 2 is above national averages. Attainment is satisfactory in data handling, and in using and applying mathematics to solve problems. By Year 6 pupils can calculate perimeter and the area of rectangles using formulae. They have some difficulty, however, in applying the formulae, for example in dividing diagrams into simple rectangles to calculate area. Pupils apply rules using numbers and two-dimensional shapes to derive a formula, and a few apply it successfully. Most pupils are competent at mental arithmetic involving tables and numbers up to 1000. In their work on number and algebra pupils' attainment is good. Pupils have insufficient skills in constructing models, measuring angles and making sensible estimates of measurement in everyday situations. They draw bar charts, pie charts and line graphs. These skills are also used effectively in science. Information technology skills are rarely used in the context of mathematics.

108 Pupils' progress through Key Stage 2 is satisfactory overall. Able pupils, however, do not gain understanding and skills to attain the higher levels by the end of the key stage. Use of tests and regular homework set in most lessons is very effective in consolidating understanding, mainly in numeracy and simple algebra. Pupils with special educational needs make satisfactory progress as they are in small groups and sometimes have material specifically designed for their needs.

109 Pupils are well motivated to learn and have positive attitudes towards mathematics, but one group of able pupils demonstrated poor behaviour. Concentration by these pupils was poor and many ignored the teacher's instructions. Almost all other groups work well on their own, and in small groups, on investigations. Pupils look after books and resources and they take a pride in good presentation. On the whole, girls work much more quietly than boys and their mistakes are sometimes not noticed.

110 The quality of teaching was good or very good in half the lessons seen and in most others it was satisfactory. High expectations, brisk pace and challenge are features of very good lessons. For example, pupils were guided through a range of activities including a test and practice with multi-base materials, which involved difficult mental arithmetic devised and delivered by pupils. Some lessons, however, are too slow and lack discipline and appropriate materials for less able pupils; occasionally teachers give wrong information to pupils. There is some very good practice, but it is not shared among all staff. Marking of pupils' work is inconsistent in frequency and methods. Self-assessment, which is rarely used, is very effective in motivating pupils.

111 The subject is well managed in respect of schemes of work and provision of textbooks and equipment to cover statutory requirements. There are no policies, however, to guide assessment, behaviour, or teaching and learning. Monitoring and support for teaching, to promote high standards in all mathematical lessons, are not yet in place.

Science

112 Pupils' attainment in science is above national expectations at the end of Key Stage 2. National Curriculum assessment results were above national averages in 1996 and continued to be high in 1997, but the percentage of pupils achieving higher levels fell in 1997 and is now average.

113 By the end of Key Stage 2, most pupils have a good understanding of electricity and know that by changing the direction of the current they reverse the direction of a motor. They classify materials into groups according to their characteristics and know which materials will conduct electricity and which are insulators. They can relate this knowledge to the use of copper and plastic in electricity cables. Pupils can name the major bones of the human skeleton and explain their function in protecting delicate organs such as the brain and heart.

114 Pupils can, with guidance, plan an investigation to compare the strength of bricks made from different proportions of sand cement and water. Some pupils can identify variables, understand the concept of fair testing and complete a table to show their results. Pupils' ability to analyse evidence and plan investigations to test a hypothesis is limited and attainment in knowledge of scientific principles is better than in investigative work. Weak teaching sometimes inhibits the attainment of pupils in Year 6.

115 Progress is always sound and often good in lessons where teaching is effective. Pupils gain in scientific knowledge, skills and understanding at a brisk pace in all but a small minority of lessons. Some pupils in Year 6 are not sufficiently challenged, however, and, although capable, they do not reach the higher levels. Pupils with special educational needs make good progress, particularly in lessons where they receive individual or group support. Overall, however, progress is satisfactory rather than good.

116 Pupils' behaviour is good except where teaching is poor. They enjoy science and love to experiment, to make suggestions about why things happen and to talk about their work. They are attentive, respond readily to questions and listen courteously to others' responses. They handle equipment safely and carefully and with increasing skill. Pupils share tasks in groups well and sustain concentration. Opportunities for independent research are not frequent enough but when given those opportunities pupils respond well; for example, in using CD-ROM and textbooks to find out about the earth in space.

117 Teaching is good in a third of lessons and mostly sound in the remainder. Where teaching is poor this is due to weak class management and control which results in pupils becoming bored and consequently disruptive. In the majority of lessons relationships are good and pupils are skilfully guided through practical learning activities. Expectations are nearly always high and there is good use of questioning to consolidate learning and to lead pupils on to new discoveries. The preparation and use of resources are very good and a brisk pace of learning is maintained. Assessment is a weakness. Teachers do not use a common form

of marking pupils' work nor of recording attainment. There is no objective measurement of pupils' progress and pupils themselves are not able to judge what they need to do to improve.

118 Overall, however, science is well co-ordinated. There is a good scheme of work which supports teachers in their preparation for lessons concerned with scientific knowledge, but there is a need for further work on the teaching of Attainment Target 1 (investigations). The science policy is about to be revised so that it matches the new scheme of work. Staff are generally confident about the subject and whole-school in-service training has been effective. There is no use of information technology, which is a necessary part of the National Curriculum, because the school has insufficient computers and no hardware for sensing and data logging. Monitoring of teaching and learning is not yet in place to ensure common approaches and standards in the subject, and to identify the needs for support.

Other subjects or courses

Art

119 At the end of Key Stage 2 attainment in art is broadly in line with the national expectation. In Years 3-5, where pupils have more time than usual for the subject, progress is very good and pupils reach high levels of attainment. During Year 6, however, time is more limited, access to the subject is irregular, and as a result progress is slower. Most pupils develop appropriate skills in line and tone. Some develop good drawing skills and can observe with careful attention to detail. Many have a good understanding of colour. Pupils can work successfully in a variety of media. They have a good sense of proportion and scale, and can work in both two and three dimensions. Pupils know about the work of artists and can incorporate some of their techniques into their own work. Much of the work is imaginative and inventive. While progress over the key stage is satisfactory, progress in lessons is generally good for pupils of all levels of attainment. Those with special educational needs are mostly well supported and also make good progress in lessons.

120 Pupils respond well to art and enjoy the practical work. They are engaged by the lessons, concentrate on their work and concentrate well on the task in hand. Behaviour is good; pupils collaborate well with each other and with adults in the classroom. Pupils take initiatives in their work and make artistic decisions.

121 The quality of teaching is mostly satisfactory and sometimes good. Relationships are usually good and pupils are encouraged to feel confident and to enjoy their achievements. Lessons are usually well paced but occasionally pupils are left to work at their own, slower, pace. The tasks chosen and the content of lessons are appropriate and interesting, and pupils are encouraged to produce work of a good standard. Most teachers have sufficient knowledge and understanding of the subject but when teachers are less confident progress in the development of skills is weaker. On these occasions there is a lack of challenge for pupils.

122 The requirements of the National Curriculum are met and a range of work is evident in a good variety of media. Resources for the subject are good. Pupils' experiences in art provide useful support for the development of their spiritual and cultural development. The

arrangements for the allocation of time for art, however, are unsatisfactory. Pupils have more than average time in Years 3 to 5 but too little in Year 6. Time in Year 6 is also provided on a rotational pattern, which, because access is irregular, also constrains progress. As a result the good progress of earlier years is not maintained for most pupils in their final year at the school. Displays around the school are attractive and celebrate some pupils' work of high quality. Assessment in the subject, which is mostly weak at present, is in the process of development. The subject is conscientiously led but there are few opportunities to monitor classroom practice in the subject, which is a constraint on the effectiveness of the provision of support for teachers and on planning for a coherent approach to the subject.

Design and Technology.

123 Standards of attainment in design and technology are well below the national average at the end of Key Stage 2. Pupils can, however, assemble a wooden frame and design a moving part with a cam mechanism. They follow a recipe to make biscuits and know how to make themselves a simple snack such as a jacket potato. They have a narrow range of construction skills but very little experience of creating designs. During the inspection only Year 6 lessons were timetabled. In other years design and technology takes place as a special project on one day of each term.

124 Pupils come into the school having some experience of design and technology in Key Stage 1. There is no plan to use this as a basis for building skills and knowledge. Progression in Key Stage 2 is unsatisfactory and occurs as a result of pupils' maturity rather than any planned development of skills and knowledge.

125 Pupils enjoy making things and particularly enjoy cooking. Behaviour is good when the tasks set are sufficiently challenging; for example, when they made biscuits they were very sensible in organising themselves in a rather cramped space. They work well collaboratively and share jobs cheerfully. When asked to design a moving part for their toy they entered into the task enthusiastically and produced some amusing and creative ideas.

126 In the very few lessons seen teaching was satisfactory overall, but there were examples of both good and unsatisfactory teaching. Good features were the effective relationships with pupils, using the lesson to develop ideas about healthy eating, hygiene and the skills of food preparation. Features of unsatisfactory teaching are an over didactic approach, giving little opportunity for pupils to make decisions and to solve problems for themselves. Tasks are too simple and not designed to teach pupils new skills and knowledge.

127 Pupils are not following the programme of study of the National Curriculum for design and technology. The co-ordination of the subject is not in place and teaching is divided into craft and cookery, with no integration of these two areas. The policy document is in draft form and there is no scheme of work, other than a list of suggestions about the things which pupils might make in each year group. There are sufficient resources to teach design and technology with the exception of hardware for the control technology element of the National Curriculum. There has been some in-service training but it has not had an impact on leadership of the subject, which is weak.

French

128 French, which is not part of the National Curriculum at Key Stage 2, is taught only to the two Year 6 classes, in two thirty-minute sessions. A very well qualified parent volunteer teaches one class.

129 In the two lessons seen progress was unsatisfactory, mainly because a number of pupils were poorly behaved and interrupted the lessons. However, pupils understand basic French words for parts of the body; they know numbers to twenty, days of the week, months of the year and the seasons.

130 Teachers have good skills in the language and planning is satisfactory. The aims, content and teaching methods are well thought out and appropriate. Lessons are practically based and expectations of pupils are appropriate. The control of pupils was less than effective.

Geography

131 Few lessons were seen in geography during the inspection but from the evidence of pupils' written work, it can be seen that attainment at the end of Key Stage 2 is broadly in line with national expectations. Pupils know the eight points of the compass and can compare features of different localities. They know the countries and capital cities of the British Isles and the main European countries. Mapwork and fieldwork are strong. Pupils understand the characteristics of a large-scale plan and can produce and interpret small-scale maps. They respond to a range of questions by using geographical skills and evidence such as Ordnance Survey maps. The use of information technology is less than satisfactory.

132 Progress of pupils, of most levels of attainment, is generally satisfactory over the longer term and in the few lessons seen. The progress of pupils with special educational needs in lessons is less satisfactory than that of others, particularly when they are set tasks that are inappropriate to their needs. Opportunities for personal or collaborative study beyond simple working in pairs are limited.

133 From the limited number of observations and from pupils' written work there are indications that teachers' knowledge of geography is sound and planning is usually sound or good. In the lessons observed, one teacher taught all classes in each year group. The tasks set were appropriate for classes as a whole but lacked specific provision for pupils of differing attainment. Teaching strategies were limited, and some lessons lack rigour and pace. Marking in some years is very good but in others it is sketchy and uninformative.

134 The curriculum is planned satisfactorily overall and conforms to the requirements of the National Curriculum. There are, however, no effective procedures for assessment. Evidence from pupils' work indicates that insufficient attention is given to the provision for pupils with special educational needs.

History

135 During the inspection there was opportunity to observe lessons in Years 3 and 4 and to undertake scrutiny of pupils' written work in all years. Attainment by pupils in history is

in line with national expectations. During their studies pupils develop an increasing sense of chronology. They show an understanding of some of the main changes and events in Britain's history such as the successive invasions from 55 BC to 1066 AD. Pupils use pictures of artefacts to answer questions about the past, as with a lesson demonstrating how archaeologists reconstruct pottery and learn from the uses of the pottery and the painted decorations. Knowledge of historical facts, including the Ancient Egyptians and the local history of Caterham, is sound. Pupils' attainment varies between different teaching groups and across the years. Pupils undertake independent research, particularly in topic work, but such opportunities are not frequent enough.

136 The progress of pupils is satisfactory overall. They acquire and consolidate information in lessons, and retention of knowledge is satisfactory, so that pupils are able to suggest important elements from previous work: a Year 3 pupil who mis-remembered 'Homer's Iliad' as 'Homer's Lilypad' was nevertheless striving nobly, for someone still only eight. Progress of pupils varies between classes and some more able pupils are not fully stretched. Pupils with special educational needs are well identified by their teachers and make good progress in some classes, but in others they are not assisted to make equivalent progress to that of others in the class.

137 Pupils have the capacity to show interest in their work and this is more evident in the lower part of the school. Their ability to concentrate on their work is good and they are attentive and respond well to their teachers' questions. The pupils work well on their own although truly independent research and collaborative investigation are not part of their experience. Pupils' behaviour was good in the lessons seen in Years 3 and 4. They were courteous to one another, and to their teachers.

138 Teachers are secure in their knowledge of the subject and most lessons are thoroughly planned. The quality of teaching in the lessons seen was mostly good, but the scrutiny of pupils' work and teachers' planning indicates that there is considerable variation in teaching between classes and between years and suggests that the general level is satisfactory. Teaching methods are more varied and the expectations of pupils are high in the earlier years. Pupils' written work indicates that, in later years, the work has less variety and is not so demanding with, for example, an over-dependence on worksheets. Opportunities for pupils to research and investigate are less frequent than the subject requires. Some good examples of fieldwork, including local history, result in work that is very thorough, neat and well presented but it lacks sufficient independent input by pupils. Marking is frequently thorough, although advice for improvement is lacking and there is no consistency of approach. Pupils with special educational needs often work to the same requirements as the rest of the class, even when it would be more appropriate for them to be working at tasks more specific to their needs.

139 The history syllabus is well planned and covers all the requirements of the National Curriculum. Assessment, however, is weak and inconsistent. The co-ordinator is well qualified and has a clear understanding of the requirements of the subject. Time, however, is not available to monitor teaching, marking and assessment, which results in inconsistency in approach and quality.

Information technology

140 Pupils' skills in information technology are at the level expected nationally when they enter the school. At the end of the Key Stage 2, however, attainment varies widely and is generally below the national expectation. Many pupils, however, access programmes independently and generally use information technology equipment and software to communicate ideas and information. They use a variety of forms incorporating graphs, pictures and sound. In English, pupils prepare texts for word processing, carefully checking for accuracy, and some can use clip art to add pictures to their text. Pupils redraft their work using information technology and are able to compare the process of manual redrafting with that done on the computer. In Years 3 and 4, there is some use of spreadsheets and databases. Pupils are able to use CD-ROMs to select their resources for project work in a range of subjects. Control technology is, however, weak. Pupils' progress is inconsistent. They do not make sufficient overall progress in the subject during their time in the school.

141 Pupils enjoy information technology and use computers enthusiastically whenever they have the opportunity. They collaborate effectively when using them and are able to concentrate on their work for extended periods.

142 No specific teaching of information technology was seen during the inspection, but pupils' work was scrutinised and pupils interviewed about their attainment in the subject and their attitudes towards it.

143 Progress is both inconsistent and unsatisfactory because not all teachers have the skills to teach the subject confidently. Information technology is taught through other subjects, but the provision is not monitored and varies greatly between teachers. Records of pupils' skills and progress are kept, but they are incomplete. The newly appointed co-ordinator plans to raise awareness in the school and help teachers to increase their skills and confidence. He has audited and evaluated resources, but his role is currently limited by lack of time to devote to the management of the subject. Lack of technical assistance results in him spending a large amount of time keeping the elderly machines running. Statutory requirements are not met.

Music

144 Attainment in music is generally above national expectations at the end of Key Stage 2. Pupils demonstrate good performing skills, mainly in singing, but a good number learn instruments as well. They sing with a good vocal tone, in unison and in parts. A few older pupils sang solos, beautifully, confidently and with obvious enjoyment. Most pupils have a good aural memory and can hold an independent part with confidence. Skills in rhythm, pulse and pitch are generally high. On the whole, performing skills are more developed than those of composing, listening and appraising. For those pupils who learn instruments attainment is usually higher. Pupils of all levels of attainment make satisfactory progress in their lessons in music. They work with reasonable consistency and, over time, develop good skills in pitch and rhythm. Pupils with special educational needs make similar progress to the rest of the class.

145 The response to music is good. Most pupils enjoy their music and, apart from a few in the older classes, their behaviour is good. Opportunities for musical decision making, for example in composing activities, are limited, however.

146 Overall the quality of teaching is satisfactory. The subject is taught by a number of teachers who between them have sufficient skills and knowledge in the subject. A visiting specialist teaches Year 6 classes. In many lessons the activities move along at a good pace, relationships are good and classes are well controlled. Overall expectations of pupils vary and, in some lessons, there is a lack of rigour. Teaching methods are appropriate for the set tasks, but there is a need for a wider range of task. There are only occasional opportunities for pupils to take responsibility in the lesson and few opportunities, and not enough guidance, for them to make musical decisions. The content of lessons is usually well planned but the aims of the lesson, within a framework for progress, are not clearly enough identified. Assessment is underdeveloped and in many lessons the tasks set do not match the differing needs of pupils closely enough.

147 The requirements of the National Curriculum for music are met but there is an undue focus on performing activities and a need for more time to be given to composing, and to listening and appraising. Little evidence was seen of the use of information technology in the subject. At present the co-ordinator for music, who is newly arrived at the school, does not teach the subject. The planning for the subject does not sufficiently support progress and assessment. A large proportion of pupils at the school play musical instruments and the curriculum is extended with opportunities for pupils to play in the Orchestra, the Recorder Ensemble and in the two Choirs.

Physical Education

148 Attainment at the end of Key Stage 2 is above the national expectation. Pupils are energetic and physically active. In dance lessons, they show good balance and control, they use space well and their response to music is thoughtful and imaginative. Throughout the key stage pupils display good motor skills and co-ordination. They have good skills in games activities and play as effective members of teams. It was not possible to see the full range of physical education activities during the inspection but planning indicates that they are covered well.

149 Pupils of all attainment levels are supported and encouraged, and they make good progress. Physical skills are developed as pupils mature and the school offers a range of activities to ensure progress. Attitudes to physical education are positive and behaviour is good. Pupils listen carefully to instructions before carrying them out conscientiously. Both boys and girls are keen to dance. They wait patiently to take turns when necessary.

150 Standards of teaching are mostly good and occasionally very good. Lessons are well planned; relationships and control are good. Teachers have good subject knowledge; there are effective warm-up and closing sessions. The tasks set are imaginative and interesting with clear purpose. Teachers are able to combine high expectations with a sharing of the responsibility for learning with pupils. In dance lessons, for example, pupils spend much of the time composing their own dances.

151 The curriculum for physical education meets the requirements of the National Curriculum. Provision is made for games, gymnastic activities, dance and swimming during the summer term. There is a well planned scheme of work to ensure progression. An additional richness is brought into the curriculum from parents with expertise and other

specialists who come into the school to help with games coaching. At present a coach from the county cricket club visits the school.

152 Teachers and parents give freely of their time to extra-curricular sport and a strong programme for sports is available for pupils. Pupils are appreciative of the opportunities and a high proportion of teachers and pupils supports the activities.

PART C: INSPECTION DATA

Summary of inspection evidence

153 A team of six inspectors visited the school for a total of nineteen days. Prior to the inspection the Registered Inspector held a meeting for parents. Thirty-four parents attended the meeting. An analysis was made of eighty-seven questionnaires completed by parents.

154 During the inspection a total of 70 lessons were observed for a total of 49 hours. Activities such as assemblies, registration periods, extra-curricular activities, play and lunchtime arrangements were also observed. (Religious education was inspected separately under different arrangements).

155 Three pupils from each class were heard reading aloud. Pupils' behaviour in the playground and around the school was observed. Pupils' work was examined during lessons and samples of pupils' written work were scrutinised. Inspectors talked to pupils about their work during the school day.

156 Interviews and discussions were held with members of the governing body, the headteacher, teachers with curriculum and other responsibilities and non-teaching staff. Policy documents, curriculum and teaching plans, development plans, attendance registers, the special needs register and a sample of individual education plans, agendas and minutes of the governing body were scrutinised.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 – Y6	290	1	64	18

TEACHERS AND CLASSES

Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	11.5
Number of pupils per qualified teacher	25.22

Education support staff (Y3 – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	38.5

Average class size:	29
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FINANCIAL DATA

Financial year:	1996/7
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	£
Total income	448099
Total expenditure	452716
Expenditure per pupils	1577
Balance brought forward from previous year	43372
Balance carried forward to next year	38755

PARENTAL SURVEY

Number of questionnaires sent out:	300
Number of questionnaires returned:	87

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	52	1	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	48	1	0	0
The school handles complaints from parents well	21	59	16	4	0
The school gives me a clear understanding of what is taught	16	62	12	9	0
The school keeps me well informed about my child(ren)'s progress	39	51	7	4	0
The school enables my child(ren) to achieve a good standard of work	52	45	2	1	0
The school encourages children to get involved in more than just their daily lessons	43	46	6	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	56	8	8	1
The school's values and attitudes have a positive effect on my child(ren)	61	33	4	2	0
The school achieves high standards of good behaviour	51	43	5	1	0
My child(ren) like(s) school	58	38	2	1	0

Other issues raised by parents from the parents' meeting and from parents' returns

Meeting:

There is a need for more lunchtime supervisors. (Not supported by evidence from the inspection).

There is not enough work with computers in Year 3. (The provision for information technology is a concern shared by the inspection team).

Comments from parents' returns indicate:

Very positive comments on almost all returns.

Strong enthusiasm for the HT- 'inspirational'- 'supportive'- 'exceptional'

Warm comments about the staff.

Concerns about traffic in the area.