

# INSPECTION REPORT

**Horley County Infant School**

Horley

LEA area: Surrey

Unique Reference Number: 124981

Headteacher: Mrs H Salter

Reporting inspector: Mr M Milton

OIN 1723

Dates of inspection: 20th to 23rd September 1999

Under OFSTED contract number: 707823

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	County
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors: [where appropriate]	Mr A Baird
Date of previous inspection:	March 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
M Milton, Registered Inspector	Science, Design and technology, Information technology, Geography	Equality of opportunity; Attainment and progress; Attitudes, behaviour and personal development; Teaching; Leadership and management; Efficiency of the school
E Dickson, Lay Inspector		Attendance; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Partnership with parents and the local community.; Accommodation
S Bubb	Under-fives, English, History, Music, Special Educational Needs, English as an additional language	Curriculum and assessment
R Scahill	Mathematics, Art, Physical education, Religious education	Staffing and learning resources

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London WC2B 6SE

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## MAIN FINDINGS

### What the school does well

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>! There is a very good partnership with parents who make an important contribution to the school's work, and particularly to the high reading standards.</li><li>! The pupils are well behaved and keen to learn.</li><li>! There is good provision in all aspects of learning for the under-fives.</li><li>! It provides pupils with very good opportunities for moral, social and cultural development including French in all years.</li><li>! It provides good teaching and support for pupils with special educational needs.</li><li>! Religious education and history are well taught and the pupils make good progress.</li><li>! The work of the classroom assistants and volunteers helps the pupils to make progress.</li><li>! There are very good relationships between all who work in the school.</li></ul> |  |
|--|--|

### Where the school has weaknesses

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>! The standard of pupils' writing is below national averages and well below the average for similar schools.</li><li>! Some more-able pupils do not reach a high enough standard in mathematics.</li><li>! The monitoring of pupils' attainment and the quality of teaching are not effective enough in helping to raise pupils' standards and improve teaching.</li><li>! Teachers' ongoing assessment of pupils' work at Key Stage 1 is not used sufficiently to plan the next steps of learning so that the work closely matches pupils' needs.</li></ul> |  |
|--|--|

**The strengths greatly outweigh the weaknesses, which will form the basis of the governors' action plan. This will be sent to all parents or guardians of pupils at the school. Some of these weaknesses have already been identified by the school, including the weakness in pupils' writing.**

### How the school has improved since the last inspection

The school has made sound progress since the previous inspection. The quality of teaching has improved and the school has addressed the only weakness in attainment that was identified which was for music. The school has maintained standards in reading, and investigative science has improved. Standards in mathematics have improved over the last three years. However, there are weaknesses in pupils' writing. Satisfactory progress has been made with almost all of the key issues for action identified in the previous report. The exception is the need to develop a systematic approach to the monitoring and evaluation of the school's work. Monitoring and evaluation have improved but are not yet effective enough. The school has the capacity to further improve. It will be important for the school to identify how the key issues for action are linked together and to devise clear, precise strategies for improvement.

## Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
Reading	B	B		
Writing	D	E		
Mathematics	C	D		

Pupils' reading is above the national average for all schools while their writing is below the national average. Many pupils rarely choose interesting words and have too little practice in writing stories. Standards in mathematics are average although relatively few pupils reach higher standards. Pupils' attainment in science and information technology matches national expectations while standards in religious education and history are above expectations. The under-fives reach the expected standards in all of the required areas of learning with higher standards in personal and social development, and creative and physical development.

## Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Satisfactory
Mathematics	Good	Satisfactory
Science		Satisfactory
Information technology		Satisfactory
Religious education		Good
Other subjects	Good	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses*

Teaching was sound or better in 92% of lessons seen during the inspection, and good or better in 42%. Teaching was unsatisfactory in 8% of lessons seen. Two weaknesses in teaching at Key Stage 1 are that teachers' expectations are not high enough for writing, and day-to-day assessment information is not used well enough to plan pupils' next steps of learning.

## Other aspects of the school

Aspect	Comment
Behaviour	Good, particularly around the school and in the dining hall at lunchtime. Pupils know and follow classroom routines.
Attendance	Matches national averages, but is significantly affected by the poor attendance of a very small number of pupils.
Ethos*	Very positive with an effective learning environment, good relationships, opportunities for all to succeed and very good partnership with parents.
Leadership and management	The headteacher provides dynamic and effective leadership. The good governing body supports the school strongly. The subject co-ordinators carry out annual audits of their subjects and have started monitoring.
Curriculum	Well planned and provides all the necessary subjects. Much enrichment by a wide range of visits and many visitors to the school. There is good personal, social and health education.
Pupils with special educational needs	Provision for these pupils is good and they make sound progress. They make good progress when receiving specialist support.
Spiritual, moral, social & cultural development	Provision is very good. Pupils learn to care for each other, and work and play well together. Pupils have many opportunities to learn about other cultures.
Staffing, resources and accommodation	Well staffed and minimal disruption caused by teachers' absence. Classroom assistants help the pupils make progress. Good learning resources. Good accommodation although, at times, noise from one classroom affects another.
Value for money	Sound. When pupils enter Reception, their attainment broadly matches national averages. They make satisfactory progress and their attainment at seven also matches national averages.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<ul style="list-style-type: none"><li>! The school promotes good behaviour.</li><li>! The school promotes positive values and attitudes.</li><li>! Children are taught to be confident.</li><li>! Lunch times promote social development and good manners.</li><li>! Teachers are very approachable.</li><li>! The home-school reading book is a useful way for parents to communicate with teachers.</li><li>! Their children enjoy school.</li><li>! The school encourages the involvement of parents.</li><li>! The school receives much support from the parent teacher association.</li><li>! The school encourages their children to achieve a good standard of work.</li></ul>	<ul style="list-style-type: none"><li>! There were some criticisms but these were only mentioned by individual parents.</li></ul>

The parents are very supportive of the school. The inspection evidence supports almost all of the parents' positive views about the school. Although the parents' view is that the school encourages their children to achieve a good standard of work, the inspection evidence is that the school should do more to raise pupils' attainment in writing and mathematics.

## KEY ISSUES FOR ACTION

The governing body, headteacher and staff should:

- improve pupils' standards of writing;  
*[Paragraphs 7, 9, 82, 83, 86, 88]*
- implement fully the school's policy on assessment and recording of pupils' progress to ensure that teachers:
  - make judgements about pupils' progress with key knowledge and skills in the core subjects of English, mathematics, science, information technology and religious education;
  - record these judgements in a manageable way and use this information to plan pupils' next steps of learning so that they all make the best possible progress.*[Paragraphs 25, 36]*
- increase the number of pupils reaching the higher level in mathematics;  
*[Paragraphs 11, 90, 92]*
- improve the current monitoring of teaching by:
  - agreeing the features of teaching which enables all pupils to make good progress;
  - identifying the strengths and weaknesses of lessons, and providing support to remedy the weaknesses;
  - informing the governing body about improvements to teaching.*[Paragraph 24, 54]*
- Improve the current monitoring of pupils' attainment and progress by:
  - the headteacher and subject co-ordinator checking the pupils' work for the core subjects of English, mathematics, science, information technology and religious education according to an agreed, realistic schedule;
  - checking work to ensure that standards are high enough and that pupils make clear progress;
  - identifying strengths and weaknesses in pupils' work and identifying clear strategies to overcome the weaknesses;
  - informing the governing body about improvements to pupils' attainment and progress.*[Paragraph 54]*

*[Numbers refer to the relevant paragraphs in the body of the report.]*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the school development plan:

- the annual reports for pupils do not contain all of the necessary information; *[50, 58]*
- the large open doors between classrooms allow noise from one room to hinder learning in the other room on occasions; *[64]*
- the pond is not fenced in. *[45]*

## INTRODUCTION

### Characteristics of the school

1. Horley has 220 pupils with three classes for Reception and Year 1, and two classes for Year 2. This is average in size for a primary school. There are similar numbers of boys and girls. Pupils come from a wide variety of backgrounds, with most from areas of private housing around the school but there are also some from privately rented and social housing. Most are from advantaged backgrounds but a number suffer some disadvantage. About 6% of pupils are known to be eligible for free school meals, which is below the national average. Very few pupils are from ethnic minority groups. About 23% of pupils are on the school's special educational needs register, which is a little above average. Three pupils have statements of special educational need. Children enter the Reception class in the September of the school year in which they are five. They attend full time at the beginning of the term in which they are five. At the time of the inspection early in the autumn term, 82 pupils were attending for mornings only. The oldest class started attending full time just after the inspection. Pupils' attainment on entry to Reception varies from year to year but is broadly average.
2. Aims of the school are to:
  - a. generate a happy, safe and stimulating environment;
  - b. encourage respect and sensitivity for the needs of others;
  - c. provide a well-balanced curriculum which encourages enquiring minds;
  - d. develop and maintain high expectations of attitude and performance;
  - e. encourage each child to grow in self-esteem, achieve success and reach their full potential;
  - f. promote active home and school partnerships;
  - g. continue co-operation with the local community, other stages of education and county agencies;
  - h. create equal opportunities regardless of culture, gender, social group or disability.
3. The school's key priorities for improvement are:
  - a. spelling, handwriting and writing;
  - b. the quality of assessment in mathematics;
  - c. knowledge and understanding of life processes and living things;
  - d. basic skills in information and communication technology;
  - e. dance as part of physical education;
  - f. monitoring and evaluation across the school.
4. The school has targets for the percentage of pupils reaching level 2 and higher in 2000. These are 85% for writing, 86% for reading and 86% for mathematics.

## Key indicators

### 5. Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	41	36	77

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	33	28	36
	Girls	32	31	35
	Total	65	59	71
Percentage at NC Level 2 or above	School	84 (81)	77 (76)	92 (87)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils At NC Level 2 or above	Boys	36	35	36
	Girls	34	35	34
	Total	70	70	70
Percentage at NC Level 2 or above	School	91 (81)	91 (82)	91 (86)
	National	82 (81)	86 (85)	87 (86)

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<sup>1</sup> 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	School	5.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.4
	Absence	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during		Number
The previous year:	Fixed period	0
	Permanent	0

## Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	3
	Satisfactory or better	92
	Less than satisfactory	8

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

6. Children have a wide ability range when they join the school, but overall standards of attainment are average. They make good progress in the reception classes and, by their fifth birthdays, many meet the requirements of the desirable learning outcomes, and often exceed the expectations of the outcomes for their personal, social, physical and creative development.
7. In 1998 and 1999, the national test results were above average for reading but below average for writing. The mathematics results were similar to the national average. In comparison with similar schools, results were above average for reading, below average for mathematics and well below average for writing. A high proportion of parents completing the questionnaire believe that the school enables pupils to achieve high standards. The inspection evidence is that the school should do more to raise pupils' attainment in writing and mathematics. The attainment targets for 1999, which had been agreed with the local education authority for the proportion of pupils reaching the expected Level 2 in reading, writing and mathematics, were met or exceeded. The reading and mathematics results have improved since 1997, while the writing results fell in 1997 and have risen slowly since then. The relative results of boys and girls fluctuate from year to year, and no general trends can be identified.
8. Pupils make good progress in reading and their attainment is above average at seven. They know how books work, deducing story themes from titles and covers. Many can work out words using their knowledge of letter sound combinations, pictures and grammar. Their understanding of what they read is satisfactory and some can explain why they like certain authors. Parents contribute significantly to their children's progress through listening to them read daily. Pupils' progress in speaking and listening is sound and their skills are average. They listen attentively to adults and each other, and speak with growing confidence. There are opportunities to develop speech, through reading work aloud and taking part in assemblies.
9. Pupils' writing is below average at seven. They make unsatisfactory progress because there are too few opportunities for writing, and too little is expected in length or quality. They rarely choose interesting words and have too little practice in writing stories. Most write in simple sentences and use little punctuation. Some of the best writing is in history, where teachers use events of great interest to the pupils as a stimulus for different types of writing. Pupils with special educational needs and those with English as an additional language make good progress in reading but their progress in writing is restricted as too little is asked of them.
10. Good standards of reading aid learning in other areas of the curriculum. Many pupils are able to read instructions on worksheets and can find information, about mini-beasts for example, from books and CD-ROMs. The weak writing skills of many, however, restrict progress in recording work. This is exacerbated by teachers asking too little with, for example, the use of worksheets encouraging only the briefest writing. Opportunities for pupils to write are often missed. The stimulating visits, visitors and events that the school organises are not fully capitalised upon to encourage purposeful writing. There has been insufficient planning to develop a range of writing through all the subjects of the curriculum, but this has improved recently.

11. All pupils make sound progress in mathematics and science, and their attainment at seven matches national averages. By the end of the key stage in mathematics, pupils have a sound understanding of place value and can investigate number sequences and patterns of odd and even numbers. They have a good knowledge of relationship between addition and subtraction. However, higher-attaining pupils are not sufficiently challenged and do not make enough progress. Pupils are encouraged to practise their numeracy skills at other times during the day such as at registration when they count girls and boys and work out the number present. There are examples of the good use of numeracy during a few science experiments.
12. In science, pupils sort materials into groups according to observable features such as their roughness and smoothness. They know the conditions needed for the successful growth of a plant, and the different methods for dispersing seeds. They are able to link different mini-beasts to their habitats. Since the previous inspection, pupils' attainment in investigative science has improved, and pupils now make predictions, make relevant measurements and, with help, carry out a fair test.
13. Pupils make good progress in religious education and their attainment is above the expectations of the agreed syllabus. For example, they acquire knowledge and understanding of different religions through visits to different places of worship, including the local Anglican church, the Baptist church and the Roman Catholic church. They have also visited a synagogue and a mosque, where they learnt about some of the special ceremonies and customs.
14. In information technology, progress is sound and attainment matches national expectations. For example, pupils use word processing to create books, for example, about 'Elmer the elephant'. They have sent and received E-mail from a teacher's son who is working on a ship in the Gulf of Mexico. For work on control, they give a programmable toy instructions so that it follows a particular route on a map. They create bar charts to show their favourite fruits, and use a program to record how tall beans grew during a science experiment.
15. Pupils' work in art, design and technology, geography and physical education is of an appropriate standard for their ages. They make careful observational drawings of plants and mini-beasts. Year 2 pupils designed and made hats. Their plans included annotated drawings, and they chose their materials and suggested improvements in their evaluations. Older pupils compare Horley with the village of Chembakolli in southern India. They travel on physical education apparatus confidently and show good agility and control in jumping and landing.
16. Their attainment in music has improved since the previous inspection. High attainers in Year 2 could hear the difference between Pachelbel's music played on traditional instruments and that played on a modern keyboard. Pupils sing tunefully with enthusiasm and enjoyment. In history, pupils' work is at least appropriate for their ages, and is often above average. Teachers choose motivating ways for pupils to record their work through, for instance, stories and writing speech bubbles on pictures of Guy Fawkes and his conspirators. The Great Fire of London inspired some lively writing because pupils wrote as if they were there.
17. Pupils with special educational needs make sound progress as a result of the early identification of and good quality support for their learning difficulties. They make good progress during short sessions when they are withdrawn from classes for intensive literacy support on, for example, phonics and reading. During Literacy Hour lessons, pupils with special educational needs mostly make sound progress but there were instances when they made little progress because they found it hard to understand what to do or the pace of a game to identify frequently used words was too slow. In mathematics, pupils made sound or better

progress as they were well supported when, for example, they practised addition and subtraction with numbers to 6.

### **Attitudes, behaviour and personal development**

18. Children under five behave well, are keen to please, and work hard, concentrating for extended periods. All children are conversant with the procedures and expectations of school life. They know the difference between right and wrong, and arguments are few. Collaborative work, such as role-play or playing with bikes, is successful. They share resources and tidy away willingly.
19. Pupils' response to their lessons is good. Those with special educational needs enjoy school and try their best. Their attitudes to work are good. They settle quickly to work and concentrate well. They are keen to contribute to lessons by answering questions or explaining their ideas. In mathematics, for example, pupils sustain their concentration throughout lessons. They listen attentively, and contribute fully to the mental mathematics sessions. In English, they are enthusiastic about books. Pupils lose concentration on the few occasions when tasks are inappropriate, whole-class teaching is too long, or they are disturbed by noise from a neighbouring classroom.
20. Relationships are very good indeed amongst pupils and between adults and pupils. For example, in one lesson, the teacher asked pupils to support a boy who was lonely and they did. Pupils with special educational needs are very well integrated into their classes.
21. The inspection evidence supports the views of parents that pupils' behaviour is good. No pupils were excluded during the last year. Their behaviour is particularly good around the school and in the dining hall at lunch time. Pupils know class routines and automatically put things away carefully at the end of lessons. Pairs of older pupils serve the food at each table during the lunch break. They take this responsibility seriously and carry it out very effectively. The inspection evidence supports parents' views that dinner time promotes social development and good manners. They work well in groups during, for example, science activities. In classes, they are keen to take responsibility to put resources away. Pupils are self-confident and relate well to adults, which is the view of the parents. Older pupils take an active part in helping on one way or another, for example setting out chairs for assembly, serving at lunchtime and assisting in the school office.

### **Attendance**

22. The rate of attendance and level of unauthorised absence for the past academic year were in line with the national average for primary schools. The attendance figures for the period were significantly affected by the long-term absences of three pupils. Registers are completed at the beginning of morning and afternoon sessions, often with teachers and pupils greeting each other in French or Spanish. Pupils arrive punctually for morning and afternoon school.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

23. The overall quality of teaching has improved since the previous inspection as some monitoring and support for teaching has been introduced. The quality of teaching for the under-fives is good, and enables pupils to make some good progress. The significant strengths of the teaching include: good understanding of how children learn; the teamwork and the deployment of staff; attention to procedures that make the children feel secure; and the maintenance of well-organised, attractive indoor and outdoor environments. Explanations are clear and well paced, and expectations of behaviour are high. Reading homework is particularly well used.
24. For Key Stage 1, the quality of teaching is sound, and helps pupils make satisfactory progress. The proportion of lessons that were sound or better was similar to the national average while the proportion of lessons that were good or better was below the national average. However, there are weaknesses in teaching which hinder pupils' progress. Teachers' expectations are not high enough for pupils' writing and for higher-attainers in mathematics, and this hinders pupils' progress. The proportion of good or better lessons is below the national average because the monitoring and support of teaching is not yet fully effective.
25. Teachers' marking lacks rigour, and pupils' errors in all subjects are insufficiently corrected and analysed. These weaknesses result in teachers and pupils not being clear about the next small steps in learning. There is also too little consistent evaluation of pupils' progress in lessons to inform planning. Arrangements for homework are good and well supported by parents, who make a very good contribution to their children's progress through reading with them daily. Teachers' lesson planning is sound and includes clear learning objectives. Lessons usually have a brisk pace and learning resources are used effectively. In almost all lessons, pupils were well managed to enable efficient learning and to secure good behaviour.
26. Teaching is satisfactory in English. Strengths of teaching include the use of additional adults to support Literacy Hour activities, clear explanations and instructions, and good use of the guided group reading assessment sheets. Reading is well taught. Weaknesses include not using information from marking and oral feedback to pupils to plan for pupils' next steps of learning, expectations that are too low for writing and too much use of worksheets.
27. Mathematics teaching is at least sound with some good lessons. Strengths include clear learning objectives and well-planned activities, good use of classroom assistants and other adults, and well-taught mental mathematics. Weaknesses include lack of challenge for high attainers and too much use of worksheets.
28. Pupils with special educational needs are taught soundly. Teachers generally plan suitable work and ask appropriate questions to check understanding during carpet times. They explain, structure and support activities well, deploying classroom assistants to give pupils intensive help. Classroom assistants and volunteers are effective in the classroom and liaise well with teachers to maximise their effectiveness. Success is praised at every stage.

### **The curriculum and assessment**

29. The curriculum for the under-fives is very well thought through. The detailed policy, schemes of work and short-term plans ensure equality across the three reception classes and have a very good emphasis on learning objectives in every area of learning. The curriculum meets well the needs of children of different levels of attainment.
30. The school has a sound curriculum at Key Stage 1 and has revised the timetable to increase teaching time, which is now above the recommended minimum. The curriculum is relevant, broad, balanced and meets statutory requirements. In addition to the full range of National

Curriculum subjects and religious education, pupils are taught French. This is done in an informal but very effective way during assemblies, singing and registration. The pupils benefit from good personal, social and health education. There are clear, appropriate guidelines for personal, social and health education which includes sex, drugs and citizenship education. The school's response to the National Literacy and Numeracy Strategies is good.

31. The school now has in place schemes of work for all subjects and these should give a sound basis for continuity and progression in pupils' learning. This is an improvement since the previous inspection. Those for mathematics, science and history, for instance, are of very good quality. However, their newness makes it difficult to judge the impact on standards but these improvements should help to raise attainment. Teachers make good use of the schemes of work as a basis for termly and weekly planning. Teachers' weekly planning includes clear learning objectives, which is another improvement since the previous inspection. Those in the same year groups plan together to ensure that different classes have the same curriculum.
32. Parents are pleased with the successful after-school French, Spanish, soccer and judo clubs, but they have to pay for them. The school significantly enriches the curriculum with visits and visitors.
33. The provision for pupils with special educational needs is good. Help for individuals is very good in quality and quantity. They are well supported in class, particularly through the careful deployment of classroom assistants and additional adults. Usually the work meets their needs. The use of worksheets is not always appropriate since they restrict the amount of writing needed, which results in these pupils not having sufficient opportunity to practise their skills.
34. The school's admission number is 80 pupils per year, which is a little less than three classes of pupils. The school always ensures that reception pupils are taught in single year-group classes. For the current school year, the Year 1 pupils are taught in three classes and Year 2 pupils are taught in two classes, all of which are for a single year group only. However, the Year 2 classes have more than 30 pupils in them. The admission of 80 pupils per year means that the school normally has to have a mixed-age class for pupils from Years 1 and 2, and has to have some classes of more than 30 pupils. Mixed-age classes make curriculum planning more complex and time consuming.
35. The assessment procedures for children in the reception classes are good. The very good links with pre-school providers and parents mean that information is passed to the school efficiently. This information is added to the results of the baseline assessments to give teachers a very good picture of children's strengths and weaknesses. Teachers use the information well to plan appropriate work and set targets, which are shared with parents at termly consultation meetings. This information is also used well in the early identification of and support for pupils with special educational needs.
36. Assessment at Key Stage 1 has some strong features but also some weaknesses. This is because records do not sufficiently describe pupils' strengths and weaknesses, and there is insufficient use of assessment information to inform planning of the next steps in learning by individual pupils. Good features of the school's assessment procedures are the termly target-setting records that are shared with parents. These aid progress in literacy, numeracy and social development. The information technology, science, guided writing and group reading records are also useful initiatives. It will be important for the school to check that the highlighted checklists for each pupil in English, mathematics and science do give a clear picture of strengths and weaknesses in terms of key knowledge and skills. Also, it will be important to check that these assessment systems are manageable. There is no detailed

levelling of pupils' work showing that pupils have reached a certain level in, for example, writing. Pupils' writing is not analysed to record what a pupil can and cannot do in order to identify the next steps of learning.

### **Pupils' spiritual, moral, social and cultural development**

37. The provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. A strong sense of community has been established for both pupils and staff, and this contributes positively to pupils' good understanding of themselves and others.
38. Provision for pupils' spiritual development is good. Spirituality is effectively promoted through assemblies and through daily lessons. Acts of collective worship are taken in turn by all the teaching staff, follow a coherent theme and provide opportunities for pupils both to reflect on the world around them and explore their own feelings. The chosen themes promote clear moral values and carry positive messages which pupils readily understand. Religious education lessons also contribute to pupils' spiritual development and circle-time sessions throughout the school provide opportunities for focused reflection. Teachers also provide informal opportunities in lessons for pupils to consider the natural world.
39. Very good provision is made for pupils' moral development. The school has a strong moral ethos; pupils learn from an early age to care for each other in a secure environment where each individual is valued and treated with respect. The inspection evidence supports the parents' views that the school promotes positive values and attitudes. Teachers and the many other adults set a good example, using calm strategies to establish order and create a comfortable learning environment. The school organises several fundraising activities for national and international charities each year, giving pupils an insight into the plights of others. Pupils are also encouraged to treat the school site and the wider environment with respect. The recent creation of the quiet and sensory garden within the school grounds has developed pupils' appreciation of nature and the living world.
40. The school's ethos and relationships strongly promote social development. From the time they join, pupils are encouraged to work and play together, learning to take turns and share equipment and resources. Pupils with special educational needs are well integrated into classes, and this contributes significantly to their social development. Social and moral issues are explored in well-planned assembly themes, such as one during the inspection on friendship. A significant number of parents at the pre-inspection meeting agreed that their children were taught to be confident and that social development and good manners were especially well promoted at lunch times. Even the youngest pupils are given responsibilities within the classroom, and these are built on as pupils move through the school. Class assemblies and nativity plays offer further worthwhile opportunities for pupils to develop their social skills through performing to others.
41. The provision for pupils' cultural development is very good. Pupils have an opportunity to study the work of Western artists and to imitate their style. They are encouraged to develop an appreciation of a range of different kinds of music. They learn about other cultures through studies of India and Egypt. Pupils also learn about the beliefs and customs of the world's major religions, and this knowledge has been enriched through visits to a church, synagogue and mosque. At times throughout the school day, teachers converse with pupils in basic French or Spanish, giving them experience of speaking and hearing another language. The school has arranged for after-school clubs in French and Spanish three afternoons a week, funded by parental subscriptions and run by an ex-parent.

## **Support, guidance and pupils' welfare**

42. There is a supportive and caring ethos in the school and the pupils are looked after well. The high-quality care highlighted in the last inspection report has continued. Teachers and classroom assistants know pupils well and their personal and social development is given high priority. Since the last inspection, the school has developed effective procedures to ensure that aspects of the personal and social education programme are taught in a coherent manner. Systems for monitoring and recording pupils' academic progress have been introduced but have not yet been used consistently throughout Key Stage 1. It is, therefore, too soon to judge whether these will be effective in identifying pupils' strengths and weaknesses, and thereby raising academic standards.
43. There are good systems in place for promoting discipline and good behaviour. Praise and encouragement are given constantly, and sanctions applied when necessary. Each class draws up its own classroom rules, giving pupils ownership for their own behaviour and encouraging a sense of responsibility within the class.
44. Procedures for monitoring and promoting attendance are very good. The school follows up absences quickly and efficiently, and has a good working relationship with the educational welfare officer. Almost all parents who returned the questionnaire indicated that their children enjoy coming to school.
45. Overall, the school is successful in promoting pupils' health and safety with frequent checks being made. The playground is well supervised at playtimes and there are an appropriate number of staff trained in first aid. The pond in the environmental area is not fenced off but there was no evidence during the inspection of pupils going into this area. The school teaches the pupils that they must respect this area as a study environment and must only enter it when accompanied by an adult. The governing body has discussed this in detail, and procedures are regularly reviewed and discussed with pupils. However, the inspectors' view is that the unfenced pond presents a risk to pupils' safety. Fire drills are carried out each term, and the alarm and equipment are tested weekly. The procedures for child protection are very good. The headteacher is designated to oversee child protection issues and any concerns are properly communicated and recorded.
46. Nearly all pupils in the reception classes have experienced some form of pre-school education. Over the past few years, the school has developed very good relationships with the pre-school providers. It also has well-established links with the junior school to which most pupils move when they leave. These arrangements help pupils to have a smooth introduction to full-time education and provide a supportive transition to the next stage of their schooling.
47. The school gives very good support and guidance to pupils with special educational needs. Staff praise their small steps in progress, encouraging them to do even better. Class assistants, teachers and the headteacher liaise well to monitor how pupils are doing. The very good relationships with outside agencies and special schools benefit pupils.

## **Partnership with parents and the community**

48. The partnership with parents is a strength of the school. There is a welcoming atmosphere and parents are encouraged to take an active part in their child's learning and in the life of the school. The vast majority of parents, in turn, are very supportive, and find the school approachable when they have any concerns about their children. In their responses to the pre-

inspection questionnaire a high percentage indicated that their children enjoy school and that, as parents, they feel encouraged to become involved in school life.

49. The Friends Association organises social and fundraising events, and has contributed more than £25,000 over the past five years. A substantial number of parents help in the school by listening to reading or supporting practical activities such as cookery or art. Those who work in the school have good working relationships with teachers. Regular working parties of parents provide help in improving the school environment, both inside and out. There is good parental participation in the home reading scheme and the school provides useful guidance on how parents can help their children at home. Most parents give their children valuable support.
50. Information for parents is very good. The prospectus and Governors' Annual Report are informative and well presented. There is a regular flow of friendly newsletters from the headteacher with details of school activities which encourage parental participation. Teachers send out information about their own year groups. Consultation evenings are held each term, where parents can discuss their child's work and receive a useful written record giving details of their child's progress and targets for improvement. This is very good practice. Parents report that they find the home-school reading book useful in communicating with the class teacher. However, annual written reports do not give a clear picture of the progress of individual pupils in the foundation subjects, such as geography and history, as they should. Many comments are the same for each pupil.
51. The school has continued to develop good links with the local community. Visitors include representatives from the police, fire service and local places of worship. Pupils entertain local elderly people at the school's harvest service, and for the past two years have performed a nativity play to residents of a respite centre. Each year the school takes part in the local music festival for Year 2 children, and pupils and staff are regularly invited to attend concerts and performances at other local schools. Productive links have been developed with several local companies and organisations. The school took part in the opening event at Virgin Atlantic training centre, and BAA has provided resources and funding for the recently developed conservation and quiet area. These links are very beneficial to pupils' personal development.
52. Liaison with parents of pupils with special educational needs is very good. Teachers and parents discuss information about individuals formally at the termly consultations, and informally on a more frequent basis. These links make a strong contribution to pupil attainment and personal development.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

53. The headteacher continues to provide dynamic and effective leadership. She plays a key role in establishing the school's happy and stimulating learning environment and the effective partnership with parents. The senior management of the school has been disrupted by staff absence. However, the current senior management team is committed, effective and hard working. The governing body fulfils its responsibilities very effectively. These include acting as a critical friend of the school and monitoring the school's work. The school benefits from the expertise and commitment that governors bring to their work. The work of the governing body is very well organised, and its committees are very active. The minutes of the full governing body and its committees are clear and well structured. The role of subject co-ordinators has improved since the previous inspection and their job descriptions include

targets for each term. They monitor termly planning and carry out audits of their subjects each year. They have carried out some monitoring of investigative science and mental mathematics, and this information has been used to raise standards.

54. The monitoring and support of teaching and curriculum development have improved since the previous inspection but still do not have enough impact on improving the quality of teaching and raising attainment. A comprehensive monitoring and support policy has recently been set up. Teaching is monitored and strengths and weaknesses identified. It is good that some of this monitoring has been done by the headteacher jointly with the local education authority's advisor. However, the weaknesses identified in teaching are not followed up systematically to ensure that the quality of teaching improves. There is sampling of pupils' work for English and mathematics when the staff examine a range of pupils' work and agree National Curriculum levels. However, there is not a check that pupils' work in each class is good enough or that there is a clear progression in pupils' learning as they move through the school. The governing body should be provided with formal monitoring reports.
55. Many of the school's aims are successfully achieved. For example, the school provides a happy, safe and stimulating environment, and there are active home and school partnerships. A few aims are not fully achieved such as the high expectation of pupils' academic performance and the encouragement of pupils to reach their full academic potential. The school's policies are implemented satisfactorily.
56. Since the previous inspection, the process and documentation of the school development plan has been improved. A three-year plan ran from 1996 to 1999 and this helped the school to improve. There were clear targets for each year, and each target was supported by a well-structured action plan. The school is in the process of producing a new plan for the next three years. A very thorough and detailed audit has been carried out which has included pupils, parents, staff and governors.
57. The school's very positive ethos reflects its commitment to high achievement, an effective learning environment, good relationships and equality of opportunity for all. However, the strategies to ensure that the commitment to high achievement is realised are not yet effective enough. The school has a sound policy for equality of opportunity. There are no significant differences in the attainment and behaviour of boys and girls.
58. Statutory requirements are met except for reports to parents which do not give details of the progress of individual pupils in the foundation subjects, as is required.
59. The provision for pupils with special educational needs is well managed by the headteacher, who co-ordinates this area. The special educational needs governor plays an active role in the school. Problems are identified in the reception classes through analysis of baseline assessments, and where necessary, extra help is given by the teacher. The policy sets out procedures clearly. The statutory requirements for pupils with special educational needs are well met. Individual education plans are reviewed and written by all concerned at least once a term. The targets are carefully thought out, and progress is monitored well.
60. The school has made sound progress since the previous inspection. The quality of teaching has improved, and the school has addressed the only weakness in attainment that was identified which was for music. The school has maintained standards in reading and science, and standards in mathematics have improved over the last three years. However, there are weaknesses in pupils' writing. Satisfactory progress has been made with almost all of the key issues for action identified in the previous report. The exception is the need to continue to

develop a systematic approach to monitoring and evaluating the school's work, which has improved but is not yet effective enough. The school has the capacity to further improve. It will be important for the school to identify how the key issues for action are linked, and devise clear, precise strategies for improvement.

### **Staffing, accommodation and learning resources**

61. The school is well staffed with qualified teachers to meet the demands of the curriculum and the pupils' needs. Their range of experience is good, with a satisfactory balance between longer serving staff and those more recently qualified. All teachers are responsible for at least one area of the curriculum. There is an above-average proportion of classroom assistants and special educational needs assistants who, together with a large number of parent volunteer helpers, make a valuable contribution to the pupils' progress. The classroom assistants are well trained and experienced the field of special needs. The school has been very effective in minimising any disruption that might have been caused by long-term staff absence.
62. All staff have agreed job descriptions which include priorities for each term and responsibilities for co-ordinators. There are two appraisers and the annual appraisal programme is up to date. The support staff are skilled and experienced. They make a very significant contribution to the educational provision for pupils, and have received training in areas such as literacy and numeracy. They are also included in the school's appraisal programme. The placement policy ensures that teachers new to the school, students and newly qualified teachers are supported well by a mentor as well as by their colleagues.
63. The professional development of staff has been linked to priorities such as literacy and numeracy. The mathematics and literacy co-ordinators, linked governors and the headteacher have attended the initial training and have led in-service training days to inform staff of the new initiatives. All staff have attended other courses such as workshops on literacy strategies and activities, and information technology. Midday supervisors have attended a course on play activities, first aid and behaviour management.
64. The school is housed in an attractive, clean and well-maintained building with reasonable-sized grounds. The building is bright and cheerful, and all areas of it are used well. The first impression for visitors is welcoming and reflects pride in the school, with information about the school and pupils' work on display in the public areas. Pairs of adjacent classrooms are half-open to each other and while this does have some benefits, there were instances when it noticeably reduced the quality of education. Although noise was not felt to be excessive at any time during the inspection, the noise from one classroom did affect the teaching in the adjacent room. At times, teachers had to repeat what they said because of the noise from another class and this made it more difficult for some pupils to concentrate. The good-quality school library is welcoming and easily accessible to all classes. Good use is made of displays in the classrooms and around the school to celebrate pupils' work and create a stimulating learning environment.
65. Outside, great care has been taken to provide pupils with interesting and pleasant surroundings. The grounds are well looked after and have been developed to include good-sized play areas and a conservation area with a pond. This area is used, for example, for pupils' work in science. A delightful 'quiet area and sensory garden' has recently been created using the talents and commitment of staff, pupils, parents and governors.
66. The range and quality of resources provided for each subject are good. They are well stored and easily available both in classrooms and in central stores. Although there are a computer

and printer in each room, they were used insufficiently by pupils during the inspection. Half of the computers have CD-ROMs and almost all are linked to the internet. The range of reading books is good and effectively supports the Literacy Hour and the emphasis the school places on reading. The equipment for practical activities, such as music and physical education, is good and is easily accessible to pupils. There are artefacts for religious education, geography and history. Resources for pupils with special educational needs are good. There are a wide variety of carefully graded books as well as games and activities. The school makes use of the local area as a learning resource, for example, by visits to local churches, shops and the library. The Friends of the School are very active in fundraising, and support the acquisition of many beneficial resources.

### **The efficiency of the school**

67. There is effective financial planning which benefits from the expertise that governors bring to the school. There is a deficit in the budget for the current year caused by the long-term absence of a teacher. This deficit is covered by a carry forward from the previous year. The governing body formulates, agrees and monitors the budget.
68. A priority for the governing body is to maintain a relatively large number of classroom assistants so that there is an advantageous adult: pupil ratio. They are well trained and experienced in the field of special needs. They have a very positive effect on pupils with special educational needs, as well as providing effective support for other pupils. Teachers are effectively used, and the school has minimised the disruption caused by staff absence. The school's learning resources and accommodation are well used, with particularly good use of outdoor areas, including the conservation area and the quiet and sensory garden.
69. Financial control and school administration are very efficient. The school's expenditure on clerical and administrative staff is relatively high compared with other schools, but the staff provide value for money. A recent audit found that the school's financial management and internal control systems were operating effectively and there were no significant matters to raise. The clerical staff reduce the number of administrative tasks that teachers have to complete. Funding received for pupils with special education needs is spent appropriately.
70. Pupils' attainment on entry to the Reception classes varies from year to year but broadly matches national averages. They make sound progress during their time in the school, and attainment at the end of Key Stage 1 matches national averages. Pupils' personal development is good. Expenditure per pupil is a little above average. The school provides sound value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

71. All children enter the reception classes in the September after their fourth birthday. At the time of the inspection, there were 82 pupils under five. They attend full time at the beginning of the term in which they have their fifth birthday. The well-thought-through and gradual induction process results in children settling very well. There is a wide ability range but, overall, children start school with average attainment in comparison to schools nationally. They make sound progress in most aspects, and good progress with their personal, social, physical and creative development. By their fifth birthdays, most meet the requirements of the desirable learning outcomes.
72. The personal and social development of children is good as a result of the school's caring and supportive environment, high expectations and direct teaching. They part easily from parents and carers because they are happy to be at school. Visits, such as to the Baptist church, encourage respect for people's beliefs. There are good opportunities for them to be independent and active in their learning through the range of activities that teachers provide. They negotiate turns on bikes, use resources such as the tape recorder independently, and can dress and undress themselves for physical education. They behave well, are keen to please and work hard, concentrating for extended periods. All children are conversant with the procedures and expectations of school life. They know the difference between right and wrong, and arguments are few. Collaborative work, such as role-play or playing with the farm, is successful. They share resources and tidy away willingly.
73. Children listen well and many can follow instructions. They speak confidently as a result of good planned opportunities. They talk about their experiences, sequence events and convey simple ideas. Understanding of how books work develops well. Children can retell stories from the pictures and some use book language, such as author and illustrator. Children learn letter sounds well and this helps them to read and write simple sentences. They make good progress in reading because of its emphasis in the classroom and because parents read with them daily. Some can write their names when they join the reception class and, by the time they leave, can write simple sentences by listening to sounds in words. Children write well in play and it is important that they receive feedback on how their work can be improved.
74. Children develop sound mathematical knowledge, understanding and skills. Teachers make good use of information from baseline assessments to plan work at different levels. Pupils sort and match well. Almost all can identify colours and simple shapes, and compare sizes. Some count, recognise, order and write numbers up to ten by their fifth birthdays. Children have the opportunity to work successfully with bigger numbers when they count each other for the dinner and attendance register. Small numbers of objects are added and taken away successfully. High attainers learn to count in twos and tens.
75. The children under five progress soundly in their knowledge and understanding of the world, They can compare old and new things, and sequence pictures of babies from different eras. Discussion of the weather develops their understanding of seasonal changes. Scientific observation and enquiry develop through looking at flowers and learning about babies. Children develop good computer skills using the mouse to click and drag in a range of programs.

76. The provision for creative development is good. Children take different roles in their role-play areas. Their drawing, painting, sticking and construction skills develop well and show imagination. As soon as they start school, they learn to mix colours. They enjoy singing and joining in with actions. Some can clap in time with the music and articulate feelings inspired by fast music.
77. Children make good progress in their physical skills. They make objects, such as buckets, with playdough, and use cutters and rolling pins well. They use scissors, pencils, paintbrushes and construction equipment with increasing dexterity. Many are able to do up buttons and buckles without help. They develop larger physical skills, moving around the playground and hall with an awareness of space. Most can run and jump, and some can skip. They pedal tricycles, cars and bikes, steering with a good awareness of speed, space and safety.
78. The quality of teaching is good. Strengths include: good understanding of how children learn; effective teamwork and the deployment of staff; attention to safety and procedures that make the children feel secure; and the maintenance of well-organised, attractive indoor and outdoor learning environments. Explanations are clear and well paced, and expectations of behaviour high. There are clear, appropriate learning objectives but these are not always shared with the children. In one lesson, there was a missed opportunity to demonstrate writing to the children.
79. The well-managed provision for under fives has continued to be good since the last inspection. Links with parents, carers and pre-school providers are very good and benefit the children greatly. The indoor and outdoor accommodation and resources are good and used well. The policy and schemes of work are well thought through. Assessment systems are manageable and used well to make an impact on children's learning.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

80. The evidence of the inspection is that pupils' reading is above average, their speaking and listening skills are average, but that their writing is below average. This matches the school's performance in the 1998 and 1999 Key Stage 1 tests where results in reading were above the national average and in writing results were below the national average. Horley Infants' reading results were above the average for similar schools, but their writing was well below that average. The number of pupils meeting the expected standard in all areas of English has improved a little over the last three years. Taking the last three years together, the performance of boys in reading and writing has been close to the national average for boys. Girls' reading test results have been well above the national average for girls, but their writing results have been below the average for girls.
81. Pupils gain a firm foundation in reading and make good progress. They know how books work, deducing story themes from titles and covers. Many can work out words using their knowledge of letter sound combinations, pictures and grammar. Their understanding of what they read is reasonable and some can explain why they like certain authors. Pupils' experience with non-fiction enables them to read for information and develop research skills, using the contents page, index and glossary. Parents contribute significantly to their children's progress through listening to them read daily. The large number of volunteers also aid progress well through reading with and talking to individuals. Pupils listen attentively to adults and each other, and speak with growing confidence. There are opportunities to develop speech, through reading work aloud and taking part in assemblies.

82. Writing standards are below average and progress in writing is unsatisfactory for all pupils, because there are too few opportunities for writing and too little is expected in length or quality. Some rarely choose interesting words and have too little practice in writing stories. Most write in simple sentences and use little punctuation. There are instances of good writing in pupils' history work, when teachers provide motivating activities. Pupils make progress in learning frequently used words, but overall spelling is weak. The handwriting of the highest attainers is joined and of a good standard and speed, but some pupils misform letters.
83. Good standards of reading aid learning in other areas of the curriculum. Many pupils are able to read instructions on worksheets and can find information, about mini-beasts for example, from books and CD-ROMs. The weak writing skills of many, however, restrict progress in recording work. This is exacerbated by teachers asking too little with, for example, the use of worksheets encouraging only the briefest writing. Opportunities for pupils to write are often missed. The stimulating visits, visitors and events that the school organises are not capitalised upon to encourage purposeful writing. There are some good opportunities for writing in history, and pupils wrote about the Great Fire of London as if they were there. There has been insufficient planning to develop a range of writing through all the subjects of the curriculum but this has improved this term.
84. For all pupils, progress is good in reading but unsatisfactory in writing. Pupils with special educational needs and English as an additional language make good progress in reading through classroom assistants' and volunteers' high-quality attention. Their progress in writing, however, is restricted by having too little asked of them. High attainers make good progress in reading, but their progress in writing is restricted by insufficiently challenging expectations and marking.
85. Pupils are confident and work hard. They settle to work quickly, concentrate well and take care with presentation. Those with special educational needs also have good attitudes and consider themselves to be good readers. All pupils read and write willingly, and show enthusiasm for books. Isolated instances of inattention and calling out during Literacy Hours occurred when pupils were bored by the occasional lack of pace and uninteresting activity.
86. The quality of teaching in English is satisfactory overall. Strengths include the deployment and planning for additional adults to support Literacy Hour activities, the organisation and use of resources, and clear explanations and instructions. Reading is taught well and, where teaching was most successful, good use was made of guided reading group assessment sheets. However, there are weaknesses in teaching that restrict pupils' progress. Expectations of what pupils can do are too low, particularly in writing. There is too much use of worksheets and, in some classes, pupils waste time colouring them in. Marking and oral feedback do not always explain strengths and weaknesses in a piece of work and insufficiently feed into planning for the next steps of learning pupils need to make. In the unsatisfactory lessons, pupils could not make progress because the activities planned for them did not take account of what they could do already. Some activities had not been carefully planned. For instance, in a handwriting activity, pupils were unable to copy letters correctly because the teacher had not shown them where to start and which direction to go in.
87. The curriculum has some strong features and has improved as a result of the school's positive response to the National Literacy Strategy. The high-quality information and meetings for parents have a very positive effect on reading and the learning of frequently used words. Books and reading have a high status at school and home, and resources are very good and used well. However, there are insufficient structures to help spelling development beyond the learning of high-frequency words. During the inspection, a newly purchased commercial

scheme was being introduced and the learning objectives had not been sufficiently refined to match the needs of individual classes.

88. Assessment procedures have good features, such as the sharing of pupils' targets with parents, but are unsatisfactory overall because there is too little use of assessment information to inform planning to ensure good progress. The highlighted checklists have been recently introduced and it will be important to check that they give a clear picture of the strengths and weaknesses of groups and individuals, and so can be used in planning well-targeted work. There is insufficient analysis of the strengths and weaknesses of pupils' reading or writing. Work is not given a detailed National Curriculum level (such as 2a, 2b or 2c) and there is not yet any detailed guidance for staff to help them do so. This makes it hard for teachers to know pupils' current levels and what improvement is needed to reach the next one.
89. Improvements since the last inspection have been good in the provision of resources, the teaching of phonics, and the use of dictionaries and word cards. These have contributed to higher standards in reading. Teachers have a greater emphasis on learning objectives. However, the school has not made sufficient progress in monitoring and raising standards in writing. It has the capacity to make future improvement, building on its successes.

## **Mathematics**

90. The pupils' results in the 1998 and 1999 national tests at the end of Key Stage 1 were close to the national average, although the proportion attaining the higher Level 3 was below the national average. When compared with similar schools, the results were below average. In the 1999 tests, a higher proportion of pupils achieved Level 2 but the proportion of pupils reaching Level 3 was still relatively low. The trend in results over the last three years shows a steady improvement. The reason for this improvement is that the school has carried out a detailed audit which has identified some weaknesses, for example in mental mathematics. There has been a focus on improving this area, particularly with the introduction of the Numeracy Strategy. Standards seen during the inspection indicate pupils are working at the national average.
91. By the end of the key stage, pupils have a sound understanding of place value, and can investigate number sequences and patterns of odd and even numbers. They have a good knowledge of relationship between addition and subtraction and can write subtraction facts with their corresponding addition facts. They can estimate and measure length, mass and capacity, and read simple scales to the nearest division. They recognise lines of symmetry in shapes and letters and can complete a symmetrical pattern by drawing the other half. They can name regular two- and three-dimensional shapes, describe and classify them by their properties, and record them on a Carroll or Venn diagram.
92. Overall, pupils make sound progress from year to year. In Year 1, pupils understand that addition can be done in any order and they can add and subtract numbers up to twenty. They can count forwards and backwards in tens. In Year 2, they count on in ones, fives and tens from any number on a 100 square. They can investigate sequences of numbers and continue the pattern. There are instances when higher-attaining pupils are not sufficiently challenged and do not make enough progress. Pupils with special educational needs make good progress because of the effective support they receive. Progress in lessons is at least satisfactory. Year 1 pupils made very good progress in finding pairs of numbers that add up to ten and some went on to find three numbers that added up to ten. Pupils make good progress with mental arithmetic, which makes a focussed start to each lesson.

93. Pupils' attitudes to mathematics are good. Many expressed their enjoyment of the subject and most are able to persevere and concentrate throughout the whole lesson. Many listen attentively to the teacher and to each other and contribute confidently to mental arithmetic sessions and discussion. They know the class routines and put things away carefully at the end of lessons. Relationships are good and pupils talk to each other about their work. Work done on paper is often not carefully presented.
94. The quality of teaching is at least sound with some good lessons. All lessons have clear learning objectives and well-planned activities. A strength of all lessons is the very good use of the classroom assistants and helpers. The number of adult helpers and the efficient planning have ensured that pupils with special educational needs and those needing extra help receive good support and make good progress. In some lessons, there is a lack of challenge for the most-able pupils. The many worksheets used contributes to this and asking pupils to do extra work on the back of the sheet does not present an exciting challenge. The marking of work is inconsistent and pupils are not corrected when they write their figures incorrectly. The pace of the lessons is good with appropriate time given to mental work at the beginning of each session. This captures the pupils' interest as it is done in a variety of ways. Generally, there is a good balance between class teaching and pupils' own work. In some cases, during the inspection, the end of the lessons were a little rushed. Pupils are encouraged to practise their numeracy skills at other times during the day such as at registration when they count girls and boys and work out the number present. As part of science investigations, pupils have a few opportunities for measurement, and they use information technology to produce some bar charts of, for example, their favourite types of foods. The management, planning and assessment of the subject have greatly improved since the last inspection.

## Science

95. Pupils' attainment at seven matches national expectations for the end of Key Stage 1. This is similar to the attainment reported at the previous inspection. Pupils sort materials into groups according to observable features such as their roughness and smoothness. They know the conditions needed for the successful growth of a plant, and the different methods for dispersing seeds. They are able to link different mini-beasts to their habitats. Since the previous inspection, pupils' attainment in investigative science has improved, and pupils now make predictions, make relevant measurements and, with help, carry out a fair test. For example, they investigated a number of fabrics to test their stretchability. However, there is still scope to increase the amount of investigative work completed by pupils during the key stage. There are only a few examples of pupils recording well-structured investigations. There are a few good examples of the use of measurement as part of investigative work.
96. During the lessons seen, all pupils made sound progress including those with special educational needs and English as an additional language. Progress during the two years of the key stage is sound but the way that pupils record their work makes this difficult to evaluate because pupils usually record their work on loose sheets of paper, most of which are undated. These sheets are mixed up with work on paper for other subjects. Pupils' response to their science lessons is good. In one lesson, pupils were keen to answer questions about what they had learnt during fieldwork. They were very well behaved and worked well in groups as they diligently tackled the interesting tasks.
97. As at the previous inspection, the teaching is always at least sound and activities are mostly well matched to pupils' needs. An improvement is that learning intentions are now identified in teachers' planning. In a lesson where the teaching was good, questions were used effectively to recap what had already been learnt about the classification of mini-beasts and their habitats. Various seeds were used well to teach about the different methods of dispersal. The

lesson was linked to the book that pupils were reading as part of their Literacy Hour. There was an interesting variety of activities based on fieldwork at Bay Pond and in the school's conservation area. Occasional weaknesses were when the whole-class teaching was too long so that the attention of some pupils flagged, or several different science activities in a class were not all directly relevant to the learning objective.

98. The scheme of work has been improved since the previous inspection, and there is now a common format for investigative work. Just over a term ago, a detailed record of achievement for each pupil in science was introduced but it is too soon to evaluate its effectiveness. Since the previous inspection, an improvement in the co-ordinator's role is that it now includes providing specific support to other teachers with curriculum planning. The co-ordinator has done some monitoring of pupils' investigative work which has helped to improve standards. Monitoring and support is still an aspect of the co-ordinator's work that requires improvement. It is good that the National Curriculum assessments are evaluated and action taken to improve any aspects in which the pupils' results are relatively weak. The good conservation area continues to be well used and to contribute to pupils' progress.

## **OTHER SUBJECTS OR COURSES**

### **Religious education**

99. The attainment of pupils at the end of the key stage is in line with that expected by the local agreed syllabus. They know that the Bible is made up of the Old and New Testaments and that New Testament stories are about Jesus. They acquire knowledge and understanding of different religions through visits to different places of worship, including the local Anglican church, the Baptist church and the Roman Catholic church. They have also visited a synagogue and a mosque, where they learnt about some of the special ceremonies and customs.
100. The pupils make good progress throughout the school. By the end of the key stage, pupils have some understanding of religious symbols, places, festivals and celebrations. They have studied some of the basic beliefs of Islam and Judaism, as well as developing their knowledge of Christianity. By the end of the key stage, pupils have a satisfactory knowledge of some Bible stories and understand the meaning they convey, as in the story of Moses in the bulrushes and the story of Abraham and Isaac. They are encouraged to use their own experiences when thinking about feelings. Pupils with special educational needs receive effective support and make sound progress.
101. Pupils' attitudes to religious education are good. They particularly enjoy acting out stories they have heard. They are interested and take part in lessons sensitively and thoughtfully. They are keen to ask and answer questions. Their behaviour is good and they take a pride in their work. Religious education makes a good contribution to spiritual, moral, social and cultural development through its study of different faiths and festivals, through valuing individuals and discussion of feelings.
102. The quality of teaching is good overall. The lessons are effectively planned with clear learning objectives. Teachers have good relationships with the pupils. They ask questions which encourage all pupils to take part in discussion, and to think deeply about the stories. Religious education makes an effective contribution to literacy through both discussion and writing.
103. The scheme of work is based on the local agreed syllabus. The portfolio of photographs and examples of pupils' work provide a good record of pupils' attainment. There are carefully

stored boxes of artefacts from the major religions studied and these have contributed to pupils' good learning.

### **Information technology**

104. As at the time of the previous inspection, pupils' attainment at the end of the key stage matches national expectations. Pupils use a word processor to write questions and sentences, and to create books, for example about 'Elmer the elephant'. They have sent and received E-mail from a teacher's son working on a ship in the Gulf of Mexico. They use a graphics program to make drawings of a troll and to create symmetrical patterns and drawings. They can add text to a picture. For work on control, they give a programmable toy instructions so that it follows a particular route on a map. They create bar charts to show their favourite fruits, and use a program to record how tall beans grew during a science experiment. During the lessons seen, pupils were being taught simple keyboard and word-processing skills and all made sound progress. They also make sound progress during the two years of the key stage. Programs are used to help pupils recognise numbers and carry out addition and subtraction. Some older pupils have used a CD-ROM for science research.
105. Pupils have positive attitudes to working with computers as they did at the time of the previous inspection. In a lesson where their response was very positive, their behaviour was very good, they sustained their concentration well, and made suggestions and explained their own ideas about using the computer. In another lesson, some pupils found it difficult to sustain their concentration and called out.
106. A weakness in teaching at the time of the previous inspection was that there was insufficient emphasis on teaching specific information technology skills. The school's policy now is for each class to have 30 minutes of explicit skills teaching each week and then to provide each pupil with 30 minutes in which to practise that skill with a partner. The teaching of skills during the inspection was sound. Teachers told pupils what skills they would learn and there were effective demonstrations by the teacher and some pupils. The time pupils have to apply the skills they have learnt will need to be carefully monitored as, during the inspection, computers were only in use for the minority of lessons.
107. Since the last inspection, improvements have been made to curriculum planning and assessment. For the autumn term, the skills to be learnt in each year have been defined. It will be important to continue with this improvement. An individual record sheet has been introduced as a way of recording the progress of every pupil, but it was only introduced at the start of the current term so it is too early to evaluate its usefulness. It will be important to ensure that it is manageable and provides useful information for planning pupils' next steps of learning. The computers have been improved since the last inspection, and a major programme of staff in-service training is planned for later this school year.

### **Art**

108. Pupils' work is appropriate for their ages. Standards have been maintained since the last inspection. Pupils make careful observational drawings of plants and mini-beasts. Most pupils help to create large collage pictures and they use materials appropriately. Much of the work seen supports other areas of the curriculum, for example the large illustration of stories and nursery rhymes. Pupils make satisfactory progress as their drawing becomes more accurate. The work of older pupils shows attention to detail and careful observation. Pupils are developing appropriate ways of working, choosing suitable materials and learning new techniques.

109. They enjoy art. They mix paint sensibly and can talk about the colours they are making. They concentrate well on their tasks and work carefully. They are confident when creating a picture on the computer and have good control of the mouse. The pupils are proud of their work and keen to talk about their pictures. Teachers provide pupils with many opportunities to experiment using a wide range of media to increase their creativity. Pupils are encouraged to paint freely and to experiment. A portfolio of pupils' work shows the variety of techniques and media the pupils use during the year. Displays around the school are lively and celebrate pupils' achievement.

### **Design and technology**

110. A variety of construction kits are used appropriately for the pupils' ages in different classes. Year 2 pupils designed and made hats of an appropriate standard for their ages. Their plans included annotated drawings, and they chose their materials and suggested improvements in their evaluations. They had sound skills in measuring, cutting and fixing. The curriculum consists of one design and technology project for each class per term, selected from the Qualifications and Curriculum Authority's scheme of work. This is a good approach but, as the co-ordinator is aware, it is important to ensure that pupils' projects in each term build on and extend earlier work. The co-ordinator provides teachers with advice on planning but there is no systematic monitoring of pupils' attainment.

### **Geography**

111. Pupils' work in geography is appropriate for their ages. Younger pupils draw maps of their routes to school. They identify their favourite parts of the school's environment and then draw and write about these places. Older pupils learn about India and compare Horley with the village of Chembakolli in southern India. They compare the schools in both places and extract information from photographs so that they can write about farming around the Indian village with a good level of understanding. They also extend their map skills, and higher-attainers can use four-figure grid references. There are a good policy and scheme of work, and these have a positive impact on the standards pupils achieve.

### **History**

112. Pupils' work is always of at least an appropriate standard for their ages, and is often above average. Both boys and girls make good progress because they enjoy learning about the past. Those with special educational needs make sound progress as teachers think carefully about how they can record their learning. Teachers have high expectations of high attainers and extend their research skills so that they make good progress. The strengths seen in pupils' sense of chronology and depth of historical understanding have continued since the last inspection. The good scheme of work has been usefully altered, in response to the national emphasis on literacy and numeracy, to include historical events that most interest pupils. This results in a good response and some of the liveliest writing throughout the school. Pupils use artefacts, such as lamps from different eras, to develop their enquiry skills. They think of questions about moon travel, which they answer by using books and the Internet. This develops their research skills. Pupils enjoy learning about famous historical figures and events, such as Grace Darling and the Gunpowder Plot. Teachers choose motivating ways for pupils to record their work through, for instance, stories and writing speech bubbles on pictures of Guy Fawkes and his conspirators. The Great Fire of London inspired some lively writing because pupils wrote as if they were there. By asking them what they already know and what they would like to find out, teachers meet the needs of pupils with different

attainment. Pupils develop their sense of chronology through placing information about the Victorians on a timeline.

## **Music**

113. Pupils make sound progress in performing, composing, listening and appraising, and the standard of their work is appropriate for their ages. Teachers make good use of a commercial scheme of work, which provides continuity and progression. This is an improvement since the previous inspection. Pupils listen well to a range of music, particularly through the composer of the week whose work they hear in assembly. High attainers in Year 2 could hear the difference between Pachelbel's music played on traditional instruments and that played on a modern keyboard. Pupils sing tunefully with enthusiasm and enjoyment. This has much to do with the teachers' choice of motivating songs. They can tap and clap a rhythm, and use a range of tuned and untuned instruments. They compose and notate their own simple music, collaborating well in groups which is an improvement since the last inspection. All pupils perform with confidence, and are taught to appraise their own and each other's work.

## **Physical education**

114. Pupils' attainment is of an appropriate standard for their ages. Pupils make sound progress in physical education. They listen well and can perform simple skills safely. They enter the hall quietly, good warming-up activities are used, and movements are practised on the floor before moving to apparatus. Younger pupils can devise a number of ways to travel over, round and through apparatus. Older pupils have good control of their movements when travelling in different directions. They travel on the apparatus confidently and show good agility and control in jumping and landing.
115. The pupils approach physical education with enthusiasm and work hard. They behave very well and show great enjoyment during their lessons. They can lift, move and assemble the apparatus very sensibly under careful supervision. The quality of teaching ranged from unsatisfactory to good but was satisfactory overall. Teachers are appropriately dressed for activity and provide good role models for the pupils. Each lesson is planned with an appropriate warm-up, and a gentle cool-down at the end. In the best lessons, there were well-developed progressive activities and high expectations of the quality of pupils' performance. An appropriate amount of time is given to each activity before moving on to the next, giving the pupils adequate time for practice. Pupils are encouraged to share their ideas with the class and demonstrate what they have been doing. Older pupils are asked to evaluate each other's work and refine their movements. During the inspection, only gymnastics lessons were observed but there is also a well-balanced programme of dance and games planned for throughout the year.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

116. The inspection was undertaken over a three-and-a-half days by four inspectors for a total of 12 inspector-days. For the majority of the time in school, the inspectors visited classes and talked with individuals and groups of children. In total, 38 direct observations were made of teaching and these totalled about 30 hours. The work of a sample of three pupils from each year was evaluated. A sample of children was heard reading from each year. Planned discussions were held with all teachers, the headteacher and governors, in addition to ongoing discussions with staff. Policy documents, teachers' planning and assessment records were scrutinised. A parents' meeting was held a week before the inspection, 17 parents attended and their views were taken into account. The 71 questionnaires returned were analysed.

### DATA AND INDICATORS

117.

#### 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
YR – Y2	220	3	50	14

#### Teachers and classes

##### Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):

9

Number of pupils per qualified teacher:

24.6

##### Education support staff (YR – Y2)

Total number of education support staff:

9

Total aggregate hours worked each week:

151

Average class size:

27.6

## Financial data

Financial year:

1998-99

	£
Total Income	365,950
Total Expenditure	380,185
Expenditure per pupil	1,697
Balance brought forward from previous year	22,664
Balance carried forward to next year	8,429

## PARENTAL SURVEY

Number of questionnaires sent out:

220

Number of questionnaires

71

returned:

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	48	6	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	49	3	1	0
The school handles complaints from parents well	14	38	38 <sup>1</sup>	6	3
The school gives me a clear understanding of what is taught	14	70	6	10	0
The school keeps me well informed about my child(ren)'s progress	20	56	14	8	1
The school enables my child(ren) to achieve a good standard of work	23	67	7	3	0
The school encourages children to get involved in more than just their daily lessons	30	59	10	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	60	7	6	3
The school's values and attitudes have a positive effect on my child(ren)	44	45	7	4	0
The school achieves high standards of good behaviour	32	61	4	3	0
My child(ren) like(s) school	61	35	1	3	0

<sup>1</sup> This percentage is high as many parents have not made complaints

