

INSPECTION REPORT

EASTWICK INFANT SCHOOL

Great Bookham

LEA area: Surrey

Unique reference number: 125045

Headteacher: Mrs J M Evans

Reporting inspector: Terry Elston
20704

Dates of inspection: 14th – 17th May 2001

Inspection number: 194526

Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Eastwick Drive Great Bookham Surrey
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Appropriate authority:	The governing body, Eastwick Infant School
Name of chair of governors:	Councillor C. Curran
Date of previous inspection:	December 1996

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20704	Terry Elston	Registered inspector	Information and communication technology, Physical education, Pupils with special educational needs, Provision for pupils in the Special Needs Support Unit.	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9569	Jan Leaning	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18083	Judith Howell	Team inspector	Provision for children in the Foundation Stage. Science, Art and Design, Design and technology.	
23434	Marie Gibbon	Team inspector	English, History, Music, Pupils with English as an additional language.	How good are the curricular and other opportunities offered to pupils?
17828	June Punnett	Team inspector	Equal opportunities, Mathematics, Geography, Religious education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eastwick Infants is a school of average size in the village of Great Bookham. The school educates boys and girls aged between four and seven. There are 240 full-time pupils on roll. There are 32 per cent of pupils on the register for special educational needs, which is above average, and over nine per cent of pupils with a statement of their special educational needs, which is high. These figures include 21 pupils with statements of their complex special educational needs in the Special Needs Support Unit. The surrounding area is advantaged in social and economic terms, and many pupils enter the school with above average skills. However, taking account of the high number of pupils with special educational needs, the level of attainment on entry overall is around the national average. Very few pupils are from ethnic minority backgrounds, and one has English as an additional language. Less than two per cent of pupils claim free school meals, which is well below the national average. During the last school year, eight pupils entered the school other than at the usual time of first admission and nine left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility is not unusual.

HOW GOOD THE SCHOOL IS

Eastwick Infants is a very good school. The leadership by the headteacher, senior staff and governors is of a very high quality, and their commitment to raising standards of teaching and learning accounts for the very good progress pupils make, and the high standards they achieve by the time they leave. These strengths, together with the very good use of the funds available, particularly to support the provision for pupils with special educational needs, mean that the school provides very good value for money.

What the school does well

- Pupils make very good progress, and this inspection finds that standards are well above the national average by the end of Year 2 in English, mathematics and science.
- The leadership of the school is very good, and benefits from the headteacher's and governors' very clear understanding of how to raise standards of teaching and learning.
- As a result, the quality of teaching is good, and ensures that pupils learn quickly and apply their new skills effectively.
- The partnership with parents is very good, and has a very positive effect on pupils' attitudes to learning and the standards they achieve.
- The provision for pupils with special educational needs, including those in the Special Needs Support Unit, is very good, and this is why they make such good progress.
- The work of the staff in the Foundation Stage is of a very high quality, and gives these young children a flying start to their education.

What could be improved

- The number of pupils who reach above average standards in writing.
- The assessment of pupils' work in subjects other than English, mathematics and science, which is not always sufficiently structured to enable pupils to achieve the same standards as they do in English, mathematics and science.
- The resources for information and communication technology, where the shortage of computers gives too few opportunities for pupils to develop their skills to the full.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection in 1996. The overall quality of teaching is significantly better, particularly in English, mathematics and science, and, as a result, pupils' standards are higher than before. The leadership has sharpened its focus on the raising of standards of teaching and learning, and this has played a major part in the improvements in these important areas. Standards have been raised further by the improvement in resources, but the number of up-to-date computers has fallen to a lower level than is found in most schools. The school has done much to develop pupils' moral, social and cultural development, and these areas have significantly improved as a result. A lot of work has gone into involving parents in the life of the school, and these valuable links are much stronger than before. The school has made a good response, overall, to the key issues of the last inspection. The extra training provided for support staff, and the better systems to enable teachers to plan with them, mean that they now provide very good support for pupils and teachers. The

role of co-ordinators has developed well, and they have been especially effective in raising the standards reached by pupils in the national tests. Planning for higher attaining pupils is now generally good and, apart from in writing, has increased the proportion of pupils who attain above average levels in the national tests. In view of the strengths in the teaching and leadership, the school is well placed to improve further.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	B	B	C
Writing	A	C	B	C
Mathematics	A	B	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

These results show that the school performs well when compared with all schools, and at a similar level to schools that have the same proportion of pupils eligible for free school meals. Importantly, these figures include pupils from the Special Needs Support Unit who do very well to attain, or come close to, national standards. The school has exceeded its challenging targets in previous years, and is on course to do so again this year. This inspection finds that standards are higher than in last year's tests, and are now well above average in reading, mathematics and science. The very good teaching in the Reception classes means that nearly all children easily exceed the nationally recommended goals by the time they leave the Foundation Stage. By the end of Year 2 in English, pupils' literacy skills are well above average. Their speaking and listening skills are of a similarly high standard. Their writing is above average, but not enough pupils attain the high standards of which they are capable. Their numeracy skills are very well developed, and nearly all are confident using number. In science, pupils are particularly skilled at conducting experiments, and using their very good scientific knowledge to investigate, for example, how plants grow best. In information and communication technology, pupils' skills are average, but few develop good skills. In religious education, pupils' attainment meets the requirements of the locally agreed syllabus. In art and design, history and music, pupils' attainment is above average, whilst in design and technology, geography and physical education it is average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen learners, and show great enthusiasm for their work.
Behaviour, in and out of classrooms	Their behaviour is good overall, and very good in the classroom. This helps them cover a lot of work, and make the best of their time in school. In some lessons in the hall and in the playground, however, Year 2 pupils find it difficult to concentrate, and this slows down the pace of some lessons.
Personal development and relationships	These are very good. Pupils are mature for their age, and get on very well with one another. This is especially noticeable in their group work, where they help one another to tackle difficult tasks.
Attendance	This is good, and has a positive effect on pupils' learning.

These strengths explain why the school is an orderly and happy community, where pupils work hard, enjoy their learning and make very good progress.

TEACHING AND LEARNING

Teaching of pupils:	Foundation Stage	aged 5-7 years
Lessons seen overall	Very good	Good

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

The quality of teaching is good overall, and promotes the learning of all groups of pupils well. During the inspection, 57 lessons or parts of lessons were seen. The quality of teaching was excellent in two per cent of lessons, very good in 39 per cent, good in 46 per cent, satisfactory in 12 per cent and unsatisfactory in two per cent. The quality of teaching is very good in mathematics, good in English, science, history, art, religious education and design and technology and music and satisfactory in geography, information and communication technology and physical education. No design and technology lessons were seen. Lessons are very well planned, and give pupils very good basic skills and opportunities to put their new learning into practice. Pupils' creative skills develop well, because of the skilled teaching, especially in art and design and music. The teaching of pupils with special educational needs, including those in the Special Needs Support Unit, is very good, and accounts for their very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned, and gives pupils a very good range of interesting and challenging experiences. There is good provision for pupils' personal, social and health education which equips them well for life in and out of school. There are no extracurricular activities for pupils apart from those in Year 2, and some parents are concerned about this.
Provision for pupils with special educational needs	This is very good, and these pupils do very well. The co-ordinator has very good systems for assessing pupils and providing work to meet their particular needs. The Special Needs Support Unit offers provision of a high quality, and parents are delighted with their children's progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	This provision is very good overall. It helps pupils reflect on the place of God in their lives, teaches them clear rules about right and wrong, enables them to work well together and encourages a very good appreciation of other cultures.
How well the school cares for its pupils	The school cares for its pupils well. Their progress is assessed and monitored carefully in English, mathematics and science, but systems in other subjects are less rigorous.
How well does the school work in partnership with parents?	This partnership is very strong, and makes an important contribution to the standards of pupils' work. Parents are well-informed about the school's work, and appreciate the very good reports on their child's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher is committed to the raising of standards and knows how to do it. She provides very clear direction, and is held in high regard by staff, governors and parents. The deputy head supports the head well, and has achieved much in the development of the curriculum and

	assessment in the short time she has been at the school. The teacher in charge of the Special Needs Support Unit manages this provision very well, and ensures that pupils are integrated very successfully into the main school.
How well the governors fulfil their responsibilities	Governors are a significant asset to the school, and are led well by a well-informed Chair. They are knowledgeable, enthusiastic and have a keen eye for raising standards. They work very well with the headteacher and staff, who value their contributions.
The school's evaluation of its performance	This is very good. Pupils' results in the national tests are monitored carefully, and this helps the teachers focus on specific aspects of the curriculum to raise standards further.
The strategic use of resources	Resources are used well overall. The use of funds for pupils with special educational needs is particularly good, and yields very good results in the standards these pupils attain. The governors work hard to attain the best value for their spending through astute research and careful book-keeping. There is a large amount in the school's reserves, however, and this lies uneasily with the shortage of computer resources and lack of a library.

The school is well staffed with skilled teachers. Learning support staff have benefited from good training, and have a significant impact on pupils' learning. The accommodation generally supports pupils' learning well, although the lack of a proper library inhibits the development of pupils' library skills. The supply of learning resources, except for information and communication technology, is mostly good, and supports pupils' learning well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards their children achieve • The consistently good teaching • The headteacher's strong and effective leadership • The way the teachers and headteacher are always available if they want to see them • The very good information about their child's progress. 	<ul style="list-style-type: none"> • A few parents feel there is too much homework • There is no provision of extracurricular activities for the younger pupils.

Parents are very pleased with the school's provision, and very few negative comments have been made. The inspection team agrees with parents' positive comments. Of the others, the team finds that homework is set appropriately, and parents always have the choice of their child not completing the tasks set. There are insufficient extracurricular activities for pupils in Year 1.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Analysis of the school's national tests in 2000 shows that, compared with all schools, standards in reading, writing and mathematics were above average, as were those in science in the teachers' assessments. Pupils' attainment was average compared with that of pupils in similar schools. Importantly, these figures include pupils from the Special Needs Support Unit who do very well to attain, or come close to, national standards. The school has exceeded its challenging targets in previous years, and is well on course to do so again this year. This inspection finds that standards are significantly higher than in last year's tests, and are now well above average in reading, mathematics and science, and above average in writing. The trend in attainment is generally upwards, although in reading, there is a slight downward turn. These judgements show that standards are significantly higher than those reported in the previous inspection.
2. Last year's national tests showed significant variations in the attainment of boys and girls, and whilst more girls than boys attain average standards, a greater proportion of boys achieve the higher Level 3. This led the school to examine the way it taught boys and girls, and put structures in place to help lower attaining boys and higher attaining girls. These measures have been effective, and this inspection finds no significant variations in attainment.
3. Children enter the Foundation Stage with average attainment overall. The quality of teaching and the quality of their learning are very good, and they make very good progress. By the end of the Reception year, most children reach above average standards in all the areas of learning. This is an improvement on the findings of the school's previous inspection, which judged the children's progress to be sound, and their achievement to be as expected overall with a few reaching higher standards. The children are independent, and capable of organising themselves in a responsible way. They socialise well, listen to the contributions of others well and offer their own when necessary. They have a keen interest in stories and can listen for extended periods of time. This love of books is very evident. Their mathematical and creative skills are good. Children are confident and take part in discussions eagerly. Most children dress and undress independently, and manage their own personal hygiene capably. They are very aware of the need to behave well, and do so both in the classroom, in the outdoor play area and during physical education lessons in the hall. The quality of personal, social and emotional development in the Reception classes is very good because all staff work hard to promote good attitudes and motivate the children to participate in all activities.
4. By the end of Year 2 in English, pupils' literacy skills are well above average. They read fluently, and are quick to learn new words. Many pupils have a good knowledge of phonics, and this makes reading easy for them. Their speaking and listening skills are of a similarly high standard; many pupils speak with great maturity and confidence, and their appropriate responses show how well they listen. Their writing is above average, but whilst most write interesting stories, too few pupils use their very good language skills or punctuate their sentences well enough to attain the high standards of which they are capable. Their mathematical skills, including those in numeracy, are very well developed, and nearly all are confident using number, identifying the characteristics of shapes and plotting data. In science, pupils are particularly skilled at conducting experiments, and using their very good scientific knowledge to investigate, for example, how plants grow best. They have a very good understanding of forces, and draw accurate electrical circuits. In information and communication technology, pupils' skills are average, but few develop good skills because of the shortage of computers. In religious education, pupils' attainment meets the requirements of the locally agreed syllabus. They have appropriate knowledge of the main Christian festivals, and how Christmas and Easter are celebrated. A strength of pupils' attainment is their understanding of how people from different faiths worship, and they talk knowledgeably, for example, about the story of the Jewish Passover.

5. In art and design, pupils' work is above average. They use a variety of media skilfully to express their ideas. Pupils' understanding of the effects of colour develops well across the school, and their experiments with shades of colour lead to effective paintings of autumn leaves and trees. In design and technology, pupils demonstrate sound skills in designing and building model houses, making vehicles with wheels and axles and in using different fabrics to make glove puppets. In geography, pupils have a sound knowledge of their own locality, and some understanding of how this compares with other places. In history, Year 2 pupils are developing an appropriate understanding of historical concepts, such as the passage of time, and the similarities and differences between life now, and in the past. In music, standards are above average. The school makes good use of staff with expertise in music, and this accounts for pupils' good standards. Pupils sing a variety of songs with a good regard for rhythm and dynamics, and an appropriate regard for pitch. They have a good knowledge of traditional musical terms, and pupils are beginning to use the names of notes. In physical education, pupils have average gymnastic skills, and show interesting ideas as they produce good sequences of movements in dance lessons. Many swim well, and benefit from good opportunities to use a nearby pool.

6. Pupils achieve very well at this school, and make very good progress. From their average standards on entry to the school, their well above average attainment seen in this inspection in English, mathematics and science shows how successful the school is at raising their attainment. The strong focus on the teaching of the basic skills of literacy and numeracy is successful in giving pupils confidence to read fluently and work easily with number, and they build very well on these foundations as they move through the school. In science, teachers' good subject knowledge, and the very good focus from the beginning on scientific investigation, ensure that pupils develop into young scientists by the time they leave.

7. More able pupils make good progress overall, and achieve high standards in the national tests. Last year, over 30 per cent reached the higher Level 3 in both mathematics and reading, and 37 per cent did so in the teachers' assessments in science. This year, indications are that pupils will do even better. In writing, in view of pupils' very good speaking and reading skills, not enough of them attain high standards. Their punctuation is too variable in quality, their written vocabulary lags far behind that found in their speech and few develop their writing into complex sentences.

8. Pupils with special educational needs make very good progress, and nearly all attain national standards by the time they leave. They achieve well in all subjects, but particularly so in the core subjects of English, mathematics and science where the teaching is of a consistently high quality, and the support from classroom assistants is particularly effective.

Pupils' attitudes, values and personal development

9. Pupils' attitudes and values are very good; pupils enjoy school and behave well. Relationships throughout the whole school community are very good, and a strength of the school. Pupils are friendly and polite to visitors, teachers and each other. In conversation they are confident, lively and articulate. For example, when a duck was brought into the Reception class, one girl commented on how it was 'soft and downy'. They talk easily about their work, and are happy to talk to visitors to the school about their topics on Matisse or Van Gogh. They are thoughtful, and keen to care for others.

10. Overall, pupils' behaviour is good, and nearly all respond well to the school's high expectations, many rewards and few sanctions. There have been no exclusions. At lunchtime, there is a sociable atmosphere, with no evidence of bullying, racism or harassment. In the playground, pupils play well with one another, and organise themselves very successfully into teams to play games. A few Year 2 pupils are a little boisterous, and find it hard to concentrate when outside or in the hall for physical education.

11. Pupils understand right and wrong, and the need for rules. In conversation, they were quick to say, "You have to listen or you wouldn't know what to do," and that "Rules make the school a happy

place!” The extensive grounds are very well kept with no litter or graffiti, and pupils respect the delightful quiet areas with seats and plants.

12. The personal development of pupils is very good. They are proud to act as monitors, help in assembly and take registers to the office. Younger pupils have a ‘buddy’ to help them, and this system works well, both for the giver of support and the receiver. In class, pupils work hard both in groups and independently. In a Year 2 science lesson, for example, they worked very productively together as they shared ideas on how best to make an electrical circuit. Pupils are keen to raise funds for local national and international charities, and help others who are less fortunate.

13. Pupils enjoy school, and the rate of attendance is in line with the national average. Unauthorised absence is well below the national average. Pupils arrive punctually to school and to lessons with few problems. Regular attendance has a very good effect on standards.

14. Children in the Foundation Stage have positive attitudes towards their work and play. They interact very well with each other, the teachers and classroom assistants. Their behaviour is exceptionally good. Children enjoy coming to school and take full benefit from the range of activities provided for them. They follow instructions well, and settle quickly to the activities given, where they concentrate and work hard.

15. Parents speak very favourably of the school’s commitment to high values and standards, and agree with the inspection team that these have improved since the previous inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching is good overall, and promotes pupils’ learning well. During the inspection, 57 lessons or parts of lessons were seen. The quality of teaching was excellent in two per cent of lessons, very good in 39 per cent, good in 46 per cent, satisfactory in 12 per cent and unsatisfactory in two per cent. Parents feel strongly that the quality of teaching is good, and the figures show a significant improvement from the previous OFSTED inspection when teaching was judged as being generally good. The main improvements lie in the way teachers extend higher attaining pupils, as is illustrated by their far better results in the national tests, faster pace of lessons and the more effective use of classroom assistants.

17. The quality of teaching and learning of children in the Foundation Stage is very good in all areas of learning, with 71 per cent of lessons judged to be very good, and all were at least good. Teaching of this quality means that all children make very good progress, and make a flying start to their learning. The Reception teachers know the children very well as individuals, and all are skilled at developing warm relationships. Consequently, the children settle into school happily, and quickly develop very good attitudes to learning. The daily activities are planned very well and consistently across the three classes. A great deal of thought has gone into ensuring that all children receive the same high quality experiences, and that at set times they have the opportunity to meet and ‘work’ with other children from all three classes. For example, on two afternoons a week, the whole Reception year is integrated, and children have the opportunity to participate in ten of the very worthwhile activities that cover all the six areas of learning. The good range of resources is used effectively to stimulate their interest and participation.

18. The Reception teachers’ management of children and use of support staff is very good, and, overall, there is a good balance between those activities directed by the teacher and those initiated by the children. The well-organised routines enable all children to become used to the pattern of the day, and teach them to respond quickly to the high expectations of their behaviour, attentiveness and their ability to follow instructions. The teachers and classroom assistants listen with interest to what the children have to say, and, when working with them, demonstrate good skills in helping children to extend their language for communication. Teachers explain new work clearly to the children, and then use questions skilfully to assess how well the children have grasped the concept. In this way, children learn quickly, and teachers are clear about how well they are progressing. All aspects of the relevant

areas of learning are given due attention, with a particularly strong emphasis on providing many opportunities for first hand experiences. This was seen to good effect when, during the week of the inspection, a parent brought in a live duck. This provided children with an excellent opportunity to see how a real duck behaved, and did much to develop their knowledge and understanding. The 'buddy' system is particularly effective in these classes, whereby children are given the opportunity to check their answer with their friend before replying to a question asked by the teacher. The use of assessment to monitor the progress and development of the children is good, and enables the teachers to plan effectively for the children's future learning.

19. In Years 1 and 2, the quality of teaching and learning is good, and builds well on the foundations laid earlier. The effectiveness of the teaching can be judged by the high standards pupils achieve by the time they leave. The quality of teaching in Year 1 is especially good because of the teachers' excellent management of pupils' behaviour and their high expectations of the standards that they will achieve.

20. Teachers' planning is thorough, and pays good regard overall to the different levels of attainment in the class. The ability sets for numeracy and spelling are very effective in the way they provide work that is very well matched to pupils' levels of attainment, and they make quick progress in all of these lessons. Teachers in both year groups plan lessons as a team, and this works very well, making the best use of each other's expertise. In writing, however, higher attaining pupils are not always given tasks that make the best of their skills, and too few achieve the high standards of which they are capable. Teachers show a secure knowledge of the subjects they teach, and all use resources well. These important strengths mean that lessons are full of learning, and pupils enjoy their work. Their direct teaching works well, particularly in literacy and numeracy lessons, and promotes pupils' learning of the basic skills of reading and number very effectively. Teachers start and end lessons very well by sharing with pupils the learning that is expected, and, at the end, discussing with them whether they have achieved their goals. In this way, pupils develop a good understanding of their own progress, and the teacher has a clear picture of how well they have learned and which topics may need to be revisited.

21. Teachers' management of pupils' behaviour is generally good, but better in Year 1 than in Year 2, where some pupils take a long time to settle, particularly when being taught physical education in the hall or playground. In Year 1, the strengths of the teaching were exemplified in a very good numeracy lesson, where pupils were learning how to count money quickly. The teacher's excellent planning made it clear what each group would learn, and ensured that the level of challenge was just right for all pupils. Her questioning worked very well because she tailored questions to different pupils' level of attainment, and this ensured that, whilst lower attaining pupils were able to contribute much in the way of basic number, high attaining pupils were able to take this a step further, and consider different ways of tackling the problem. The teacher's excellent direct teaching meant that pupils soon grasped the idea of quick addition, and more and more hands went up as she checked their understanding. They could hardly wait to put their new knowledge into practice in group-work. By the end, the plenary discussion showed that all groups had made very good progress, and all were confident handling money.

22. Teachers' marking of pupils' work is good, and provides clear guidance as to how pupils can improve. A few parents are concerned that their children have too much homework. This inspection finds that the level of homework is appropriate, and helps consolidate the work done in class without over-burdening pupils.

23. Looking at the teaching of the different subjects, its quality is very good in mathematics, good in English, religious education, science, history, art and design and music and satisfactory in design and technology, information technology, geography and physical education.

24. The quality of teaching and learning for pupils with special educational needs, including those in the Special Needs Support Unit, is very good, and these pupils make rapid progress. The extent of this

progress is illustrated by their results in the national tests, when nearly all, including the many pupils with statements, attain nationally expected levels in all three subjects. In class, pupils with special educational needs are supported very well by teachers' careful planning, their consideration of pupils' individual targets and the very good support from classroom assistants.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

25. Overall, the school provides a very good range of relevant and worthwhile learning opportunities that promotes its aims effectively. It includes all subjects of the National Curriculum, and religious education is taught according to the locally agreed syllabus. Statutory requirements are fully met. The total weekly time is adequate to meet the needs of the curriculum, and time allocations for subjects are appropriate.

26. The school places a strong emphasis on the teaching of English and mathematics, and the National Literacy and Numeracy Strategies have been fully and very effectively implemented. There are, however, some weaknesses in the way the school plans to develop higher attaining pupils' writing skills. The school has targeted writing skills as a main priority for improvement. The numeracy sessions are well established, and are having a very positive effect on the standards achieved by pupils in mathematics. Literacy and numeracy skills are well developed across the curriculum. Pupils have good opportunities to develop a range of recording skills in subjects such as history, religious education and science. Numeracy skills are well developed in such subjects as history, where pupils create and use a range of time lines across a lengthening period of time. Some effective provision is made for the extension of higher attaining pupils through the opportunity given to those in Year 2 to work together in a small group on a programme of activities designed to develop their creative and problem-solving skills. The school makes good use of the skills of specialist teachers in art, music and religious education, and organises the curriculum effectively to ensure that pupils are able to benefit from their expertise. There are comprehensive policies in place for all subjects, and the school has made good use of the nationally recommended curriculum guidance to ensure that subjects meet the requirements of the Curriculum 2000. The school's previous inspection referred to the very good planning of teachers. The school has maintained this high standard throughout the curricular changes that have taken place since the last inspection.

27. Curricular provision for pupils with special educational needs is very good. Pupils' individual targets are well thought out, and they are reviewed regularly. Their targets include goals for literacy, numeracy and behaviour. The needs of pupils with statements of special educational needs are met very well, and their annual reviews provide a very good focus for further improvement.

28. A small number of parents who responded to the inspection questionnaire were not satisfied with the range of activities provided by the school outside lessons. The inspection's findings are that, overall, the school offers a satisfactory range of extracurricular activities, which include music, for example, with pupils learning to play the recorder and glockenspiel. Provision for football and French is also offered, and supported by parents' contributions. However, there are no opportunities for pupils in Year 1 to participate in these activities. The curriculum is very well enhanced by a very wide range of visiting artists, writers and musicians who work with pupils and contribute richly to events such as Music Week, Art Days and Book Weeks. Pupils visit such places as Gatwick Zoo and Brooklands Museum to support topics such as transport.

29. The quality and range of learning opportunities for children in the Foundation Stage are very good. The planning is detailed, and takes full account of the six areas of learning as recommended for children in the Foundation Stage, both inside the classroom and outdoors. Many of the activities are linked carefully to the subjects of the National Curriculum in Year 1. A strong emphasis is placed on providing very good first-hand experiences, and there is very good provision for children's personal and

social development that prepares children well for entry into Year 1. Both the National Literacy and Numeracy Strategies have been modified well, carefully planned for, and introduced effectively, to the children in preparation for the National Curriculum in Year 1.

30. The school makes good provision for pupils' personal, social, and health education. The staff and governors of the school have given careful consideration to a programme which is well integrated into the science and topic units of the curriculum and which effectively meets young pupils' needs. The provision includes appropriate teaching on sex education, drugs education and citizenship. Representatives of community organisations, such as the school nurse, the dentist, police and the Fire Service, visit the school to talk to the pupils and make a good contribution to the curriculum.

31. The overall provision for pupils' spiritual, moral, social and cultural development is very good. The provision for the spiritual development of pupils is good and is promoted well through assemblies and in personal and social education time, when pupils sit quietly and discuss issues with each other and their teachers. Pupils' feelings and views are explored sensitively, and all listen sympathetically to others' experiences. Science and literature are making very good contributions to pupils' understanding of human responses to different experiences. For example, Year 1 pupils were fascinated by the teacher showing bean plants that had been kept in darkness, and understood the need for plants to have light in order to flourish. Pupils in the Special Needs Support Unit were amazed as the teacher opened the last page of 'The Very Hungry Caterpillar' story to reveal the butterfly. There was an enthralled response in a literacy lesson to the reading of the story 'Starlight' that captured pupil imaginations, and enabled them to experience a 'magical moment'. Pupils participate fully in assemblies, periods of quiet reflection and prayers, and their hearty singing helps to create a spiritual atmosphere.

32. The provision for the moral development of pupils is very good. Pupils learn concepts of right and wrong and how to behave when they first arrive in the school. Teachers' high expectations and sensitive promotion of moral and social codes result in good behaviour, and make all aware of others, their feelings and needs. The school's very good ethos underpins this. Teachers use personal, social and health education and religious education lessons very effectively to explore issues and come to decisions. Rules established by each class are displayed, and teachers place good emphasis on the need for pupils to accept responsibility. Assemblies support moral provision well as pupils are encouraged to think about the impact of their actions on others.

33. Provision for pupils' social development is very good. The very good start that children receive in the Foundation Stage makes a major contribution to the good behaviour, social skills and self-discipline seen throughout the school. Relationships are very good, and pupils work co-operatively without fuss or disagreement. The oldest pupils act as monitors when preparing the hall for assemblies. Staff are very good role models, through the way they treat pupils and each other with courtesy and respect. Pupils are encouraged to carry out fund raising activities, which enhance their awareness of the needs of others.

34. The school has improved its provision, and now provides many good opportunities to ensure that pupils are aware of their own and other cultures. Since the previous inspection, the school has tackled this area purposefully, and this aspect of the provision is now good. Pupils are introduced to Aboriginal art, and famous Western artists such as Matisse and Van Gogh. They enjoy 'Music Weeks' when they experience live musical performances. In 'Art Days' they are able to develop their understanding further of cultures around the world, such as Mexico, India, Australia and Japan. This helps them to understand better how different life styles affect people's outlook. Pupils learn about British culture in their geography lessons when they make visits to places such as Brooklands Museum. In religious education lessons, pupils begin to appreciate other religions and beliefs through learning about the Judaism and Islam. Good links have been made with the Jewish community, so that enhancing the pupils' awareness of a different faith. Imaginative and informative displays around the school, such as the one of 'Columbus Cat's' visit to Japan, make positive contributions to pupils' understanding of

other cultures. The improvement since the last inspection means that pupils are now well prepared for life in a multicultural society.

35. The curriculum ensures that all pupils have equal opportunities to learn. Policies and documentation provide a strong message that no pupil will be discriminated against. Some classes have more boys than girls, but this does not impinge on fair treatment of all in the class. In the best lessons, teachers make special efforts to ensure that boys and girls are given equal opportunity to respond to questions. Pupils with special educational needs are all helped to gain the most they can from their lessons. The school tracks pupils' progress well to ensure that no pupil is gaining any less than any other from the curriculum on offer. The school's system and planning ensure that the curriculum meets the needs of all pupils on the special educational needs register, and that those in the Special Needs Support Unit are very well integrated into the main school.

36. The local community makes a positive contribution to pupils' experience and learning. Local visitors and members of the clergy are welcomed into the school and into assemblies. Pupils are involved in the Village Day celebrations and visit the church and the local library. Pupils visit the older members of the community, and older members of families make a good contribution to pupils' understanding of how people's lives have changed over a period of time. There are good links with the adjoining junior school. Pupils' swimming skills benefit from the shared use of the swimming pool, and there have been discussions over the possible joint use of the junior school library. Pupils develop their skills of using the Internet when they use e-mail to communicate with pupils in the junior school. In Year 2, pupils visit the junior school in the summer term, and junior school staff, including those supporting pupils with special educational needs, visit the school to meet their new pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school makes good provision for the care of its pupils. At the previous inspection, the support of pupils was felt to be sound; it has improved since then because of the care the school has taken to tighten procedures. Parents at the meeting, in discussion, in questionnaires and by letter commented on the high standards of care of their children, which helps them settle quickly into school life and make very good progress.

38. Pupils make very good progress in a caring, orderly, happy atmosphere where the clear and positive aims are for them to reach their full potential. Teachers know children and their families well, and there is a good relationship with parents which gives them confidence to approach staff with any problems. At play and at lunchtimes, pupils are supervised well.

39. The procedures for promoting and monitoring good behaviour and establishing discipline are very good. The behaviour policy clearly outlines the school's high expectations, which are shared with parents in the school's prospectus and through the home-school agreement. There are many rewards including praise, stickers and a 'Golden Certificate' which is presented to one child in each class every week in assembly; there are few sanctions. Although there are very few bullying incidents, if any occur, they are dealt with immediately. Pupils feel safe, and there is no evidence of any racism or bullying. Pupils' personal development is monitored closely, and useful information is passed on to the child's next teacher.

40. The policy for child protection contains good information, and follows Local Education Authority guidelines. The headteacher is the responsible person and staff are appropriately aware of the procedures. The school makes good provision for the personal support and guidance of its pupils. Sex education, drug and other health education issues are covered through 'Safety Week' and in special class sessions called 'circle' time.

41. The procedures for encouraging regular attendance and punctuality are good, and registers are completed according to statutory requirements. Parents understand the school's expectations, and are keen to ensure that their children attend as often as possible.

42. The procedures for promoting the health, safety and well being of the pupils are good. The health and safety policy is clearly laid out, and the headteacher is the responsible person. The governors are appropriately involved in regular risk assessments, and the caretaker is always alert to potential hazards. Substances are stored safely, and any concerns reported at once to the headteacher. The school has good procedures in place for recording and reporting accidents, and one child who had a head injury during the inspection was dealt with very capably. There are regular safety checks on equipment, such as fire extinguishers and electrical appliances, with fire drills held at least once each term and staff trained in first aid. There is no medical room, however, and pupils have to be cared for in the school office. The school is planning to establish a medical room after half term.

43. Children in the Foundation Stage are very well cared for, and soon feel at ease in their surroundings. They share very good relationships with the teachers and classroom assistants, and talk happily to visitors about their work. Assessment procedures are very good. Very soon after children enter the school at the Foundation Stage they are assessed using the Local Education Authority's procedures designed for this age range of children. Together with the evidence from parents, this provides valuable information for planning activities to meet their needs. The assessments are revisited in February to check the children's progress. Alongside this, for two weeks each term, assessments of the children are carried out in all six areas of learning.

44. The school's assessment systems, and the monitoring of pupils' attainment and progress in English, mathematics and science, are good overall. However, current assessment procedures in other subjects are not established sufficiently well for pupils to make the best possible progress. This is similar to the findings of the last inspection when the school was considering strategies to develop further assessment in the foundation subjects. Class teachers use the good assessments of children at the end of the Foundation Stage appropriately to group children for their work in Year 1.

45. As pupils move through the school, their progress through the levels of the National Curriculum is tracked well in English, mathematics and science. Teachers make good use of these assessments to identify strengths and weaknesses in pupils' learning. Pupils with special educational needs in the mainstream classes are quickly identified, and this leads to effective organisation of the special needs register. The progress of pupils with special educational needs is monitored carefully and their progress profits as a result.

46. Potentially higher achieving pupils are assessed by the October half term, and benefit from good extra provision in English and mathematics. As a result, many are on course to attain high standards in this year's national tests. Some very good assessments take place when teachers evaluate pupils' progress at the end of lessons by annotating their lesson plans, showing how well pupils did in each lesson. The headteacher sees all planning and evaluations at the end of each week, and this gives time for lessons to be reviewed before the next week. The school assembles useful assessment folders for each pupil beginning in the Foundation Stage which include examples of attainment in reading, writing and mathematics. Science is added in Years 1 and 2, as are the results of interim assessments in mathematics and English. Individual targets for pupils with special educational needs are also included where applicable. These folders are useful, and help to make teachers aware of which particular skills they need to teach to raise pupils' attainment further.

47. For subjects such as information and communication technology, art and design, geography, history, music and physical education, the most useful information about pupils' progress is kept in the teachers' own personal notebooks. However, short statements about whether a pupil is 'keen or not keen' in music tell little about that individual's singing, and are not particularly helpful in raising standards. At the end of the academic year, teachers write a short summative statement about each of these subjects to be included in pupils' annual reports.

48. Good guidance for teachers on marking is included in the assessment policy. Teachers mark pupils' work promptly, and often say how the work could be improved. This helps to raise pupils' awareness of what needs improving on a regular basis. Individual writing targets were seen to focus pupils' attention on improving their writing skills in a Year 1 literacy lesson. When asked what they were trying to achieve, one pupil said, "I must remember to put my finger down to get a better space". Pupils are appropriately involved in reviewing a lesson's objectives as teachers, for example, ask "How do you think we've done?". Assessment is used well to inform the planning of the next lessons.

49. Assessment is well managed by a knowledgeable co-ordinator, who took up the post in September 2000. There is a clear action plan for the area that raises sensible questions about how best to improve the school's systems. These include, for example, 'Does the collected data give enough evidence of progress?' The policy is due to be reviewed, as is the format for reporting to parents. These areas are both identified in the school's development plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school's partnership with parents is very good, and a strength of the school. This partnership has improved since the previous inspection because of the school's and parents' determination to forge the best links possible. The school works hard to ensure that parents feel welcome in school, and are actively involved in their children's learning. This has a significant effect on the very good standards they achieve. Parents appreciate the dedication and commitment of the staff, and praise the very good relationships within the school. They find the headteacher and staff very approachable, and their own contributions are valued.

51. There is good information in the school's prospectus and home school Agreement to encourage and enable parents to support their children's learning at home, and this has a very positive impact on the contribution that parents make. A few parents are unhappy with the amount of homework, although acknowledging it to be voluntary. The team found that homework is set at an appropriate level.

52. The well-supported Friends' Association is very successful. It raises large amounts of money, which are used very well to supplement the school's resources.

53. The quality of information provided for parents is very good. There are regular parents' evenings, and termly consultation evenings on aspects of the curriculum which are valued highly by parents and very well attended. Each term, there is an informative booklet outlining the work to be covered, which parents find very useful when it comes to helping their child at home. The annual reports of pupils' progress are of very good quality. They include clear targets and areas for development, and meet statutory requirements. The information they contain about pupils' attainment and progress is very good. The school's prospectus and the governors' Annual Report to parents contain good information; they are clear and informative, and meet statutory requirements. Parents who are governors are well informed and support the work of the school very well.

54. The school works closely with parents of pupils with special educational needs to ensure that they make very good progress. The special educational needs co-ordinator keeps parents well informed about pupils' targets and their progress towards them.

55. The partnership with parents of children in the Foundation Stage is very good, and has a very positive impact on children's learning. During the summer term preceding the child's first term, there are a number of opportunities for parents to visit the school and meet with the Reception staff. Parents are given a pack 'All About Me' to record any observations about their child's development. Children have the opportunity to spend time in the Reception classes to meet with other children and, once in school, parents are kept fully informed of their child's work and of their progress. In the first term, parents are invited in for a workshop, where the Reception teachers provide explanations and demonstrations of how they organise and teach each area of learning. Many parents give very good support to teachers and children in the Reception classes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of the school's leadership and management is very good, and is of a higher standard than that reported in the previous inspection. There is now a clearer and more dynamic focus on raising standards, which has improved the levels of pupils' attainment since the last inspection. Parents justifiably feel the school's leadership is of high quality.

57. The headteacher creates a very strong ethos of high expectations, and provides very strong direction to the school's future development. The headteacher is very good at looking critically at different aspects of the school to see how things could be done better, and this is one reason why the school has made good improvement since the previous inspection. She works closely with senior staff, governors and advisers from the Local Education Authority to monitor pupils' standards, look carefully at how pupils compare with those nationally and those from similar schools, and judge the value added by the school. Pupils' progress is tracked systematically from their standards on entry. This identifies clearly any groups or individual pupils who are not attaining high enough standards, and picks out strengths and weaknesses in the different subjects. These very good procedures give staff reliable data upon which to base their teaching and curricular planning and enable governors to evaluate the work of the school. This led, for example, to the creation of ability sets for spelling and mathematics, the introduction of a new reading programme and the provision of special classes for the highest attaining pupils, all of which initiatives yielded good improvements in pupils' attainment. The headteacher examined the issue of the different attainment of boys and girls shown by test results, and the heightened awareness this gave staff has almost eradicated any differences.

58. Self-evaluation is an important way that the school raises standards of teaching and learning. The headteacher, for example, analyses all staff meeting notes to see how well the school has addressed the issues raised. Local Education Authority advisers have been used very well to help judge the value added by the school, and to make the best use of the school's resources to set challenging targets. The school's performance management procedures are well established. Staff have found this process very useful, and all have appropriate targets set for them.

59. Issues brought up by this self-evaluation form a strong basis for the school's future planning. This plan uses the talents of all of the staff and governing body to provide a long-term view of the school's priorities, and matches its funds appropriately.

60. The headteacher is supported effectively by other senior members of staff, and they work very well together as a team. The recently appointed deputy headteacher is already making a good contribution to the leadership and management of the school, working closely with the headteacher and sharing a common purpose. Her work in reorganising the curriculum to meet the requirements of Curriculum 2000, and standardising the assessment procedures for English, mathematics and science, has led to good practice in both of these important areas. She provides good support to new staff, acting as their mentor, and this helps them settle quickly into their new post. The teacher in charge of the Special Needs Support Unit completes the team, and provides the unit with a high quality of leadership, whilst making important contributions to the inclusion of these pupils into the main school.

61. The headteacher and deputy headteacher monitor teaching in a systematic way, and provide good feedback to help teachers develop their expertise. The effectiveness of these procedures can be judged by the high quality of teaching seen during this inspection.

62. Subject co-ordinators give good support to teachers. The school has responded well to criticisms of their role in the last inspection, and provides good training to develop the skills necessary to raise standards. They monitor standards effectively by scrutinising teachers' planning and pupils' work. Co-ordinators for literacy and numeracy have monitored the introduction of their respective National Strategies well, and this has helped the school make very good provision for these subjects. The co-ordinator for pupils with special educational needs supports teachers and pupils very well, both in the planning of work and in the teaching of basic skills. This support has enabled the school to integrate

pupils with special educational needs very successfully into all activities, and they make very good progress.

63. The management of the provision for children in the Foundation Stage is very good. It is very much a combined effort by all three Reception teachers who work very closely as a team. The teacher who has the overall responsibility has a clear overview of the provision and provides secure, knowledgeable leadership.

64. The governors, very well led by the knowledgeable Chair, are enthusiastic, and provide good support to the staff. They are fully aware of the school's strengths and weaknesses, and visit the school often to monitor their areas of responsibility. They are keen to raise pupils' standards, and analyse the national assessment tests to see which subjects are priorities for further development. They take an active role in the formation of the school development plan, and in the monitoring of the progress towards its targets.

65. The finance committee works hard to keep the school's funds in good order. Its members analyse spending carefully, and are keen to achieve the best possible value for the school's money by constantly comparing different sources for their purchases. The school's administration officer and clerical staff support governors very well. They maintain very good records of expenditure, and keep the headteacher and co-ordinators well informed of the progress of the budget.

66. The school uses its funds very well to support pupils with special educational needs. The use of classroom assistants was criticised in the previous report, and the school has done much to develop their expertise and improve the quality of their communication with teachers. As a result, these well-qualified assistants now provide very good, cost-effective support for pupils with learning difficulties.

67. The availability and deployment of staff are good. There is a sufficient number of well-qualified staff, who have a wide range of expertise. Each member of staff has a suitable job description with targets for development, and these are used well to identify training needs. The school gives a high priority to providing training matched closely to the needs and development of the individual member of staff, whilst addressing the targets of the school development plan.

68. The school's accommodation is good. It is used well, maintained to a high standard and is appropriate to teach the curriculum effectively. The school is on a spacious and open site, which is very well kept with no litter, vandalism or graffiti. The quality of display in the school is good.

69. There is no library. This inhibits the children's ability to learn library skills, although they visit the local library sometimes. The new accommodation for pupils in the Special Needs Support Unit is very good. Rooms are bright, and far enough away from the other classrooms to ensure that easily distracted pupils can concentrate. The room for therapists provides very good accommodation to enable them to work with pupils without interruption.

70. The indoor accommodation for the three Reception classes is bright, well organised and stimulating. A separate outdoor area has been set up for the children, where they have the opportunity to mix with groups of children from all three Reception classes in rotation and take part in many of the well-planned and organised activities.

71. Resources are good overall, but in information and communication technology, the lack of sufficient computers limits the children's progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the good very good work done by the school, and raise standards still further, the governing body, headteacher and staff should:

- 1. ensure that higher attaining pupils achieve appropriate standards in writing by:**
 - a. having higher expectations of their punctuation in stories;
 - b. encouraging pupils to use the same quality and range of vocabulary in their writing as they do in their speaking;
 - c. teaching pupils to write more complex sentences, using a wider range of words to connect sentences. (paragraphs 4,7,20,84)

- 2. develop more structured assessment procedures for subjects other than English, mathematics and science where they already exist, that will inform teachers clearly of pupils' progress;** (paragraphs 44,47,111,115,119,132) **and**

- 3. improve the resources for information and communication technology so that pupils have sufficient use of computers to develop their skills to the full.** (paragraphs 4,71,120,125)

The school has all of the above improvements as targets in its development plan.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- the development of extracurricular activities for Year 1 pupils, (paragraph 28) and
- providing better library facilities. (paragraphs 69,91)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	63

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	39	46	12	2		

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	240
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	23
Number of pupils on the school's special educational needs register	74
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	42	37	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	38	39
	Girls	35	36	35
	Total	72	74	74
Percentage of pupils at NC level 2 or above	School	91(88)	94(93)	94(92)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	39	39	41
	Girls	36	36	36
	Total	75	75	77
Percentage of pupils at NC level 2 or above	School	95(87)	95(92)	97(96)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	160
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	21.4
Average class size	25.6

Education support staff: YR- Y2

Total number of education support staff	23
Total aggregate hours worked per week	409

Financial information

Financial year	2000-2001
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	£
Total income	631484
Total expenditure	630148
Expenditure per pupil	2705
Balance brought forward from previous year	26097
Balance carried forward to next year	27433

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	30	2	0	6
My child is making good progress in school.	64	30	1	0	6
Behaviour in the school is good.	59	33	0	0	8
My child gets the right amount of work to do at home.	50	32	9	3	6
The teaching is good.	61	33	0	0	6
I am kept well informed about how my child is getting on.	55	36	3	0	6
I would feel comfortable about approaching the school with questions or a problem.	57	34	2	1	6
The school expects my child to work hard and achieve his or her best.	60	34	0	0	6
The school works closely with parents.	54	39	1	0	6
The school is well led and managed.	58	35	1	0	6
The school is helping my child become mature and responsible.	57	35	1	0	7
The school provides an interesting range of activities outside lessons.	44	28	11	9	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. The children are admitted to Reception at the start of the academic year in which they become five, with spring and summer born children starting part-time. Most of the children have already attended either a pre-school nursery or playgroup. Assessment made of the children on entry to the school shows their attainment to be at average levels overall for their age in language and literacy, mathematics and personal and social development. The very good quality of teaching across the three Reception classes is having a very positive impact on children's learning. Consequently, by the end of the Foundation Stage, nearly all children are well on course to exceed the Early Learning Goals in all areas of learning. This is an improvement on the findings of the school's previous inspection, which judged teaching to be good and children's progress to be sound.

Personal, social and emotional development.

73. The quality of teaching and learning is very good and standards are above average in this area of learning. By the time they leave Reception most children exceed the Early Learning Goals in this area. This shows very good achievement, and reflects the skilful teaching, where children are constantly encouraged to feel confident about what they can achieve. The children settle to school life quickly, and soon learn to share and take turns while exploring the variety of activities on offer. Their behaviour in and out of the classroom is exceptionally good. They work and play together well, approach activities in a sensible, structured way and apply themselves to tasks with enthusiasm. They show consideration towards each other, and are quick to apologise if they upset one another by their actions. All children respond positively and show mature attitudes to their learning. Most children attend to their personal hygiene appropriately, and undress and dress themselves independently before and after physical education.

74. All children settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time. Personal and social development is strongly promoted in all areas of learning, and the planning is thorough. The teachers, classroom assistants and other adults develop very warm, encouraging relationships with the children. They provide very good role models for the children, always treating each other and the children with courtesy and respect. The atmosphere is calm and supportive, and this enables all children to thrive and grow in confidence. Teachers provide good opportunities for children to share their feelings and to be sensitive to the needs of others. For example, when passing a toy 'Farmer Duck' who is crying around the circle, they were encouraged to think about how they could make him feel better. The children in turn gave him a cuddle and made comments such as "Cheer up, I'll play with you" to comfort him. In addition, there are many moments for fun and for reflection, which strengthen the bond between adults and children. During group activities, all adults take every opportunity to encourage the children to talk about their own experiences, take turns, listen to others and work together harmoniously.

Communication, language and literacy.

75. The quality of teaching and learning is very good. Children make very good progress in this area of learning, and, by the time they end the Reception year, most exceed the recommended Early Learning Goals. Their communication skills are particularly strong, and many children speak fluently with a wide vocabulary. For example, when talking about her painting, a child made the observation "My painting is very dry because it's been here for a long time". All adults use talk to good effect, and make a point of listening carefully to the children. Throughout all the areas of learning, all teachers and support staff talk to the children individually and in groups, to ensure that all extend their vocabulary and use their language and communication skills for a range of purposes. All adults show children that they value their efforts at communicating. The children sustain attentive listening and

confidently participate in discussions. They thoroughly enjoy listening to stories, and happily talk about the books they are reading. They confidently 'have a go' at writing and make phonetically plausible attempts at words. For example, when writing about their toys, one child wrote 'I fawnd (found) my Beenie Babbees and my farit (favourite) Beenie Babbee is Pent'.

76. By the time they leave the Reception, many write independently for a range of purposes including stories, messages, lists and factual information. All children are developing good control of their pencils through practising writing patterns and letters. Children handle books very well, and know that print carries meaning. Many recognise familiar words in simple reading books, and use their knowledge of story language well when they retell stories and predict what comes next. Skilful teaching enables children of all abilities to recognise and say, not only the initial sounds of words, but also the middle vowel sound of three letter words, such as 'van', 'sun' and 'fox'. The very good liaison between teachers and parents for reading has a positive impact on the child's development and learning. The Reception teachers have effectively adapted the National Literacy Strategy framework to meet the needs of children in all three classes. Classroom assistants are used effectively, and provide very good support for small groups of children. A wide range of purposeful activities is provided to develop the children's use of language for reading and writing, whatever their stage of development. For example, they are provided with pencils and an appointment book in the 'Animal Hospital' to keep a list of the patients, and, with support, put these onto the computer. Classroom displays are rich in language to reinforce learning, and the strong emphasis on language development is evident throughout the whole programme of work. Through the effective interaction and high expectations of the quality of work that can be achieved, all children extend their communication, language and literacy skills very well.

Mathematical development.

77. This area of learning is very well taught, and, by the end of the Reception year, most children exceed the Early Learning Goals for mathematics. Most children read, count and order numbers to 15, and many count confidently beyond 20. They copy-write their numbers well, and, by the end of the Reception year, are able to record their numbers unaided. High attaining children add and subtract numbers when solving problems involving ten or more objects. They know that 12 and 14 come after 10, and delight in putting the numbers in order on a washing line. A few children with special educational needs count up to ten accurately, and are beginning to make sums with dominoes by counting the spots and adding one and one to make two. In their early work, children are provided with a wide range of practical experiences, such as dice games, shape puzzles, building with bricks and exploring water and sand. The more formal activities for mathematics are effectively introduced to the children through a modified version of the National Numeracy Strategy. Children use mathematical language such as 'more' or 'less' to compare two numbers and the higher attaining children find one more or one less than a number from one to ten. Many children name the simple shapes of triangle, circle and square, and identify important features, such as a triangle having three corners. They order three Teddies by size, make towers with bricks that are bigger and smaller than 'Ted' and create repeating patterns of shape and colour.

78. The work in mathematics is planned very well, and children are encouraged to see mathematics all around them and develop their mathematical ideas through play. Teachers and classroom assistants use every opportunity to reinforce and extend children's learning through practical experience. For example, children fill and empty water from different containers, and, with support, make reasonable guesses on how many beakers of water will fill a jug. When counting objects into various sized packages, they explore what is 'full' and 'nearly full' and when there is 'no more room'. The staff use questions skilfully to encourage children to think, and to help them solve problems. For example, during the introduction to a numeracy lesson, the teacher used animal cards with numbers on them and asked questions such as "Is your number more or less than ten?" The children thoroughly enjoy all the activities and explore and solve practical problems with confidence.

Knowledge and understanding of the world.

79. Children enter the Reception with a good general knowledge which teachers build on well to help them know more about the world around them. The teaching and learning is very good, and most children exceed the expected standard by the time they enter Year 1. Teachers plan activities very well, and provide a clear link between the recommended areas of learning and the programmes of study in the National Curriculum subjects. Taking themes such as 'Nursery Rhymes', 'Ourselves' and 'Change', teachers plan a wide range of activities to enable children to explore aspects of the environment, and to relate the work to their own experiences. Discussion and 'first hand' experiences form a very important part of the work, and, as a result, children become more observant and have the capacity to describe what they see. During the week of the inspection, a parent brought in a live duck. The children talked knowledgeably about why the duck has webbed feet, and how its feathers help to keep it dry and warm.

80. Adults in the classes use skilful questioning techniques to focus children's attention and probe their understanding. In work related to scientific enquiry, the children are asked to record what they think might happen, as was seen when they mixed green oil and blue water. A few thought that it would turn green 'like paint', while others predicted that the oil would float to the top. In their work on light, they draw pictures of dark and light places, and sort into sets things that are transparent and those that are not transparent. Children are provided with challenging problem-solving activities that encourage them to ask questions, and find out for themselves how things might work. For instance, when given the problem of how to move heavy boxes of 'wheat' up the hill for the Little Red Hen, they tried using ropes in different ways. Their knowledge of the past is promoted well through first-hand experiences and practical activities. For example, in their work on the theme of 'Change', a parent was invited to demonstrate the art of spinning wool by using a spinning wheel, and the children dyed strands of wool with natural products, such as onion skins and nettles.

81. All children talk knowledgeably about where they live, their families and their immediate environment. They make models and pictures of imaginary landscapes, as in the story of 'Rosie's Walk', and use geographical vocabulary such as 'over the hill' and 'around the pond' to describe the route she takes. A wide range of construction toys and materials are provided for the children to explore and use their skills to make models. Their skills in design and technology are good, and are demonstrated well by their drawings and the models made with the constructional equipment. The children make good progress when using the computer, and demonstrate skills in advance of those expected for their age in their control of the mouse, and in their understanding of the different functions of the tool bar, when using an art program. They quickly learn how to use a programmable toy, and enter instructions for it to move around objects in order to travel to a particular place. Staff keep a very good oversight of their progress, and provide very effective support for the children as they experience the wide range of activities provided both in and outside the classroom. The children are introduced to the cultures and beliefs of other people through looking at books, eating foods from different cultures and using resources in role-play, such as clothes that reflect a variety of cultures.

Physical development.

82. The quality of teaching and learning is very good and children make good progress in developing their physical control, mobility, awareness of space and manipulative skills, both indoors and outdoors. By the end of the Reception year, nearly all children are on course to exceed the recommended standards with regard to their physical development. On entry to the school, the children's ability to handle tools such as scissors, and operate a computer mouse with control, is below average, and teachers provide many opportunities for them to learn, practise and refine their manipulative skills.

Consequently, the children soon learn to pick up small items of equipment when engaging in play activities, fashion detailed models with play dough and clay, and make marks with a variety of painting and writing materials. The teachers' imaginative use of the outdoor area has been a major factor in helping the children to make good progress in the development of their physical skills. The good range of resources and equipment has been provided for young children to engage them in learning, and to refine their skills in balancing, climbing and in riding wheeled toys. In physical education lessons, children run through hoops, climb along beams and clamber up wall bars with good control. In 'movement' lessons, they use their imagination well as they glide like a duck in response to pictures and instruments, and change the rhythm, speed and level of their movements effectively as they perform. Good learning in these lessons is due to the teachers' high expectations, and the variety of methods they use to promote progression in their children's physical skills.

Creative development.

83. The children make good progress in developing their creative skills. They are on course to exceed the nationally recommended levels of attainment by the time they enter Year 1. The quality of teaching and learning is very good, and the many activities are organised very well, with imaginative resources. Teachers plan role-play activities carefully, and enable children to play out imaginary situations and dress up accordingly. Children use costumes and other resources imaginatively, sustain aspects of characters for appropriate periods of time and talk about what they are doing eagerly. For example, while at play in the Animal Hospital, a child telephoned to book an appointment with the vet. On arrival at the hospital, the 'vet' used a stethoscope to examine the pet, saying that it "Had got a heart attack" and proceeded to give it a very big injection. The children play co-operatively as part of a group, and collaborate well when using the construction toys. They enjoy their music lessons, and learn to clap a variety of the rhythms. They play a range of musical instruments competently to create an accompaniment for the story of 'Make Way for the Ducklings'. There are good examples of paintings where children have expressed their own ideas, printed with different objects, including their feet, and used pastels to make observational drawings of flowers. They mix colours well when painting, and benefit from effective support and guidance from adults while they work. The three classrooms are attractively displayed with the work of the children, and, within the planning, teachers have devised imaginative ways to extend their experience and expand their imagination through art, design, music, dance, story and role-play.

ENGLISH

84. Overall, standards in English are well above average for seven year olds, whilst those in writing are above average. This represents a good improvement in standards since the school's previous inspection when standards overall were above average and standards in writing were average. The findings of this inspection differ from the results of the 2000 national tests at Key Stage 1 which showed that standards were above average, because the school has worked hard to improve pupils' skills in reading comprehension, and because speaking and listening skills have improved further. When compared with similar schools, pupils' results in the national tests in 2000 were average. The school exceeded its targets for the percentage of pupils expected to reach nationally expected levels, and is on course to do so again this year. The school is developing pupils' basic skills well, and a high proportion achieve average standards and above. However, too few pupils are achieving the higher levels in writing when their abilities in speaking and listening and reading are taken into account. The school recognises this relative weakness, and has the raising of the standards of writing produced by the higher attaining pupils as a priority in its development planning.

85. All pupils achieve well in English as they move through the school. Pupils with special educational needs achieve very well and achieve good standards compared with their previous attainment because they receive well-targeted support in class.

86. By the end of Year 2, standards in speaking and listening are well above average. Pupils enjoy listening to stories, rhymes and poems, as was evident in a Year 2 lesson when they were enthralled

by an expressive reading of 'Starlight' by Gillian Lovell. Pupils identified with the main character and her feelings and were able to describe her as being 'excited and amazed'. They all listened very attentively to the story and to each other's contributions. They are eager to take part in lesson discussions and to contribute their ideas and opinions. Most pupils are confident and articulate in class, using a wide range of vocabulary and offering clear reasons for their answers. In their work on synonyms, for example, pupils offered 'hilarious', 'crazy', 'fabulous' and 'humorous' as words which mean the same as 'funny'.

87. Standards in reading are well above average. Pupils are comfortable with books and enjoy their reading activities. Above average pupils read their books fluently and expressively. All pupils have a good grasp of using their knowledge of phonics to help them read less familiar words. They talk about their reading readily, give good accounts of the story and express their opinions about the plot and characters. They read and understand a good range of texts across the subjects of the curriculum, and have good skills at extracting information from reference books and computer programs. This is seen to particularly good effect in subjects such as history and science. However, pupils' understanding of how books are organised in a library is more limited. This is mainly due to the school's lack of a central library space to support the good development of pupils' library skills. Pupils read a very good number of books, and practise their reading regularly both at home and at school.

88. Pupils in Year 2 achieve above average standards in writing. In the best writing, pupils use a good range of interesting and lively vocabulary. They write simple sentences accurately, and develop some more complex structures, which extend their ideas logically and to good effect. They use a good range of phrases and words to create interest and connect their ideas together, using phrases such as 'when suddenly', and 'just at that moment'. They have very good stamina as writers, and sustain the movement of a story to an appropriate conclusion. These qualities were evident in a recent piece of writing in Year 1, when pupils wrote the middle section of a story and developed their ideas effectively, using a good range of interesting words. A few pupils struggle with their spelling and punctuation. Their range of vocabulary is more limited and not always embedded in their writing accurately. They write simple sentences confidently, but few move on to produce more complex work where sentences are linked together with interesting words.

89. The quality of teaching and learning in English is good overall. All lessons were at least good, and one very good and one excellent lesson were also seen during the inspection. This is an improvement since the previous inspection when the quality of teaching was satisfactory. The qualities of the best teaching were well illustrated in an excellent lesson in Year 1. Here, the teacher was preparing pupils in the class to write the middle section of a story. The lesson was very well planned with very clear targets indicated for pupils of all abilities. Through a very skilful use of questions, the teacher was able to establish pupils' knowledge and understanding of the previous lesson. She showed excellent subject knowledge in her direct teaching and very careful explanations. She kept pupils' interest throughout the lesson, and promoted very good listening and responses to questions. Through her very high expectations of pupils' answers, she enabled them to extend and develop their understanding and skills very well. Pupils were able to contribute, as a result, more interesting words instead of 'went', offering 'flew' or 'arrived', and describe stars as 'twinkling and silvery in the dark black sky'. She maintained the momentum of the lesson very effectively so that all pupils were completely engrossed and took great pleasure in their writing. At the end of the lesson, many of these young pupils had developed an interesting range of ideas and expressions and had written at very good length and with a very good level of accuracy for their ages.

90. Teachers are confident in their planning and teaching of the literacy hour, and provide a good focus on developing pupils' use of language and range of vocabulary. They use well-focused questions to encourage pupils to use interesting and varied words both in their oral and written work. In the best teaching, pupils are reminded about their individual targets regularly before they start their writing tasks and these are frequently reviewed in effective short sessions at the end of the literacy

lessons. This helps to ensure pupils' good progress in developing their skills and understanding. There are very good relationships in all classes, and teachers manage their classes well. Pupils develop their confidence and application to their work well because they have trust in, and feel well supported by, all the adults in the classroom. Teachers and learning support assistants work very well together to provide good support to pupils of all abilities, but particularly to pupils with special educational needs who, as a result, make very good progress. These pupils are very well integrated into all classroom activities. There is good assessment happening throughout most lessons, and pupils receive very good encouragement and useful suggestions about how they might improve their work. Where teaching has weaknesses, there are limited opportunities for pupils to develop their independent creative thinking.

91. The curriculum in English is well balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been fully and effectively implemented, and is having a positive impact on the standards pupils achieve. The school enhances the curriculum well in its development of pupils' phonic skills through a useful commercial programme of work. Assessment procedures are good, and teachers use the information from assessment well to set individual targets in writing for all pupils. Teachers' marking is always appreciative and encouraging, and, in the best practice, there are careful and relevant comments to help pupils improve their work. This is not consistent in all classes. The co-ordinator for the subject is an experienced teacher who has a good understanding of her role. She has monitored the teaching of literacy across the school and has provided useful feedback for teachers. Resources in the subject are good, and this judgement reflects the good quality and quantity of recent purchases for teaching literacy. However, the school does not have a structured provision for the development of pupils' library skills. The school has a good number and range of books, but these are deployed around the classes and in a small library space. Pupils' library skills are more limited as a result. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the good level of discussion in classes and through the good number and range of books which stimulate pupils' awareness and understanding.

MATHEMATICS

92. Standards in Year 2, including those in numeracy, are well above those found in most schools. This is an improvement on the findings of the last inspection when standards were reported to be above average. The results of the national end of key stage tests in 2000 show that compared with similar schools standards were broadly average. The school exceeded its targets at the higher Level 3, and was very close to them at the expected Level 2 and above. However, evidence from this inspection indicates a significant increase at Level 3, and overall higher achievement throughout Year 2. This is due to the high level of challenge that teachers offer to pupils, the very good foundations in mathematics in the Reception classes and the enthusiastic approach to the teaching of the subject. In-service training has also helped teachers to develop their skills, and the National Numeracy Strategy has been very successfully implemented. The school has identified some differences between the attainment of boys and girls, has raised awareness amongst teachers and is closely monitoring the progress of the different groups in Year 1. The inclusion of pupils from the Special Needs Support Unit, and of those with special educational needs in mainstream classes, is very good, and all these pupils make very good progress.

93. Pupils achieve standards higher than expected as a result of the quality of teaching, which is very good overall. The rate of progress is particularly marked in Year 1 and, by the time they reach the age of seven, pupils are very confident mathematicians. By the end of Year 2, pupils have a very good ability to explain the way they have worked things out and this makes a significant contribution to their speaking and listening skills as well as their work in numeracy. This judgement is a significant improvement on the last OFSTED inspection when the quality of teaching was judged good overall.

94. Almost all Year 2 pupils are working at or above average standards, including pupils with special educational needs and those from the Special Needs Support Unit. Approximately 50 per cent of pupils in Year 2 are working at a higher level and this is significantly higher than the school's target of

30 per cent. Most pupils count and order numbers up to 100 confidently using their knowledge of place value. They have a very good range of methods for calculating mentally, and choose the most appropriate one for the numbers that they are working with. For example, when Year 2 pupils were working out how to give change from two pounds having spent 73 pence, some visibly used fingers in the air to illustrate 'jumping on' a number line, while others rounded the amount up to £1 and then added the extra £1. Pupils are questioned continually, usually with challenging open-ended questions, and this helps them to explain their strategies clearly to the rest of the class.

95. Pupils have a good understanding of halves and quarters in shape, and halves of numbers to ten. Most identify odd and even numbers either in a pattern or at random. The highest attaining pupils in Year 2 enlarge cubes and cuboids on dotted paper, use good strategies to make squares and solve problems using groups of five in a puzzle. Pupils use mathematical language well to describe the properties of these shapes. They confidently use their five times table to estimate the number of bricks in eight colours. Teachers are very well organised, and lessons are planned successfully to the format of the National Numeracy Strategy. Teachers set homework regularly, and the system works well because it is linked to the week's work in the classroom. Very good planning and skilful questioning ensured that Year 2 pupils made very good progress in their learning during a mental agility session. The purpose of the lesson was made clear to pupils, resources were used very well to illustrate the teacher's point, and the tasks were thoroughly explained to the pupils. The teacher's assessment of pupils' progress was very good in this class, planning built well on previous learning and the teacher made useful notes on the back of the lesson plans to guide future lessons. Occasionally, introductory sessions are less brisk and this results in pupils becoming fidgety and losing concentration. Most teachers are very good at ensuring that boys and girls have an equal opportunity to participate in the oral sessions.

96. In a Year 1 lesson, which illustrates the particular strengths of the teaching in this year group, there was a lively pace to the initial mental session, which motivated all pupils to answer questions enthusiastically. Strategies such as, "Put your hand up, I'd love to ask you", ensured that pupils listened well, and resulted in all pupils having opportunities to contribute to the lesson. This was also a very successful way of managing pupils' behaviour, and enabled all to learn without distraction. The lesson's objectives were shared with pupils at the start of the lesson, and during the lesson the teacher reminded pupils of what they were learning. This worked very well, and had the effect of keeping pupils' concentration firmly on the task.

97. Pupils in all classes are managed well in a quiet, friendly but firm way and this enables pupils of all abilities to make very good progress in all aspects of mathematics. Their very good behaviour, combined with the teachers' good use of time and resources, helps pupils to improve their understanding in all lessons. They are very aware of what they have achieved. This is often as a result of the skilful use of the final part of each mathematics lesson. In these sessions, teachers encourage pupils to reflect upon what they can do better, as well as reinforcing succinctly the main points that they want them to remember. Support staff give very good support to groups of pupils with special educational needs, and especially those from the Special Needs Support Unit, resulting in pupils making very good progress in their learning.

98. Teachers are very secure in their knowledge of the National Numeracy Strategy, which they are applying very effectively to ensure the continual improvement in standards. They plan carefully to make sure that pupils apply their numeracy skills to a good range of subjects including information and communication technology, science and geography. Displays and pupils' work throughout the school contain many examples of the use of numeracy skills. For example, pupils in Year 2 made symmetrical 'Mendhi' hand patterns when studying Indian culture. In geography, they used a programmable toy to find a route home which involved the toy passing the pond and swing in the fewest number of moves.

99. The improvements since the last inspection have had a positive effect on attainment throughout the school, and, in particular, on the achievement of the higher attaining groups. Management of the subject is very good. The implementation of the National Numeracy Strategy has been very successful due to the leadership given by the mathematics co-ordinator. There is a culture of 'we can do' in mathematics resulting in very confident teachers. Together with the headteacher, the co-ordinator identified the need to raise the achievements of the higher attaining pupils, and the actions taken in order to achieve this have been very successful. Pupils' test results have been carefully analysed resulting in the school being on course to exceed this year's targets. The co-ordinator has identified the use of information and communication technology in mathematics as an area for development. Strengths include the setting arrangements in Years 1 and 2, the range and use of the assessment procedures, the effectiveness of the strategies for teaching numeracy skills and the clear education plans for pupils with special educational needs. In addition, mathematics is used well across the curriculum and is supported by information and communication technology. The subject meets the requirements of the National Curriculum.

SCIENCE

100. The findings of the inspection are that standards attained by the pupils in Year 2 are well above average. This represents an improvement since the school's last inspection when it was judged that 'most pupils' attain at least the national expectation and many attain beyond it'. This is due to the school's successful efforts to improve the quality of the teaching of science, and the emphasis now given to providing activities that extend pupils' investigative skills. In last year's teachers' assessments, pupils' standards were well above average at both the expected Level 2 and the higher Level 3. All pupils, including those with special educational needs, achieve well for their abilities.

101. The well above average attainment is due to the good teaching, which results in good learning and good progress. An analysis of pupils' work shows that they make consistently good progress and achieve well from, initially, a good level of understanding gained in the Reception year. All the observed lessons were at least good. They were well planned and taught. Teachers place a strong emphasis on developing pupils' enquiry skills, and provide a range of activities to ensure that all pupils are sufficiently challenged. This is especially beneficial to pupils in Year 1, and gives pupils a very good start to their scientific thinking. All pupils enjoy investigative work and benefit from their teachers' infectious enthusiasm. They concentrate fully on their work and make effective use of the time available. Teachers give clear introductions to their lessons. This ensures that all pupils are aware of what is expected of them, and understand how the present lesson is linked to their previous work. Teachers introduce and emphasise new vocabulary and concepts clearly, and continually reinforce them during the lesson. Pupils are managed very well, and their interest and motivation are maintained by the skilful use of questions and comments. This ensures that they learn quickly, and that their new knowledge is consolidated in the current lesson and those that follow.

102. By the age of seven, pupils show a very good understanding of how to undertake experiments and carry out an investigation. They grow seeds and investigate the conditions required for plant growth, test materials to find out which are better thermal insulators and use thermometers to make readings of the temperature of the water over a period of time. In their work on forces, pupils measure the distances travelled by different objects when rolled down a slope using standard measurements, and, at the end of the work, make good comparisons between the results and whether these matched their prediction. All teachers make very good use of the 'Investigation Train' guides on display in their classrooms to provide a good grounding for pupils to plan their own work. These allow for the progressive development of skills. For example in Year 1, they ask, 'What do we want to find out?' 'What do we need?' 'What do we think will happen?' and, finally, 'What happened?' These skills are built on well in Year 2, and pupils are constantly told to ask themselves these scientific questions when carrying out an investigation. In their work on electricity, teachers challenge the pupils well, and, as a result, most understand the concept of a circuit, construct a working circuit using a

battery, wires and bulbs and represent the working circuit clearly in drawings. The teachers have a good subject knowledge that enables them to ask probing questions to make pupils think.

103. Teachers encourage pupils to work independently, and give appropriate support to pupils as they carry out their tasks. This was illustrated well in a Year 1 lesson, where pupils were sorting pictures of animals into groups. The pupils were encouraged to take on the responsibility for their own learning by making their own decisions on how to group the animals. They put forward suggestions such as birds, insects, reptiles, mammals and 'not sure'. The pupils' own knowledge was extended by the opportunity to search for further information on an animal from the reference books provided by the teacher. They did this independently, made notes and, at the end of the lesson, spoke to the class about an unusual fact they had found out. Pupils accept teachers' high expectations and rise to the challenge both in their oral response and in their written work. Pupils from an early age work well together within groups and share resources sensibly. Classroom assistants are clear about their role, and provide very good support to groups of pupils. Minor weaknesses were the occasional over-long introduction at the beginning of lessons, which resulted in pupils becoming a little restless, and, at times, too much information being given, rather than allowing pupils to find out for themselves.

104. Science is supported well by the school's policy and scheme of work, which provide good coverage of all aspects of the subject. A main scientific investigation is built into each term's work. The Foundation Stage prepares pupils very well for their work in Key Stage 1, which enables teachers to build on these skills in order to achieve the high standards. Positive leadership is provided by a new co-ordinator who is keen to raise standards further. Assessment procedures overall are good, and are appropriately linked to the planning to help pupils improve further their knowledge, skills and understanding. They include pupils making a 'concept map' of what they know at the beginning of a topic, and teachers using a science 'check sheet' at the end to ensure that there has been sufficient progress in their learning. Teachers make good links with science and other subjects: in numeracy, for example, pupils make accurate graphs of their calculations; in literacy, teachers set high expectations of pupils' recording and, in information and communication technology, pupils research scientific topics on CD ROM programs. There are good arrangements to ensure that pupils with special educational needs are integrated well into classes for science lessons. Resources are good, and the school makes good use of its grounds for pupils to use for environmental studies. Visits to places of interest such as Bay Pond and Gatwick Zoo further enhance pupils' learning. Progress since the last inspection is good.

ART AND DESIGN

105. Pupils' work in art and design by the age of seven is above average. This is broadly similar to the findings of the school's previous inspection. Pupils with special educational needs do well, and achieve similar standards to other pupils. Evidence from this inspection has been based on the work sample, displays and photographs of pupils' work completed over the year, particularly during the school's 'Art Days'.

106. On the evidence of one lesson observed and the pupils' previous work, the quality of teaching is good and results in good progress in pupils' learning. They are given the opportunity of experiencing a good range of techniques and developing a wider range of skills as they move through the school. Teachers' high expectations and good artistic skills mean that pupils move on from basic art techniques quickly. They use a variety of media such as textiles, clay, printing techniques, pastels and paint skilfully to express their ideas. Pupils' understanding of the effects of colour develops well across the school and earlier experiments with shades of colour lead to effective paintings of autumn leaves and trees by the oldest pupils. Work done in the style of Matisse and Van Gogh shows an increasing awareness of the artists' approaches. Pupils' sketches and paintings of one another show that they are given appropriate opportunities to develop fine detail in their work with differently sized pencils and paint brushes. Similarly, there are examples of pupils using a wide variety of printing materials to make patterns based on their observations. For example, after looking at the patterns on fabrics from

India, pupils in Year 1 used polystyrene tiles and rollers to reproduce patterns of their own as prints. In Year 2, the pupils used the principle of batik printing to make wax resist patterns on paper.

107. A particularly good feature of pupils' work is the strong link that it has with other subjects. In Year 2, pupils produced imaginative work linked to their science topic on electricity by designing and using a variety of media to make an electricity safety poster. They extended this process well to underline the message that electricity is dangerous by representing lightning flashes in foil to make it stand out from the poster. They also use thread on fabrics to create the veins as seen on leaf skeletons. In work linked to history, they draw carefully to illustrate toys from the past and this enhances the quality of their work. Older pupils are beginning to evaluate their work and say what they think and feel about it. Tasks have sufficient challenge to stimulate pupils' interest and to extend their knowledge and understanding of art of different cultures. The work produced by pupils on the 'Multi-cultural Art Day' was of particularly high quality. It ranged from Aboriginal bark paintings, clay pots in the style of the Mimbres tribe from Mexico, batik printing from Malaysia, Mendhi patterns and masks from many different countries. Throughout the school, pupils' learning is additionally enhanced by the very good support provided by the classroom assistants. However, at times, the classroom assistants are left to carry out all the artwork with groups of pupils while the class teacher is engaged in teaching other subjects of the curriculum. Consequently, not all teachers fully develop an understanding of what pupils are capable of achieving.

108. The good scheme of work ensures that pupils receive a wide range of experiences and provides for the progression of skills in the key elements. The subject contributes well to the pupils' spiritual, social, moral and cultural development, and the 'Art Days' in particular have a very good impact on pupils' work. Pupils have the opportunity to explore a wide range of media, from printing and dyeing to mask making. This is very good practice and the work ~~that~~ pupils produce is of a high quality. The co-ordinator has put together a photographic collection of the pupils' work from these days. Although there is no systematic assessment and recording of individual skills, teachers collect all pupils' work over the year and place them into three categories of achievement in readiness for report writing. The co-ordinator is enthusiastic and manages the subject well. Resources are good. Throughout the school, there are colourful displays that are used effectively to enliven classrooms and enhance communal areas.

DESIGN AND TECHNOLOGY

109. Although no lessons were observed during the inspection, an analysis of planning and pupils' work, and discussion with pupils and teachers, indicate that standards are generally average in Year 2. There is, however, evidence of designs in Year 1 that are of a particularly high standard. In the previous inspection, pupils' standards were judged to be above national expectations by the end of the key stage. The rate of progress for pupils, including those with special educational needs, is satisfactory.

110. On the evidence of the scrutiny of work and discussions with pupils, the quality of teaching and learning is satisfactory. In Year 2, the principles of design, making and evaluation are soundly established. The analysis of work shows that pupils plan and use their ideas satisfactorily to make models. Their plans show clearly the materials to be used, the method of assembly, an evaluation of their finished model and what they would change in the future. Although similar standards in design are achieved in Year 1, the pupils in Year 2 become more confident in evaluating their work and do so in writing on their planning sheet. In Year 2, pupils demonstrate sound skills in building model houses, making vehicles with wheels and axles and using different fabrics imaginatively to make glove puppets. Teachers' planning is satisfactory, and introduces pupils to a good range of tools and materials for both designing and making. This helps pupils to build up their skills systematically through the school. They have appropriate expectations of pupils' performance and have clearly encouraged them to strive for a good finished product. In Year 1, pupils make good use of construction equipment to make models of playground structures, design and prepare fruit for a healthy fruit salad and make imaginative sock

puppets to represent different animals such as tigers, fish and horses. Pupils' learning is enhanced by the good use of classroom assistants. Discussions with pupils show that they clearly enjoy the range of design and technology activities and that they have a good understanding of how to put components together in different ways.

111. The subject has a relatively new co-ordinator who has had little time to carry out the management of the subject. She has a strong commitment to the raising of standards, and has quickly identified areas for improvement. There is a suitable scheme of work that ensures that pupils receive a wide range of experiences. Formal systems to monitor teaching and progress are not established. The assessment of pupils' work is only made at the end of the year, when teachers report against the National Curriculum levels. Resources are good, and have a positive impact on the pupils' work.

GEOGRAPHY

112. During the inspection, it was only possible to observe the teaching of geography in Year 1, because of the school's timetabling and curricular organisation. Judgements are based on the analysis of work, on discussions with the co-ordinator, on the school's planning and records, and two Year 1 lessons. These show that pupils attain average standards by the age of seven, and that progress, including that made by pupils with special educational needs, is satisfactory. This is the same judgement as that made when the school was last inspected. There are no differences in attainment between boys and girls.

113. The evidence of the lessons seen and of the scrutiny of pupils' work indicates that the quality of teaching and learning is satisfactory, which is the same judgement as that made by the school's previous OFSTED inspection. The analysis of work shows that pupils in Year 2 have appropriate early map skills. The teaching successfully uses the pupils' own local knowledge, and they have drawn satisfactory maps making use of picture symbols to show their route to school. They have also mapped the school playground. Pupils have a sound knowledge of the countries of the British Isles, and name the countries accurately. They have undertaken a short study of France, but the main thrust of the Year 2 work takes place during the second half of the summer term.

114. In Year 1 lessons, pupils record well what they see around the school grounds, for example, 'We saw some trees', and 'this is the home of the really old people'. They successfully plan, and give instructions to, a programmable toy, and direct it to follow a route to the penguin enclosure at Gatwick Zoo. They showed amazement as the toy reached its destination, crying "It worked!" Displays reflect the good breadth of the curriculum, including interesting topics such as Aboriginal bark paintings. Pupils write knowledgeably about how Aboriginal people drew pictures to tell the stories of the 'dream time' as they had no writing. Pupils show a good general knowledge, and use their literacy and numeracy skills well in geography. The best lessons give plenty of opportunities for pupils to verbalise their thoughts, as was seen to good effect when they explained the differences between a side and 'bird's eye' view of a bottle, stool and a car. The teacher's excellent planning for this session enabled pupils of all abilities, including those from the Special Needs Support Unit, to make very good progress in their learning. Strengths of the best teaching include the management of pupils, and the way in which time is managed effectively to accommodate numerous activities.

115. The subject is capably managed by a knowledgeable co-ordinator. This is a temporary responsibility since January 2001. She has ensured that the scheme of work closely matches the requirements of Curriculum 2000 and this leads to comprehensive coverage across both year groups. Since the last inspection, there has been satisfactory improvement in the subject. Resources are good and books in the class libraries support learning well. There is a well thought out action plan for the continued development of geography in the school. This plan includes the research and evaluation of information and communication technology resources and the review of general resources and the scheme of work at the end of this academic year. Assessment procedures are broadly satisfactory as teachers make notes in their personal note books and record coverage of the subject on a tick sheet.

However, pupils do not always achieve the high standards of which they are capable, as teachers are insufficiently precise about the progress being made by individuals.

116. Curricular provision is broad and well linked to work in other subjects such as history, art, music and religious education. It includes use of the local village, art and music weeks and consideration of environmental issues. This promotes the pupils' spiritual, moral, social and cultural development very well as, for example, they learn about their own and other cultures and know how man affects the environment.

HISTORY

117. During the week of the inspection, it was only possible to see one lesson of history in Year 2. Judgements are made on this evidence, on an analysis of pupils' work in Years 1 and 2, discussions with pupils about their topics and an examination of teachers' planning and records. Indications are that pupils attain above average standards by the end of Year 2. Pupils, including those with special educational needs, achieve well. This represents a good improvement from the previous inspection when standards were average for pupils' ages. This improvement is in line with the improvements in pupils' literacy skills, which they use to very good effect in history. There are no differences in the attainment of boys and girls.

118. The quality of teaching and learning is good. In the previous inspection, the standard of teaching and pupils' learning were judged to be satisfactory. A strength of teaching in history is the link made with pupils' literacy to develop a good range of recording skills. Pupils write brief biographies of famous people from the past, such as Grace Darling and Mary Seacole, and younger pupils make annotated 'story-boards' about the main events in the life of Guy Fawkes, using information from a wide variety of sources. Teachers provide a good range of opportunities to enable pupils to develop a clear understanding of how people's lives have changed over the last century. Following carefully structured discussions, pupils record simple observations of the changes between a range of everyday objects in use today and one hundred years ago. Pupils' understanding of chronology is good because teachers specifically teach the special vocabulary of time, and pupils use the dates of the Great Plague and the Great Fire of London accurately and with understanding. Time lines are used effectively in most classrooms to develop pupils' awareness of the links between their own century and centuries in the past. There are very good links created between pupils and older members and older friends of their families in the written dialogue and discussion about the ways lives have changed within living memory.

119. The management of the subject is good. The co-ordinator has a good understanding of her role and has effectively supported the development of the curriculum to meet the requirements of Curriculum 2000. Alongside the headteacher, she monitors planning in the subject and pupils' work to ensure that the curriculum is being covered. Monitoring of teaching in the subject is just beginning and there have been limited opportunities so far. Assessment arrangements in the subject follow the whole school pattern. Although they provide an annual statement of the areas covered by the curriculum, the arrangements do not sufficiently identify how pupils' skills and knowledge are developing when compared with national expectations. The school is justly proud of its provision for pupils to experience history for themselves, and the curriculum is enhanced well by events such as the Millennium Week and the Victorian Day. Displays around the school give the subject an attractive and high profile. The subject makes a good contribution to pupils' social and cultural development. The curriculum benefits from visits to such places as the Brooklands Museum and from visits to the locality around the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. In Year 2, standards in information and communication technology are broadly in line with those found nationally. This judgement is similar to that of the school's previous inspection. Few, however, move on to develop good skills because the school is short of up-to-date computers. This

means that, once pupils are taught a new technique, they may have to wait a week before having the chance to try it out.

121. Year 2 pupils use computers with reasonable confidence to organise, reorganise and edit text to ensure that their writing is clear, well presented and free of errors. They type in text methodically, but a few find the process slow because they lack regular practice. Most use the spacebar appropriately to create spaces, the “caps lock” to create capitals and the backspace key to make corrections. They have a good awareness of how the Internet is useful to send and receive messages, and, with help, send messages to other people in the school. Pupils operate robot devices well, because more of them can work with the machine and build up their confidence and expertise. Consequently, many are good at entering two or more instructions to complete a circuit around an imaginary zoo.

122. The quality of teaching and learning is satisfactory overall. Teachers introduce pupils to the required concepts and skills in a systematic way, and their explanations are clear and reasonably well-informed. As a result, pupils develop a sound range of basic skills, and work purposefully at a steady pace. Higher attaining pupils, however, often with computers at home, are rarely stretched because they have to wait their turn to complete the same basic tasks as others in the class. Pupils with special educational needs make sound progress overall, but those in the Special Needs Support Unit make good progress because they are in smaller groups and have more opportunities to practise their skills. In addition, these pupils benefit from programs designed specifically to develop their language and literacy skills, and show great delight, for example, as they type in words and see a symbol for ‘rain’ or ‘happy’ suddenly appear on the screen.

123. Teachers use information and communication technology well to extend pupils’ learning in other curriculum areas, and this helps pupils to understand how computers are useful in all aspects of their work. Particular strengths are evident in geography, where pupils learn about different directions to send their robot, and in science, as they use the CD-ROM to research their ‘Animals’ topic and find out about the uses of electricity.

124. Teachers generally show secure knowledge of the subject in their explanations and instructions given to pupils as they use the computers, and this gives pupils confidence to ask questions and extend their learning further. Teachers have had the benefit of some recent basic training, and the co-ordinator has supplemented this with specific work on the school’s own software.

125. The co-ordinator has introduced a good scheme of work, which addresses all the required elements of the curriculum. He has a sound awareness through the monitoring of pupils’ work of how well the subject is taught, and gives informed advice as necessary. There is, however, no monitoring of teaching, and this holds back the further development of teachers’ expertise. The school is aware of the shortage of computers, and has the development of resources as a priority on the school’s development plan. Teachers are experimenting with different ways of tracking pupils’ progress, but the school lacks a unified system that will extend all pupils and raise standards. The use of the Internet is a good recent development which is teaching pupils useful skills, and the school has a clear policy about the protection of pupils from undesirable sites.

MUSIC

126. By the age of seven, pupils attain above average standards in music. Similar standards were observed in the school’s previous inspection. Evidence from this inspection has been based on classroom observations, scrutiny of teachers’ planning and displays, photographs, assemblies and discussions with pupils. Pupils throughout the school enjoy music, and their achievement is good. Pupils with special educational needs achieve appropriate standards, make good progress.

127. Overall, the quality of teaching and learning is good. The school makes good use of staff with expertise in music, and organises the curriculum to enable them to teach musical skills and knowledge well throughout the school. Lessons are planned well, and include a good range of musical activities.

Through their additional singing session, pupils sing a variety of songs with a good regard for rhythm and dynamics, and an appropriate regard for pitch. They have a good knowledge of traditional musical terms, use the names of notes and understand their relative value. They achieve different effects with a good range of un-tuned percussion instruments. Through their lunchtime sessions, where more than half the pupils in Year 2 learn to play recorders and glockenspiels, pupils are developing a secure understanding of how to follow both standard notation and the names of notes. Composition skills are being carefully taught in Year 2 as pupils use symbols to create and perform different clapping rhythms. Through their teacher's enthusiastic encouragement, younger pupils were able to use their percussion instruments to good effect to create a storm as part of their accompaniment to the story of Noah and the flood. The school enhances pupils' experiences significantly with an annual Music Week where a range of professional and community musicians work with pupils, and give them very good opportunities to take part in a wide variety of music making and appreciation. Pupils' experiences are well recorded in the diaries they keep of the week's activities and photographs show their involvement and enjoyment of the rich variety of the week's work. Pupils have a good knowledge and understanding of music in both western culture and in countries such as Africa and India.

128. The subject is well led and organised by the coordinator. The curriculum has been recently reviewed and developed to reflect the requirements of Curriculum 2000 and to ensure a careful development of skills through the two years of the school. There are useful links with other areas of the curriculum in the pupils' drawing and making of musical instruments, their writing about Music Week and their work on famous composers. Pupils have good opportunities to play music in the community when they play for older members of the local village, and take part in the Leatherhead Christmas concerts. The orchestra from the junior school visit to play for pupils in the school, providing them with good incentive for maintaining their interest in music.

PHYSICAL EDUCATION

129. Pupils' attainment in physical education is average, and similar to that reported in the previous inspection. In gymnastics, pupils work energetically and safely, with a good idea of space. They show sound skills when devising different ways to travel around the room, create small and large shapes with their bodies and a few make good progress as they link complex moves to form a fluid sequence. They are aware of the effects of exercise on the body, and talk with reasonable knowledge about the increase in rate of their heartbeat. They observe the work of others, and many improve their own performance as a result. Pupils' dance skills are average overall, but the progress of boys is sometimes hampered by their embarrassment at having to dance around the hall, or create movements to represent a fish in water. Pupils' games skills are average. They run reasonably well, with sound control, and improve their technique with practice. Their ball skills are good, and many control small and large balls confidently. Their swimming is above average, because, although swimming is not part of the statutory curriculum for these pupils, they benefit from regular sessions at a nearby pool and many swim well.

130. Pupils are making sound progress in developing their skills in physical education. They are keen to improve their work, and generally accept criticism well to achieve better standards. Pupils practise throwing and catching to develop their skills, and many show significant improvement by the end of the lesson. Pupils with special educational needs are making good progress in physical education. They benefit from very good support in lessons, and enjoy the success that this element of the school's provision gives them.

131. The quality of teaching and learning is satisfactory overall. Teachers plan lessons well, and use initial warm up sessions effectively. All the teachers dress appropriately for physical education. They demonstrate techniques clearly in order to improve the quality of pupils' performance, and they use pupils to demonstrate good practice. This ensures that pupils develop appropriate skills, and are able to refine their moves using the expertise of higher attaining pupils. The teachers use praise and

encouragement well, and this persuades pupils to attempt challenging tasks. In one lesson, for example, pupils were learning how to hit a ball with a bat, and when a few were struggling through poor co-ordination, the teacher's constant praise and urging enabled them to progress sufficiently well to hit the ball straight to their partner by the end. Pupils' behaviour is managed reasonably well, but the strategies that teachers use in open spaces are not always as effective as they are in the classroom. In one unsatisfactory dance lesson, for example, a few boys took a long time to grasp what was expected, and soon started to lose interest. They made little progress, and spent as much time chatting as they did dancing.

132. The new co-ordinator for physical education has a sound grasp of how to raise standards in the subject, and is keen to develop a workable system of assessment. This is lacking at present, and makes it difficult to develop pupils' skills in a systematic way. The school has a clear policy and comprehensive scheme of work in place. The subject has good resources, with appropriate apparatus and equipment. The hall provides a good area for gymnastics, and the playground provides a sound surface for games. Pupils' football skills benefit from well-organised extracurricular sessions, and their competitive talents are enhanced by five-a-side tournaments in the summer.

RELIGIOUS EDUCATION

133. Standards of attainment meet the expectations of the locally Agreed Syllabus. Pupils with special educational needs achieve satisfactory standards, relative to their previous attainment, and receive well-targeted support. In the previous inspection report standards were judged as 'broadly in line'. However, although standards are now securely 'in line', over the subject as a whole there have been good improvements. The subject has the recommended time allocation and the policy and scheme of work have been rewritten. The range of resources has also been improved, although the school intends to increase further the number of pictures with a religious theme. These factors are having a positive impact on standards across the school. Displays reflect the heightened awareness of the importance of religious education in the curriculum.

134. By the age of seven, pupils have appropriate knowledge of the main Christian festivals and how Christmas and Easter are celebrated. They know some of the stories of the world's great faiths, such as the story of the Jewish Passover. They make good observations of changes in the natural world, such as spring and harvest, and record their feelings sensitively about them. In lessons, pupils discuss how their own behaviour can affect others, and how they might change it. They discuss what makes them and other people special, and have a good degree of respect for those who have different beliefs. Well-planned sessions of collective worship enhance and support pupils' experiences in lessons. Pupils are able to benefit from, on a daily basis, the strong feelings of community and ethos of the school. They understand the pleasure of singing hymns together with a clear awareness of the meaning of the words because it has been specifically explained. They take part in prayers every day, and respond appropriately and respectfully.

135. The quality of teaching and learning is satisfactory, and promotes a similar rate of progress. Pupils' work and teachers' planning show that teachers are appropriately aware of what pupils are expected to know and understand. There are varied activities and opportunities for discussion, for recording work and for consideration and reflection. Key vocabulary is taught specifically, as was illustrated when pupils in Year 2 knew that 'rabbi' means teacher in Hebrew. Pupils' work in their books and around the school on display, indicate that teachers have appropriate expectations for pupils' responses and standards of presentation. There are useful links planned with other subjects, such as those made in a Year 2 art lesson when they created colourful, imaginative paintings to reflect aspects of the story of the creation. Pupils' personal, social and cultural development is enhanced by a good range of planned events such as the celebration of Harvest 2000, which focused effectively on the principle of sharing around the world. Pupils of all abilities, including those from the Special Needs Support Unit, make satisfactory progress in their learning. No significant differences were seen between the progress of boys and girls.

136. There is a good policy and a scheme of work for religious education, which reflects the requirements of the locally agreed syllabus. The co-ordinator for the subject has a good understanding of her role and has identified clear and appropriate priorities for the development of the subject. She has identified the development of information and communication technology as a resource for the subject, aiming to give pupils access to the Surrey web site that allows 'virtual visits' to a church and synagogue. The co-ordinator monitors pupils' work through teaching religious education in Year 1. Last year, she taught the religious education lessons in Year 2 and class teachers teach the follow-up session in their rooms. Resources for the subject are good, with a useful range of books in class libraries, which relate to Christianity and to other world faiths. The subject benefits from strong links with the local church. Pupils visit the parish church, and local clergy regularly lead the school's sessions of collective worship. Representatives from the Jewish faith visit the school to talk about special celebrations and traditions in their faiths. The subject contributes well to pupils' spiritual, moral, social and cultural development as they reflect on prayer, study some major religions and learn that stories like 'The Lost Sheep' illustrate moral codes.

THE SPECIAL EDUCATIONAL NEEDS SUPPORT UNIT

137. The provision for 21 pupils with complex special educational needs in the unit is very good, and has improved from the time of the previous OFSTED inspection, particularly in terms of the quality of teaching, pupils' standards of attainment and behaviour and the management of pupils' integration into the main school. Parents are delighted with this provision, and speak highly of the standard of teaching and the effect this has on their child's progress. They talk of their child being 'incredibly happy', and 'making enormous progress'. The success of the work of unit can be illustrated by pupils' excellent results in the national tests in Year 2, which show that nearly all attain national standards by the time they leave.

138. The unit is managed very effectively by the teacher in charge, and supported very well by the co-ordinator for pupils with special educational needs, both of whom have a clear understanding of pupils' particular difficulties, and how the school can best overcome them. Pupils are integrated into mainstream classes at a level appropriate to the degree of specialist support they require. This explains how they merge so successfully into everyday activities, and take such a full part in all school life.

139. The specialist work provided for pupils when taught in the unit is of a consistently high quality, and accounts for their very good progress in all areas of their development. The two teachers are very skilled, and have a clear understanding of how to get the best out of pupils. Often, pupils come into the unit first thing in the morning unsettled after their journey, and one very effective teaching session was preceded by a ten minute session of movement to music, ending with a period of quiet relaxation. When all was calm, the teacher moved smoothly into explaining what they were to do in their literacy lesson. By this time, pupils were ready to work. The teacher started by reading 'The Very Hungry Caterpillar', and teased out of the pupils what they thought the caterpillar would be eating next. They were fascinated by the story and listened intently to the plot. Building on this high level of interest, the teacher extended the pupils further by asking them to put pictures into sequence to tell the story. They did this well, and even moved on to suggest alternative sequences to demonstrate how much they had taken in.

140. Much of the specialist work in the unit focuses on the important area of improving pupils' social and language skills. This yields very good results as teachers teach the importance of, for example, taking turns, or looking at the person who is speaking, or whom you are speaking to. Many of the pupils find this difficult, and one lesson with the youngest group was particularly successful as the teacher had them explaining in turn what was wrong with a picture. They started uncertainly, all trying to speak at once, but the teacher made the rules clear, and gently reminded them of what was expected. As a result, each took their turn, and listened carefully to one another. At the end, they had

to say 'Goodbye' to the child each side of them, which they did very well to end a very productive lesson.

141. In mainstream classes, pupils are supported very effectively by a teacher or learning support assistant. This integration works very well because the support staff give just the right amount of help without taking over, and pupils learn to function effectively as part of a larger group. They make good contributions to class discussions, with their support staff prompting when necessary, and the class teachers are careful to ask them questions which offer a good chance of the pupils providing the right answer.

142. Pupils' special educational needs are assessed very well, and the results used effectively to set challenging targets. The school makes very good use of skilled therapists from the health authority to assess pupils, and provide specialist work to develop their physical and language skills.

143. A further strength of this provision which enhances its effectiveness is the very strong partnership between the unit's staff and parents. Home-school diaries keep parents and staff well-informed about important matters, parents feel welcome to talk to staff at any time and there is a direct telephone line to the unit so that parents can contact staff without delay. The unit's staff send a plan of each week's work home, organise helpful and informal monthly meetings with parents and see them more formally at the end of each term.

144. This is very effective provision overall, which offers pupils with complex special educational needs just the right combination of structured support and opportunities to be included in as many school activities as possible.