

INSPECTION REPORT

**WALSH MEMORIAL CE (Controlled) INFANT
SCHOOL**

Ash, Surrey

LEA area: Surrey

Unique reference number: 125135

Headteacher: Mrs J C Davies

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 29th April to 1st May 2002

Inspection number: 244657

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Ash Street Ash Surrey
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Appropriate authority:	The governing body, Walsh Memorial CE (Controlled) Infant School
Name of chair of governors:	Mrs M Lloyd
Date of previous inspection:	November, 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	June Punnett	Registered inspector	Science, design and technology, religious education, special educational needs, equal opportunities	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school is led and managed? What should the school do to further improve?
9569	Jan Leaning	Lay inspector		Pupils' attitudes, values and personal development, How well does the school care for its pupils? Partnership with parents
10808	Alan Britton	Team inspector	Mathematics, geography, history, physical education, Foundation Stage	
19142	Audrey Quinnell	Team inspector	English, information and communication technology, art and design, music, English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walsh Memorial CE Infant School is a mixed Voluntary Controlled school that educates boys and girls aged between four and seven. The school was founded in 1835. The school serves the village of Ash and surrounding areas, and lies on the borders of Surrey and Hampshire. There are 172 pupils on roll, which is smaller than most other primary schools. Of these, there are 58 children in the Foundation Stage. A very low proportion of pupils speak English as an additional language. Around nine per cent of the pupils are entitled to free school meals, which is below the national average. The school has 62 pupils on its register of special educational needs, including two with statements of special educational need, which is above the national average. Since the last inspection, the number of pupils with special educational needs has almost doubled. The percentage of pupils with statements of special educational needs is below the national average. During the past couple of years, there has been a significant turnover of staff, mainly due to maternity leave. During the last school year, four pupils entered the school other than at the usual time of first admission and five left it at times which were not those of the normal leaving or transfer for most pupils. This represents below average mobility. Children enter the school at below average levels of attainment, although this varies between well below and below average from year to year.

HOW GOOD THE SCHOOL IS

Walsh Infant school is a good school, and it is popular with parents and pupils. The leadership of the headteacher and senior staff is good, and this accounts for the happy atmosphere in the school, and for the standards achieved by pupils of all abilities. The governing body gives the school good support. The quality of teaching is good overall. Pupils are well cared for, and opportunities for extending pupils' spiritual, moral, social, cultural and personal development are good overall. The provision for pupils with special educational needs is excellent. These strengths, together with the careful financial management, mean the school provides good value for money.

What the school does well

- The provision for pupils with special educational needs is excellent, and enables them to make very good progress in their learning.
- Relationships throughout the school are excellent, and help make pupils' learning enjoyable.
- The leadership and management of the school are good overall, and this makes a significant contribution to the school's ethos.
- The provision for children in the Foundation Stage is very good, and ensures that they build effectively upon their prior experiences.
- The quality of the assessment procedures in English and mathematics is very good, and helps pupils to make good progress in their learning.
- Pupils' attitudes to learning and their social and moral development are very good, and this enables them to make the best of their time in school.

What could be improved

- The role of the curriculum co-ordinators which has insufficient impact on the standards in their subjects.
- The development and implementation of assessment practice in the subjects other than English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November, 1997 and, since then, it has made good improvements. The present headteacher has been in post for two years. The site access remains difficult for the school, which is situated on a very busy main road. However, the school has worked hard to make improvements, and there are joint 'pull-in' facilities with the junior school. Further plans are in hand when the building works begin. The school has successfully provided more opportunities for pupils to develop their speaking skills. In all lessons, there is a strong emphasis on enabling pupils to express their views. In the 2001 national assessments, pupils attained broadly the national average at the higher Level 3 in science. At the last inspection, the proportion of pupils achieving this level was below the national average. The quality of teaching is good overall, with almost a quarter being very good or better.

Recruitment of teachers is difficult, but in spite of this factor, the school has maintained its happy atmosphere, and increased the opportunities for pupils of all abilities to achieve their potential. The school has a good capacity to continue to improve. A separate report is available for the inspection of collective worship.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	C	B	C	D
Writing	B	B	C	E
Mathematics	C	C	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*

Standards have risen in mathematics, and fallen in reading and writing. The school is on course to exceed its targets in 2002. The inspection finds broadly average standards in reading, writing, mathematics and science. The pupils in Year 2 in 2002 entered school with attainment well below the Surrey average, and there are a large number of pupils with special educational needs, resulting in lower standards in mathematics than in 2001. In information and communication technology, pupils attain average standards, and meet the requirements of the locally Agreed Syllabus for religious education. A high proportion of children in the Reception classes are on course to meet the 'Early Learning Goals' for children of this age in all areas of learning by the time they are five. Pupils with special educational needs make very good overall progress. More able pupils, and those with English as an additional language, make good progress in their learning, because of the good individual support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate well, and show enthusiasm for their work.
Behaviour, in and out of classrooms	Good overall. Pupils behave well in class and in the playground. In assembly, pupils' behaviour is very good. This is because pupils understand the school's expectations of them. There have been no recent exclusions.
Personal development and relationships	Very good overall. Relationships between pupils and staff are excellent. Pupils work well together, they share resources well, and are generally amenable to working in groups.
Attendance	Good. This has a positive effect on pupils' learning and enables them to make the most of their time in school.

These strengths show why the pupils make good progress in their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	
Quality of teaching	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. Very good teaching was seen in English, geography, the Foundation Stage, music and special educational needs teaching by the co-ordinator. Good teaching was seen in English, mathematics, science, art and design, geography and music. In design and technology, information and communication technology, history, religious education and physical education, it was satisfactory. Teachers' lesson planning clearly identifies what pupils are to learn and makes good provision for pupils of all abilities within each class. The quality of teachers' classroom management and relationships with the pupils are strong areas of the teaching, as these help pupils to make good progress. The weaknesses identified in the teaching include occasional time slippage which means that pupils do not always have a complete curriculum session. The 'round robin' approach to curricular planning makes it difficult for teachers to offer high quality provision. The quality of teaching literacy and numeracy is good and promotes average standards in relation to pupils' previous attainment. Pupils' creative skills are well developed because of skilled teaching, especially in singing. The strengths in pupils' learning are their keenness and enthusiasm for learning. Additionally, the good teaching of basic skills provides opportunities for all pupils to put their new learning into practice.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides an interesting range of learning experiences for pupils. There are effective strategies in place for literacy and numeracy, and these are reflected in the good progress made by pupils. A small proportion of parents would like after-school activities provided.
Provision for pupils with special educational needs	This is excellent, and the pupils do very well. They are very well supported by the special educational needs co-ordinator, and are provided with appropriate individual work and support. This results in their making very good overall progress in relation to their targets.
Provision for pupils with English as an additional language	The very small minority of pupils do well because they are able to access all aspects of the curriculum without additional help and support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. These aspects make an important contribution to pupils' personal development. 'Art days', the links with the parish Church, and the emphasis on music within the school are playing a significant part in promoting pupils' personal development. The provision for pupils' social and moral education is very good.
How well the school cares for its pupils	Good. This is a caring school. The procedures for monitoring behaviour are very good, and lead to good standards. Assessment of pupils' progress is used very well to guide teachers' planning in English and mathematics. Assessment procedures in other subjects apart from science and art are developing areas. The procedures for monitoring and promoting good attendance are good.

There is good curricular provision, including personal, social and health education. Parents are well involved in their children's education. Extra-curricular provision is satisfactory. The provision for children in the Foundation Stage is a strength of the school due to the very good support provided by the staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led. The headteacher works in close partnership with the assistant head, and together they provide clear educational direction for the school. The assistant head's leadership of special educational needs is a strength of the school. The aims of the school are clearly reflected in its work. The subject co-ordinators have underdeveloped roles in influencing standards of work in their curriculum areas.
How well the governors fulfil their responsibilities	Good overall. Governors work well with the headteacher and staff of the school, who value their contributions. The governors' monitoring of the school's curriculum effectiveness is good. Governors with specific responsibilities track pupils' attainment, and regularly observe lessons. They have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The senior management team analyses assessment data in detail, and uses that information to identify areas where improvement or change is needed. In the past, there has been some useful monitoring of teaching and learning, but this is less frequent due to the many changes of staff.
The strategic use of resources	Resources are well used overall. The use of funds for pupils with special educational needs is very good, and results in pupils attaining as well as they can. The governors have clear intentions for the ten per cent 'carry forward'.

The number, qualifications and experience of staff meet the needs of the National Curriculum. The accommodation is good overall. Some classrooms, although well used, are small. There are adequate resources for learning. The school, together with the governors, actively seeks ways to ensure it gets best value for money.

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 vast majority of parents agree that behaviour is good. • Parents feel comfortable in approaching the school with queries. • The vast majority consider the school to be well led. • Children are happy at school. • Very good help for pupils with special educational needs. • The majority of parents chose the school because of the high regard in which it is held in the community. 	<ul style="list-style-type: none"> • A very small proportion of parents think that they do not receive sufficient information about their children's progress. • A few parents are unsure about their welcome to attend all parents' evenings. • Twenty parents, of the 62 who responded to the questionnaire, have concerns about the range of extra-curricular activities. • A very small minority of parents expressed concern about three teachers taking one of the Reception classes.

The inspection supports the positive views of parents. There are good opportunities to receive information about pupils' progress. There was no evidence to suggest that parents are not welcome at parents' meetings. The team agrees with the parents views of extra-curricular activities. The very few concerns expressed about the three Reception teachers arose as a result of staffing difficulties which were quite beyond the school's control. This class has now been subsumed into the other two classes for the summer term, and the situation is now fully resolved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the Year 2 tests in 2001 compared with all schools, standards in mathematics were above average. In reading and writing, standards were broadly average. The assessments made by teachers in science in 2001 were average. When compared with similar schools, standards were broadly average in science and mathematics, below average in reading and well below average in writing. The trend in standards in these tests and assessments shows a pattern of continual improvement since 1999 in mathematics, and a downward trend since 2000, in reading and writing. Girls achieved less well than boys in reading, writing and mathematics. No differences were noted during the inspection. The school exceeded its targets in reading, writing, and mathematics in 2001.

2. The findings of the inspection are that, in Year 2, the pupils reach average standards in reading, writing, speaking and listening, mathematics and science. Pupils' literacy skills are average. In reading, pupils are confident in tackling new texts. They have a good knowledge of sound/letter combinations, and this makes reading easier for them. Pupils' mathematical skills, including those in numeracy, are well developed, and nearly all pupils are confident in using numbers. In science, pupils have a sound scientific knowledge about how plants grow, and know how to conduct a fair test. In information and communication technology, pupils' skills are average, but few develop good skills because of the lack of assessment procedures. In art and design, design and technology, geography, history, physical education, music and religious education attainment is similar to those found in most schools (average). Compared with the findings of the school's last inspection, standards by the end of Year 2 are not as high, due to this year group's well below average attainment on entry. Another factor is the school's 'round robin' approach to the teaching of subjects other than, reading, writing and mathematics. This means that insufficient time is given to the teaching of these subjects in depth, and results in lower than expected standards in Year 2. In Year 1, there is evidence of higher standards. The good progress made by pupils is directly related to the good quality of teaching across the school, and the excellent support given to pupils with special educational needs, resulting in pupils achieving as well as they do.

3. Pupils who have special educational needs achieve well and make very good progress towards their targets, with many attaining average standards in some subjects. In conjunction with the special educational needs co-ordinator, teachers and teaching assistants use a variety of methods, setting targets that are appropriate for the pupils' needs and development. The special educational needs co-ordinator works hard to plan, and provide appropriate work and challenges both for higher attaining pupils and for those who need extra help and support. There is a good balance of in-class and support in small groups outside of the classroom, so pupils have more concentrated help.

4. Overall, children enter the Foundation Stage at below average levels of attainment. The quality of teaching and the quality of learning are good and all children, including those with special educational needs, make good progress relative to their abilities. Most children are on course to average standards at the end of the Foundation Stage in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. In their personal, social and emotional development, children are likely to exceed average standards. A small minority of children are on track to begin their National Curriculum work before they leave the Reception classes. In the school's previous OFSTED inspection, the attainment of children under five was judged to be in line with national expectations and these standards have been maintained. The children settle in very well to their lessons, listen attentively to each other and to their teachers and support staff. They participate well in whole school or key stage assemblies and are generally well behaved. Their listening skills are good, but most find difficulty in offering their own opinions in any discussion work. They interact with each other and with all adults in the school very well.

5. The very small minority of pupils with English as an additional language, and those from minority ethnic groups all make good progress. Approximately one per cent of pupils are from minority ethnic groups.

6. The National Literacy Strategy has been implemented well and is having a good impact on pupils' learning. The good literacy policy supports teaching and learning well. Assessment procedures are very good and are used very well to help every pupil to achieve higher standards of attainment. The individual and group targets in literacy are helping pupils to know what they are expected to learn, which helps them to be involved in taking responsibility for their own learning.

7. The effectiveness of strategies for teaching numeracy skills is good, resulting in a trend of rising standards in numeracy throughout the school for the past three years. The National Numeracy Strategy has been introduced into all classrooms and all teachers are confident in teaching the subject. However, not enough emphasis is put on mental strategies and using and applying mathematics to further all pupils' mathematical and numeracy development. Teachers plan well and lesson content is generally well matched to most pupils' abilities including planned work for pupils of above average ability and those with special educational needs. In some cases, the pace and challenge of the National Numeracy Strategy is too slow, and pupils are not challenged enough, especially during the mental session at the beginning of the lesson. Numeracy is used soundly across other areas of the curriculum including history, geography, science, and information and communication technology by both year group classes. The charts, graphs, data collection work in subjects other than mathematics are presented using pupils' knowledge and understanding of numeracy.

Pupils' attitudes, values and personal development

8. Pupil's attitudes and values are very good: they are polite, friendly and respectful to each other and to adults. In the playground, children prefaced their requests with 'excuse me' and said 'thank you' at the end of conversations. Relationships within the school are excellent and are a strength of the school. Children enjoy school and show very good enthusiasm and interest in their activities. The school works hard to develop pupils' self esteem and self-confidence within the Christian ethos. The aims are clear and positive and include meeting each child's individual, emotional and intellectual needs and developing their confidence, independence and enthusiasm.

9. Adults provide very good role models. Pupils behave well: they work hard and sustain concentration, are confident in class discussion, work well together and react positively to adults. In conversation, they are confident, lively and interested, with good language skills for their age. They talk about books they like such as, 'Wind in the Willows', 'Science' and 'Alice in Wonderland'. Pupils know about authors, titles and illustrators. They are encouraged to be thoughtful and care for others, and they do.

10. Children in the Reception classes settle very quickly into their class and school routines. They are all keen and interested in their lessons and have very positive attitudes to all their work and play. An observation of children coming to school in the morning and parents' comments indicate that the vast majority enjoy coming to school and they take full benefit of the wide range of activities prepared for them. Most children organise themselves well but their ability to take personal responsibility for some of their learning is less well developed.

11. The standard of behaviour is good and the approach is positive with encouragement for children to behave well. There are many rewards and few sanctions. Parents are involved at an early stage if behaviour is unacceptable. At lunch and playtime, pupils play together very happily. There is very high quality supervision, a sociable atmosphere, lots to do and no evidence that racial or cultural differences produce disharmony or any unsuitable behaviour. The 'climbing frame' is very popular and there is a rota system, which ensures all pupils have a chance to enjoy it. Pupils in Year 2 know about rules and could talk about their class rules and that 'they help you to work well' 'because you have to listen and not call out'. There have been no exclusions.

12. The personal development of pupils is very good: they take the registers and each class has a daily 'leader'. They are given opportunities as playground monitors at the end of playtime, they collect up the drinks cartons and look out for younger ones who may need help. For example, there is a 'buddy bus stop' where any child feeling sad or left out can sit and others will join them to 'make them feel happy'.

13. Funds are raised for local, national and international charities and pupils understand that they should help others who are less fortunate. The high standards in the above areas greatly enhance the opportunities for pupils to do their very best.

14. The rate of attendance is good. At 95.3 per cent, it is above the national average and unauthorised absence is below the national average at 0.16 per cent. Pupils arrive punctually to school and to lessons with few problems. Parents are aware of the need to inform the school of absences and the educational welfare officer is involved if there are any concerns. Regular attendance has a very good effect on standards.

15. Parents at the meeting, in discussion, in questionnaires and by letter were impressed with the high values and standards, which the school actively promotes. They comment that behaviour is good with high expectations and any incidents quickly and satisfactorily dealt with. The positive ethos is seen as a strength of the school. The inspection team agrees with these comments

16. Since the previous report the positive and enthusiastic attitudes to school have remained very good. Behaviour was previously judged to be excellent. It is now good, which reflects a significant difference in the behaviour of some of the Year 2 pupils. Otherwise there is little change.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good overall, and promotes pupils' learning well. During the inspection, 37 lessons or parts of lessons were seen. Just over a half of lessons were good, and almost a quarter were very good or better. Almost a quarter of lessons were satisfactory. No unsatisfactory teaching was seen. Parents consider the quality of teaching to be good overall, and the inspection's findings confirm their views. At the last OFSTED inspection, there was a higher proportion of very good or better teaching, although 100 per cent was satisfactory or better, as at this inspection.

18. Overall, the quality of teaching and learning for children in the Foundation Stage is good in all six areas of learning with several instances of very good teaching. During the inspection, seven lessons were observed in the Reception classes. These lessons were never less than good and three very good lessons were observed. This quality of teaching leads to children of all abilities making good progress and learning well. All children develop good attitudes to learning due to the obvious warm relationships in the classrooms and the very good support given, especially to children with special educational needs. Teachers' planning is very comprehensive and contains learning objectives aimed at the Early Learning Goals, both in and out of doors. Classroom routines are very well organised and managed, and this has led to children quickly responding to the high expectations for attentiveness and behaviour. Teachers and teaching support assistants in both Reception classes listen carefully to what children have to say and constantly prompt, talk and question them in order to develop their speaking skills. Children's responses are very carefully noted and recorded by Reception teaching assistants to supply teachers with assessment for them to use in future planning. Teachers use time, support staff and resources well to ensure that all children receive a full and stimulating curriculum. A distinct strength of teaching is the very good teamwork between all staff connected with the Reception classes.

19. In Years 1 and 2, the quality of teaching is good. During the inspection, 30 lessons were observed. Of these more than half were good, almost a quarter very good or better, and just under a half were satisfactory. The effectiveness of the teaching can be judged on the good standards that pupils achieve in the majority of subjects when they leave the school. Very good teaching was seen in both year groups because teachers focused pupils' attention on their writing targets in literacy withdrawal groups, and managed and organised the learning very well in a Year 1 literacy lesson. In a geography lesson, the high quality introduction encouraged pupils' speaking and listening skills. In a singing session, the high expectations of the teacher resulted in pupils' achieving, clear, rhythmic singing in two parts. Where teaching is satisfactory, opportunities are missed during questioning and, on occasions, the pace of lessons is slower. Where there is a lack of sharpness in timekeeping, parts of a session are missed. The organisation of design and technology lessons makes it difficult for teachers to provide high quality lessons, as they have to manage up to four curriculum areas at a time. In religious education,

teachers give pupils insufficient opportunities to record their work. The quality of teaching literacy and numeracy is good overall, and promotes good progress. Occasionally, the mental activity sessions in mathematics lessons were not sharp enough, and this slowed pupils' progress. The standards reached by pupils by the end of Year 2 are average overall, due to the well below average starting point of this particular group of pupils. The teaching of the basic skills is good, and for pupils with special educational needs, it is very good and results in very good progress in their learning. Because of the overall good quality of teaching, pupils' intellectual, physical or creative effort is good. This results in average standards in all areas of the curriculum by the age of seven.

20. Teachers' plans are thorough. Teachers generally show good subject knowledge, and use resources well. Relationships are excellent between pupils and staff. These strengths mean that pupils make good progress in most lessons and enjoy their learning. Teachers share the learning intentions with pupils at the start of lessons and in the best lessons, remind pupils about these throughout the session so that they remain focused. These good quality lessons end with the teacher and pupils discussing what has been learned, and whether any improvements could have been made. In this way, pupils have a good understanding of their progress, and the teacher has a clearer picture of individual pupils' strengths and difficulties in learning. Teachers use assessments particularly well in English and mathematics to plan for the next lesson. Assessment practice is less well developed in other subjects.

21. The management of pupils is good. Teachers' marking of work is good, and provides clear guidance about how pupils can improve. It is also used effectively as an on-going record of pupils' attainment. Teaching assistants make a significant contribution to the teaching and learning in classes. They work very well in partnership with teachers, and this results in their time being used to good effect, and pupils benefiting from their input.

22. Teaching and learning for pupils who have special educational needs are very good, as the majority of the input for these pupils is provided by the special educational needs co-ordinator. The methods used are appropriate and enable pupils to learn well. High expectations for work and behaviour have been established, to which pupils respond well. Teaching assistants, who are well mentored and supported by the special educational needs co-ordinator, work well with teachers, focusing on those pupils who require individual help either at the times when the whole class works together, or in group-work. Teaching and learning in the small groups of pupils withdrawn from lessons are very good. Pupils make very good progress in these specialised sessions.

23. The very small minority of pupils with English as an additional language makes good progress because they are able to access fully the curriculum without additional help.

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

24. The quality and range of the curriculum provided by the school are good and it promotes the aims of the school well. It includes all subjects of the National Curriculum, and religious education is taught to the locally agreed syllabus. The curriculum meets all statutory requirements and offers pupils a good range of opportunities. However, the current approach of teaching up to four subjects at a time means that there are few opportunities to study these subjects, such as design and technology, in depth. This adversely influences the standards achieved. There have been good improvements in the development of pupils' speaking opportunities, and the school has enhanced provision for multi-cultural development. These were areas of weakness in the last report. Appropriate policies and schemes of work are in place for all subjects, and each receives an appropriate amount of teaching time. Long-term and medium-term planning is good and provides for the coverage of all National Curriculum programmes of study. Weekly plans are detailed and focus on key objectives, which groups of pupils are to learn. The headteacher and subject co-ordinators monitor planning of the curriculum. The National Literacy and Numeracy Strategies have been successfully implemented. They are appropriately resourced and are having a good impact on helping to raise standards throughout the school. Provision for pupils' personal development is good. Health and sex education and the use and misuse of medicines and drugs are taught as part of the science curriculum, within the context of caring relationships. Pupils are provided with accurate

information, which promotes positive attitudes to a healthy lifestyle. The provision for homework is satisfactory across the school and is appropriate to pupils' ages.

25. The quality and range of learning opportunities for all children in the Foundation Stage are also good. The planned and provided curriculum is well matched to all of the recommended areas of learning. Planning is very thorough and detailed for each area of learning and is well linked to appropriate topics like, 'Materials and Textiles' and 'Our Homes'. A strong emphasis is placed on children participating in 'hands on' practical experiences especially in their mathematical, creative development and knowledge and understanding of the world. Personal, social and emotional development runs through most of the day-to-day classroom and school activities. All teachers plan more focussed teaching, linked to the format of the National Numeracy and Literacy Strategies and introduced effectively to the children. Children of higher ability are also provided with extension work that is linked to the National Curriculum to ensure they achieve their full potential. All Reception class teachers provide appropriate physical challenges both indoors and outdoors to include children of all abilities, including those with special educational needs.

26. Curricular provision for pupils who have special educational needs is excellent, and the school takes care to ensure that pupils of all levels of ability are fully included in the offered curriculum. There is a very good balance between in-class and small group work to enable pupils to make the most of their time in school. During lessons, pupils are well supported by teaching assistants. The targets set in individual education plans help to focus pupils' development, and they make very good progress towards achieving them. The needs of pupils with statements of special educational need are met well. The co-ordinator has already put in place most of the requirements of the new Code of Practice for special educational needs, and the policy is due to be updated next term.

27. The aims of the school show a strong commitment to equality of education for all pupils. The school is a very inclusive school enabling everyone to feel that they are part of a very caring community. Excellent provision for pupils with special educational needs ensures that they have appropriate access to all aspects of the curriculum.

28. The school provides a satisfactory range of extra-curricular activities. Pupils take part in sporting activities with other schools. They have won the six-a-side football competition for the past three years. The curriculum is enhanced through a good range of visits and visitors. Pupils visit different places of interest, such as Farnham museum, Bracknell science centre and the Polka Theatre, which enhance pupils' learning in many areas of the curriculum. Pupils take part in the 'able scientists' and 'mathematicians workshops'. Visiting theatre companies and musicians enliven pupils' understanding of historical events and different cultures.

29. There are good links with the local community that make a positive contribution to pupils' experience and learning, such as the school 'May Fair' and links with the church. Many parents came into school to help during the school's 'Arts' week. Pupils won a local litter competition and took part in a local bank's centenary celebrations. Local visitors are welcomed into the school and to assemblies. The school has good links with the pre-school groups, and the junior school, which help to prepare pupils well for their transfer to their next stage of education. There are good links with outside agencies for pupils with special educational needs.

30. Pupils' good behaviour and their positive attitudes towards their work are founded on the school's good provision for their spiritual, moral, social and cultural development. Provision for pupils' spiritual development is good. It is enhanced through religious education, where they learn about world religions, and in assemblies. Here, pupils enter reverently to an atmosphere of calm created by well-chosen music. The focus is mainly Christian and pupils sing hymns very well and take part in prayers. The local curate is a regular visitor to the school. All pupils were involved when the Rainbow Theatre Company visited the school to perform the Easter story. Pupils are encouraged to develop an appreciation of, and to wonder at, the natural world during science and art lessons. They experience the pleasure of making music, and of responding to music in assemblies. A feeling of harmony and intangible 'specialness' was created when every Year 2 pupil played recorders together during their music lesson.

31. The very good provision for pupils' moral development is founded on the very high expectations that staff have of them. All staff provide very good role models for the pupils and are very consistent in the way they show respect for both pupils and other adults. The school has a very positive approach to the management of behaviour. A good rewards system is successful in building pupils' self-esteem and respect for others. All adults in the school enable pupils to be aware of what is acceptable and help them to develop an appropriate idea of what is right and wrong. Moral issues are taught very well and pupils are well behaved in and around the school. Through their sporting

activities, pupils are developing a healthy sense of competition, an awareness of rules and pride in their team's achievements.

32. The school makes very good provision for pupils' social development and parents agree that the school is helping their children to become mature and responsible. The school creates a strong sense of identity as a very caring community in which everyone is respected and supported very well. Relationships are excellent, and all adults in the school contribute to a friendly atmosphere, which encourages the development of pupils' social skills very effectively. Pupils who have special educational needs are integrated very well into a happy and caring community and into all activities offered by the school. Appropriate opportunities are taken in class for pupils to work collaboratively and to share resources and equipment. They are also given tasks suitable for their age and development, such as preparing the tables before they start their artwork. Pupils are encouraged to develop their awareness of the needs of the poor by supporting various charities, such as the 'Christmas shoebox appeal'.

33. Cultural provision for pupils is good. The school helps pupils to appreciate the ethnic and cultural diversity of British life through many aspects of the curriculum. Earlier this year, pupils made Chinese dragons for the Chinese New Year. Every two years, pupils take part in the Ash schools' music festival. There are regular book weeks and pupils enjoyed listening to the 'bedtime stories' on National Book Day. Older pupils became 'Victorians' for a day, when they visited Farnham museum. Pupils' 'Celebrations' theme artwork was exhibited in Guildford Cathedral and their artwork is regularly exhibited in the local library. Pupils study a range of styles of art from many cultures, such as Western, African, Chinese and Japanese. Pupils listen to a wide range of music from different times and cultures. They sing songs from other countries, including a Samoan song, and play a range of ethnic instruments. Pupils enjoy these stimulating experiences, which enable them to start to recognise and celebrate cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school makes good provision for the care of its pupils. They make good progress in a happy, interesting and attractive learning atmosphere, where they are encouraged to develop their confidence, independence and enthusiasm for learning. Teachers know the children and their families well, there is good rapport, and an open door policy, which gives parents confidence to approach staff with any problems. At play and at lunchtimes, pupils are supervised very well, with opportunities for many different activities.

35. Children in the Foundation Stage are very well cared for and are obviously very happy in their classroom and school surroundings. Assessment and record keeping procedures are very good. Children are observed in every aspect of their school life, and teachers and teaching assistants use a 'day book' to record children's academic, personal and behaviour performance. These data are then used well by teachers to plan lessons for groups and individual children. Children are assessed using the Local Education Authority's baseline assessment soon after their entry to school and this information is used to start the school's tracking of pupils' progress and to predict the National Curriculum levels likely to be achieved at the end of Year 2.

36. The care and concern given to pupils with special educational needs are excellent. In consultation with the special educational needs co-ordinator, teachers make the initial identification of any pupils who may have special educational needs early in the pupil's time at the school. All pupils are well provided for, including those who have a 'watching brief', but are not on the special educational needs register. Assessment is very good and the school uses any reports from outside agencies, such as the

occupational therapist, to good effect. The systematic assessment and teaching of pupils with special educational needs enables them to make very good progress in their learning.

37. The school has a good assessment policy and marking policy. Marking is consistent across the school. It is often congratulatory and has helpful comments on how pupils can improve their work in order to raise their standard of attainment.

38. The procedures for assessment and the use of assessment information to guide curricular planning are good. They are excellent for special educational needs, very good for English and mathematics, and good for science and art. Assessment for information and communication technology is due to be introduced later this term. The school recognises that assessment procedures are not in place for the other subjects, but has this in the school's development plans. The school uses a good range of assessment procedures for English, mathematics and science and makes good use of this information to raise standards of attainment in these subjects. Data from the statutory end of Year 2 test results is analysed, and the information is used to inform future planning in order to raise pupils' attainment. The school has introduced appropriate targets for individual pupils in English, mathematics and science, which are linked to National Curriculum levels.

39. The procedures for promoting behaviour and discipline are very good. The behaviour policy clearly outlines the school's expectations, which are high and which are shared with parents in the school prospectus and through the home school agreement. The pupils talk about, and are familiar with, the classroom rules. There are many rewards and few sanctions. Although there are very few bullying incidents, if any occur, they are dealt with immediately. No inappropriate behaviour was seen during the inspection.

40. The policy for child protection contains good information and follows Local Education Authority guidelines. The head teacher is the responsible person and has had training. The staff have had training and are aware of the procedures and the need for vigilance.

41. The school makes good provision for the personal support and guidance of its pupils. There is an appropriate sex education policy and drug and other health education issues are covered in assemblies and across the curriculum. The policy for personal, social and health education is clear and comprehensive.

42. The procedures for encouraging regular attendance and punctuality are good and work well and registers are completed according to statutory requirements. Parents know and understand the school's expectations.

43. The procedures for promoting the health, safety and well being of the pupils are good. The health and safety policy is simple and is clearly set out. The headteacher is the responsible person, but all staff are involved. Procedures are in place for recording and reporting accidents and, although there is no medical room, pupils are looked after well if they feel ill. Although two members of staff had training in first aid, their certificates are out-of-date and their training is in need of renewal. This is scheduled for next half term. The governors undertake regular safety checks and a risk assessment and the caretaker raises any concerns on a daily basis. Substances are stored safely under lock and key. There are regular safety checks on equipment, such as fire extinguishers and electrical appliances, with fire drills at least once each half term.

44. The problem with traffic on the site has been addressed and, although one or two parents are inconsiderate and still park instead of using the 'drop off' zone, it is now much safer and is constantly monitored and kept under review. It is intended to further improve this with building works due to start in July.

45. There are very good links with the on-site junior school. In the summer half term, pupils in Year 2 join in activities on the junior playing field and there are meetings, visits and the passing on of curricular and other information. The standards of care are good and this has a very positive effect on the pupils' attainment.

46. At the time of the previous inspection, welfare and guidance were very good, they are now good and very good in some areas. Parents at the meeting, in discussion, in questionnaires and by letter commented that the staff look after their children well and that they are happy in a very good atmosphere. The inspection team agrees with this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school's partnership with parents is good. The school works hard and very successfully to ensure that parents feel welcome in school and are actively involved in their children's learning. This has a significant effect on the standards that are achieved. Many parents help in school on a regular basis and many more give very good support to the Parent Teacher Association's events.

48. Parents appreciate the dedication and commitment of the staff and praise the very good relationships within the school. They say that the headteacher and staff are very approachable, that they feel welcome and that their contributions, (which are considerable), are valued. There is a 'thank you event' for them. Parents are invited to special assemblies, such as Harvest and for 'Mother's Day'.

49. Induction procedures for children who are starting school are good. Parents and new children are invited to the school several times before entry to meet their teachers and future classmates. A booklet is also given to parents before the new term so that they become conversant with school times and routines. This also contains useful guidance on the way that parents can help their children with their school work. There is close liaison between the school and the various playgroups that send children to the school. Some parents assist in classes and help with out of school visits and trips. There are good procedures to ensure that pupils enter school happily and the procedures for transition to the junior school are also good.

50. Parents of pupils with special educational needs are very well informed about the school's provision for their children. They are able to be in daily contact with the co-ordinator, who is always readily available to talk with parents. They know what targets are set, and there is a part for them to play at home in the individual education plans. Parents are fully involved in the annual reviews of individual education plans, and statements of special educational need. Parents are also fully involved in the review meetings of pupils' individual targets. They take an active part in the school's provision.

51. The Parent Teacher Association is very well supported; it is successful and raises significant amounts of money which are used very well to supplement the school's resources. The fund raising has bought new chairs for the hall, a 'buddy bus stop' and provided playground markings. Parents have also helped with painting the storage sheds, and with clearing out the pond. Over 60 parents helped during the recent 'art week'.

52. The quality of information provided for parents is good, with two evenings when parents can talk about their children's progress and a meeting in the summer term to discuss reports. Information on topic and other curriculum areas is also sent out in regular newsletters. There are question and answer sessions offered each term. Annual reports are of good quality with clearly defined targets for English, mathematics and science, and an opportunity for parents to respond at the meeting. They meet statutory requirements. An 'incident' book recording when a pupil's actions affect other pupils, and parents are involved, is kept in the headteacher's office. A suggestion book is kept in the front hall. A communication book, used by the senior management team and the senior school assistant for any other issues is kept in the school office. A questionnaire has been used to find out parents' views, and all parents are consulted before the school development plan is drafted.

53. The governors' Annual Report to parents and the school prospectus contain good information, they are clear and informative and meet statutory requirements. The home school agreement encourages parents to support their children. Many parents are actively and successfully involved in their children's learning at home. There is a homework policy and homework appropriately supports children's learning.

54. The school does not provide extra curricular activities. Some parents would like extra curricular activities to be provided. Parents who are governors are actively involved in the school's work, are well informed, understand their role, and support the work of the school very well.

55. The comments are similar to those at the time of the previous inspection when links and partnership made a very good contribution to levels of attainment. Parents in discussion, in questionnaires and by letter were positive and appreciative of the work that the school does. The team agrees with the many positive comments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of the school's leadership and management is good overall, with many strong areas. Although this differs from that of the last inspection, when leadership and management by the previous headteacher and management team, were judged as excellent, the new headteacher and team have made considerable improvements in many aspects of the school. However, the role of the middle managers, the curriculum co-ordinators, is under developed, and is making insufficient contribution to raising standards in their subjects. This is being partly addressed through next year's budget plan. At present, the headteacher effectively monitors and evaluates the school's results, and takes the necessary action to improve results. The leadership of the school ensures clear educational direction. The school has a very good ethos. It aims to provide a secure, happy environment that builds on success at an individual level. It is successful in meeting this objective. The governing body fulfils its responsibilities well. The school is well placed to improve in the future.

57. The headteacher is well supported by the assistant headteacher, and all members of staff. There is a strong team spirit at the school, and good team working. There is an inclusive atmosphere in the school, where all members of the school community 'pull together'. The monitoring, evaluation and development of teaching by the senior management team and co-ordinators is a developing area, and one that has been identified by the headteacher to improve. In the past, some co-ordinators have had opportunities to monitor lessons, but this is less frequent due to the staffing situation at the school. The effectiveness of co-ordinators in the identification of what needs to be developed in different subjects is satisfactory. They produce action plans, but in the present flexible staffing situation, due to maternity leave, and the proportion of part-time staff, it is difficult for them to provide the expectations in the time allocated.

58. Assessment is well used in English and mathematics, and is a developing area in all other subjects. There is a shared sense of responsibility in the school: staff want to do the best for the pupils that they teach. All support staff share the same philosophy and work collaboratively to achieve their agreed values and aims. The school has good links with the adjacent junior school, and these are improving all the time. The governors' intention for the school to work in partnership with parents is successful. The school actively promotes equal opportunities through its daily life. This is a caring school underpinned by valuing and respecting each individual's contribution.

59. The school improvement plan outlines developments for four years. There are four key curriculum areas identified for development during this academic year (to establish best practice in Early years provision; to raise standards in information and communication technology; to raise standards in writing, and to raise the profile of art in the curriculum). The additional priority of improving the quality and effectiveness of the teaching and learning environment will be further addressed during the planned building works. There is a clear timetable to review policies in identified subject areas on a rolling programme.

60. The school has a number of policies to promote the inclusion of all its pupils into the opportunities that it provides, and analyses trends in attainment to monitor performance. The school has a very small proportion of pupils from minority ethnic groups, who are well included in all school activities and opportunities.

61. The management of the provision for children in the Foundation Stage is good. One of the Reception class teachers is responsible for the early years, and she is well qualified and experienced.

Each Reception teacher has a teaching assistant. The quality of relationships within the Reception classes is very good and teachers and support assistants work together as a team to ensure that all children receive the very best education. The indoor accommodation is bright and colourful and includes two classrooms each with an adjacent outside activity area. These areas are used well to develop all children's physical learning, and include the use of large wheeled toys. Reception classes also have the use of the school hall and the larger playgrounds. Learning resources are generally good and are very well used to support children's learning.

62. Leadership and management of the special educational needs aspect of the school are very good. The assistant headteacher has been leading this aspect for nine years and has established excellent provision for these pupils. In conjunction with teachers, she organises individual support, pupils' targets, and the deployment of assistants very well. Legal requirements are met for those pupils who have statements of special educational needs.

63. The standards reported in the last OFSTED report for the provision for special educational needs have been maintained, and are excellent. Pupils continue to make very good progress towards their targets. Some very good additions are the provision for those pupils who have specific learning difficulties. They are provided with quite specific learning resources such as individual computers. Teaching support assistants are giving good support to pupils, and the school provides well for the more able in helping them achieve as well as they can, especially in English, mathematics and science.

64. There is a sufficient number of appropriately trained staff with a wide range of expertise. Staff, including teaching assistants, have training matched to the need and long-term development of the individual and in line with the priorities of the school development plan. The co-ordinator for special educational needs manages the teaching assistants who give very good support and are valued members of the team. They discuss planning and other activities with the classroom teacher and are involved in discussions about pupils' progress.

65. Job descriptions are presently under review as there have been a number of staff changes, but they provide a good framework. There is a comprehensive staff handbook and new staff are given good support and induction. Other staff makes significant contributions to the smooth running of the school.

66. Accommodation is used well to support the curriculum. Although classrooms are small they have sinks and limited storage space. Good use is made of the corridors and the very good library facilities are also very well used. There is a spacious hall and the building is clean and well decorated. There is no suite for information and communication technology but the information and communication technology equipment is available in each classroom and in the shared areas. The number of computers available is just below the national average at 12 pupils to each computer. Good displays of artefacts and children's work enhance the learning environment.

67. There is no dedicated area for the treatment of pupils who are unwell. At present, they are looked after outside the school office in a main corridor, and this is unsatisfactory. There is no specialist area for the teaching of pupils with special educational needs, but the co-ordinator uses the allocated library space very well, and pupils enjoy their environment for learning. The heating is not working and needs replacing. This is in hand and extensive building work is planned to take place after the inspection.

68. The hard play area has a climbing frame and many markings, which are used very effectively, there is also a green area which is used when the weather is dry and a secure area with a pond and wild garden. In the summer term, pupils in Year 2 are invited to play on the junior school field.

69. Resources are good in English, mathematics, science, art and design, and physical education, they are satisfactory in all other subjects. The co-ordinator for religious education is aware that a further supply of artefacts would enhance provision. Storage space is at a premium, but it is used well to enable resources, which are well planned and clearly labelled, to be easily accessible when required.

70. Financial planning is prudent and managed very well. A comprehensive financial policy, which is reviewed and updated annually by the governing body, ensures that all are fully aware of their duties.

Key roles are defined and organisation and accountability clearly outlined. The governing body, particularly the financial committee, is actively and effectively involved. The chair of the finance committee has regular ongoing liaison with the headteacher and administration officer, who has day-to-day responsibility, to discuss ongoing financial matters. His expectations are that the school will provide the highest possible opportunities for the pupils, and he is happy to find comparisons to ensure that best value for money is obtained.

71. Although the school has a large carry over of funds, this is properly planned for and includes a programme for redecoration, renewal of equipment, a reserve to cover differences in teacher's pay and supply cover, and projects identified in the school development plan. The cost of replacing the heating is £100,000 and it is expected that the rollover will be needed to make a contribution to this, to the cost of refurbishing after the completion of the new building works, and also for new technology in the new office accommodation.

72. The principles of best value are adhered to, the school follows local education authority guidance and obtains competitive quotes and good value for money principles are followed. The recent financial audit complimented the school on its financial management and the few suggestions made have been addressed.

73. The governing body is supportive of the school, and through its committees, governors are informed about curriculum and resources issues. The finance committee carefully monitors the finances of the school. Funding grants allocated for staff training are well used. Funds for special educational needs are well managed and are used prudently to support pupils. The governing body meets its strategic responsibilities in managing the school and planning for the use of resources. Individual governors are developing links to subjects and make both formal and informal visits to the school. There is a good working relationship with the management of the school. The strategic role of governors is good. Statutory requirements are met.

74. The average costs per pupil are just higher than the average, but taking into account pupils' overall attainment and progress, attitudes, behaviour and personal development, and the quality of education provided, and the excellent provision for special educational needs, Walsh Memorial CE Infant School provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) ***Develop the role of the curriculum co-ordinators to be pro-active in raising standards by;**
 - providing a planned programme to give them time to support colleagues, and observe lessons in their subject areas;
 - enabling them to be accountable for the standards in their subject areas. (paragraphs 56,57,121,125,132,143, 147)

- (2) ***Further raise standards in those subjects identified as being necessary in this report by;**
 - continuing to develop and implement assessment practices;
 - re-thinking the organisation of the curriculum to further raise standards in those areas. (paragraphs 2,18,20,24,38,58,116,120,121,128,132, 143)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Further develop the using and applying and mental aspects of mathematics. (paragraphs 7,19,107)
- Provide more opportunities for pupils to record their work in religious education lessons.(paragraphs 18,142)
- Explore with parents, staff and governors ways to promote the development of extra-curricular activities for pupils. (paragraph 28, 54)
- *Provide staff with suitable first aid training. (paragraph 43),

** Areas highlighted with an asterisk are already identified in the school's development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	20	9	0	0	0
Percentage	0	22	54	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	172
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	62

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	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.77

Unauthorised absence

	%
School data	0.16

National comparative data	5.6
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National comparative data	0.5
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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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	28	31	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	27
	Girls	29	29	29
	Total	53	52	56
Percentage of pupils at NC level 2 or above	School	90(89)	88 (91)	95 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	24
	Girls	28	29	31
	Total	53	57	55
Percentage of pupils at NC level 2 or above	School	90 (93)	97(91)	93(93)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24.6
Average class size	28.6

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	108

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.

Financial information

Financial year	2000/2001
	£
Total income	375535
Total expenditure	353632
Expenditure per pupil	2158
Balance brought forward from previous year	18484
Balance carried forward to next year	40387

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	2	0	0
My child is making good progress in school.	47	50	2	0	2
Behaviour in the school is good.	44	53	0	0	3
My child gets the right amount of work to do at home.	42	44	11	2	2
The teaching is good.	58	40	0	0	2
I am kept well informed about how my child is getting on.	31	45	23	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	45	55	0	0	0
The school works closely with parents.	27	53	16	0	3
The school is well led and managed.	45	52	2	0	2
The school is helping my child become mature and responsible.	47	52	2	0	0
The school provides an interesting range of activities outside lessons.	10	35	23	10	19

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

80. The school has maintained the good provision for children in the Foundation Stage since the previous inspection. The very well organised day-to-day routines established by the Reception teachers and other staff, enable all children to feel secure and safe and to grow in confidence. The overall good teaching, is having a very positive impact on children's learning.
81. The majority of older children start school in September while the younger group attends part time for part of the first term. The three classes of the spring term revert to two full time classes in the summer term. At the time of the inspection, all children were full time and there were 56 children in the Foundation Stage. Some children have attended pre-school or local play groups. Induction procedures are good. Parents and children are invited into the school before entry to meet their teachers and their future classmates. There is no formal talk to parents about the Foundation Stage and the link to the Early Learning Goals, but several informal sessions are offered for individual consultation. Overall, when children enter the school, the Local Education Authority assessment indicates that their attainment is below average for their age. By the end of the Reception year, most children are achieving well and are on course to meet all six of the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their creative and physical development. In their personal, social and emotional development children are on course to exceed the expectations for their age. This is due to the good, and sometimes very good teaching, in all areas of development and the very good support provided. A small minority of children are on course to begin their National Curriculum work before they leave the Reception classes. A significant strength of the Foundation Stage classes is the wide inclusion of children of all abilities in all aspects and areas of the Early Years' curriculum. The support for children with special educational needs is very good.

Personal, social and emotional development

82. Standards are good in this area of learning. This shows good achievement and reflects the skilful teaching, where children are constantly encouraged to feel confident about what they can achieve. The children settle in very well, and quickly learn to share and take turns while at play or work. They listen carefully to others, both in the classroom and during school assemblies, when they are very well behaved and try their best to join in with the hymns and prayers. During whole class sessions, children sit quietly, mostly remember to take turns when speaking, and learn to listen to the comments of others. However, they are not always confident enough to ask their own questions. They are polite and friendly and usually remember to use conventional phrases, such as 'please' and 'thank you', when asking for or receiving anything that is handed to them. The children attend to their personal hygiene appropriately, and most of them undress and dress themselves independently before and after physical development lessons. The children enjoy their learning, especially when it involves practical work like painting, making models and working on the computer. All children settle quickly to the more structured activities, such as literacy and numeracy, and show the ability to concentrate for appropriate periods of time at the same time, listening attentively to their teacher's instructions.
83. Personal and social development is strongly promoted in all areas of learning and the teachers' planning is very thorough. A strength of the teaching is the warm and encouraging relationships that the adults develop with the children, which enable them to feel secure. The adults provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop a good awareness of the needs of others. The support for pupils with special educational needs, in both Reception classes, is very good and teachers and support staff work very well together, as a team, to provide all children with an appropriate and full curriculum. The Reception class teachers mostly ensure that there is sufficient time for the children to choose activities for

themselves, but children do not always have the confidence to initiate their own ideas through play. There is a wide range of resources available to support all aspects of their learning.

Communication, language and literacy

84. Children make very good progress in this area of learning, and, by the time they have completed the Reception year, nearly all are on course to meet the recommended Early Learning Goals. Their language and communication skills develop well, and most children talk freely about their own experiences and the things that interest them. Staff in both classrooms use talk to good effect and are good active listeners. Throughout all the areas of learning, both the Reception teachers and classroom assistants talk to the children individually, and in groups, to ensure that all children extend their vocabulary and have the ability to use their language and communication skills for a range of purposes. The children sustain attentive listening and particularly enjoy listening to stories. In their literacy work with the 'big book', children understand that print and pictures carry meaning. In a literacy session, the teacher used the big book story, 'Walking in the Jungle' to question the class about the logo, title and picture on the cover. Children's speaking and listening capability is developed by inviting children to suggest appropriate 'speech bubbles' to match the story, for example, 'What do you think the girl will say when she first enters the jungle?' Most children are able to make relevant observations about the characters in pictures and can explain their actions. Consistent strategies used by the teachers and teaching assistants enable pupils to recognise and say the initial sounds of words in order to build up the word. The more able children can recognise a good range of familiar words and use this knowledge to help them read simple sentences in their reading books. Most children are able to write their names although some still rely on tracing techniques. They confidently practise their writing and, by the time they leave the Reception year, a few children can write independently for an appropriate range of purposes such as adding titles to their work, shopping lists and labels.
85. Teaching in this area of learning is good and Reception teachers have effectively adapted the format of the National Literacy Strategy to meet the needs of all children in the class. A very good programme of teaching, based on the meaning of words, spelling patterns, sentence construction and reading groups, helps to develop the children's knowledge and understanding of literacy. All children are provided with a good range of purposeful activities to develop their use of language for reading and writing, whatever their stage of development. For example, they are provided with an opportunity to write in the free writing corner. Through very effective interaction with adults, and realistic expectations of the quality of work that can be achieved, all children extend their communication, language and literacy skills well.

Mathematical development

86. The teaching and learning of mathematical development are good and most children are on course to meet the Early Learning Goals. Children can mostly count up to 30 and some recognise larger numbers from their everyday life such as, the number of children in the class and the number of their house. Some are able to write numbers up to ten and some rely on tracing techniques. When a child commented that two of the flash card numbers went together, the teacher used this as an opportunity to introduce the concept of consecutive numbers and 'less than' and 'more than'. She said, 'Hold the two numbers in your head, ten and 11, which number is more?' Most children develop a sound understanding of mathematical language and use words such as before, after, bigger than and smaller than, when talking about numbers. Only a few more able children are able to use their developing mathematical ideas to solve problems, such as one more, two more or three more than a number from one to ten. In their early work, children are provided with an appropriate and wide range of practical experiences, such as sorting and ordering games, shape puzzles, building with bricks and using coins.
87. The more formal activities for mathematics are very effectively introduced to the children through the framework for teaching numeracy. The work is very well planned to ensure that all children including those with special educational needs receive the necessary support. Children are encouraged to see mathematics all around them and develop their mathematical ideas through

play situations like the 'Home Sweet Home' corner and in their outside play with large wheeled toys. Questions are used skilfully to encourage children to organise their thoughts and build on their understanding. For example, in their work on 'routes', children are encouraged to recognise long and short routes and 'direction' words are stressed like; 'over', 'around' and 'through'. All teachers and teaching assistants use practical 'hands on' apparatus and equipment very well to enhance all children's mathematical understanding. Children are introduced to the idea of data collection by producing a simple class pictogram relating to their Chinese food preferences, connected to the school topic on Chinese New Year.

Knowledge and understanding of the world

88. Most children enter the Reception classes with a basic general knowledge, which the teachers build on effectively, helping them to learn more about the world around them. The teaching and learning of this aspect are also good and nearly all children are on course to meet the expected standard by the end of the Reception year. Activities are very well planned and organised and are carefully linked between the recommended areas of learning and National Curriculum subjects, like science, geography and history. Taking themes such as 'Materials and Textiles', 'My Home' and 'Spring', teachers plan activities very well to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work, and children are encouraged to be observant and describe what they see although some find this difficult. Effective questioning focuses children's attention and ascertains their understanding. For example, in their work on houses, most children understand the difference between various types of dwelling like, a bungalow, detached and semi-detached house. This work leads to good provision of opportunities for children to find out about their local environment by looking at a map of the area and identifying features they recognise. The children participating in 'At Home with the Three Bears and Goldilocks' also encourages role-play. Nearly all children make good progress when working on the computer and the vast majority are able to move a cursor appropriately by using the 'mouse'. The children are introduced to a suitable range of religions and beliefs through literacy and religious education lessons.

Physical development

89. All children are making good progress in developing physical control, mobility and awareness of space both indoors and out, due to the good provision, and very good quality of teaching in this development area. Although the two Reception classes are at opposite ends of the school, there is a designated play area with direct access from both classrooms. These areas are well used for large wheeled toys. Children also have the use of climbing or clambering equipment and a larger playground with colourful markings to use, enjoy and refine their physical skills. The children join the older children in the playground at break times and have regular opportunities to use the hall for physical education, music and movement lessons and drama activities. In these lessons, the children make good use of the space in the hall and develop a good awareness of others in their spacing. Good learning in these lessons is due to very careful planning, the teacher's good use of time and the imaginative approach that keeps all children involved and active. The available support is used very well to ensure that children of all abilities are able to participate fully in the planned activities. These include the use of a wide range of equipment such as; various size balls, bean-bags, hockey sticks and hoops. Children are also introduced to the intricacies of Maypole dancing, which is well linked to their cultural development.
90. All teachers and support staff are fully involved in all the activities to encourage and support children and to give them confidence. In the lesson concerned with controlling balls and bean-bags, children showed good skills in throwing and kicking a ball through a limited space. Most are also adept at controlling a ball with a hockey stick. 'Warm up' and 'cool down' sessions are used at the beginning and end of the lessons, indicating a good awareness of health and safety factors by teachers, but they do not always remind children of the reason for these sessions. Within the classroom, children develop increasing hand control through cutting, gluing and by practising their handwriting. Models of small textured houses have been constructed. Good teaching and support fully maximise what the children can do in this aspect of their physical

development and this ensures that the vast majority of children will achieve the appropriate learning goal by the time they leave the Reception classes.

Creative development

91. The children make good progress overall in developing their creative skills and most are on course to meet the nationally recommended levels of attainment by the end of the Reception year. The quality of teaching and learning is good, and indoor activities are well planned, resourced and organised. Role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. They use props and other resources imaginatively and are able to sustain aspects of characters for appropriate periods of time. Most can talk about what they are doing. Teaching assistants play a part in introducing and participating in role-play, but sometimes this is over-directed. In the music and movement lessons in the hall, all children use their imagination well to the musical stimulus of a taped story, 'Monkey Puzzle'. Their creative and physical impressions of elephants, snakes, monkeys and spiders are well matched to the story, especially the spiders. Opportunities are given for children to demonstrate their 'animals' at the end of the lesson when the teacher asked, 'Which animal did you enjoy being the most?' Their creative play outdoors is mainly concerned with riding and controlling large wheeled toys like scooters and tricycles. In their artwork, children paint freely and produce good spring pictures using shades of blue and green and various collage materials. They have also made hand-held 'windmills' and an underwater collage using sand, paint, lentils, paper, pasta and wool. They learn how to mix colours when painting and they are receiving effective support and guidance from adults while they work. Children thoroughly enjoy their music lessons and learn to listen carefully. They sing a variety of simple songs from memory, are beginning to tap out a rhythm, and are introduced to a variety of simple musical instruments.

ENGLISH

92. Pupils in Year 2 achieve average standards in English. They make very good progress from their well below average attainment on entry to the school. There is a high proportion of pupils with special educational needs in the school, which has an impact on the proportion of pupils who reach above average standards. Over the past four years, there have been some fluctuations from year to year, which reflect the differences between year groups in the school. The school has set realistic targets for this year, which pupils are on course to achieve in the end of Year 2 national tests. The school has made very good progress in the key issue from the previous inspection to improve pupils' speaking skills. The school is now focusing on improving pupils' writing skills.
93. Pupils achieve very well in English as they move through the school. Pupils with special educational needs achieve good standards compared with their previous attainment because they receive well planned and effective support in and out of class, and their progress is regularly reviewed. The 'Early Literacy' programme supports pupils' development well. No significant differences between the achievement of boys and girls were observed during the inspection.
94. Standards in speaking and listening are average. Many pupils enter the school with below average levels of confidence and spoken language. They gradually develop confidence in speaking, and improve their listening skills. In a good Year 1 lesson, pupils enjoyed talking about their feelings after riding the broomsticks they had made in school the previous week around the playground pretending to be witches flying in the sky at night. Answers of 'It was chilly, I was excited, I felt nervous' and 'I was freezing like an ice-cube' showed that this good practical approach had enabled pupils to express their ideas very well. Every pupil was eager to express their ideas, but listened attentively to others' contributions. The teacher's good class management and effective questioning encouraged pupils to increase their speaking and listening skills well. However, although pupils responded precisely to the teacher's questions, most used a limited vocabulary and simple sentences.

95. Standards in reading are average in Year 2. At all ages, pupils enjoy reading in the literacy hour and most do so clearly. Pupils confidently handle books and take them home regularly. More able pupils read confidently, some with good expression, and are able to talk about the books they like, such as *Matilda* by Roald Dahl. Average pupils read simple texts accurately and understand appropriate strategies to read unfamiliar words but they, and some less able pupils, do not always do this automatically. Pupils' enjoyment of, and interest in, books develop well throughout the school. Although some pupils name Tony Ross as their favourite author, most do not have a favourite author or story.
96. Standards in writing are average in Year 2. There is evidence that younger pupils are achieving higher standards. This is partly because there are fewer pupils with special educational needs in other year groups, and partly because these pupils have benefited from the improvements in teaching at an earlier stage. Average pupils in Year 2 have a secure understanding of how to write instructions, such as 'how to make toast'. A few more able pupils select a wider range of vocabulary and are beginning to use words to create interesting effects. This was seen in their writing of 'an underwater adventure' and the 'magic ring'. A group of more able pupils are making their own books about pixies during their Wednesday Wonderful Writers group work, which is enabling them to extend their understanding of writing in different formats, such as a contents page and an index, as well as imaginative story writing. When writing poems about fruits, one pupil from this group wrote:
'A pineapple poem'.
Spiky Miky was really quite piky.
He was always mean because he
did not want to be green.
97. Less able pupils, whilst generally writing coherently, have a variable understanding of how to form simple sentences accurately, particularly in their use of basic punctuation. Pupils who are having difficulties with writing and pencil control are enjoying the wide range of activities to help them to develop their hand control during their *Wednesday Wicked Writers* group work.
98. The school has identified the need to improve standards of pupils' writing. An analysis of pupils' work indicates that the school is effectively addressing the issue of presentation through the introduction of joined writing throughout the school and formal handwriting lessons, as standards of presentation are improving. Pupils organise their work to a clearly understood format and take a pride in presenting their work as neatly and carefully as they can. Pupils' work is valued and respected, and this helps to sustain the good care and quality of work. The acceptance of developmental writing is good, as this is enabling all pupils to be confident writers. The increased focus on the use of phonics and spelling patterns, combined with the developmental writing, is helping to improve pupils' standards of spelling. Throughout the school, standards in literacy are average, and the development of literacy skills across the curriculum is satisfactory.
99. The quality of teaching and learning in English is good. The very good relationships between pupils and adults create a positive atmosphere for learning. This enables pupils to develop their skills and understanding, under the guidance of teachers and support staff who know their pupils very well. Teachers have good subject knowledge, which is evident in their confident management of the literacy hour and in their clear and interesting presentations, which effectively interest and involve pupils. Most lessons have a brisk, purposeful pace because lessons are well planned and pupils are given a clear understanding of what they are expected to learn.
100. Strengths in the teaching and learning of English across the school were well illustrated in a very good literacy lesson in Year 2. The class read from a shared text that helped them read with intonation and expression. This developed their understanding about authors from information on the book cover. The teacher had a very good relationship with pupils, which enabled them to feel confident to express their ideas. The teacher's lively presentation engaged the pupils' interest, sustained their concentration well and helped them to develop useful reading strategies. The use of effective questioning before the teacher turned the pages and enabled

pupils to develop the higher order reading skill of prediction, such as 'what do you think may happen next'? The teacher used hand puppets well to encourage pupils to ask questions of the wolf and the pig. They asked questions such as, 'Do you like being a wolf? Was the piggy tasty?' and 'Why did you play all the tricks?' The teacher answered in the character of the animals before writing the pupils' questions on the white board, which reinforced pupils' learning well of the use of correct spellings, joined writing and correct punctuation. There was a very good transition into group work for pupils to write their own questions to ask the wolf. The group work was planned well and differentiated for pupils of varying abilities. There was also very good co-operation between the teacher and the teaching support assistant, who was productively involved throughout the lesson. They both constantly questioned pupils to ensure their understanding and praised them for their good work. During the very good plenary, pupils enjoyed taking turns to be the wolf, to answer the questions other pupils had written, such as 'Why did you eat the pig?' Wolf 'Because he was tasty.' Very good relationships and high expectations of pupils' behaviour, personal responsibility and standards of work ensured that pupils made very good gains in their learning.

101. There is a very good focus on developing oral and listening skills throughout the school, and teachers use questions effectively to encourage all pupils to participate, and to extend and develop their responses. Speaking was a key issue for improvement in the last inspection and the school has addressed this very well. Reading is given good attention in the group reading sessions and all pupils read individually to an adult, which is helping them to improve their reading skills. The school has writing as a priority for improvement this year and is taking appropriate measures to help pupils to improve their writing skills. There is evidence that pupils' writing skills are improving, especially younger pupils, who are attaining well for their age. There is very good on-going assessment and teachers and teaching support assistants keep a good range of recorded evidence of pupils' achievements. Very good use is made of this evidence in teachers' evaluations, and their planning of the next stages in pupils' learning. The quality of marking is good. In the best practice, pupils are given good recognition for their achievements combined with constructive and clear indications of how they can improve their work.
102. The National Literacy Strategy has been implemented well and is having a good impact on pupils' learning. The good literacy policy supports teaching and learning well. Assessment procedures are very good and are used very well to help every pupil to achieve higher standards of attainment. The individual and group targets in literacy are helping pupils to know what they are expected to learn, which helps them to be involved in taking responsibility for their own learning. Information and communication technology is used well to support teaching and learning in English.
103. The co-ordinator is providing very good leadership for English. She has monitored teaching and has worked with colleagues to set individual targets for pupils. Pupils' written work has been analysed against clear agreed criteria. The co-ordinator has introduced the Wednesday writing groups for Year 2 pupils, which are helping to raise pupils' standards of attainment. Resources in literacy are good, with some good recent purchases to resource the literacy hour. There is a good range and number of books in the classrooms and in the library. The library is an inviting area for pupils to browse and enjoy books. The subject is enhanced by visits from theatre groups such as the Rainbow Theatre Company and a puppet company. Pupils visit the Polka Theatre in London to see productions. The school's own productions provide memorable experiences for all pupils, either as participants or as part of the audience. Pupils enjoy the 'book fairs' and the whole school has celebrated National Book Day. English makes a good contribution to pupils' spiritual, moral, social and cultural development.

MATHEMATICS

104. Pupils in Year 2 attain average standards in numeracy and in all other areas of the mathematics curriculum. This judgement is below that of the previous OFSTED inspection when standards were found to be above national expectations. However, this cohort of pupils entered the school with attainment at well below average levels and there are a large number of pupils with special

educational needs. These Year 2 pupils have, therefore, made very good progress and have achieved very well.

105. The results of the national end of key stage tests in 2001 show that compared with all and similar schools, pupils attained above average standards. The trend over the last three years indicates an upward trend since 1999 in standards in mathematics. The school's target for 2002 is for 76 per cent of pupils to achieve Level 2 or above in the end of key stage national tests and assessments, but lesson observations and an analysis of pupils' work from this inspection, indicate that the school is on course to exceed this target. All pupils, including those with special educational needs make good progress and reach appropriate standards. There is no significant difference in the attainment of boys and girls.
106. The strengths of the pupils' achievement in this age group include their ability to add money up to a pound and to add on to a 100 in twos, fives and tens. Most pupils have a sound understanding and knowledge of their number bonds to 20 and understand that addition is the opposite to subtraction. They recognise odd and even numbers up to 100 and understand halves, quarters and whole fractions. Most can read hourly and half-hourly times from a clock, can measure short lengths in centimetres and weigh various classroom objects accurately. They can recognise and sort two-dimensional shapes into sets and can use the appropriate mathematical vocabulary to describe them. Their data handling work is well linked to information and communication technology when they are able to use their work on tallying to formulate simple block graphs. Comparative weaknesses are their use of mental strategies and their ability to solve problems by using their mathematical knowledge and understanding. Most pupils also have difficulty in using the concept of 'rounding'.
107. The quality of teaching and learning of mathematics is good overall, evident from lesson observations and an analysis of pupils' work in both year groups. This is similar to the findings of the last inspection. In these lessons, mostly good teaching was observed. All teachers are working and planning to the format of the National Numeracy Strategy. In both Year 1 lessons, planning was comprehensive and indicated learning objectives and evaluation pointers for assessing class and individual progress. The introductory mental session was lively in a Year 1 class by pupils counting on in twos, fives and tens. However, most pupils found difficulty in adding tens to other single digit numbers mentally. The teacher introduced the main session on money by asking, 'What ways can we find to make ten pence?' She used pupils well to come to the front of the class and show on a large board the different coins needed and asked the rest of the class to show their approval or disapproval, 'Do we all agree?' Resources are used well to stimulate pupils' learning, for example, a shop for pupils to give change, a board game involving the use of coins and different work sheets. Teaching support is used well to encourage and help pupils with special educational needs. In another Year 1 lesson, the teacher encouraged pupils to explain their mental strategies in solving simple problems, but most found difficulty with this and when asked to explain said, 'I just knew!' The lesson had a good pace, although pupils were given some time to think about their answers. In the plenary session, pupils were encouraged to explain their work in order to let the teacher and class know whether the lesson objectives had been achieved.
108. In the top set of Year 2 pupils, the introductory mental session was also lively and well paced. Challenging questions were asked like, 'What number would I need to add to nine to make 20?' The pupils used number fans to show their answers, but there was some lack of pace and urgency. The data handling work in this lesson was well linked to pupils' literacy work by using different categories of books to sort for their tallying and consequent graph. The teaching assistant was used well to work with pupils on the computer both in the classroom and in the corridor. Although all pupils were working on the same topic in data handling, good planning ensured that activities and recorded work were appropriate to the set's ability. Planning also included work to match different abilities within the sets. In the middle set lesson, without classroom support, there was a high proportion of direct teaching and the learning objectives were shared with the class. Skilful questioning during the plenary gave the teacher a good indication of how far the objectives had been achieved. In the third set, the very good relationship between the pupils and the teacher and special educational needs assistant gave

lower ability pupils the encouragement and confidence to succeed. High expectations for pupils' behaviour and effort led to all pupils achieving to the best of their ability. A scrutiny of past work in this key stage indicates neat presentation from pupils and a good and wide coverage of all the relevant mathematical tasks.

109. The subject is managed very well and has made satisfactory improvement since the school's previous OFSTED inspection. The headteacher, who is well qualified and experienced, has assumed the role of mathematics co-ordinator. Indications show a rising trend in standards due to the successful introduction of the Numeracy Strategy and a settling down period of new staff. Year 2 pupils are placed in one of three sets for mathematics, in order to improve standards. The co-ordinator has produced a good action plan for the continued development and improvement of the subject. A member of the governing body has responsibility for mathematics and is involved in tracking three pupils' attainment and progress in the subject. Good training and support has resulted in greater confidence in the teaching of mathematics, amongst members of staff. A wide and appropriate subject policy is in place and planning and assessment materials are based on Local Education Authority plans linked to the Numeracy Strategy. Half term and weekly planning sheets have been introduced, well linked to the Numeracy Strategy and the National Curriculum to ensure full coverage of the statutory requirements for the subject. Individual pupils' progress in the subject is also tracked from the initial baseline assessment and the use of this tracking has been used appropriately to identify pupils' lack of progress, or to forecast appropriate targets. Learning resources are good, are well used and are appropriately situated in the classrooms to ensure good achievement for all pupils over time.

SCIENCE

110. The findings of the inspection are that the standards attained by the pupils in Year 2 are average. This is similar to the school's performance in the 2001 national tests, but not as good as the last OFSTED inspection, when it was judged that pupils' attainment was 'at least good and sometimes very good'. The proportion of pupils, who are on course to attain the average Level 2 in 2002, is broadly average, but due to their well below attainment on entry, fewer pupils are on course to attain the higher Level 3. Pupils make good progress in their learning, and those with special educational needs make very good progress due to the excellent support they receive.
111. By the age of seven, pupils' skills in investigative science are satisfactorily developed. This aspect has improved since the last inspection, when it was below average. This is due to the school's focus on more practical activities in science. The pupils plan experiments to find out the most favourable locations and conditions in which to grow seeds. They make predictions and consider evidence. They learn to record their findings in a variety of ways. Some information and communication technology is used, but is limited in scope. When they label body parts, some pupils accurately name the heart and lungs. Teachers make good links with pupils' art and design work on trees to reinforce scientific concepts. From their practical work, some pupils draw accurate conclusions about what happens if you follow a healthy diet "If you don't eat healthy food you will get fat". They show good understanding of the importance of keeping clean, the benefits of exercise, sleep and healthy food as a good pattern of living. The more able pupils show a good understanding of a fair test, and know that some changes can be reversed, and some cannot. Pupils know that in order to make a bulb light up, the circuit has to be complete. However, not all confidently explain what would happen if there was a break in the current. They understand the dangers of electricity, and use their literacy skills well in writing their conclusions. Some Year 2 pupils confidently recognise a fair test and draw conclusions from experimental results. In Year 1, when considering the effects of friction on the rate of speed of toy cars, pupils show good understanding of the principles of pushing and pulling. They question why heavy cars go quickly down the slope, and show competence in measuring the distances travelled by various sized vehicles. When considering the relationship between sound and movement, they question, 'I heard it outside, so how do I hear?' Year 1 pupils make good progress in understanding that power is stored in a battery, but are less certain how the power

travels through the wires. Pupils in both year groups enjoy science, and show positive attitudes towards the subject.

112. The quality of teaching and the quality of learning are not as high as at the last inspection, when they were 'mostly very good and never less than good'. The teaching now ranges from good to satisfactory, and is good overall. Pupils learn rapidly in the Foundation Stage, and teachers build effectively on these good beginnings in Year 1. In the best lessons, the management of pupils is good, and the content is pitched at challenging levels for pupils of all abilities. It is not always easily discernible from the planning what the learning objectives are for the more able, however, in the questioning they become evident. Pupils accept teachers' expectations and respond with good behaviour and neat presentation of their work. Key features of successful lessons are careful organisation of resources, and the sharing of the purpose of the lesson with the pupils. Most lessons are well organised with readily available resources. The support for pupils with special educational needs is a strong feature of all lessons. As a result of thorough questioning techniques, most teachers gauge an awareness of the pupils' understanding and adapt the work accordingly. Teachers' knowledge and expertise are generally good. The use of information and communication technology is satisfactory. The development of the use of information and communication technology has a high profile in the school development plan during the next academic year.
113. The science curriculum is broad and balanced and meets the requirements of the National Curriculum, because the school is closely following a scheme of work. The policy for science is satisfactory. Resources are good, and generally well used. They are stored appropriately, which gives easy access to staff. The subject is soundly managed by the temporary co-ordinator. The permanent co-ordinator has been on maternity leave since October 2001. Previously, she had audited and organised the good range of resources, and has monitored the pupils' work. There was useful planned release time to observe teaching and to focus on aspects such as the development of 'Science 1'. It is planned for the co-ordinator to undertake further classroom observations during the next academic year. The school uses the science statements of attainment as an on-going record sheet, and some formative assessment takes place. The grounds are well used for 'mini-beast hunting', and in a topic about 'adopt a tree', the pupils made bark rubbings, and used their numeracy skills well to measure the trunks of trees. Visitors to the school include the Hydestile Wildlife Trust, and a demonstration to show the effects of 'bubbles'. The more able pupils in Year 2 have an annual opportunity to join a local science workshop. These experiences enhance the curriculum for science. Pupils enjoy learning about living processes by participating in walks and pond dipping, and these experiences enhance pupils' spiritual development well.

ART AND DESIGN

114. Pupils, including those who have special educational needs, achieve average standards in art and design. It was only possible to observe two lessons in art and design during the inspection due to time-tabling arrangements. Judgements are based on the lessons observed, an analysis of pupils' work and teachers' planning. The last inspection found standards in art and design to be good.
115. The quality of teaching and learning is good. This enables pupils to make good progress from their well below average attainment on entry to the school. Teachers are confident in their knowledge of art and design and this ensures that pupils learn the basic skills of drawing, designing and painting. Pupils respond well to teachers' high expectations. They refine their skills as they progress through the school and show increasing confidence in using various media and techniques. Pupils study the work of various artists, such as Degas, Tilly Willis, H. Leung, Mondrian, and Japanese art, which helps them to understand how to improve their own work. Teachers provide well-planned opportunities for pupils to draw, paint, make collages and work with textiles and clay. Year 1 pupils have satisfactorily created wool-wrapping pictures using muted colours similar to those used in Monet's 'The water lily pond'. Pupils in Years 1 and 2 effectively use chalks and pastels for their ballerinas after studying Degas' 'The Dancing Class'. By their use of warm colours of mainly yellows and reds, Year 2 pupils have recreated the heat in Kenya experienced by the Masai women after studying Tilly Willis' 'A woman

walking'. This work of art has helped them to gain in their understanding of how to paint shadows. Pupils have used information and communication technology satisfactorily to create Easter cards. Pupils enjoyed the recent art week, which enhanced and extended their art skills.

116. In a Year 2 lesson, good features included clear explanations by the teacher, so that the pupils knew exactly what was expected of them. Pupils responded well to the teacher's high expectations of them. She enabled them to explore and choose from a range of tools, such as sponges and different size brushes, before starting to draw and paint. The teacher's good subject knowledge and lively teaching engaged pupils' interest at all times. They mixed paints well to create shades and tones of various colours. However, they did not make sufficient quantities and spread the paints too thinly in the mixing tray before attempting to use them to paint with. Consequently, they were trying to paint with almost a dry brush. The teacher provided good support through clear explanations to try to improve pupils' understanding and their completed artwork was satisfactory.
117. The co-ordinator for art is only in school during the autumn and spring terms. She has written the art policy and a good scheme of work. These provide good support for teachers during the co-ordinator's absence. She has helped to introduce good assessment procedures for art. Teachers create relevant links with other subjects, for example, the pencil drawings of '*old teddy bears*' in history. Resources are good. Throughout the school, colourful displays are used effectively to enliven classrooms and enhance communal areas. Pupils' artwork has been displayed in Guildford Cathedral and in Ash library. Art makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

118. Very little teaching of design and technology was observed during the inspection because of time-tabling arrangements. However, with evidence drawn from actual examples and displays of work, a photographic record of previous work and discussions with staff and pupils, the standard of attainment is judged to be satisfactory. This is not as good as at the last inspection, as at that time the subject had a higher profile in the school. All pupils, including those with special educational needs, make satisfactory progress. Assessment practice has developed, and the displays of pupils' work are good. For these reasons, improvement since the last inspection is judged to be satisfactory.
119. Work seen demonstrated that pupils develop, plan and communicate ideas and work with tools to make quality products. In Year 1, they planned the construction of a vehicle base. They drew the materials they would need, and wrote instructions for assembling them by completing a structured worksheet provided by the teacher. Work completed later in the term, when they made a simple moving toy from cardboard, showed satisfactory development. Pupils drew their design, listed the materials and wrote an unaided account of its construction, which included a simple evaluation of what they had achieved. The work was suitably differentiated on both occasions so lower-ability pupils were not disadvantaged by the requirements of the writing. In Year 2, pupils make progress to more challenging tasks, for example, making a wheeled vehicle from a range of materials, and making a simple machine with a winding mechanism. The completed models demonstrated that they had used tools such as saws and scissors to cut, shape and secure cardboard, wood, and plastic. Pupils evaluated their work in their written accounts and explained orally what they had done. Although some evaluations focused on the construction with comments such as "I would make the axle longer next time because the wheels rub", the majority concentrated on more superficial issues such as the colour, and did not suggest improvements to the design or construction. Their technical vocabulary is beginning to develop and some pupils used terms such as 'axle supports' and 'wheel stops' with confidence.
120. The quality of teaching and learning is satisfactory. Teachers plan in detail and this ensures that pupils with special educational needs, make satisfactory progress. Teachers' management of the pupils in lessons is good overall, and enables pupils to make the best of their opportunities.

Teachers' expectations are insufficiently high in the subject due to the school's organisation of having more than one subject in a teaching session. Pupils are keenly interested in the subject. The use of information and communication technology in the subject is underdeveloped. Opportunities are not provided for pupils to use word processing or simple drawing software when designing, evaluating and communicating ideas about their work.

121. The scheme of work and policy are planned for updating next academic year. The co-ordinator is new to the school, and to the post. She attended an assessment course during the autumn term, and plans to use this knowledge to develop further formal assessment procedures in the subject. Staff informally assess pupils' work. The formal recording of this, however, is only just emerging and is not sufficiently closely linked to the school's approach to planning and assessment in other subjects. Until the new building works are completed, there are limited facilities for food technology but the school is aware of this gap in the provision. The subject co-ordinator has no opportunities to observe classroom practice although this is planned for the next year's budget plan. She has, however, taken photographs of pupils' work, and monitored pupils' work. The subject is taught as part of a 'round robin' approach to teaching some subjects. This results in lower than expected standards of attainment. The school recognises the need to re-consider this approach.

GEOGRAPHY

122. Lesson observations and a scrutiny and analysis of pupils' work and classroom displays indicate that pupils in Year 2 attain average standards. This judgement is below that of the previous OFSTED inspection when standards were considered likely to exceed national expectations. The Year 2 group of pupils entered the school with well below average levels of attainment, and as such have made good progress in their learning. There is evidence of higher attainment in the work of Year 1 pupils. Pupils of all abilities make satisfactory progress in the subject and their achievement is sound. Pupils with special educational needs make good progress relative to their ability due to very good support. There are no differences in the attainment of boys and girls.
123. A scrutiny of pupils' workbooks and teachers' planning indicates that pupils in Year 2 have a sound understanding and knowledge of localities beyond their own. This includes various members of the class's holiday destinations such as, Cyprus, Norway, Florida and Scotland. Pupils are able to use a world map with picture postcards of these places to identify their positions on a map. They are all aware of the need for maps and can follow and plan directions around the school and its surroundings and can plan the route taken. They demonstrate a good link with their literacy work when identifying storybooks from different places in the world including a realisation that Norway and Scotland are both mountainous countries. They show a sound use and awareness of place names and terms and are starting to use the appropriate geographical vocabulary in any discussion work.
124. Overall, the quality of teaching and learning is good. This judgement is the same as that of the previous OFSTED inspection. In the very good lesson in a Year 1 class on the recognition of local landmarks and their change in time, the teacher used resources very well. She started the lesson by asking, 'What buildings and landmarks do we see when we leave our houses to come to school?' Local maps were used with coloured photographs to identify the landmarks observed by the teacher on her journey to school. This encouraged the pupils to draw their own maps of six features that they recognised on their way to school. A teacher and parent were introduced to talk to the class and answer questions about change in the locality. The teacher attended the school as a pupil and the parent used to walk to school 20 years ago. Good links were evident with speaking and listening in the question and answer sessions and the lesson was linked well with information and communication technology as pupils worked on software related to 'My Town'. In the Year 2 lesson observed, the teacher encouraged pupils to talk about the places in the world that they had visited on their holidays. She then linked the lesson well to literacy by using a selection of story books from different parts of the world before pupils

identified the places on the map. This included Norway, China, and Africa. The teacher used her own and pupils' holiday experiences well to enhance their knowledge and understanding of places in the world and the United Kingdom.

125. Leadership and management in the subject are good. The co-ordinator is a part time teacher, and is experienced and enthusiastic. The subject is monitored and evaluated mostly by scrutinising teachers' planning and looking at classroom displays and pupils' work, and there have been no opportunities to monitor and evaluate class teaching of the subject. However, a comprehensive portfolio has been formulated for moderation purposes. The subject policy contains useful guidance for the teaching of geography for teachers including cross-curricular links especially in spiritual, moral, social and cultural development. The previous OFSTED inspection judgement that; 'the teaching of geography could contribute more to pupils' cultural development', has been well satisfied. A scheme of work for both year groups is in place, based on national guidelines. Resources are satisfactory, and field trips, and visits to places of geographical interest enhance these resources.

HISTORY

126. No lessons were observed during the inspection due to an alternate timetable with geography. The judgement about standards has taken into account discussion with teachers, curriculum planning, and an analysis of pupils' work, classroom displays and photographic portfolios. Standards in Year 2 are average which is below the judgement made by the school's previous OFSTED inspection, when standards were found to be above the national average. However, this present year group contains a large number of pupils with special educational needs. All pupils make satisfactory progress and achieve soundly. Pupils with special educational needs benefit from the effective support that they receive from learning support staff and teachers, and this consolidates the progress that they make. There are no differences in the attainment of boys and girls.
127. Pupils in Year 2 are able to place events and people in chronological order, for example, in their comparison of the dress and times of Queen Elizabeth I and the present Queen. They indicate a developing knowledge, understanding and factual knowledge of the events and people of this and the Tudor period. Most pupils are able to use secondary information sources, like books and pictures, to answer questions about the past. They are able to compare aspects of past lives and their own by comparing their first day at school with now. Their use of writing and drawing for recording the subject is developing well and they use appropriate language in any discussion about history.
128. The quality of teaching and learning is satisfactory which is below the standard of that made by the previous OFSTED inspection when teaching was considered good. However, no classroom teaching was observed during this inspection. A thorough analysis of teachers' planning and pupils' work indicate a keen interest and good knowledge and understanding of the subject by all teachers. The use of information and communication technology is satisfactory. Planning is effective as part of the whole school scheme of work and provides differentiated work to enable pupils of all abilities to progress satisfactorily. The school has an appropriate range of resources and supplements these through loans from the Farnham Museum. These include books, pictures and artefacts for pupils to use in their research in order to encourage independent learning. The quality and use of ongoing assessment are still relatively under developed.
129. The subject is co-ordinated by a keen, part-time, class teacher. An appropriate scheme of work has been formulated using national guidelines. The scheme of work is well documented and comprehensive and contains useful guidance for teachers in the main topics. A subject policy is in place and has recently been updated. Monitoring and evaluation of the subject are carried out by observing classroom displays, pupils' work and teachers' planning, but the co-ordinator has had no chance to monitor the teaching of the subject. A portfolio of pupils' work has been started for moderation purposes but this has not been related to National Curriculum attainment

target levels. Procedures for assessing pupils' attainment are satisfactory and this assessment is used to plan future curriculum work. Resources are satisfactory, and these resources are supplemented by the use of loan services, visitors to the school and visits to places of historical interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Pupils in Year 2 attain average standards in information and communication technology. At the time of the last inspection, standards were judged as 'good, with most pupils on course to exceed national expectations'. The findings of this inspection are that pupils make good progress and show positive attitudes to their work. Pupils with special educational needs make good progress due to the very good support, which they receive. Due to time-tabling arrangements, only one lesson was observed and judgements are based on the lesson seen, pupils' work, photographic evidence, displays and teachers' planning.
131. The quality of teaching and learning is satisfactory. Teachers plan well to use information and communication technology as a tool for learning across the curriculum. Pupils have a planned programme of access to computers and are building systematically on their knowledge and skills in the subject. The sound teaching they receive enables pupils to enter, retrieve and store their work. They are taught how to produce text and pictures and to handle and display simple data. In Year 1, careful teaching has led to pupils learning to use the basic tools in a paint package to produce abstract pictures well. They used the computer to design and produce their Easter cards. They use a computer program to find out about their own locality in geography. Year 2 pupils concentrate well and have appropriate skills to control a 'Roamer' and give instructions to make it move in different directions. They understand that pressing buttons or keys controls some every day objects, such as a radio, a computer and some toys. In mathematics, they create block graphs for data handling about jungle animals. Computers are used well with pupils who have special educational needs to reinforce their learning about sentence construction and correct punctuation. There is insufficient use of information and communication technology to enhance pupils' learning in science. However, information and communication technology is to be a focus for the school next year and there are plans to develop the use of this across the curriculum, especially in science.
132. The policy statement for information and communication technology is due to be reviewed during the coming year. The clear, well-structured scheme of work is based on national guidelines. The co-ordinator is new to the role and provides satisfactory leadership. Plans are in place for her to start to monitor the subject during the second half of this term. Together with other members of staff, the co-ordinator has attended courses, which are enabling them to be confident in teaching the subject. Although not in place at present, assessment procedures for the subject are due to be in place by September 2002. The subject enhances pupils' personal and social development as they work well in pairs, share tasks, and relate positively to peers and adults alike. They take a pride in their achievement.

MUSIC

133. Pupils in Year 2 reach average standards for their age. This is similar to the findings of the last inspection. They reach above average standards in singing. They sing songs well, including those in two parts and respond to differences in character and mood when listening to music. All Year 2 pupils learn to play recorders satisfactorily and confidently perform before an audience in assemblies.
134. By the age of seven, pupils sing songs from memory well, showing good control of pitch, dynamics and rhythm. They compose and confidently play percussion instruments when they perform their own compositions. They represent sounds with words and symbols to record their compositions. They listen attentively to each other's compositions and respectfully comment on them.

135. The quality of teaching and learning is good, which enables pupils to make good progress from their well below average attainment on entry to the school. Lessons are well planned and prepared with a broad range of musical activities that are suitably challenging. As a result, all pupils, including those who have special educational needs, make good progress and achieve well relative to their previous attainment. Pupils respond well to the teachers' high expectations. Pupils are introduced to a wide range of music from various cultures and different times.
136. Pupils made very good progress in a very good Year 2 lesson, when the teacher shared her aims for the pupils' learning with them. Pupils tunefully sang 'Underneath the Sea' and 'One Bottle of Pop' in two parts with the teacher and a confident pupil leading each group. With this very good lead, they kept very good rhythm and beat. Pupils' performance noticeably improved during the lesson. Pupils sang and compared their own compositions with a partner, which they had previously written using the words up or down in a curved pattern to show when they should sing the tune higher or lower. They discussed whether or not they thought that their compositions would go well with their partner's composition. They enjoyed singing and clapping to a steady pulse the Samoan song 'Vinni, Vinni'.
137. Pupils are enthusiastic and are eager to be chosen to take on responsibility. Younger ones particularly enjoy singing and joining in with class activities. They applaud the skills of others. Teachers allow pupils to evaluate what they see and hear, which helps them to develop their speaking skills and enrich their musical vocabularies. This is particularly helpful to those who have special educational needs. All pupils make good progress in lessons.
138. Pupils demonstrate positive attitudes and respond well to all aspects of the subject. They productively work together when given the opportunity to work in groups on compositions or combining singing techniques. They are willing to accept the authority of a conductor whether it is the teacher or a fellow member of the class. They are confident to sing and perform before an audience.
139. The co-ordinator has only recently assumed the role, but has a good awareness of the needs of staff from informal discussions with them. She has started to monitor planning and teachers' evaluations of lessons. She has reviewed the scheme of work and has introduced national guidelines for music, which are to be used in conjunction with a published scheme for Year 1 pupils. Information and communication technology in the form of a tape recorder and a video are used to record pupils' singing, compositions and performances. These are used to assess pupils' achievement. Music plays an important part in the celebration of various cultures and festivals. Visits to a London theatre and visiting musicians enhance the music curriculum. Music makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

140. Standards in physical education are average in Year 2. Progress and attainment are satisfactory. Pupils with special educational needs make good progress in physical education. This judgement is similar to the findings of the previous OFSTED inspection when attainment in the subject was found to be in line with national expectations. There is no difference in attainment between boys and girls.
141. The strengths of the pupils' achievement is that most pupils are able to perform simple skills such as, walking, running and jumping with safety. They are also able to link these actions and practise their skills to improve their performance, alone or with a partner. They all have a good awareness of safety in their lessons, especially when collecting or returning apparatus or equipment. They show a sound understanding of the effect of exercise on their bodies by developing an understanding of the necessity for 'warm up' and 'cool down' sessions at the beginning and end of lessons. They show a sound awareness of spacing both in the hall and in the playground. However, their ability to comment on, and discuss their own and others' performances, in order to improve their own skills, is relatively under-developed.

142. The quality of teaching and learning is satisfactory overall, in both year group classes. This judgement is the same as the finding of the previous OFSTED inspection. In the Year 1 music and movement lesson, the teacher used music and the story of 'The Little Red Hen' to encourage and inspire pupils to use their imagination in order to mime an animal's movements from the story. The teacher showed a good knowledge and understanding of health and safety factors by a 'warm up' and 'cool down' session at the beginning and end of the lesson. However, the opportunity to ask pupils why they had these sessions was missed. The teacher and teaching assistant were actively involved in the lesson encouraging pupils, but did not use them to demonstrate good performance. The Year 2 lesson involved pupils using parts of their bodies to slide or roll either with feet together or apart. The teacher explained the objectives of the lesson well and used pupils to demonstrate good practice and performance. She was also actively involved in the lesson, and managed and organised the class well. Relative weaknesses in the teaching of physical education are that teachers are not always giving pupils the opportunity to observe and discuss what they and others have done. Also, although teachers have a good knowledge and understanding of health and safety factors in physical education, they do not always ensure that this is passed on to pupils to ensure that they recognise and describe the effect of exercise on their bodies.
143. The subject is managed by a co-ordinator who is keen and enthusiastic, and has only assumed the responsibility since Easter. A subject policy is in place and contains useful guidance for teachers in the three main areas of physical education: dance, gymnastics and games. There is also a section indicating safety measures when putting out and replacing apparatus. The policy is due to be reviewed and updated in 2003. Although all three physical education aspects are planned to ensure that pupils progress through the year groups, a whole school scheme of work is not yet formulated to give teachers confidence in teaching the subject. There are procedures for assessing pupils' attainment and progress, but the use of this assessment information to guide curricular planning is still relatively under developed. The co-ordinator has not had the opportunity to monitor teaching during lessons but teachers' planning is regularly monitored. A wide range of resources is available for teaching the subject both in and out of doors. Soccer coaching is available for both boys and girls, but few girls take up the opportunity. Playtime activities, like skipping and football, are organised by lunchtime supervisors to give pupils an added dimension to their games activities.

RELIGIOUS EDUCATION

144. 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 also judged to meet the expectations of the locally Agreed Syllabus. The subject has the recommended time allocation and the policy and scheme of work have been rewritten in the past two years. The range of artefacts has also been improved, although the school intends to increase them still further. 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.
145. By the age of seven, pupils have appropriate knowledge of the main Christian festivals and how Christmas and Easter are celebrated. They show little knowledge of the world's great faiths such as Judaism, although this was included in the curriculum plan for the autumn term. They observe changes in the natural world such as spring and harvest and record their feelings about them. In lessons, they discuss how their own behaviour can affect others and how they might change it. They discuss what makes them and other people special, and learn to have 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 understand how to respond appropriately and respectfully.

146. 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. There are too few opportunities to record work, and there is limited written evidence of the work covered. Pupils' work around the school on display indicates that there are appropriate expectations for pupils' responses and standards of presentation. There are useful links planned with other subjects, for example, pupils in Year 2 have created colourful, imaginative paintings to reflect aspects of the story of the creation. Pupils of all abilities, including those with special educational needs, make satisfactory progress in their learning. No significant differences were seen between the progress of boys and girls.
147. There is a satisfactory policy and a scheme of work for religious education which reflects the requirements of the locally Agreed Syllabus. The co-ordinator 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, such as accessing the Surrey web site that allows 'virtual visits' to a church and synagogue. The co-ordinator monitors work through looking at pupils' work. There is no monitoring of teaching and learning in the classrooms. Resources for the subject are satisfactory with a useful range of books in the library, which relate to Christianity and to other world faiths. The subject is enhanced by links with the local church. Pupils make regular visits to the parish church and local clergy regularly lead the school's sessions of collective worship. The subject contributes well to pupils' spiritual, moral, social and cultural development as pupils reflect on prayer, and study the needs and cultures of others throughout the world.