

INSPECTION REPORT

THE GREVILLE PRIMARY SCHOOL

Ashtead, Surrey

LEA area: Surrey

Unique reference number: 125008

Headteacher: Miss Christine Webb

Lead inspector: Mr G.R. Logan

Dates of inspection: 7 – 9 June 2004

Inspection number: 258127

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	355
School address:	Stonny Croft Ashtead Surrey
Postcode:	KT21 1SH
Telephone number:	01372 274872
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Janet Marsh

CHARACTERISTICS OF THE SCHOOL

The Greville Primary School is located in a mixed estate of local authority and private housing and serves the community of Ashtead in Surrey. Though the area is generally affluent, the intake is socially diverse. The school is larger than many primary schools. One group of thirty children is admitted to Reception each year. A further thirty children are admitted at the beginning of Year 3 from local infant schools so that there are two classes in most years thereafter. A very high proportion of the 355 pupils are from White European backgrounds, with a very small number of pupils of mixed-race or other family background. No pupils are currently learning to speak English as an additional language. An average proportion of pupils (14.6 per cent) have special educational needs, mainly moderate learning difficulties, although several have identified emotional and behavioural difficulties. Four pupils have statements. This is a stable community - only around seven per cent of pupils left or joined the school at other than the expected points during the last school year. The proportion of pupils receiving free school meals, 2.9 per cent at present, is well below the national average (19 per cent). The profile of pupils' attainment when they enter the school is above average overall. The school is currently undergoing major building works to enable the intake at age seven to be increased from September 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G.R. Logan	Lead inspector	Mathematics Physical education
9884	Mrs M. Roscoe	Lay inspector	
22113	Mrs A. King	Team inspector	Art and design Design and technology Religious education Areas of learning in The Foundation Stage English as an additional language
24526	Mr G. Muton	Team inspector	English Geography History
14706	Mrs B. Knowles	Team inspector	Science Information and communication technology Music Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **broadly effective** school, which provides a good range of opportunities for pupils. It has a supportive ethos and is increasingly successful at including all pupils. Pupils' achievement varies, but older pupils do particularly well, because the teaching is most consistent for them. Overall, the school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average overall by the end of Year 6. Older pupils achieve well.
- Teaching is good overall, but it is only satisfactory in the infant and reception classes.
- Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good. The ethos of the school is good.
- The school does not have robust systems for monitoring pupils' personal development. Academic assessment, while satisfactory, could be developed further.
- The school does not always communicate promptly enough with parents when incidents arise which affect their child.
- Provision for pupils with special educational needs is good.
- The curriculum is good. Opportunities for enrichment are very good.
- The headteacher provides good leadership.

The school has made satisfactory improvement since the last inspection. Good progress has been made in developing pupils' creative writing and the investigative aspects of mathematics and science. Standards in information and communication technology by Year 6 are now above average.

Monitoring of teaching by the headteacher is good and the overall quality of teaching has improved. Monitoring of pupils' progress and attainment is satisfactory. There is further work to do in developing assessment procedures in the non-core subjects and systems to track pupils' personal development.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A*	A	C
Mathematics	C	A	A	B
Science	A	A	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is **good** overall, but it is best for the older pupils. Children in Reception are well on the way to reaching the goals set for them, with many exceeding the expected level. Standards in Year 2 are average in mathematics and above average in reading, writing and science. Standards in Year 6 are above average in English, mathematics and science. Standards in information and communication technology (ICT) are improving rapidly. Standards in other subjects, where a judgement can be made, are similar to those found in other schools in Years 1 and 2. In Years 3 to 6 standards are above those normally found in history and physical education and similar to those found in other schools in other subjects where a judgement is possible. Able pupils typically achieve well by Year 6. Pupils with special educational needs achieve well because of the effective support they receive from support staff.

Pupils' attitudes, values and other personal qualities are **good**. Other than in a very few isolated cases, behaviour is good. In some lessons observed, behaviour was excellent. Pupils' spiritual, moral, social and cultural development is **good**. Relationships between pupils, particularly in lessons, are good. Attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education is good. Though quality is variable across the school, **teaching is good overall**, with some very good lessons in the juniors. Expectations are not always as high as they might be in Years 1 and 2. High expectations in the juniors promote achievement which is at least good. Older pupils are engaged and highly-motivated and this makes them keen to learn. This was a very positive feature of most lessons in Year 5, for example, and is reflected also in the high level of participation in the many extra-curricular activities. The enthusiasm of the younger pupils is not built upon so effectively. However, teachers across the school have good relationships with pupils. Assessment procedures are satisfactory overall, but there is more work to do on enhancing school systems and particularly in tracking pupils' personal development. Planning to meet the needs of pupils with special educational needs is good. Learning support staff are effective, particularly in the Foundation Stage. The curriculum is good, with very good enrichment opportunities and extra-curricular provision. Accommodation is good overall, though satisfactory at present for Foundation Stage pending completion of renovations. Pupils receive satisfactory care and support. Very good induction procedures help new children to settle quickly. Child protection procedures are secure. Provision for pupils' personal, social and health education is satisfactory. The school has a satisfactory partnership with parents and good links with other schools and the community. However, communication between the school and parents, particularly when incidents occur, could be improved.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. However, the headteacher sets a good example for staff. She has built a cohesive and increasingly effective team and works hard to improve the standard of teaching. Staff are highly committed to the school. Subject co-ordinators are generally effective. The school evaluates its work satisfactorily. Governors manage the school efficiently. Financial management is good. Statutory requirements are met, other than in relation to aspects of pupils' annual reports. School administration is very efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel that the school is providing satisfactorily for their children. Although they are happy with the standards achieved and with the very good opportunities for parents to contribute to their children's learning, not all parents feel that the school has dealt as effectively as it should with their recent concerns. Most pupils enjoy school. They attend eagerly and participate readily in the activities provided. Most appreciate the care shown to them.

IMPROVEMENTS NEEDED

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

- Increase the proportion of good or better teaching in the infants.
- Implement better systems for the monitoring and assessment of pupils' academic and personal development.
- Implement written procedures for informing parents promptly of circumstances which affect their child.

and, to meet statutory requirements:

- Ensure that pupils' annual reports detail the progress made in all areas of learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** overall. Currently, standards are above average in mathematics, English and science by the end of Year 6.

Main strengths and weaknesses

- The school achieves good standards in national tests in English, mathematics and science by the end of Year 6. Able pupils, and boys, achieve particularly well.
- Standards in history and physical education are above average by the end of Year 6.
- Pupils with special educational needs achieve well because of the good support they receive.
- Cross-curricular use of pupils' literacy skills is very good.

Commentary

1. Attainment on entry to the school is above average for most year groups, though with a broad range of attainment within each year group. An average proportion of pupils have significant levels of special educational need. Several pupils, however, have identified behavioural issues. Very few pupils come from minority ethnic groups; none at present have English as an additional language.
2. In the national tests in 2003, standards in Year 2 were average in writing and mathematics and above average in reading in relation to all schools nationally. Standards were below average in reading and writing and well below average in mathematics in relation to similar schools. This was a slight decline on the previous year but reflected the overall make-up of the year group. In Year 6, standards were well above average in English, mathematics and science in relation to all schools nationally. Standards were well above average in science and above average in English and mathematics in relation to similar schools. The rate of improvement made between the end of Year 2 and Year 6 was above average overall in 2003. Able pupils in Year 6 did well in 2003, with a well above average proportion of the year group achieving the challenging Level 5 in English, mathematics and science. The success of able pupils attaining Level 5 has been a significant feature of the school for several years.
3. The school's tracking systems indicate that pupils in the current Year 2 year group, which has a higher proportion of able pupils than was the case in 2003, are likely to perform better in reading and writing and at a similar, average, level in mathematics to 2003. Outcomes in Year 6 are likely to be slightly lower than in 2003, given the make-up of the group, which has several pupils with special educational needs.
4. Overall, pupils are achieving well. In general, the consistency of achievement is best for older pupils in Years 3 to 6. The teaching is strongest and most motivating for the older pupils, whereas the level of pace and challenge in the lower school is less rigorous. This is an area where the school could seek improvement.
5. Typically, older boys have achieved more highly than girls. This has been a significant pattern in recent years, against the national trend. Although this was a focus area during the inspection, no evidence of any gender bias in the teaching was found. Boys throughout the school have good role models in their contemporaries and those in the years ahead of them, and this may well be an influential factor. In addition, there are several male staff who provide excellent role models for pupils.

6. Pupils with special educational needs achieve well, particularly in Years 3 to 6. They are well supported in class and make good progress towards the targets set in their individual education plans. In all subjects, teachers and learning support staff spend additional time with these pupils to ensure that work is appropriately matched to their needs.
7. The school does not formally register pupils considered to be gifted or talented, although a co-ordinator has been identified recently. The school is well-placed to make progress in this provision. However, all pupils have access to the whole curriculum and there are no barriers to learning.

Foundation Stage

Foundation Stage provision is **satisfactory**. Children benefit from very good induction procedures and settle well into school routines. Satisfactory teaching, planning and assessment procedures ensure that children make steady progress and achieve satisfactorily. Almost all children in the current group are likely to achieve the Early Learning Goals in all areas, with a significant proportion exceeding them. Provision in personal, social and emotional development and in communication, language and literacy is good. By the end of Reception, children are well-prepared for the work in the main school.

Years 1 and 2

Standards by the end of Year 2 in 2004 are average in mathematics, but above average in reading, writing and science. Standards are similar to those normally found in the remaining subjects. Underlying literacy skills are good, and are used well in subjects across the curriculum. Pupils' speaking skills are developed effectively. Pupils have satisfactory, but rapidly improving, skills in information and communication technology (ICT) by the end of Year 2.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.3 (18.0)	15.7 (15.8)
Writing	14.9 (15.7)	14.6 (14.4)
mathematics	16.1 (17.5)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Years 3 – 6

Currently, attainment in Year 6 is above average in mathematics, English and science. Standards are average in most of the other subjects, but above average in history and physical education. Standards in information and communication technology (ICT) are improving rapidly and are now above average. Overall, pupils achieve well across the curriculum. The school largely achieved its targets in 2003. It is likely to achieve its targets at Level 4 in mathematics in 2004, though with a slight shortfall in English.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.7 (30.6)	26.8 (27.0)
mathematics	28.9 (29.7)	26.8 (26.7)
Science	30.6 (31.3)	28.6 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year

Pupils' literacy skills are promoted well across the curriculum. There are good opportunities to record, write and communicate in subjects such as history and science. Numeracy skills are satisfactory. There is a good emphasis on practical and investigational activities in science. Pupils' skills in ICT are improving, with well-planned cross-curricular use of ICT.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and behave well. Overall, personal development is **good** with spiritual development stronger and satisfactory cultural development. Attendance is **well above** the average but exclusions are rising.

Main strengths and weaknesses

- Pupils are enthusiastic and keen to attend school.
- Good personal development is the outcome of good provision for pupils' spiritual, moral, social and cultural experiences. Not enough is done to secure pupils' understanding of diverse cultures.
- Considerate relationships and positive behaviour permeate the school.
- Not enough opportunities exist for pupils to appreciate the personal qualities of others and to learn about resisting harassment.

Commentary

8. Pupils enjoy working hard and finding out new things in lessons. This is reflected in their co-operative application and imaginative answers in lessons. Demand for places in clubs outstrips available space and an early morning start for some activities encourages punctuality. Pupils are keen to attend school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.4	National data	0.4

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

9. Pupils' relationships with their peers and with adults contribute well to the standards achieved. They show a sense of belonging to the school community and take pride in its achievements. Provision for spiritual development promotes these positive life skills very well. Good discussion with staff in lessons and opportunities for participation in assemblies promote reflection on important topics. Pupils are encouraged to listen to and respect others' points of view. The outcome is that many pupils look for meaning beyond the obvious and use this to inform their own perspectives. Pupils often look with wonderment at displays and discuss the artist's intentions with their friends. Pupils empathise with others and respond to charitable appeals. Conversely, they can be over-sensitive to the competitive challenge of others or vulnerable to name-calling and harassment.
10. Pupils behave well because provision for moral and social development is good. They settle quickly into group work in lessons and take on responsibility for role-play or debate. This brings learning to life and provides opportunities for co-operation and friendships. Meetings of the school council and 'buddy' systems promote collaborative relationships amongst all age groups. Assemblies are quality experiences underpinned by joyful singing. They include music from other cultures and faith traditions. Pupils' understanding of European culture is good. Their experience of diversity or racial equality is limited.
11. Golden rules and classroom codes are promoted and observed by most. These remind pupils of the school's expectations. However, neither parents nor pupils have been

sufficiently involved in developing these principles and parents are not sufficiently aware of the school's approach to behaviour management. Despite the high expectations set for conduct, a few pupils feel they are bullied or suffer harassment.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	303	2	0
White – Irish	1	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – any other Asian background	1	0	0
No ethnic group recorded	4	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

12. The few pupils with particularly challenging behaviour respond well to intervention strategies. Those presenting a clear risk to safety are excluded. The school has, in the last two academic years, admitted several pupils with significant behavioural needs. The low level of exclusions in the last school year (noted above) has increased in the current year, with five pupils accruing 17 fixed period exclusions. In addition to this, one pupil was permanently excluded.
13. The majority of pupils are self-disciplined and conscious of their own and others' behaviour. The behaviour policy works well in this regard. It falls down, however, on promoting positive strategies designed to build up pupils' self-esteem and on ensuring that outcomes are monitored.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The curriculum is good, with very good extra-curricular provision. Pupils are cared for satisfactorily. The partnership with parents is satisfactory.

Teaching and learning

Teaching is **good** overall. In most lessons in Years 3 to 6, expectations are high, pupils are challenged and learn well. Assessment procedures, while satisfactory overall, need further development.

Main strengths and weaknesses

- Teaching is good overall, though most effective in Years 3 to 6. The school makes effective use of teachers' specialist skills. The proportion of good teaching in the infants could be increased.
- Teaching assistants support pupils with special educational needs well.

- Pupils are increasingly encouraged to evaluate their own work and become independent learners. However, the school is not far advanced in setting individual progress targets for pupils and assessment overall requires some development.
- Teachers plan well for the cross-curricular use of pupils' literacy skills. ICT skills are being used increasingly in other subjects.

Commentary

14. At the 1998 inspection, teaching was, as now, good overall, but with a lower proportion of very good teaching and a very small proportion of unsatisfactory teaching. Though still good overall, the quality of teaching has improved. The proportion of good teaching has increased, the percentage of very good teaching has doubled and unsatisfactory teaching has been eliminated.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (32%)	19 (43%)	11 (25%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. In Reception, teaching and learning are satisfactory. Staff have a secure understanding of the areas of learning and work well in partnership with parents to enable children to learn well. Planning is satisfactory, taking good account of individual needs. The support for pupils' personal, social and emotional development and in communication, language and literacy is particularly good, but expectations are not high enough in mathematics and some children are not adequately challenged. Staff achieve a good balance between child-initiated learning and activities planned by the staff. Children's progress is carefully recorded, although more reference to the 'stepping stones' leading to the Early Learning Goals is needed. Assessment systems are satisfactory.
16. Teaching is best in Years 3 to 6, where over four-fifths of lessons were good or better, leading to good achievement. Teaching in Years 1 and 2 is satisfactory overall, with around half the lessons seen being good or better. Achievement in this phase is satisfactory. Older pupils are generally challenged well – and respond positively. The teaching is brisk and rigorous and motivates pupils well. Teaching in Years 1 and 2 sometimes lacks pace and rigour and pupils are not challenged sufficiently. Older pupils show a good capacity to work independently or collaboratively. This encourages them to be self-sufficient in their learning. In some classes, mostly with the younger pupils, excessive use of worksheets limits opportunities for pupils to take the initiative and to develop independence. However, in Years 3 to 6, teachers plan very well for the development of pupils' literacy skills across the curriculum. Good use is made of ICT to support learning across subjects. Teachers question pupils well and in the best lessons encourage them to think strategically. This approach was used well in several lessons in mathematics. Planning is good across the school and well-focused, in the core subjects, on individual needs. Clear objectives are set for learning and these are frequently referred to in lessons.
17. Teachers' methods, particularly for older pupils, are chosen well to assist pupils in gaining knowledge and developing understanding. There is, for example, a good level of first-hand learning in science in Years 3 to 6, where pupils experience a creative investigative approach. Less initiative is left to pupils in Years 1 and 2. The use of homework to support pupils' achievement is good. Homework is set consistently, carefully marked and makes a good contribution to pupils' learning.
18. Pupils with special educational needs are taught well. Teachers know their pupils well. Staff are familiar with pupils' individual education plans and behaviour management plans and try

to ensure that tasks are relevant, so that pupils make good progress. Basic skills are taught well. Support staff are used effectively. They maintain good records of pupils' progress and implement behaviour management strategies with increasing consistency.

19. Satisfactory use overall is made of assessment to support the planning of work, which is appropriately matched to pupils' needs. However, this is acknowledged as an area of development, and particularly in the non-core subjects. Many of the structures have been introduced since the current headteacher was appointed. Teachers make satisfactory use of data to track pupils' progress and identify areas of weakness. Progress is tracked in writing and numeracy every half term. However, the school is not yet far advanced in boosting pupils' achievement in literacy and numeracy through the identification of progressive small-step targets for improvement for individual pupils.
20. There are considerable variations in the quality of marking and of the comments provided to enable pupils to improve their work. However, a positive feature is the encouragement to pupils to evaluate their own work and that of others.

The curriculum

The quality of the curriculum is **good**. **Very good** extra curricular provision caters for all interests and enhances pupils' experiences. Accommodation is **good** overall. The quality and range of learning resources is **good**.

Main strengths and weaknesses

- The curriculum is broad and well enriched. Several of the non-core subjects are well-developed.
- There is good provision for pupils with special educational needs.
- Extra curricular opportunities are very good.
- Provision for citizenship lessons is good for 11 year olds but provision for pupils' personal, social and health education across the school is in the developmental stage.

Commentary

21. The curriculum meets statutory requirements, including provision for religious education and collective worship. The national literacy and numeracy strategies are well-established. Recently there has been a successful focus on developing experimental science and investigative aspects of mathematics. Staff are working to identify opportunities to enhance pupils' learning through the use of ICT across the curriculum. French is taught throughout the school and German is being added for the 10 year olds, to give a little experience before secondary school. Physical education is a strength of the curriculum because of the very good provision and the high standards attained. The curriculum for children in the Foundation Stage covers the six areas of learning fully and all children work towards the Early Learning Goals. History and geography curricula are very well-supported by visitors and the local environment. Curriculum links are clearly identified and increasingly well-established, so that teachers can work efficiently.
22. The provision for pupils with special educational needs is good. All such pupils are identified early. The school works closely with parents, teachers and outside agencies. Additional teaching is planned where necessary, using support staff and resources to enable all pupils to develop as fully as they can. As the proportion of pupils with emotional and behavioural needs in the school has increased, staff have been building their expertise in managing these pupils. Gifted and talented pupils are not specifically identified or catered for, other than through planning within lessons and the wide range of opportunities provided in the extended curriculum.
23. The provision for pupils' personal, social and health education (PSHE) is an area for development. Provision is, at present, inconsistent across the school. While Year 6 pupils

have benefited from a very thorough programme covering a range of personal needs, including sex education, drugs education, relationships issues and aspects of citizenship, the provision elsewhere is dependent upon the individual initiative of the teacher. Some classes do not provide a regular time when pupils come together to discuss their feelings and concerns. The co-ordinator aims to develop strategies to implement an appropriate scheme throughout the school and to support staff in dealing with difficult issues.

24. Extra-curricular provision is very good for the older pupils, though provision for younger pupils is limited. All staff lead activities which take place before school, mid-day and after school each day in all three terms. These include a wide range of sporting and musical activities, together with a gardening club and a chess club. The school prepares a major dramatic production each year. Year 5 pupils have a residential visit each year. Visits are made to places of interest in Ashtead, as well as Fishbourne, Hampton Court, Godstone Farm and various London museums. More able children can attend Surrey workshops.
25. There are sufficient teaching staff to meet the needs of the curriculum. Good use is made of specialist skills in French, religious education and music. The quality of accommodation is good overall, though satisfactory for the Foundation Stage children at present. Aspects of the site, with limited opportunity for outdoor play, do not promote learning well at present. Accommodation as a whole is likely to be significantly enhanced once current building work is completed. This will provide better outdoor facilities for the Foundation Stage as well as new classrooms.

Care, guidance and support

The quality of care, guidance and advice provided is **satisfactory**. It provides pupils with **satisfactory** support, advice and guidance and takes **satisfactory** account of pupils' views.

Main strengths and weaknesses

- Induction arrangements are very good. Not enough is done to monitor and assess pupils' personal and emotional development to ensure that these good beginnings are maintained.
- Procedures to ensure that pupils work and play safely are effective in most respects. Surveys and other means of combating bullying do not feature in the school's risk assessment procedures.
- Most pupils are confident in their relationships with adults.
- The school council provides an opportunity for pupils to work on common problems.

Commentary

26. Parents are pleased with the arrangements for ensuring their children become familiar with routines for learning and with the school's expectations for behaviour. New entrants soon settle happily because of careful preparation, joint activity between parents and Reception staff, and discussions before pupils join from other schools. When checking the effectiveness of these arrangements with junior pupils, inspectors found them to have improved.
27. Pupils easily settle because of the friendliness of adults, other pupils, and activities designed to facilitate paired working in class and good social development. Eighty-eight per cent of pupils who responded to the questionnaire agreed that other children are friendly. In contrast, 44 per cent indicated some concern about others' behaviour. Effective strategies based on monitoring the changes in behaviour patterns of pupils with special educational needs work well. Clear guidance to all pupils based on rigorous assessments of behaviour is not consistently provided. The over-reliance on unfocused verbal praise such as 'excellent, well done' to acknowledge pupils' personal or academic achievement does not provide enough critical feedback. The recording of pupils' personal development is too informal to be used to develop pupils' social skills or raise self-esteem.

28. Parents generally praise the care provided for their children and appreciate the attention paid to medical needs by sensitive and capable staff. Good procedures for first aid, child protection and regular risk assessments contribute to pupils' well-being. The care afforded to pupils during a hot spell, for example, was excellent.
29. Most pupils consider that staff support them very well. The minority of pupils with identified challenging behaviour are well provided for in terms of dynamic teaching and highly capable teaching assistants. Pupils are supervised well at break times but not enough is done to ensure that anti-bullying strategies are promoted so pupils' real, but often unfounded, anxieties are reduced. During discussions with pupils it emerged that many confused for example, the accidental with the intentional. Provision for pupils' social development, 'buddy' systems and school council interventions are helping to allay some misconceptions. Surveys to find out if bullying occurs, and where and when it occurs, have not been carried out.
30. Pupils trust the staff, who are good role models for them. They feel there is always someone to whom they can turn for help when they get 'stuck' in lessons. About 40 pupils indicated their reluctance to approach an adult if they were worried. Pupils said that they are reluctant to 'tell' because often no adults are available to consult in private. The school therefore is unaware of many of their concerns.
31. Pupils know their ideas and suggestions are sought by the school council. A recent outcome has been successful 'football free' Fridays. Pupils' involvement in setting academic or personal improvement targets is not strong.

Partnership with parents, other schools and the community

Links with parents are **satisfactory**. Those with the community and with other schools are **good**.

Main strengths and weaknesses

- Educational links with other schools are effective. Visitors from the community enliven pupils' learning and promote their personal development.
- The very high involvement of parents in their children's learning contributes very well to pupils' progress and success. The school does not match this effort by ensuring parents receive satisfactory information about the standards that their children achieve.
- The school has lost the confidence of some parents by not alerting them promptly to issues affecting their children's development or in dealing with complaints well.
- Parents' support for the behaviour policy has not been sought through a consultation process. A substantial number indicate concern about its effectiveness.

Commentary

32. Pupils gain much from good links with other schools and the wider community. Liaison with partner infant schools is strong and ensures smooth transfer into the juniors. This is mirrored by satisfactory transition arrangements at age 11, which make entry into Year 7 less daunting.
33. Parents have many good things to say about the school and most depend on it to provide well for their children. They are highly pleased with the quality of education provided, and in return support reading and other homework tasks. Parents respond immediately to invitations to attend meetings, help with visits and generously commit themselves to supporting literacy skills in classrooms.
34. These aspects of the home-school partnership are strong and well supported by a range of really helpful information. This is always well presented and accurate except for pupils' annual progress reports, which are unsatisfactory. These fail to detail the progress made in

all areas of learning or diagnose those areas that need further improvement. Many parents do not find these useful.

35. Parents are very comfortable about approaching school with enquiries or day-to-day problems because of the warm welcome they receive from staff. However, a significant number of parents feel that systems of communication do not always effectively promote that concept of 'partnership', outlined in the prospectus and suggested elsewhere. Inspectors agree.
36. Procedures are in place to deal with concerns and complaints. Each one is investigated carefully and promptly. However, the trend has been to deal with these without formally notifying parents of the decisions reached and the validity of the reasons behind them. This practice is unsatisfactory, because it does not ensure accountability.
37. Some parents are satisfied with standards of behaviour and consider discipline strategies to be effective for their children. Others are unsure of the school's anti-bullying strategies so cannot help their children to understand or implement them. The problem lies in the lack of effort directed to promoting the effectiveness of the behaviour policy to parents or seeking their involvement and support for the principles behind it. Consulting parents and incorporating their wishes in development plans is not a strong enough feature and falls short of their high expectations.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall, although the leadership of the headteacher is **good**. Leadership of other key staff is **satisfactory**. Governance of the school and the overall effectiveness of management are **satisfactory**.

Main strengths and weaknesses

- The headteacher provides good leadership.
- Staff performance management and continuing professional development are good.
- Strategic planning systems are not sufficiently focused.
- The limited use of performance data is constraining the effectiveness of management.
- Financial management is good.

Commentary

38. The governing body has generally effective systems for ensuring that it meets its statutory responsibilities. Governors are involved in the formation and review of the school development plan and regularly review progress towards the school targets. Governors are very supportive of the headteacher in determining the overall direction for the school and are gradually taking a more significant strategic role. Through consideration of performance data, governors are aware of the main strengths and weaknesses of the school. They regularly review action taken by the school to strengthen aspects of pupil performance but have not yet developed a clear focus for improving achievement.
39. The headteacher sets a good example for her teaching colleagues and support staff and she fosters good relationships within the school between staff and pupils. She maintains a constant focus on the quality of teaching and uses a number of strategies to maintain and improve its effectiveness. She fosters a sense of pride and commitment within the school so that teaching and support staff are keen to improve both their own performance and the performance of the school. By giving opportunities for all staff to contribute to the development plans for the school the headteacher has generated a productive and shared sense of purpose.

40. Whilst a number of key staff provide good role models for their colleagues there are others whose own performance and effectiveness could be improved. A number of subject co-ordinators have new responsibilities and although they have made a satisfactory start to their subject management they have not had time to have a significant effect upon standards or the quality of teaching.
41. The headteacher and senior management team's commitment to the continuing professional development of the staff contributes to the effectiveness of teaching. Good arrangements are in place for performance management with a number of staff involved in leadership roles. All teachers have professional targets linked to the school development plan which helps the school achieve its goals and strengthens the effectiveness of the school 'team'. In addition, all teachers have an annual professional interview with the headteacher, which is another effective means of improving teacher performance and commitment.
42. The headteacher has worked hard to initiate a new process for deciding the priorities for school development in order to ensure that governors and staff are able to make a contribution. However the development cycle is not yet refined enough to ensure that new priorities are being given high enough status. A number of subject co-ordinators are aware, for example, that assessment in their subject is a relative weakness but the improvement in assessment is being dealt with in subject action plans rather than as a whole school development priority.
43. The school has fairly new systems for tracking the performance of pupils, which are beginning to be used to improve provision. For example, pupils are divided into ability sets for mathematics on the basis of previous performance and some pupils are offered 'booster' lessons to improve their achievement. Teachers also use performance information to agree National Curriculum levels which their pupils should reach but the information is not yet used to set achievement targets for the whole school in its development plan. Co-ordinators do not use performance data sufficiently to monitor standards within their subjects. Pupils' personal development is not tracked and recorded effectively enough to ensure that behaviour management can be evaluated and improved.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	760,343
Total expenditure	756,167
Expenditure per pupil	2,130

Balances (£)	
Balance from previous year	42,721
Balance carried forward to the next	46,897

44. A strength of management is that financial planning and monitoring are both efficient and effective.
45. Financial planning is good with prudent management of the school budget. There are clear links between the school development plan and the budget. Although the school reserves are relatively high at present, a significant proportion of the current underspend has been allocated to cover resourcing costs relating to the new extension which is nearing completion. Overall, pupils achieve well. The school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. The provision for children in the Foundation Stage is satisfactory overall. Although there is a wide spread of attainment on entry, the majority of children enter school with above average levels of attainment. They make at least satisfactory progress and almost all achieve the Early Learning Goals by the time they leave the Reception class, with a significant minority achieving higher levels.
47. The quality of teaching and learning is satisfactory overall, with some strengths, especially in personal, social and emotional development and communication, language and literacy. However, in mathematical development, expectations are not high enough and the work set, especially for those who learn quickly, is not sufficiently challenging.
48. The Foundation Stage curriculum is satisfactory overall, with strengths in personal, social and emotional development and communication, language and literacy, where well-planned activities support children's learning well. Although the current Reception classroom has no designated outdoor area, this will be resolved when building work is completed. The match of staffing to the demands of the curriculum is good, with very good support from teaching assistants. Assessment procedures are satisfactory. Staff are perceptive and make regular observations of what children are learning, although the level of detail could be improved in order to raise children's achievement.
49. The partnership with parents and carers is very good. They are very active participants in their children's learning and help regularly in school. Procedures for induction when children first start school are also very good. Meetings for parents and carers are held, children visit school prior to starting in Reception, and the staff also visit local pre-school settings and make home visits.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good teaching and learning enable children to make good progress and achieve well.
- Staff present good role-models.

Commentary

50. Standards in personal, social and emotional development are above those expected for this age. Children behave well. They have positive attitudes to their learning because of the good quality teaching they receive. Staff prepare work well and present it in an interesting way. They act as good role models and have high expectations for behaviour, tolerance and understanding. The children achieve well as a result. They are learning to share, take turns and be considerate. Those who still find this difficult are encouraged to play fairly and co-operate. The children are encouraged effectively to show respect and any instances of disruptive behaviour, which are rare because of staff vigilance, are dealt with firmly but also with sensitivity to the needs of all children concerned. Independence is encouraged. The children are learning to work at their own individual tasks, but are reassured that they can approach adults secure in a positive response to their requests for help. The children are also learning to concentrate and persevere, and the balance of child initiated and work directed by adults is appropriate in supporting this aspect of their learning. At present there is no designated space outdoors with easy access for the children, which means staff have

to organise the children's time outdoors very carefully. This results in some disruption to their concentration and perseverance, when they have to move from one area to another.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for children's communication, language and literacy is **good**.

Main strengths and weaknesses

- There is a good emphasis on literacy and learning how to communicate.
- Opportunities for children to write independently are good.
- There is good practice in helping children to recognise words and the sounds letters make in words.

Commentary

51. For the majority of children, standards in communication, language and literacy exceed those expected at this age by the end of the Reception year. Children achieve well from a secure starting point due to the good teaching they receive. This enhances their learning well. Children are systematically taught to recognise letters and the sounds which they make. Staff make good use of texts to encourage the children to read, relate a story such as 'Jack and the Beanstalk', and to develop their ideas about print conveying meaning. Writing skills are carefully developed. Children are encouraged effectively to use their knowledge and understanding to write independently and opportunities are provided through role-play for them to develop their ideas further and to use their skills in speaking and listening. They listen attentively to what others say and to stories which are read to them. Books are sent home on a regular basis and children also have activities to do at home to support their learning in literacy.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children's skills in counting and in recognising numerals are developed well.
- More able children are not always challenged sufficiently.

Commentary

52. Standards in mathematical development are similar to those expected for children of this age. The quality of teaching and learning is sound with staff providing good opportunities to reinforce children's mathematical development through incidental activities. This helps the children achieve at an appropriate level. However, some opportunities are missed to consolidate and extend mathematical work and sometimes the pace at the beginning of lessons is too slow to extend learning for those children who learn quickly. The outdoor areas are used effectively to promote mathematical work, but these are not always planned sufficiently to incorporate the mathematical work which has gone before. Long term plans cover the expected elements of mathematical development, including work on shape and measurement and handling money. However, work on creating repeating patterns is not specifically mentioned.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children are encouraged effectively to observe closely and record what they see.
- Children's ideas about growth and change in living things are developed well.
- There is no designated outdoor area to support this area of learning.
- There are few opportunities for children to study a variety of cultures and traditions.

Commentary

53. Standards in knowledge and understanding of the world are similar to those normally found by the end of Reception. Children's achievement is satisfactory. They are learning at a satisfactory pace and the quality of teaching is sound. Staff provide an appropriately balanced curriculum and, despite the lack of an outdoor area, they strive to offer the children a varied programme. They are successful in this, enabling the children to be observant and record their observations accurately. The current topic on growth and change supports this work well, as children observe the growth of plants and flowers and are encouraged, for example, to demonstrate growth in their dance activities. However, there are missed opportunities, particularly those which occur incidentally, for example as a result of discussion, to explore the outdoor environment spontaneously. All outdoor activities have to be carefully planned to ensure there is adequate adult support and supervision, which restricts how often such work can be reinforced or consolidated. However, there are plans to provide the Reception class with an outdoor space when current building work is completed. There are, at present, few opportunities for the children to study a variety of cultures and traditions, other than their own and the school recognizes this as an area for development.

PHYSICAL DEVELOPMENT

The provision for physical development is **satisfactory**.

Main strengths and weaknesses

- There are very good opportunities for children to develop their hand control.
- There is no age appropriate climbing frame for Reception children.
- There is no appropriately resourced area outdoors for Reception, although staff strive to provide a varied range of opportunities.

Commentary

54. Standards in physical development are in line with those expected for children of this age. Children achieve satisfactorily in their physical development. They make satisfactory progress overall, with very good progress in developing their skills using their hands, for example, in manipulating playdough, or their early writing skills, and in moving imaginatively to music. There is no properly equipped area for physical development for the Reception class at present and although there is a small climbing frame outdoors this is not sufficiently challenging. The climbing apparatus in the hall is too large for this age group. However, bikes have been purchased recently which are good quality and give the children good opportunities to pedal, push and propel themselves along. While teaching is satisfactory overall, a key strength of the provision is the effective use of the school hall and the good level of interaction, participation and motivation which the staff give the children. This is especially true for children identified as having special educational needs, who sometimes find this type of work difficult, especially in co-operating and being aware of space and others.

CREATIVE DEVELOPMENT

Provision for the children's creative development is **satisfactory**.

Main strengths and weaknesses

- The children sing well.
- There are good opportunities for role-play and developing imaginative ideas.
- Not enough opportunities are available for children to use their skills in applying paint and other media.

Commentary

55. Standards in creative development are in line with those expected of children by the Reception year, with a small number attaining higher standards. Children achieve satisfactorily overall. The quality of teaching and learning in creative development is satisfactory. In music sessions they are learning to sing well and keep time with the music. There are also good opportunities to make up their own stories and extend the work they have done in communication, language and literacy - for example, re-enacting the story of 'Jack and the Beanstalk' and developing their imaginative ideas. They have a range of materials to explore, especially to create collage, but there are not enough opportunities for them to make use of previously learned skills and techniques in applying paint and other media and standards in these elements of the curriculum could be raised.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards achieved by both seven and 11 year olds are above average.
- Opportunities for older pupils to write creatively and independently are good.
- Older pupils work hard and are very productive.
- Literacy skills are used and developed well through other subjects.
- Assessment procedures are not effective in promoting achievement.

Commentary

56. Pupils in Years 1 and 2 achieve satisfactorily and standards at the end of Year 2 are above average in both reading and writing. Pupils in Years 3 to 6 achieve well and by the time they are 11 are producing work and using literacy skills that are above average. Improvement from the time of the last inspection has been satisfactory.
57. Achievement is particularly good in Years 3 to 6 because teachers' expectations are high and lessons are stimulating so that pupils are motivated to learn and strive to do better. In Years 1 and 2 the quality of teaching is satisfactory overall. Teachers ensure that the teaching of letter sounds is thorough and that pupils begin to master handwriting skills. However, there are too few opportunities in Year 1 for pupils to develop independent writing skills. Achievement in writing skills improves in Year 2 but there continues to be too much reliance on the use of prepared worksheets and limited evidence to show that these capable pupils are being extended through challenging or exciting learning opportunities.
58. In Years 3 to 6 there is ample evidence to show that pupils' enthusiasm for writing is fostered by the provision of lots of stimulating experiences. The quality of teaching in these years is good and teachers use drama, role play, stories, discussion and other strategies effectively. Expectations of teachers are high for both the quality and quantity of work produced and, as a result, pupils develop good work habits and produce an impressive amount of well

presented work. Provision for pupils with special educational needs is good overall, but particularly in Years 3 to 6, where they are supported well and make good progress.

59. Teachers throughout the school manage their classes well and insist on good behaviour. Attitudes and behaviour in all English lessons during the inspection were good or very good and as a result teachers and their assistants could focus pupils' attention on learning. The management of the teaching of reading is satisfactory. The arrangement that takes advantage of the goodwill of a large number of volunteer parents to help with group reading each week is effective. However 'guided reading', when teachers improve pupils' reading skills systematically by having a specific focus for teacher-led groups of pupils, is not used. Individual home-school reading is managed efficiently although the monitoring of some older less capable or reluctant readers is insufficient.
60. The new joint co-ordinators for English have recognised the relative weaknesses in the teaching of reading and have plans to trial 'guided reading'. They have made a satisfactory start to their new role by writing an action plan for improvement but it is too early for this to have had an effect.
61. The co-ordinators are aware that assessment in English is underdeveloped. A system of formal assessment at the end of the school year has been established and this is useful for informing parents and the next teacher about the attainment of individuals. However, individual teachers or particular year groups have devised their own methods of assessing pupils' progress in lessons and throughout the year with the result that:
- There is inconsistency in the quality of marking;
 - All teachers are not completely sure about the level of attainment of pupils are currently working at;
 - Lessons are not always tightly focused;
 - Opportunities for raising achievement are missed;
 - Pupils are not always sure what they have to do to succeed or how to improve.

Language and literacy across the curriculum

62. Younger pupils do some independent writing in history and religious education but in Years 3 to 6 the application of reading and writing skills in other subjects is a real strength in the provision. Pupils regularly draft and redraft independent writing and then produce copies for final presentation. They write reports, letters and creative pieces where, for example, they may write in role as, say, a Greek slave complaining to his mistress, or a Roman soldier writing home from his post on Hadrian's Wall. Reading and research skills are used to find information and teachers are vigilant in maintaining good literacy standards throughout the process.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- Standards are currently above average in Year 6.
- Pupils achieve well overall, particularly in Years 3 to 6, where they are challenged effectively. The pace of learning is not brisk enough in Years 1 and 2 and this affects the progress pupils make.
- Good use is made of investigative activities. There is good reinforcement for the development of pupils' mental skills in the middle years of the school.
- Standards of presentation could be improved; teachers' expectations are inconsistent. Too many worksheets are used in Years 1 to 4. This inhibits the development of pupils' independence.

- Marking is inconsistent across the school - a strength in Year 5, but weak in Year 6. The school has not yet introduced individual target-setting in mathematics.

Commentary

63. Standards in mathematics are average in Year 2 and above average in Year 6. Pupils' achievement is satisfactory in Years 1 and 2, but good, overall, in the juniors. Dynamic teaching in the juniors is helping to boost pupils' achievement and so raise standards effectively. Pupils with special educational needs make similar progress to the others, but tend to make at least good progress when receiving specific support. In the 2003 tests, a below average proportion of pupils achieved the challenging Level 3 in Year 2 (and a lower proportion than in reading, writing or science), while a well above average proportion of pupils achieved the higher Level 5 in Year 6. The balance is broadly similar in the current year. Pupils with special educational needs achieve as well as the others, particularly where they are well-supported by learning support staff. Although improvement since the last inspection has been satisfactory overall, a similar pattern of attainment was identified at that time.
64. There is a good focus on reinforcing basic numeracy skills. There is a substantial body of work covered through the school. However, pupils have too few opportunities to develop independent recording skills from an early stage and this inhibits their achievement. Too many worksheets are used in the lower part of the school. Very good use is made of investigative activities throughout the school, though particularly in Years 2 to 4, and this reflects the success of a recent focus by the school. There is good evidence of the attention given to the development of pupils' skills in mental mathematics in Years 3 and 4. The planning of work to match pupils' needs is generally satisfactory, though a significant strength in Year 5, where able pupils are supported very effectively and the work is really challenging. Expectations of presentation are variable and, overall, are not supported well by the heavy use of worksheets. Though a significant strength in Year 5, presentation is often untidy in Year 6. Pupils are not challenged to raise the standard of their work sufficiently and marking does not consistently support improvement. There is too much self-marking by pupils in Year 6 and some work is not marked at all. This does not give pupils a clear and consistent pointer for improvement. Currently, the level of challenge in lessons is variable. A very challenging lesson was observed in one Year 5 class, with highly-motivated pupils and very good learning.
65. Teaching and learning are good overall, though strongest in the upper school. Most lessons proceed at a good pace and the initial input is usually effective, showing teachers' good knowledge and understanding of the subject. In the best lessons, teachers challenge pupils to think and to develop strategies to enable them to deal with mathematical problems. Staff are now using ICT well in their presentation of topics and this motivates pupils successfully. The use of ICT by pupils in mathematics lessons is also now good. Teachers use mathematical language well and question pupils carefully to ensure that they understand. Occasionally, where timing has gone awry, plenary sessions are fore-shortened and are not used effectively to check learning. Across the school, pupils' learning is underpinned very well by the very positive attitudes which they bring to their work and by their ability to work co-operatively.
66. Teachers use assessment satisfactorily to guide the planning of future work. The school has identified targets for each year group, but has not yet moved on to individual target-setting. Pupils are encouraged to evaluate their own understanding and this is an emerging strength. Increasing use is made of 'talking partners' to check pupils' understanding. Homework arrangements are good. This is well-developed in Year 2.
67. The leadership of the subject is good. One of the two co-ordinators is new but has a secure grasp of the subject's strengths and areas for development. They have regular time to carry out their duties, monitor planning and pupils' work carefully and have had opportunities for

observing and supporting colleagues at work. They have recently – and successfully - focused on developing opportunities for open-ended and investigative work in mathematics, especially in the juniors.

Mathematics across the curriculum

68. Pupils use mathematics well to support their work in other subjects, primarily in science, geography and design and technology. They use graphs and tables to record data in science and practise their skills in measuring when they undertake practical tasks in design and technology. There are improving links with ICT.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Standards in science are above average in Year 2 and Year 6. Investigative skills are good.
- The teaching of science is often good.
- Good use is made of interactive science displays.

Commentary

69. Standards in science are above average at both age seven and age 11. Pupils' achievement is good overall. Pupils with special educational needs achieve as well as the others, particularly when they are supported well by learning support staff. Year 6 pupils have a good knowledge and understanding of recent work on materials and have studied physical processes, looking at the effects of exercise on the body. They have experimented with circuits, demonstrating that the brightness of a bulb is affected by the resistance of the circuit wire. Homework is used well to reinforce learning. For example, 11 year olds were set the task of finding out about the interdependence of plants and animals in the hedgerow. Pupils were challenged to locate and identify different leaves and this extended their learning well.
70. The science curriculum ensures that pupils' knowledge and understanding of scientific concepts is developed progressively. A rigorous approach to investigations has been established and practical skills are effectively acquired. First hand experience is the basis of much work, for example when the pupils use the Environmental Studies area in the school grounds. There is limited space in some classrooms for accurately carrying out experiments. Older pupils are taught how to perform and write up their experiments correctly, with aim, method, prediction, fair test, diagram, result and conclusion – and this is established with some consistency throughout the juniors. Pupils are now able to set up and carry out their own experiments with some confidence.
71. Teaching and learning are good, overall. There was evidence of well-judged practical work taking place during the inspection. With building work going on outside, pupils in Year 5 creatively shared their ideas about how sound travels. Very few had used a tuning fork before, but co-operated well with each other to devise their experiment on sound waves. Evidence of methodical experimentation came from recorded work of Year 3 pupils in their work on materials to find which paper was best for mopping up. They concluded that kitchen towel absorbed most and grey paper towel absorbed least. In a lesson on classification, Year 6 pupils had three groups of plants, differing in complexity, to classify. Year 4 pupils were beginning to understand the function of muscles. They then applied this knowledge to understand how invertebrates move.
72. Throughout the school there is good interactive display of science work done by all classes. For example, there is a survey of broken bones by Year 4, based on their work on the

human body. Research into famous scientists provides an interesting cross-curricular perspective.

73. There has been good improvement since the last inspection. The management of science is good overall. The subject is well-resourced. New science course materials have been introduced and the co-ordinator maintains a good overview of teaching across the school, in part through her contribution to specialist science teaching in Year 6. Assessment is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6.
- The two co-ordinators provide knowledgeable and enthusiastic leadership.
- The new ICT suite provides a good facility.
- ICT is being used increasingly well across the curriculum.

Commentary

74. Standards in ICT are similar to those normally found in Year 2 and above that level at Year 6. Pupils achieve well overall, though best in the juniors. Pupils with special educational needs achieve as well as others. When working in the suite they often benefit from working alongside more able partners. The new Information Centre is very well-resourced with high quality computers and an interactive whiteboard for teaching purposes. This high quality provision is supplemented by a mobile suite of laptop computers for use in the classrooms, as well as a good number of free-standing older computers. Classes have regular access to the suite, both for skills training and to support work in other subjects. Two lessons demonstrated well the efforts being made to extend the use of ICT across the curriculum. A class of seven year olds used the Internet to research a planned visit to Bodiam Castle. They word processed text and added pictures they had downloaded. They were able to use the vocabulary *maximise*, *minimise* confidently and the cut and paste facility. A class of 11 year olds used a search engine to find information about the Nigerian Kingdom of Benin. They imported information relevant to their topic, assembling a text which contributed well to the class project. Many pupils have good basic skills. For a significant proportion of pupils, skill development is supported well by access to good quality computers at home.
75. Teaching and learning are good across the school. Teachers have secure skills and approach the subject confidently. Assessment arrangements are satisfactory. Pupils' attitudes are almost always good. They are motivated effectively by the high quality computers and the brisk pace of lessons. There are good opportunities to develop collaborative working.
76. A key focus in the coming year is the further integration of ICT with other subjects of the curriculum. The joint ICT co-ordinators have been very effective in moving the subject forward. They undertake separate roles as they work to enhance the effectiveness of the subject. One focuses on the integration of ICT across the curriculum, while the other develops the technical expertise of the staff in the use of new hardware and software. Provision has improved in all respects since the last inspection, not least in that the unsatisfactory standards then found at the end of Year 6 have been significantly raised.

Information and communication technology across the curriculum

77. Staff have worked hard to incorporate ICT in their planning for lessons in subjects across the curriculum and progress has been good. A number of lessons were observed, such as history and mathematics, where pupils used ICT well to support pupils' learning. A very good example was a Year 5 mathematics lesson where pupils were using a revision program from the Internet to secure and extend their knowledge of data-handling. Overall, this remains a developing area, but with considerable potential.

HUMANITIES

No lessons were observed in **geography** so that it is not possible to make judgements on the quality of teaching, achievement or standards. However, on the evidence available, standards are likely to be in line with those found nationally, although there are examples of some very good work including the mapwork at Year 4. However, the present scheme of work is not sufficiently detailed or organised to ensure a careful progression in pupils' skills, knowledge and understanding. The new co-ordinator has a satisfactory understanding of the strengths and weaknesses of the provision but has not yet had the opportunity to effect significant changes.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards achieved by 11 year olds are above those usually found.
- The productivity of older pupils is very good.
- Assessment in history is underdeveloped.

Commentary

78. Pupils in Year 1 learn about history through discussion and role play. In Year 2 they begin to record some of their knowledge of people and places in history so that seven year olds achieve satisfactorily and reach expected standards. In Years 3 to 6 all pupils, including those with special educational needs, achieve well, and some very well, so that by the time they leave school overall standards of skills, knowledge and understanding are above those normally found. Improvement since the last inspection has been good.
79. The amount of work produced by the older pupils is very impressive and, in both quantity and quality of presentation, exceeds expectations. There is good evidence to show that this very good productivity is matched by pupils' knowledge and understanding. Eleven year olds have a good understanding of the broad sweep of British history and the various peoples that have invaded and settled here. They also understand that events in history, such as Henry VIII's break with the Church or the inventiveness of the Victorians, affect the way we live today. They understand that there are different interpretations of history and that the same evidence can be used to reach different conclusions.
80. It was not possible to observe any lessons in Years 1 and 2. The quality of teaching in Years 3 to 6 is good. There are several teachers with a particular interest in the subject and their knowledge and enthusiasm enhances pupils' learning. There is also a well established school focus on various aspects of history so that pupils enjoy some very stimulating learning experiences including outside visits to places such as Fishbourne or Hampton Court. They also enjoy activities such as a Viking workshop in school or dressing up in role at Corfe Castle.
81. The new co-ordinator for history has made a satisfactory start. She is aware that assessment is underdeveloped and is keen to improve this aspect of the subject.

Religious education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of pupils' skills in literacy to record what they know and understand about different faiths and religions.
- In good lessons, religious education is made interesting and pupils are attentive and respectful as a result.
- Sometimes, especially in Years 1 and 2, worksheets are used too often.

Commentary

82. Standards in religious education are similar to those normally found at the end of Years 2 and 6. Pupils achieve appropriately for their age and the progress they make in lessons is satisfactory overall. Sometimes they make good progress in lessons due to the good teaching, clear instruction and interesting way facts about different faiths are presented.
83. Teaching and learning are satisfactory overall. The staff generally have a secure understanding of the main faiths of Islam, Hinduism, Judaism, Buddhism and Christianity. There is a good range of expertise both among the staff and provided by visitors to school. One helper has a good understanding of the Hindu faith and a teaching assistant has personal knowledge and understanding of the Jewish religion. They share their expertise readily with the pupils and help them to understand the different traditions, customs and beliefs which these faiths encompass. Lessons are planned appropriately, resources are used effectively and pupils have positive attitudes and behave well. Assessment arrangements are satisfactory.
84. The school follows the local authority agreed syllabus, which identifies a broad programme of study on religions. In the study of Islam, pupils make good use of information and communication technology to develop their ideas - for example, using an interactive program to find out about mosques. Although pupils' literacy skills are used effectively to record what they have found out, this is not consistent across the school and sometimes there is too much reliance on worksheets in Years 1 and 2. Standards and pupils' achievement in religious education have been maintained since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Pupils' work in **art and design** was sampled during the inspection. Few lessons were observed, but from work seen standards in art and design in Year 6 and in Year 2 are likely to be similar to those normally found. Progress is also satisfactory and pupils achieve appropriately, on the basis of satisfactory teaching and learning. However, a particularly good lesson was observed in Year 4, where the very good expertise of a teaching assistant was put to very good use. Pupils, including those identified as having special educational needs, made very good progress. They were extremely motivated and produced good quality work. This work in Year 4 linked design and technology and art and design, as pupils had previously made simple frames to display their water colour of a landscape. Pupils had successfully retained knowledge and understanding from a previous lesson on mixing colours and also understood how to use black and white to create shades and tones. Instruction on how to apply water colour with a brush and in the use of water colour pencils was very well-presented. Although the curriculum for art and design is appropriate overall, there are inconsistencies across the school in how time is allocated to the subject. Some year groups combine art and design with design and technology, whilst others teach each subject separately in blocks of time. The co-ordinator is well aware of this and intends to make better use of published national guidelines to improve the progression of pupils' skills. Standards in art and design have been maintained since the previous inspection.

Only one lesson was seen in **music** and it is not possible to judge overall provision. However, on the evidence seen, standards are likely to be similar to those normally found. In the one lesson observed, for seven year olds, the objective was to choose an instrument to accompany a story and give reasons for their choice. Standards of composing and performing were good and a number of pupils could detect change in the fast and slow tempo. Some display good aural memory - "that sound of bells reminds me of Christmas". Children enjoyed producing musical rhythmic patterns relevant to the story, working in small groups. Hymn practice was tuneful, pupils being encouraged to "let their voices soar". Music is taught by class teachers, supported well by the co-ordinator who builds their confidence for teaching class lessons. Forty-four pupils learn individual instruments. There is much extra curricular junior school music - for example, orchestra and recorder, coming together with a drama group for a summer production. Infant music includes participation in the Mole Valley festival. Music is well resourced.

Design and technology

The provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- Good work in design and technology was seen in Year 5.
- Too little emphasis is placed on designing work independently, using products to examine and explore different materials and to refine methods for making models.
- There are inconsistencies in the organization and delivery of the curriculum in different year groups.

Commentary

85. Standards in design and technology are similar to those normally found at the end of Year 2 and Year 6, but have improved since the previous inspection. Achievement is satisfactory and pupils make appropriate progress in lessons, especially when evaluation of work is encouraged effectively. Pupils with special educational needs make similar progress to the others. They often benefit from working alongside more confident partners during practical sessions. There are good links in Year 5 between design technology and other subjects. Standards are particularly high in Year 5 and pupils achieve very well in that year. They learn how to disassemble products in order to inform their own designs and to use their knowledge and understanding to create useful, working models. However, in most other years, there is too little emphasis on the systematic development of pupils' skills in design.
86. Teaching and learning are satisfactory across the school, with very good teaching in Year 5. Pupils learn very well in Year 5 because of informed teaching expertise, the very good knowledge and understanding of staff and the very good opportunities pupils have to research and discuss the design and structure of manufactured objects and the need for accuracy in this type of work. There are good links to literacy and numeracy, as pupils make detailed evaluations of what they have discovered and what they could improve in the future. Pupils use their skills in mathematics to take accurate measurements and also to consider dimensions, related to three-dimensional work on shapes. Pupils make very good progress because they are keen, relationships are very good and they are eager to please their teachers.
87. Although the curriculum for design and technology is appropriate overall, some streamlining is needed, as in art and design. Leadership and management are good overall. The co-ordinator has a clear sense of direction for the future development of the subject.

Physical education

Provision for physical education is **very good**.

Main strengths and weaknesses

- Standards are above average overall, and particularly high in swimming.
- Teaching and learning are good. Expectations are high. Skills are taught effectively, enabling pupils to achieve well.
- Provision is enriched by an extensive programme of extra-curricular activities.
- Leadership and management of the subject are good.
- Assessment structures could be improved.

Commentary

88. Physical education is a strength of the school. The school has continued to build upon the many positive features already evident at the last inspection and improvement has been good. Standards are similar to those normally found at the end of Year 2 and better than normally found at the end of Year 6 in those elements of the curriculum observed – games and athletics. No lessons were observed in dance, gymnastics or swimming. Pupils' good achievement is boosted significantly by the very good range of extra-curricular activities provided. Standards in swimming are a strength, enabling the great majority of pupils exceeding the expected levels (25 metres unaided) by the end of Year 6. However, the provision for swimming, in terms of access to pool time as part of the curriculum, is modest. The standards achieved reflect, to a large extent, the fact that many pupils belong to swimming clubs outside school.
89. Most sessions observed during the inspection were affected by the extremely humid conditions, which constrained the quality of pupils' performance. However, several very good sessions were observed. In a successful Year 5 athletics lesson, pupils had a rigorous and challenging session, focused on improving their sprint technique. This was a very good session, largely because of the high quality of the teaching and the high expectations set. The pace was extremely brisk, with constant input of skills coaching, observation and explanation. As in a number of other lessons observed, the nature of the lesson did not throw up many opportunities for developing pupils' evaluative skills, but the conditions did prompt a strong focus on health and safety issues. The outcomes of the lesson were good and pupils achieved well. As in all lessons observed, the very positive attitudes which pupils bring to their learning are a key factor in their success.
90. Teaching and learning are good overall. Planning is detailed and provides well for the range of needs in each class. Teachers have very good subject knowledge and manage pupils very well. They have good relationships with pupils and very high expectations of their behaviour. Pupils with special educational needs are well supported. The pace of lessons is a key strength. Pupils are challenged throughout and respond to this very positively.
91. The very good programme of additional sporting events and clubs enriches the curriculum significantly and is very well supported by pupils. The school fields teams in several sports and has a high profile in local sports events.
92. The co-ordinator is knowledgeable and effective and has been able to support colleagues well, so ensuring the high standard and consistency of teaching evident in the school. Her key priority is to improve assessment structures in the subject. Facilities for physical education are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There were limited opportunities to evaluate the overall provision for PSHE. No judgement is possible on provision. However, the indications are that there is further work to do in this area. The school is beginning to provide opportunities for pupils to express their ideas and explore their concerns in personal, social and health education. Provision for pupils in Year 6 is well-developed and rigorously implemented. However, provision is less consistent in other year groups. Not all

teachers choose to do circle time at present. A draft scheme of work is being developed by the co-ordinator and it is planned to ensure more consistent, structured PSHE sessions across the school. In one lesson seen, seven year olds were able to express what they dislike about playtimes. Pupils described playground incidents or their feelings of loneliness when excluded from games. Together with the teacher they explored solutions to these problems, helping them to think of strategies to deal with these everyday school problems. The potential of the recently-established school council has yet to be effectively realised.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).