

# INSPECTION REPORT

**Westende Junior School**

Wokingham

LEA area : Wokingham District

Unique Reference Number : 109899

Headteacher : Mrs Helen Heydon

Reporting inspector : Mr Tony Maslin  
T3669

Dates of inspection : 1-4 November 1999

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Junior
Type of control :	County
Age range of pupils :	7 - 11
Gender of pupils :	Mixed
School address :	Seaford Road Wokingham Berkshire RG40 2EJ
Telephone number :	0118 978 6682
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Appropriate authority :	Governing Body
Name of chair of governors :	Mrs Carol Winter
Date of previous inspection :	October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Tony Maslin, Rgl	Mathematics	Characteristics of the School
	Information Technology	Attainment and Progress
		Teaching
		Leadership and Management
Liz Cooke, Lay Inspector		Attendance
		Pupils' spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		The efficiency of the school
Jenny Homewood	English	Attitudes, behaviour and personal development
	History	Staffing, accommodation and learning resources
	Geography	Equal opportunities
	Music	English as an additional language
James Walsh	Science	The curriculum and assessment
	Design and Technology	Special Educational Needs
	Art	
	Physical Education	
	Religious Education	
Linda Rhead		Provision for the pupils with Asperger's Syndrome in the Acorns Unit

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The Registrar  
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Alexandra House  
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London WC2B 6SE

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## MAIN FINDINGS

### What the school does well

- . There are high standards in English, mathematics and science  
The teaching is good
- . The pupils' behaviour and attitudes to their learning are good
- . There is good provision for pupils with special educational needs
- . The pupils make good progress with their learning  
The curriculum is broad, relevant and meets the pupils' needs
- . There are good links with the parents and the local community
- . There is a good ethos for learning with a commitment to high standards
- . The school gives good value for money

### Where the school has weaknesses

- I. School leadership and management does not make sufficient use of all the staff expertise in whole school planning, or ensure effective communication between all staff
- II. Standards in information technology are not good enough
- III. The monitoring role of subject co-ordinators is not sufficiently well developed
- IV. Provision for the pupils' cultural development is unsatisfactory
- V. The open plan accommodation inhibits the pupils' learning and progress
- VI. Funding for the Acorns Unit draws on resources allocated for pupils in the main school

**The weaknesses are outweighed by what the school does well. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.**

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

Many of the weaknesses pointed out in the last inspection in 1995 have been overcome, and the school is better than it was. Assessment practice is now satisfactory and there are good procedures in place for assessing and recording the pupils' attainment, particularly in English and mathematics. The pupils now develop good investigative skills, particularly in science. Resources for religious education and music have been much improved, but there is still further work to be done to increase the range of resources reflecting the work of other cultures. Information and communications technology is still a weakness. There is sufficient hardware but there is an urgent need to improve the range of software resources for use by the pupils.

The role of the co-ordinators has been developed, but still needs to be extended to include the monitoring of standards, the effectiveness of the teaching and the quality of the curriculum in their subject areas. The school has set realistic targets to help pupils do better in National Curriculum Tests. It is well placed to make further improvements and to meet these targets.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<p style="text-align: center;"><b>Key</b></p> <p>well above average A</p> <p>above average</p> <p>B</p> <p>average C</p> <p>C</p> <p>below average</p> <p>D</p> <p>well below average</p> <p>E</p>
English	A	B	
Mathematics	A	B	
Science	A	C	

The table shows; for example, that in the 1999 English test the pupils average points score was well above the national average and above the average for similar schools.

The inspectors found that, generally, the pupils make good progress in most areas of the curriculum, with the exceptions being sound progress in music and in religious education and unsatisfactory progress in information technology. The pupils in the Acorns Unit resource unit make good progress.

## Quality of teaching

Teaching in:	7 - 11 years
English	Good
Mathematics	Good
Science	Good
Information technology	Unsatisfactory
Religious education	Satisfactory
Other subjects	Good

Teaching is at least satisfactory in 94 per cent of lessons. It is good in 62 per cent of lessons and very good or excellent in 6 per cent. In the 6 per cent of unsatisfactory teaching all the lessons, except 1, were because of poor availability of software resources for the teaching of information technology.

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



## Other aspects of the school

Aspect	Comment
Behaviour	Good behaviour makes a positive contribution to learning.
Attendance	Good. Pupils are punctual and lessons start on time.
Ethos*	Good, with a particular commitment to high pupil achievements.
Leadership and management	Strong direction for school from headteacher and governors; some important communication gaps between the staff; monitoring of teaching and curriculum development not yet sufficiently well established.
Curriculum	Broad relevant and well balanced, except for information technology and the time for religious education in years 5 and 6.
Pupils with special educational needs	Good provision for pupils with special educational needs; good provision for pupils with Asperger's Syndrome in the Acorns Unit resource base.
Spiritual, moral, social & cultural development	Satisfactory overall; very good moral development; limited range of opportunities for cultural development.
Staffing, resources and accommodation	Appropriate staff; satisfactory resources except for information technology; routine working noise interferes with pupils' learning in the open plan accommodation.
Value for money	With good standards, good teaching and good progress overall the school gives good value for money; insufficient use of staff expertise in whole school planning; the Acorns Unit for the pupils with Asperger's Syndrome is subsidised by funds allocated for the main stream pupils – this is inappropriate.

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

## The parents' views of the school

What most parents like about the school	What some parents are not Happy about
VII. The school encourages parents to play a part VIII. The school is approachable IX. The school keep parents well informed X. The school encourages positive values XI. Behaviour is good XII. Their children like coming to school	XIII. The amount and quality of homework XIV. The behaviour in the playground XV. The knowledge they have about their

The inspectors' judgements support the parents' positive views. After a careful scrutiny of the full range of information which is available for parents, and, in particular, of the reports the school writes about its pupils, the inspectors' judgements are that both sets of information give a full and complete picture of the pupils' activities, achievements and progress. The school has good procedures for dealing with playground incidents should they arise. Behaviour in the playground was good during the inspection. The inspectors found that the homework the school sets makes a positive contribution to the pupils' standards and progress.

## **KEY ISSUES FOR ACTION**

In order further to improve the pupils' standards of attainment the headteacher and governing body should:

- Review the structure, roles and responsibilities of the senior management team to ensure that good communication of information takes place within the school so that all staff fully understand the priorities and decisions made within the school. (see paragraphs 53, 66)
- Allocate funding so that there are sufficient software resources to enable pupils to achieve appropriate standards in both aspects of the National Curriculum for information technology. (see paragraphs 63, 122)
- Establish and implement a programme for monitoring the quality of teaching and the curriculum in the school. The programme should routinely seek to identify specific strengths and weaknesses in the school's provision. The results of the monitoring programme should lead to the consistent maintenance of strengths and structured action plans for improvement of weaknesses. The governors should ensure that they have regular reports that keep them informed at all times. (see paragraph 55)
- Ensure that the pupils receive a broadly based cultural development programme, so that they fully understand the broad social and ethnic composition of twentieth century Britain. (see paragraph 38)
- Review the way in which accommodation is utilised to identify the changes that are necessary to ensure routine working noise levels do not interfere with other pupils' learning. Take steps to implement these changes. (see paragraphs 61, 79, 88)
- Take immediate steps to regularise the funding of the Acorns Unit for the pupils with Asperger's Syndrome, so that it does not use funds allocated to the mainstream pupils. (see paragraph 67)

## **INTRODUCTION**

### **Characteristics of the school**

1. Westende Junior School is situated on the outskirts of Wokingham. There are 113 boys and 97 girls on roll. The pupils are drawn from a wide range of social backgrounds, although the majority come from owner occupied housing. Three per cent of the pupils are eligible for free school meals. This is below the national average for schools of this size and is the same proportion as at the time of the last inspection. Four per cent of pupils come from homes where English is not the first language, which is below the national average. Nineteen per cent of the pupils are on the SEN register, which is broadly in line with the national average, but greater than at the time of the school's last inspection. Ten of these pupils have a statement of special educational need and nine of these are supported in a dedicated unit for pupils with Asperger's syndrome. The pupils' achievements when they enter the school vary from year to year. The pupils' Key Stage 1 results show that they are usually, but not always, just above the national average for pupils aged seven. The results also show that achievement on entry is in line with, and on occasions below, the achievements of pupils in similar schools.

The school's priorities are:

- to consolidate and further develop its expertise in effectively delivering the National Literacy and Numeracy strategies;
- to further develop the information and communication technology curriculum in line with local authority initiatives, the National Grid for Learning and the needs of the school;
- to ensure that the whole curriculum offered to the pupils continues to be wide-ranging, exciting and relevant to the pupils.

The targets the school has agreed with the local authority are:

- for July 2000      - 78 per cent of pupils achieve Level 4 or above in English, and  
                              - 78 per cent of pupils achieve Level 4 or above in Mathematics;
- for July 2002      - 80 per cent of pupils achieve Level 4 or above in English, and  
                              - 75 per cent of pupils achieve Level 4 or above in Mathematics.

## Key Indicators

### Attainment at Key Stage 2<sup>1</sup>

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

Year	Boys	Girls	Total
1999	27	25	52

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	21	20	24
	Girls	21	20	24
	Total	42	40	48
Percentage at NC Level 4 or above	School	81 (75)	77 (77)	92 (83)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	21	18
	Girls	18	18	17
	Total	37	39	35
Percentage at NC Level 4 or above	School	71 (69)	75 (70)	67 (75)
	National	68 (64)	69 (64)	75 (70)

---

1

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

## Attendance

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

		%
Authorised	School	3.9
Absence	National comparative data	5.3
Unauthorised	School	0.05
Absence	National comparative data	0.1

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	6
Satisfactory or better	94
Less than satisfactory	6

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

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

#### **Attainment and progress**

2. Since the last inspection standards in the core subjects of English, mathematics and science have been improved. In all three subjects standards for 1999 are above the national average for the percentage of pupils achieving Level 4 or better in the end of key stage national tests. In addition they are well above the national average for the percentage of pupils achieving Level 5 or better in English and mathematics and above the national average for the percentage of pupils achieving Level 5 or better in science. The pupils' average points scores in all three subjects are well above the national average points scores achieved by pupils in these tests. In 1999 these results placed the school's performance for the percentage of pupils achieving Level 4 or better in the end of key stage national tests in both English and mathematics just below that of comparable schools. In science it was in line with comparable schools. The percentage of pupils achieving Level 5 or better achieved by the pupils were well above those in comparable schools for English, above those in comparable schools for mathematics, and in line with those in comparable schools for science. The average points scores in English and mathematics were both above those of comparable schools and the average points score for science was in line with comparable schools. The results for 1999 also show that these pupils made considerably better progress in all three core subjects than did pupils in other schools with a similar 1995 Key Stage 1 entry profile.

3. The inspection findings are in keeping with these results. Throughout the key stage the pupils generally make good progress in all three core subjects. By age 11 they read well and can evaluate what they are reading. They can write their own news reports using imaginative vocabulary choices and with accurate punctuation. They can listen carefully and respond thoughtfully and constructively. By the end of the key stage in mathematics most of them can work with decimals to two places and can work with simple fractions to describe proportions of a whole. Many pupils achieve beyond this; for example, working with greater numerical precision and with a high degree of accuracy when constructing simple 2-dimensional shapes. In science they can make good use of investigative evidence and are able to use their knowledge to draw conclusions and make predictions about the world around them.

4. The pupils make good progress and achieve good standards in design and technology, history, geography, art and physical education. In design and technology they can evaluate the success of a design and incorporate changes to improve the finished product. In history they can organise a range of historical information to produce a well argued written account. In geography they show a good understanding of people and places. In art they can paint in the style of a range of artists and develop very good skills in drawing, painting, collage, printing, textiles, ceramics and graphic design. In physical education they perform gymnastic movements on the floor showing a good range of body shapes including balance, poise and rolls to link a sequence together. This implies that, since the last inspection, standards in art have been improved and high standards have been maintained in all of the other subjects.

5. Standards in music and religious education are sound with sound progress. Pupils can sing together tunefully and are beginning to see the differences in the musical elements of pitch, duration and mood. In religious education they learn to appreciate the messages in religious stories and are able to make links with other stories and incidents from daily life. Since the last inspection standards have been maintained in religious education and have dropped slightly in music.

6. There are insufficient software resources in information technology and standards and progress in this subject area are unsatisfactory. This is similar to the position at the time of the last inspection.

7. Able pupils, girls and boys make equally good progress in all subjects, as do the few pupils with English as an additional language and those from ethnic minority backgrounds. The curriculum is well structured to cater for those pupils with special educational needs and they make good progress with their learning.

8. Provision for the pupils with Asperger's Syndrome who attend the Acorns Unit is good. They generally have low levels of attainment on entry to the school and all of the pupils have a statement of special educational need. They make good progress, particularly in English and mathematics, in personal development and with social and motor skills. This is largely due to the well-focused teaching, which is closely related to pupils' individual needs and which take place in specialist sessions in the resource base. Good routines are established and pupils are made to feel secure and confident, enabling them to learn more effectively.

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

9. The school has maintained the high standards observed at the time of the last inspection. Pupils show a positive attitude to their learning. They are keen to participate and contribute to lessons. They work with sustained concentration in class and develop personal study skills by researching information, both within school and at home, and by regularly doing the homework that they are set.

10. Behaviour in the school is good during lesson times and when the pupils are moving around and in and out of the building. Any small incidents of poor behaviour are handled quickly and effectively without disturbing the lesson. There are class rules displayed on the walls that are agreed with pupils and adhered to by them. Behaviour in the playground at the beginning and end of the day and at break-time and lunchtime is also good. There have been no exclusions in the past year.

11. Pupils are friendly with each other and form good relationships with each other and with staff and visitors. Children form good relationships with their peers from the Acorns Unit who take a regular place in the main school classes. Pupils with special educational needs are integrated in work and play with others in their classes. Property, wall displays and resources are well treated by pupils in the school.

12. Pupils from the Acorns Unit develop confidence and become less anxious in the secure context of their resource base. Relationships between the pupils and between the staff and the pupils are very good. The pupils' behaviour in the resource base, in mainstream classes, at lunchtimes and at break-times is good. In mainstream classes, the pupils listen well and maintain their concentration. They put up their hands, sometimes after encouragement and; for example, answer questions during the daily mathematics lesson.

13. The personal and social education lessons that have been introduced recently positively encourage the pupils to learn about behaviour, relationships and co-operation. They promote respect for the feelings and values of other people.

14. There are good opportunities in class for pupils to show initiative and take responsibilities. They undertake a range of duties such as setting up the learning resources, leading a discussion group and manning the reception desk at lunchtime.

15. The pupils make a positive contribution to the local community by such activities as giving a concert at the local blind home at Christmas, taking part in the Berkshire Youth Music Trust and undertaking money raising schemes for good causes.

16. The pupils' good attitudes to school life, good behaviour and good relationships all make a positive contribution to the ethos of the school.

## **Attendance**

17. Attendance at the school is good, both by the mainstream pupils and by those who attend the Acorns Unit for pupils with Asperger's Syndrome. Rates for both authorised and unauthorised absences are better than the national averages. This continues the good standards reported in the previous inspection. The school reports attendance rates to parents appropriately. Pupils arrive promptly, registers are taken on time and sessions start briskly. Registers are carefully and consistently kept and comply with statutory requirements. The good attendance and punctuality have a beneficial effect on attainment because lessons start on time and pupils miss few sessions.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

18. Throughout the school the teaching is good. Over 60 per cent of the teaching was judged to be good or very good and 6 per cent was unsatisfactory. There is no specific data from the last inspection but the inspectors' judgement is that this represents an improvement since that time. The unsatisfactory teaching was associated almost exclusively with the provision for information technology, where the school has insufficient software resources to enable the pupils to make enough progress in the development of their knowledge and skills.

19. Teaching is good in the core subjects of English, mathematics and science. This reflects the maintenance of high standards of teaching in English and mathematics and an improvement in science since the last inspection. The good teaching in art, design and technology and physical education also represents an improvement since the last inspection. The teaching quality has been maintained with the good teaching in history and geography. The quality has dropped slightly in music, which is satisfactory, and in information technology, which is now unsatisfactory. The previous satisfactory teaching of religious education has been maintained. Teaching is good in the Acorns Unit for pupils with Asperger's Syndrome.

20. Teachers have a good knowledge of most subject areas and this enables them to give clear explanations, which the pupils can readily understand. In most subjects teachers have high expectations of the content of the work they expect the pupils to do, the standards they expect them to achieve and the way in which they expect them to go about their work. The notable exception is in information technology. In mathematics, a little more could be expected from the higher achievers in the lower Year 5 and 6 sets.

21. Planning is good. The good teachers know their pupils well and are able to plan the next stages according to their assessments of how the pupils have performed. This is well structured in subjects like mathematics and science, but less well documented in the other areas of the curriculum. Planning leads to effective use of time and resources in lessons so that the pupils are consistently challenged to extend their thinking. This makes a key contribution to the good progress made by the pupils. Again, the notable exception is in information technology. In just one Year 5 mathematics lesson the planning was not well targeted on the pupils' next steps, but

further observation of the classroom at work showed that this had been quickly corrected by the following day.

22. With the exception of information technology, the teachers manage the work of their classrooms effectively so that the pupils know what they are expected to do and can continue to make good progress. The management of behaviour is good and leads to constructive dialogue and good relationships between teachers and pupils.

23. Homework is well used in English, mathematics, science and history to reinforce the pupils' knowledge and understanding in these subjects.

24. In the Acorns Unit, teaching is good. Good support is given to pupils when they attend lessons in mainstream classes. The staff in the Acorns Unit have a very good understanding of the pupils and their needs. The environment and the activities carried out are designed to reduce the pupils' anxieties and enable them to learn more effectively. Behaviour is very well managed. Activities are planned, taking into account assessments of the pupils' progress as well as the advice given by visiting therapists. In order to be compatible with the timetabled mainstream lessons, some of the activities in the resource continue for too long a time, leading to occasional fidgeting and loss of concentration.

25. Slight differences in the pace of the lesson and the specific progress made by the pupils account for the differences between lessons judged as satisfactory and those judged as good or very good.

The consistent high quality of the teaching throughout the school plays a significant and positive role in the good progress the pupils make in so many areas of the curriculum.

### **The curriculum and assessment**

26. The school provides a broad and relevant curriculum, which meets statutory requirements in all subjects except information technology. It is well balanced; apart from too much time allocated to information technology and insufficient time to religious education in Years 5 and 6. The balance of the curriculum has changed since the last inspection when all subjects had appropriate time allocations. The curriculum reflects the aims set out in the school's prospectus. It successfully promotes the pupils' intellectual, physical and personal development and prepares them well for the next stage of education. The school places a high priority on teaching literacy and numeracy and this is reflected in the progress made by the pupils across the school. Religious education is based on the locally agreed syllabus and is taught throughout the school. There is good provision for the development of personal and social skills, which can be seen in the good attitudes to learning and the good behaviour in and around the school. Health education is taught through the personal and social programme and science. The use and misuse of drugs and sex education are appropriately taught with a programme that suits the maturity of the pupils.

27. All pupils have equal access to the curriculum. Opportunities are given to the higher attaining pupils to extend their range of activities in the "setting" arrangements used for teaching mathematics. The provision for pupils with special educational needs is good and learning is well promoted through detailed individual educational plans with appropriate targets. These plans are frequently reviewed and updated in the light of accurate observations. Procedures for assessing pupils with special educational needs are good and the information is used in planning within lessons. Parents are kept well informed at all stages and are given the opportunity to attend reviews. The school follows the guidance in the Code of Practice, and complies with statutory requirements relating to pupils with a statement of special educational need.



28. There is good liaison between the co-ordinator for special needs and the teacher in charge of the Acorns Unit. Pupils from the Acorns resource unit have access to the National Curriculum, mostly through attending mainstream lessons. Some complementary lessons are taught in the resource base when the level of learning required in the mainstream classes is judged to exceed the pupils' understanding. However, there is no tracking carried out to ensure that each pupil receives a broad and balanced curriculum, which includes access to every subject in the National Curriculum. As a result some pupils spend a high proportion of each week being taught in the Acorns classroom, with a strong emphasis on personal development, and developing their social and motor skills. This is valuable work, but should be more closely linked to curriculum goals. The newly introduced profiling system is improving assessment and helping to track the progress pupils make. The school development plan recognises the need to improve access to the National Curriculum for pupils in the resource.

29. Curriculum planning overall is good. All subject areas have appropriate and useful schemes of work. The school has long and medium term planning with a short term planning format which has learning objectives clearly identified. Teachers know their pupils well and are able to plan the next stages according to their assessments of how the pupils have performed. This is well structured in subjects like mathematics and science, but less well documented in the other areas of the curriculum. The structured use of assessment to inform planning has not greatly improved since the last inspection. Religious education is planned in line with the locally agreed syllabus. With the exception of literacy and numeracy, all subjects are planned within a two-year topic-cycle, which provides good coverage and little repetition in the mixed year groups.

30. The school has made a good start in implementing the National Numeracy and Literacy Strategies. Planning for these two areas is good overall, with strict attention given to the structure of the sessions. Some opportunities are taken during the plenary sessions to evaluate and assess pupils' progress.

31. The school provides a good range of extra-curricular activities, including gymnastics, hockey, football, netball, orchestra and "youth moves". These activities are very well attended by both boys and girls. Visits outside the school are regularly undertaken. These include residential trips and visits to places of interest beyond the school.

32. Procedures for assessing and recording pupils' attainment are good in English, mathematics and science. Co-ordinators for English, mathematics and science check pupils' progress through the results of national testing. The headteacher analyses assessment data and this enables the school to identify strengths and weaknesses in overall performance. Although there are appropriate assessment procedures for identifying pupils with special educational needs, the assessment procedures for other subjects are not so well established. Statutory tests are taken in Year 6 with optional non-statutory tests in Years 3, 4 and 5. As part of assessment, teachers mark pupils' work regularly. Examples of pupils' work is kept in some subjects, particularly art, which acts as a good vehicle by which pupils' progress can be clearly identified. The annual report written for parents about their child's attainment and progress in all subjects is thorough and informative.

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

33. Overall the school makes sound provision for the pupils' spiritual, moral, social and cultural development. Provision for spiritual development is sound, for moral development it is very good and for social development it is good. Cultural development at the school is unsatisfactory. The previous inspection reported provision as good overall. Parents are generally pleased with the

school's work in this area, but raised some concern about the consistency of behaviour management. The inspectors investigated these concerns and found good behaviour with appropriate and effective structures for behaviour management.

34. The very good moral and good social developments are characterised by careful planning and strong teamwork by all adults in the school. Relationships are good between staff and pupils, and between pupils. Staff work well together with a common purpose of providing all pupils with a positive learning environment where everyone's efforts are highly valued.

35. The school offers pupils insight into different values and beliefs through the religious education curriculum and collective worship. The school now covers the agreed syllabus for religious education fully. Spiritual development is not systematically planned for, but some opportunities for development arise in English, art and music. Limited opportunities for reflection are given in assemblies, which are not always reverent occasions due to a minority of pupils fidgeting and chatting.

36. The school gives pupils a clear insight into what is right and what is wrong through the whole school approach to behaviour management, the personal and social education programme, the positive and inclusive ethos and the good role models provided by the staff. Pupils are taught to respect each other and to look after their own and school property. The pupils listen carefully and respectfully to each other's contributions in lessons and they respond maturely to the integration of the Acorns' pupils into the school community. These pupils make very good progress in personal development as a result of the good teaching in the development of social skills that they receive in the Acorns Unit. This is well planned and closely related to the pupils' individual needs. Great emphasis is placed on teaching the Acorns pupils how to relate to others and to practising the skills needed to do this successfully. This is a strength of the school.

37. All the pupils relate well to each other and to their teachers. They play together sensibly, take turns and share well. They are encouraged to assist in the daily life of the school by running errands, helping in assembly, undertaking classroom duties and supporting each other. Pupils take these opportunities willingly. All pupils have the opportunity to undertake a school journey during their time at the school. Visitors to the school are made welcome; pupils are polite and keen to share their work and activities. The school community participates in charity collections and events for local and national charities.

38. Arrangements for the pupils' cultural development are unsatisfactory because no systematic teaching takes place except in religious education. There is insufficient emphasis on the full breadth of the ethnically diverse community that constitutes Britain and pupils do not receive sufficient opportunities to learn about non- European cultures. This is particularly important because, with few children from ethnic minorities in the school, this diversity is not inherent. Thus, the contributions to the Nation's culture which minority groups make are not celebrated, recognised and valued and all pupils miss these experiences.

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

39. At the time of the last inspection the school was reported to provide very well for children in this aspect of school life. Present provision remains consistently good.

40. The school is a caring, busy and well ordered place where pupils feel secure and are able to work hard consistently. They have good relationships with staff who treat them with respect. The staff know all pupils well and work as a team to provide a learning environment well able to meet an individual's needs. The Acorns' pupils provide an especial challenge, which all staff work hard to meet successfully. In addition, these pupils are given good support by the Acorns' staff.

The resource unit is a safe and secure environment where the Acorns' pupils develop confidence. Their tensions and anxieties are successfully reduced because of the vigilance and sensitivity exercised by Acorns staff.

41. There are effective procedures to enable staff to monitor the pupils' academic and personal development. The curriculum for personal and social development provides an effective and consistent approach to any problems arising in daily school life. Pupils with special educational needs are well supported within the class group and in individual provision. They participate as fully as is appropriate in all aspects of school life.

42. The school has a positive, inclusive approach and expects high standards of behaviour. There is a very effective range of policies to underpin the good behaviour management seen throughout the school. Pupils participate in formulating class rules and understand the rewards and sanctions system that is in place. When they first enter the school the pupils in Year 3 work through a booklet that explains the expectations and procedures so that they become confident in school quickly. Bullying and racism are addressed appropriately; pupils and parents say that there are few problems in this area.

43. Attendance is monitored carefully by administration staff, the headteacher and the Education Welfare Officer. Unexplained absences are followed up promptly, attendance rates at the school remain good. Reporting and recording procedures for attendance and punctuality meet statutory requirements. The school has an established culture of regular, prompt attendance. The school carefully follows the procedures laid down by the local Area Child Protection Committee and the headteacher is the named responsible person. In addition, the school notes and reports areas of concern, storing records securely.

44. The school successfully promotes the health, safety and general well being of pupils. Fire precautions, first aid provision and procedures for illness are all suitable and consistently applied. The governing body has appropriate structures to oversee these matters through the premises committee.

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

45. The school successfully encourages parents to become involved in the life and work of the school. This continues the good work highlighted in the previous inspection report. The school is welcoming to parents although, at their meeting, some parents said that some staff are more welcoming than others. Relationships between staff and parents are generally good. Through their work in the classrooms, the library, special projects and parent teachers' association fundraising many parents actively contribute to the pupils' education. These links enhance and enrich the pupils' learning.

46. The information provided by the school about daily school life and events is good, as is the school prospectus. Parents have many opportunities to hear about the school's work and plans. Formal open evenings to report on pupils' progress are held regularly. Annual reports to parents on pupils' progress are satisfactory, they include all the required information and have details of work covered, what children know and can do and some targets for future learning. This continues the school's good practice.

47. Parents give good support to the work their children do at home. There is a home reading scheme for all pupils with a home/school contact book. Homework is appropriate, well publicised and set and marked regularly. The inspectors found that the homework set makes a positive contribution to the pupils' standards and progress. Families of pupils with Special Educational Needs are well involved in planning for their child's learning and in reviewing his or her progress.

The school makes a particular effort to ensure parents know how to continue the special support for these pupils at home.

48. The school also has good links with the local community; similar to the provision noted in the previous inspection report. Pupils visit local amenities, undertake trips to enhance learning in history and geography, welcome local clergy and police to their school and participate in competitive sport. All children are able to undertake a residential journey during their time at the school. They raise money for local and national charities, sing for the local blind people's club and welcome parents to school celebrations and events. Local business is supportive in providing practical help and equipment to the school. The school welcomes teacher trainees, work experience students and special needs experts who visit the Acorns Unit.

49. The school has good links with other local schools, both infant and secondary. The links with the local secondary school, St. Crispins, are particularly strong as they share a site. The school provides good opportunities for families to visit the school before their children are admitted and liaises effectively with other schools to ensure a smooth transition.

50. The Acorns' staff encourage parents to maintain close contact and respond readily to telephone contacts. Twice a year, social evenings are held at which parents of pupils attending the Acorns Unit can meet the resource staff and other staff of the school. Home school diaries provide routine contact. However, the school is still negotiating with the local authority over the proper funding of the Acorns Unit.

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

### **Leadership and management**

51. Leadership and management in the school are sound. Through their structures and practices the headteacher and the governors give a clear educational direction for the school's development. They have worked with the staff to establish appropriate aims for the school, fostering the highest standards in all that it does. These can be seen to underpin the work of the school, its values and its policies. Through discussion and review the headteacher and the chair of governors identify relevant priorities for the school improvement plan. This plan makes a positive contribution to the implementation of the school's aims, policies and values, but is not fully understood by all staff.

52. During the time the current headteacher has been in post the school has overcome many of the weaknesses pointed out in the last inspection in 1995 and the school is better than it was. Assessment practice is now satisfactory and there are good procedures in place for assessing pupils' attainment. The pupils now develop good investigative skills, particularly in science. Resources for religious education and music have been much improved, although there is still further work to be done to increase the range of resources reflecting the work of other cultures. Information technology is still a weakness. The school now has enough computers, but there remains an urgent need to improve the range of software resources for use by the pupils when working with the computers. The monitoring role of the co-ordinators has been developed, but still needs to be extended to include the pupils' standards, the effectiveness of the teaching and the quality of the curriculum in their subject areas.

53. The governors have a clear view of the school through their committee structure, the reports they receive about the pupils' progress and through the school improvement plan. They have established a management structure for the school comprising the headteacher and two

other senior members of staff. The headteacher inherited this structure and there is no deputy headteacher. The structure is only partially effective in that; for example, despite meetings organised by the chair of governors and the headteacher, a number of staff are still uncertain of the reasons for decisions which are made and do not have a thorough understanding of the school improvement plan. The job descriptions for the senior managers show that there is no single person charged with the responsibility of carrying out this role and internal communication within the school is not secure.

54. The curriculum is managed by the subject co-ordinators who monitor the planning in their subject carefully. Some monitoring of the pupils' achievements is undertaken in English, mathematics and science. In addition the headteacher keeps careful records of the results of other tests which the pupils undergo. This works well and distributes the load evenly among the teachers in the school.

55. At the moment there is an embryonic programme for monitoring the quality of teaching and the curriculum. The roles of the headteacher and curriculum co-ordinators in this programme are not sufficiently clearly defined. The results of the monitoring programme are not shared with the governing body and, thus, the governors have no systematic way of ensuring that the quality of teaching and the curriculum in the school is being maintained or improved. For example; at the time of the last inspection the standards, progress and teaching of information technology were judged to be satisfactory overall, whereas they were unsatisfactory in this subject during this inspection. A monitoring programme is needed in order to ensure that subject lapses like this are quickly addressed and the quality of teaching and the pupils' education remain consistently high across the whole curriculum.

56. The provision for pupils with special educational needs is effectively organised and managed. The pupils' individual education plans are appropriate, regularly reviewed, and make a positive contribution to their progress. The annual reviews for those pupils with a statement of special educational need are undertaken effectively and on time. There is an appropriate section in the governors' annual report to parents. The organisation and management of the Acorns Unit is satisfactory. Whilst whole school policies are followed in the resource base, there is no specific statement of aims or policy about how the school expects to provide for the Acorns' pupils. No inconsistencies in this provision were observed during the inspection. However, the lack of a firm policy leaves all members of the school community without the clear direction and guidance that they will inevitably require to deal with a specific and awkward issue when it arises. Thus, it is important for a separate policy to be written for provision in the Acorns unit, and for this to link clearly to the school's overall aims. The headteacher does not currently carry out any monitoring of the teaching in the Acorns Unit.

57. Through its policies and practice the school pays careful attention to equality of opportunity for all the pupils and this aspect of the school's provision is well managed.

58. There is an appropriate ethos in the school which reflects its commitment to good relationships, equality of opportunity, a positive learning environment and high standards in reading combined with effective understanding of numeracy and the wider aspects of literacy.

59. The school has set realistic targets to help pupils do better in National Curriculum tests. It is well placed to make further improvements and to meet these targets.

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

60. The number, qualification and experience of teachers and support staff match the demands of the curriculum. The school has standard funds for regular in-service training and the

professional development of the staff contributes to their effectiveness, particularly in the core subjects of English, mathematics and science. The support staff make a positive contribution to the pupils' learning, although specific training in aspects of literacy and numeracy could further enhance this contribution. The Acorns Unit has sufficient teaching and non-teaching staff and these are all well qualified.

61. The accommodation in this open plan school is adequate for the curriculum, but it is cramped and there is a major problem about noise disturbance. This is the routine working noise from the adjoining area, such as another class changing for physical education or the sound of a teacher's voice talking to her class. The effect for some pupils is that they are unable to hear their own teacher's explanations clearly. Security is satisfactory, with security locks on external doors. The school has satisfactory external grass and hard surface play areas and has its own swimming pool. The main hall, which is used for assemblies, physical education, music, lunch and clubs, is large and fulfils its purpose well. While the current accommodation for the Acorns Unit is adequate, plans are in place to re-site it within the main school building.

62. The quiet areas of the school are well used for introductions and plenary times in lessons. Good quality and colourful displays of pupils' work and relevant notices and posters enhance the fabric of the building. There are not enough sinks in the school for children to use in such lessons as art or science. The new library offers a comfortable working area for group discussion and television or video work in lesson times.

63. Learning resources throughout the school are adequate for all subjects of the curriculum except for information technology. They are accessible. The school has invested in a range of resources to support work in the literacy hour. Science, art and physical education resources are good. The resources for religious education are good and have improved since the previous inspection. There are sufficient musical instruments, including a selection from other countries. There are satisfactory resources for mathematics, history, geography, design and technology and religious education. Resources for information technology are unsatisfactory, as the school lacks the essential software to meet curriculum needs. There are not enough multi-cultural resources or displays in the school.

The Acorns Unit has satisfactory resources.

64. Well-organised visits outside the school to museums and centres, as well as visitors into the school, for example, a Roman soldier visited recently, enhance the learning for all children.

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

65. The previous report identified a weakness in the use of information technology resources. This remains the same, despite the school's radical reorganisation of its provision for the subject. The school now has a dedicated room for its computer suite, which is isolated from the open plan classes. This room is currently used for about one third of the time and the planning of its use is not effective. It is inefficiently used in a school that is so short of space. Other resources are used appropriately, as is the accommodation.

66. The headteacher and chair of governors produce the school improvement plan and bring it before the governing body for discussion and approval. Governors receive much of their information about the life of the school and progress made from reports by the headteacher. Staff do not have a full understanding of the avenues of communication by which they can influence the work of the school. As a result, insufficient use is made of their expertise and knowledge in whole school issues.

67. The budget is formulated by the headteacher and finance sub-committee and is

constrained by the high staff costs at the school. There are no formal mechanisms for monitoring the effects of spending decisions. Funding from the main school has been used to subsidise the Acorns Unit for a number of years and the governing body has not yet resolved this issue either internally or with the local authority. Resources for the main school are not fully complete and, inevitably, this funding shortfall is having a negative effect on the quality of provision received by the mainstream pupils. This is unsatisfactory and the governing body should work with the school's senior management team and the appropriate local authority staff to resolve this issue as a matter of extreme urgency.

68. The last auditors' report was satisfactory and the minor issues raised have been addressed. The funding provided for pupils with special educational needs is well spent, providing good quality support, which has resulted in these pupils making good progress. The Acorns Unit is providing a good service to its pupils. Day-to-day financial procedures and routines are very good. Very good procedures are in place for obtaining value for money, ordering goods, paying invoices and recording all transactions. The school fund is well administered. The administration staff team is very effective.

69. The school is an orderly, caring place, which offers pupils a safe productive learning environment. Pupils work hard, have good attitudes and behave well. In view of the good standards achieved, the good progress pupils make, the good teaching and the many improvements since the last inspection, the school again offers good value for money.

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

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **- English**

70. Since the last inspection in 1995, standards in English have improved. In national tests in 1999 for the end of the key stage, the percentage of pupils achieving Level 4 or better in English is above the national average, but below the average for similar schools. However, the percentage of pupils achieving Level 5 and above is well above the national average and well above similar schools. There is an increase in the number of pupils achieving Level 5 since 1998. The pupils' average points score for English is well above the national average and above similar schools. The national data for the pupils' progress since their Key Stage 1 results in 1995 shows that progress is above schools with a similar intake for the percentage of pupils achieving Level 4 or better. It shows progress is well above similar intake schools for the pupils' average point score and for the percentage of pupils achieving Level 5 or better.

71. The standards found in English during the inspection are in keeping with the national test results. By the end of the key stage many pupils are attaining high standards in speaking and listening, in reading and in writing.

72. Pupils take an active part in speaking and listening in English lessons. They come to school with a wide range of experiences on which to draw. A group of younger pupils asked challenging questions when introduced to a picture of constellations. A Year 5 class could talk about a poem using specific vocabulary linked to its rhyming pattern. The presentation of news in various forms encouraged a Year 6 class to ask perceptive questions and analyse information in a critical way.

73. The literacy hour is now well established in the school. In addition, extra time is given for reading. Reading record books are detailed and well kept and the standard of reading in the school is good. Pupils are interested readers. They read with accuracy and fluency and can discuss their chosen texts with confidence. A well-structured reading scheme is used until pupils reach Year 5. They are then able to choose books to read. Most pupils take a book home regularly and parents support their reading. This leads to the development of good reading habits inside and outside school.

74. Pupils are given a wide range of opportunities for writing. Handwriting and presentation skills are good throughout the school. All written work is marked. Regular spelling homework improves confidence about word structure. A scrutiny of the pupils' English exercise books showed good progress over time. A group of Year 6 pupils were able to write their own news reports with imaginative vocabulary choices and accurate punctuation. Time is given for extended writing each week and this contributes to the high standards of writing in the school.

75. Pupils with special educational needs, including those from the Acorns Unit, are making good progress in English lessons. Some lessons are set according to ability, while in whole class lessons pupils have work planned to meet their needs. The extra adult support in some lessons, both assistants and parents, makes a positive contribution to the pupils' progress. Teachers are aware of the need to ensure all pupils' make good progress and there is no significant difference between the progress of girls, boys, pupils with English as an additional language or those from ethnic minority backgrounds.



76. There is a good, often enthusiastic attitude to English work. The pupils settle well, listen carefully and work on their tasks with perseverance. The transition from whole class to group work happens without distraction. Behaviour in lessons is good, often very good. Pupils want to learn and are receptive to the challenges set in lessons.

77. Teaching in English is good. All the teachers plan their work with care and they have an appropriate knowledge of the subject content. The assessment system is part of the planning. Management of the pupils is good. Resources are well used. The pace is usually brisk, but, on the rare occasion when it slows, the focus of the lesson can be lost.

78. Homework is well organised in all classes. It is usually done and returned and positively supports the pupils' learning.

79. The subject co-ordinator is involved with planning and target setting. She is not able to monitor the teaching and learning in classes. A big investment has been made in resources for the literacy hour and these are satisfactory. Attractive displays of pupils' work brighten the classrooms. The working noise from other classrooms interferes with the pupils' ability to partake fully in the discussions in their own room and detracts from the quality of their learning experience. The National Curriculum requirements and literacy strategy objectives for English are met.

## - **Mathematics**

80. Since the last inspection standards in mathematics have been improved. They are above the national average for the percentage of pupils achieving Level 4 or better in the end of key stage national tests. In addition they are well above the national average for the percentage of pupils achieving Level 5 or better and well above the national average points score achieved by pupils in these tests. In 1999 this placed the school's performance for the percentage of pupils achieving Level 4 or better in the end of key stage national tests just below that of comparable schools. However, the percentage of pupils achieving Level 5 or better and the average points score achieved by the pupils were both above those in similar schools. The results for 1999 also show that these pupils made considerably better progress than pupils did in other schools with a similar 1995 Key Stage 1 entry profile.

81. The school has recently made mathematics a key focus for its activities. This is reflected in the school improvement plan and, as these results indicate, there is an effective strategy in place for improving the pupils' numerical competence.

82. The standards found during the inspection are above national expectations and are in keeping with the results of the national tests. The pupils' work shows that by the end of the key stage most of them can work with decimals in two places and can work with simple fractions to describe proportions of a whole. Many pupils achieve beyond this; for example, working with greater numerical precision and with a high degree of accuracy when constructing simple 2-dimensional shapes. The pupils make good progress in the development of their numeracy skills.

83. Many Year 4 pupils, who have only just moved on from Year 3, are able to count in 2s, 5s and 10s and add numbers to twenty. They can construct tally charts for recording the results of surveys they have done and use these to draw a bar chart and then interpret the results. Generally, all the pupils make good progress throughout the key stage. However, the school sets for mathematics and the progress of the higher achieving pupils in the lower set of the two in both Years 5 and 6 is not quite as good as for the rest of the year group. The pupils who have special needs make good progress, and provision for these pupils works well. There is no significant difference in the progress of girls and boys or in the progress made by pupils with an ethnic

minority background.

84. Overall, the teaching of mathematics is good, has many strengths and makes a strong positive contribution to the pupils' progress. There was one instance of unsatisfactory teaching observed in Year 5, which was the result of a poor match of work to the pupils' needs. This was quickly corrected and all was well when the class was observed again the following day. All the teachers plan their work carefully and show a secure understanding of the subject with a good use of the appropriate mathematical vocabulary and terminology. Marking and observation of the pupils at work is well used to plan the next steps in their learning. Almost universally, the teachers have high expectations of what they want the pupils to do and the behaviour they expect, which in turn leads to a rich learning environment. On just one or two occasions the task for the pupils, particularly the higher achievers in the lower sets of Years 5 and 6, is less appropriately challenging and their progress dips momentarily on that day.

85. The teachers organise and manage their classrooms well so that the pupils feel secure in their relationships and know what is expected of them. The pupils behave well, are keen to participate and willing contributors to discussion. They present their work carefully and pay attention to detail. There is a high degree of respect between teachers and pupils. Homework is well used to reinforce the pupils' learning.

86. Time is well used and the lessons reflect the structure encouraged by the recently introduced National Numeracy Strategy. The planning for the mixed Year 3 and 4 sets, although effective, is not fully following the guidance in the Strategy and the school's practice makes it difficult to track the progress of the separate year groups. Lesson introductions are crisp and whole class activities are well explained. The plenary is generally well planned and effective, but is not yet consistently used to reinforce the key learning objective for the lesson and to assess how well the pupils have progressed with their learning. Observations of the pupils at work show that the school has made good progress with the implementation of the National Numeracy Strategy.

87. The co-ordinator gives a strong lead for the subject and in developing its contribution to the school development plan. However, she is much less certain of its funding and has little involvement in analysing the school's national statistics for mathematics. She monitors her colleagues' planning to see that the pupils are making suitable progress, but she does not monitor the quality of the pupils' work or the overall standards achieved by the school and she makes little contribution to any monitoring of the teaching of the subject.

88. The scheme of work is well based on the National Curriculum and on the National Numeracy Strategy. There are adequate resources for the subject and classrooms are bright with attractive displays of pupils' work. However, the open plan accommodation does mean that classrooms are disturbed by the working noise from next door and this makes hearing the teacher's explanations very difficult for those pupils who are, necessarily, close to the source of the extraneous noise. The subject has sufficient time, all areas of mathematics are taught and the national curriculum requirements for the subject are met.

## - **Science**

89. The 1999 test results at the end of Key Stage 2 show that the percentages of pupils achieving Level 4 or better and Level 5 or better were both above the national average and broadly in line with similar schools. The average points score shows that pupils' performance is well above the national average and broadly in line with similar schools. The results for 1999 also show that these pupils made better progress than pupils did in other schools with a similar 1995 Key Stage 1 entry profile.

90. Performance data from previous years shows that standards at Key Stage 2 have been gradually rising with a slight dip in the 1998 figures when compared with similar schools. Observations of lessons and a scrutiny of pupils' work show that the pupils' attainments in the current Year 6 are above the national expectations. The evidence available in this inspection indicates that standards in science have significantly improved since the last inspection when standards were judged to be in line with national expectations for the majority of pupils.

91. Attainment at the end of Key Stage 2 is above national expectation. Pupils' knowledge of scientific facts and aspects of independent experimental and investigational skills is strongly developed. Pupils in Year 3 describe the differences between living and non-living things. They understand the functions of a root and how water and food are distributed through the vessels of a plant. They accurately classify simple and compound leaves noticing the differences between evergreen and deciduous leaves from many samples brought into class by the pupils. Pupils in Year 4 work out balanced diets for healthy living. They examine a diagram of the human body observing bones, muscles and joints. In Year 5, pupils investigate the density of liquids. For example, pupils test an object in fresh and salt water to understand the significance of the Plimsoll line. They understand that they have changed the density of the liquid although the object has remained the same. Pupils in Year 6 use a Newton meter competently to measure the force to move an object. By the end of Key Stage 2, pupils consider evidence very well and are able to use their good knowledge to draw conclusions and make predictions. Planning skills are very well developed as pupils present their ideas through the use of diagrams, graphs and charts with appropriate scientific vocabulary. They understand the need for scientific tests to be carried out in a fair way.

92. All pupils, girls, boys and those from ethnic minorities, make good progress, especially in investigative science. This is a significant improvement since the last inspection. The consistent use of well-focused questions by all the teachers successfully extends the pupils' scientific vocabulary and this enables them to build progressively on previous knowledge, skills and understanding. Work planned is effectively based on pupils' previous capabilities. Almost universally the teachers plan very carefully for the range of ability in the class, adapting questions and expectations for recording accordingly. As a consequence of this strategy, pupils with special educational needs make good progress.

93. Pupils' attitudes to learning in science are good and they show enthusiasm for the subject. They listen well to instructions and they are eager to offer ideas and to answer questions. Pupils behave well and handle all equipment with care and respect. They are very keen when conducting experiments and remain on task with sustained concentration. Pupils relate well to their peers and to all staff. Work is very well presented showing neat, legible handwriting and accurate diagrams.

94. Overall, the quality of teaching is good, which is a significant improvement since the last inspection. Teachers' knowledge and understanding of the subject is good and very secure. They check the understanding of concepts and ideas regularly during the lesson, and are enthusiastic in their teaching. In the most effective teaching lessons were well structured, beginning with a useful recap of previous knowledge and a stimulating introduction to the task, followed by a challenging activity. In most lessons, pupils are strongly encouraged to use scientific vocabulary; for example, density, predict, dissolve and evaporate. Resources are well prepared and the pace of lessons is brisk without rushing the time given to discussion and prediction. The teaching probes pupils' understanding and knowledge through careful questioning or written responses. Planning is good with clear learning intentions. Homework is well used to support pupils' learning. The scrutiny of pupils' work showed good development of literacy and numeracy skills.

95. Leadership in science is good. The co-ordinator has a good understanding of the subject and has a clear vision for the development of the subject. The curriculum is good and meets statutory requirements. Opportunities for pupils' to investigate and experiment are clearly

identified within planning. The overall time allocation to science is appropriate in the timetable. Procedures for assessment are good and track pupils' attainments across the strands of the curriculum. However, assessment to inform curriculum planning is not formally recorded in teachers' planning although teachers use assessment well to plan subsequent work. At present there is no formal process by which the quality of teaching in the subject and its development are monitored closely. Resources are good and well used. There are attractive displays of pupils' work. Accommodation is rather cramped for practical work particularly in one Year 6 open area. Noise from neighbouring work areas causes interference and makes it difficult for some to hear all the instructions. The statutory requirements of the subject are met.

## - **OTHER SUBJECTS OR COURSES**

### - **Art**

96. By the end of Year 6, pupils' attainment in art is above the expectations for pupils age 11 years and they make good progress. This is a significant improvement since the last inspection when standards of achievement were reported as sound.

97. Pupils in Year 3 use a good range of media and are introduced to many techniques, which they use in their work. Using pasta shapes, paper and glue they effectively make brooches with intricate designs. These skills are developed through the key stage so that by Year 6 the pupils' techniques become more refined and their experiences are widened. For example, they paint in the styles of European artists and, through printing and batik method, they work with inks and wax. By the end of the key stage the pupils are developing very good skills in drawing, painting, collage, printing, textiles, ceramics and graphic design.

98. Overall, pupils make good progress in investigating and making. Through links with their history, the pupils also develop sensitivity to the work of other, older cultures. For example, pupils effectively created Roman tiles and Aztec designs. Pupils with special educational needs make good progress. All pupils have sketchbooks, which indicate good progress across all year groups.

99. The pupils have a good attitude to their learning. They maintain their concentration during lessons and are careful and sensible in the way they handle paint and other resources. Pupils present their work with due care and pride. Behaviour is good in all lessons.

100. The quality of teaching is good. Teachers are secure in their knowledge of the subject and plan interesting and stimulating activities enabling pupils to use an increasingly wide range of tools and develop a good knowledge of techniques. Planning is good and builds on previous learning. All teachers set a very good example by their enthusiastic approach in teaching art.

101. Leadership for the subject is good. There is a good range of resources for art in the school and they are well used. There is a good scheme of work, which is used throughout the school. The scheme ensures that there is good coverage of all areas of art. However, pupils are not given opportunities to look at non-European artists and the cultural diversity of art. Three-dimensional models as part of the craft aspect are not fully evident in display work throughout the school. The subject contributes well to the spiritual development of the pupils.

102. Good quality art display work makes a strong positive contribution to the pupils' learning environment. Visits beyond the school include the local churchyard where pupils have the opportunity to sketch and design. Visitors into the school include potters and artists who work effectively with the pupils. Accommodation is generally adequate with the exception of one Year 6 classroom. There are not sufficient sinks for each year group, which restricts some painting

activities. The statutory requirements for the subject are well met.

## - **Design and technology**

103. There were few opportunities to observe design and technology being taught during the inspection due to the school's cycle of termly curriculum planning. Evidence was obtained from the two lessons observed, from displays, from school portfolios and the scrutiny of pupils' work, from the teachers' planning and from discussions with the co-ordinator. The previous inspection report stated that standards in design and technology were good. Inspection evidence indicates that standards have been maintained and that all pupils, including those pupils with special educational needs, make good progress.

104. Pupils in Year 3 receive a good introduction to the design process of planning, making and evaluating. For example, they design carrier bags and then test them for strength by using different types of handles. By Year 6 the pupils are making pop-up cards for Christmas and a safe box for posting. They use labelled sketches to allow the details of their design to be seen and follow their designs accurately to make the appropriate models. Pupils evaluate their products and incorporate changes to improve the finished article. All pupils are given access to food technology at different times during the year in the children's kitchen. Recipes and meals are prepared with adult support and progress is good in this aspect of technology

105. Pupils display good attitudes to learning and a good capacity for personal development. They show keen interest and high levels of concentration and perseverance. Girls show as much determination as the boys do in handling tools. Pupils share the tools and techniques well. They work effectively in pairs and small groups and show good relationships. Pupils use tools, such as saws and scissors safely and observe the welfare of other pupils around them. Behaviour is good in all lessons.

106. The quality of teaching seen in the two lessons was good overall. Teachers plan well for design technology and food technology. Their knowledge and understanding of the subject is good and sufficient attention is given to ensure that skills are developed progressively through the school. Teachers link design and technology with other subjects including science with the electrical buzzers, art with making laminated bowls and history with the Roman chariots.

107. Leadership in the subject is good, but the co-ordinator has insufficient time to monitor teaching. The co-ordinator knows the subject well and is clear about further development regarding time allocation and assessment information to be used in planning. The scheme of work gives helpful guidance to teachers and is used well in lesson planning. Assessment procedures are good, as teachers keep their own records of pupils' achievements against the strands. Photographic evidence is kept as a school portfolio of pupils' work.

108. Resources are good, easily accessible and meet the needs of the curriculum. Accommodation is adequate, with a small resource area for group work. Displays of pupils' work celebrate their achievements well and include evaluations of their work. Provision for the subject meets national curriculum requirements.

## - **Geography**

109. Geography is taught through topics on a two-year cycle for the lower and upper parts of the school. During the week of inspection, the subject's timetable meant that it was only possible to observe one lesson. Evidence was gained from a careful scrutiny of the pupils' work this term and

from their work last year, from the school planning documents, from displays of work around the school and from discussions with the co-ordinator.

110. By the end of the Key Stage 2, pupils' work is appropriate for their age and many work at higher levels than the national expectations. Their knowledge is extended to places such as the European Union and St Lucia. They can offer explanations of the similarities and differences between these places. They use correct geographical terms and can present their findings in careful drawings or using the written word. The pupils' progress is good. The high standards identified at the time of the last inspection have been maintained.

111. Pupils enjoy their work and concentrate well on their tasks. The work is well presented with neat handwriting and correct maps and plans. One younger class was being introduced to settlements in the United Kingdom and was enthusiastic about place names on a map.

112. The quality of teaching in geography is good. Planning supports the teaching and the pupils' developing knowledge and skills. Classroom management is good. The good teaching reported at the last inspection has been maintained.

113. There has been no in-service training for staff in geography recently. Monitoring and whole school assessment does not happen. Resources are satisfactory and are well used in lessons in all year groups, although funding for new resources has been limited in recent years.

114. Visits to local places of interest are well organised and are a useful resource in geography. The subject meets the requirement of the National Curriculum.

## - **History**

115. History is taught in a two-year cycle of topics for the upper and lower school classes. During the inspection the topics were the Victorians and the Romans. As well as lessons observed there were samples of work available from last year. There are attractive displays in the school showing aspects of Roman history illustrated by the pupils in Years 3 and 4.

116. By the end of Key Stage 2, the pupils are able to use books, pictures and artefacts to research topic work. They understand the concept of chronology and can compare past and present. They can organise historical information drawn from several sources to produce their own written account. Their attainment is good and compares well with the high attainment at the time of the last inspection.

115. The pupils make good progress in history and this can be observed in lesson times and in their written work over time. They show much interest in history and behave well in lessons. Their handwriting and presentation are good.

116. Pupils with special educational needs, including those from the Acorns Unit, are integrated in history lessons and enjoy the work with their peers in class.

117. Teachers are knowledgeable about history topics and teaching is good. The resources are satisfactory. There has been no in-service training for history recently in the school. The monitoring of teaching and planning and the whole school assessment of the pupils' work in history are not happening.

118. Across the key stage history is enhanced by a range of external visits and by visitors to the schools. The subject meets the requirements of the National Curriculum.

## - **Information Technology**

119. Although the school has more computers than at the time of the last inspection the standards in information technology have not improved significantly. By Year 4 the pupils demonstrate appropriate attainment in communication and handling information, where they know how to alter the font size and style when using a word processor, can save and access their own files and can access data on a CD-ROM. This progress is not maintained and, by Year 6, the pupils are not working at a significantly higher level in this aspect of information technology than in Year 4. In the use of information technology for controlling and modelling the school has insufficient resources to offer the pupils an appropriate curriculum and, consequently, throughout the key stage, the pupils' progress and attainment in this aspect of information technology are not up to national expectations.

120. Where the teachers have access to sufficient resources they are able to plan appropriate lessons and the pupils make sound progress. Too often, a lack of resources means that lessons have insufficient challenge and the pupils make slow progress. At other times the quantity of work the pupils are expected to do in the time available is low and progress is again unsatisfactory. As before, this is often related to the limited resources that are available, particularly in Years 5 and 6, where information technology is timetabled for an hour and a half. Thus, although the teaching varies between satisfactory and unsatisfactory, overall, the teaching of information technology is not satisfactory.

121. The teachers manage their classrooms well and the pupils respond with good behaviour, even when their attention and focus wanders slightly after they have spent too long at an activity. They work well together and work with enthusiasm and perseverance when appropriate opportunities are made available.

122. There is a good scheme of work for the subject to guide the teachers in their planning. However, this scheme has only been available since September 1999 and it has not yet sufficiently influenced the information technology curriculum. The school has enough computers, which are housed in a dedicated room, but over the years, the subject has not received adequate funding from within the budget to equip the school with the software programmes needed to make full use of these computers. Providing access to computers in this way means that the room is only used for about one third of the time. The co-ordinator is aware of the shortcomings but has not been able to exert sufficient influence to see that they are addressed. Too much time is given specifically to the information technology curriculum in Years 5 and 6 and only limited opportunities are provided for computer programmes to support work in other subjects. Overall, the school's provision for information technology does not meet the requirements of the National Curriculum.

## - **Music**

123. Standards in music are appropriate for the pupils' ages and are in line with the national expectations of the end of Key Stage 2. Pupils sing together tunefully. Pupils in Year 5 can sing in two parts. All pupils have an understanding of rhythm and are learning and using a satisfactory music vocabulary. They are beginning to see the differences in the musical elements of pitch, duration and mood. Music contributes to the school assemblies and concerts. Older pupils were observed preparing songs for the Christmas concert. Overall the pupils make sound progress in their understanding and appreciation of the subject.

124. The quality of teaching is satisfactory. The planning for music is sound. Although there is

currently no specialist music teacher, each class has a weekly lesson. Explanations are secure and the lessons are structured and organised to meet the pupils' needs. The pace of lessons is sound and the pupils' make suitable gains in their knowledge and understanding. A brisker pace and an element of excitement could challenge all pupils and especially the more able. Pupils with special educational needs, including those from the Acorns Unit, are well-integrated in whole class music lessons. There are equal opportunities for all children. The previous inspection reported good teaching and there has been a slight drop in the standard of teaching since the last inspection.

125. The behaviour in music lessons is good. All the pupils show interest and join in well when singing and when playing instruments. Both boys and girls listen well, supporting each other and sharing resources without fuss.

126. There is a sound scheme of work planned on a two-year cycle for upper and lower school. This assists the teachers in their planning. Movement into the hall for lessons is well organised. Resources are satisfactory. However, there was no multi-cultural dimension in the lessons observed, although there are some suitable instruments.

127. The school has a choir and orchestra and peripatetic teachers offer individual instrumental tuition. All of these enhance and expand the experience of pupils in the school. Music meets the requirements of the National Curriculum.

## - **Physical education**

128. The previous inspection reported that standards in physical education were good. Evidence from this inspection indicates that standards have been maintained and that most pupils exceed the expected levels by the end of the key stage. During the inspection week, pupils participated in a range of activities including dance, gymnastics and games. Other areas of activity, including athletics, outdoor and adventurous pursuits and swimming were not seen but are included in the planning within the school's scheme of work.

129. Pupils in Year 3 are given the opportunity to plan and perform their movements in dance as they interpret the music with mood and feeling. They are aware of space but tend to move in circular fashion rather than using all the space around them. By the time they reach Year 6 they confidently perform movements on the floor showing a good range of body shapes including balance, poise and rolls to link a sequence together. They then practice and perform these movements on the apparatus showing good skills and techniques.

130. All pupils, girls, boys and those with an ethnic minority background, make good progress. They learn because of the good teaching and because they understand the importance of trying hard in order to get better. Pupils with special educational needs make good progress, particularly when they receive additional support. Pupils from the Acorns Unit are well integrated within mainstream class groups where they perform well during the lessons.

131. Pupils respond well to physical education. They change quickly into suitable clothes and they are aware of health and safety in lessons. Pupils are very efficient in setting out their equipment and they carry benches and mats safely. Pupils treat each other with respect and are quick to support each other. In all lessons seen the pupils' behaviour was good.

132. The quality of teaching is good. Most lessons contain brisk warm-ups and cooling down activities. All teachers show a good knowledge of the subject. Staff are correctly dressed and set excellent role models, participating actively in all lessons. Lessons are well planned to cater for



the needs of all pupils. Expectations of pupils' behaviour and attainment are high. Where teaching is good, there is good pace, momentum is sustained and challenging activities are set for the pupils.

133. There is a policy and detailed scheme of work, which is used throughout the school. Planning shows good coverage of all areas of activity. Assessment is through direct observation during lessons. Written records are kept of pupils' achievements in swimming. The co-ordinator offers good leadership. She has very good expertise in several areas of physical education and offers guidance and support to colleagues around her. Monitoring of the quality of teaching is not fully established.

134. The quality of resources is good and pupils are trained to handle them safely and carefully. The hall provides good space for indoor activities and the playground and grassed areas are used to full advantage. The outside heated swimming pool is used during the summer term. There is a good range of extra-curricular clubs for pupils after school, which are well attended.

135. The subject contributes effectively to pupils' moral and social development. They work co-operatively and understand the concept of fair play in team games. The school meets the requirements of the National Curriculum.

## **Swimming**

136. The inspection of this school included a focused view of swimming, which is reported below.

137. By the end of Key Stage 2, the majority of pupils are swimming unaided, competently and safely for at least 25 metres. All pupils are taught by the class teachers who hold "shallow pool certificates". The co-ordinator for physical education holds a current swimming instructor award and has the responsibility of organising the swimming timetable. During the current inspection, no swimming took place in the outside school pool as the swimming programme is timetabled for the summer term.

138. The programme of lessons is planned from the physical education scheme of work prepared by the co-ordinator. Pupils who cannot swim are given the opportunity to learn within a small group structure. The class teacher gives the pupils who make up this small group in Year 6 a different set of strategies to ensure their progress. Pupils are given the opportunity to use floats to assist their basic swimming strokes, which are carefully planned and promoted at a steady pace. Provision for these pupils is good. Pupils from the Acorns Unit are given the opportunity to swim under supervision from the unit staff to help them with the development of their physical co-ordination as well as for progress in learning the strokes required for 25 metres.

139. As there are no travel arrangements there is no wastage of time. Changing cubicles are close to the outside pool and are very accessible. The pool is heated and is 0.8 metres in depth and 10 metres in length. No diving into the pool is allowed and this is clearly stated with large notices around the pool.

140. Teachers keep a record of the pupils' achievements and certificates are awarded for swimming certain distances. Teachers monitor the pupils' progress as part of the physical education assessment programme. Swimming effectively contributes to pupils' moral and social development.

## **- Religious education**

141. Attainment at the end of Key Stage 2 is in line with the expectations of the locally agreed syllabus and standards have been maintained since the last inspection. By Year 6 the pupils have a sound knowledge of Christianity as well as three other principle religions. They can identify the different beliefs and teachings of other faiths through stories, including the life of Guru Nanak. They study aspects of Sikhism and the Khalsa initiation ceremony. For example, pupils examine the "five K's" through the good use of artefacts and learn to appreciate and understand the importance of this rite of passage.

142. Progress of all pupils is satisfactory, including those with special educational needs. They learn to appreciate the messages in religious stories and are able to make some links with other stories and incidents from daily life, thus developing their knowledge and understanding of religions. However there is less progress in exploring, reflecting and responding to religious beliefs, values and experiences.

143. Pupils' attitudes to learning are satisfactory. They listen attentively, make sensible contributions from their own experiences and work with sustained concentration during the lesson. Behaviour is good in all lessons. They are developing a respect for other people's beliefs and values, taking good care of artefacts, including the colourful displays relating to Hinduism and Sikhism in the open areas. The pupils present their work tidily and with high quality illustrations.

Religious education makes a good contribution to assemblies, pupils' personal development and to their spiritual, moral, social and cultural development.

144. The quality of teaching is satisfactory. Lesson plans set out clear learning objectives and the activities that are chosen match the pupils' needs. Effective questioning is used by the teachers, to which the pupils respond well. Relationships are good and an atmosphere of mutual trust is clearly established that makes it easy for pupils to make sound progress in their thinking.

145. The curriculum is good and planned to meet the requirements of the locally agreed syllabus. Time allocation is appropriate for Years 3 and 4, but, in contrast to last year, Years 5 and 6 do not always have sufficient time allocated during this term. The school is aware of this and intends to address this on the timetable. There are at present no formal assessment procedures in place and pupils' progress is not well recorded in this subject.

146. Leadership is satisfactory. The co-ordinator works hard to continue to raise standards and to give the subject a higher profile. Monitoring of the teaching of religious education is not established.

147. There is a good range of resources. These are accessible and well used. This is an improvement since the last inspection when resources were judged to be inadequate. Resources are enhanced by loans of artefacts from the nearby resource centre. Visitors into the school include members of the Jewish and Sikh faiths. Visits beyond the school to places of worship are not fully established. Display work around the school is good and supports the subject effectively. Apart from the lack of time allocated in Years 5 and 6 the provision meets the requirements of the locally agreed syllabus for religious education.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

148. The inspection was carried out by a team of five inspectors who spent a total of 15 days in the school. They observed teaching sessions in every class including the particular provision for those pupils who attend the unit for children with Asperger's Syndrome. In total the inspectors recorded work in 68 lessons or parts of lessons. The team were able to inspect the pupils' work in all the National Curriculum subjects and religious education. In addition the team inspected all the written and recorded work of three pupils in each class, looking particularly at mathematics, English and science. They looked at numeracy and literacy skills in all subjects and the way in which the pupils' work had been marked. They listened to pupils read and talked with them about their work. They inspected registrations, assemblies, play times and lunch times.

149. The chair of the governors and other members met with the inspectors to discuss the governing body's work in the school. The inspectors held discussions about their roles and responsibilities with the headteacher, the other senior teachers and the teachers who co-ordinate subject learning. Before the inspection the reporting inspector met with 25 parents to hear their views about the school. All parents were sent a questionnaire seeking their views on the quality of education provided by the school, and their responses inform the inspection. Representative members of the school's support and ancillary staff also met with the inspectors to discuss their contribution to the work of the school.

150. The inspectors checked the pupils' work on display throughout the school and the school's resources. They studied the school's paperwork including the past and present school improvement plans, the policies, the pupils' records and the teachers' plans.

### DATA AND INDICATORS

#### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 - Y6	210	10	39	7
School	210	10	39	7

#### Teachers and classes

##### Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	9.5
Number of pupils per qualified teacher	22

##### Education support staff (Y3 – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	100

## Financial data

Financial year: 

1998/99
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	£
Total Income	391179
Total Expenditure	401080
Expenditure per pupil	1910
Balance brought forward from previous year	29074
Balance carried forward to next year	19173

## PARENTAL SURVEY

Number of questionnaires sent out:  
 Number of questionnaires returned:  
 Percentage of questionnaires returned

212
60
28

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35	57	6	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	38	0	7	0
The school handles complaints from parents well	21	45	25	9	0
The school gives me a clear understanding of what is taught	25	54	11	8	2
The school keeps me well informed about my child(ren)'s progress	25	52	11	12	0
The school enables my child(ren) to achieve a good standard of work	20	61	17	2	0
The school encourages children to get involved in more than just their daily lessons	23	53	19	3	2
I am satisfied with the work that my child(ren) is/are expected to do at home	18	52	12	13	5
The school's values and attitudes have a positive effect on my child(ren)	32	52	14	2	0
The school achieves high standards of good behaviour	33	52	15	0	0
My child(ren) like(s) school	40	45	10	5	0

### Other issues raised by parents

The parents raised no other significant issues.