

INSPECTION REPORT

Saxon Primary School

Shepperton

LEA Area: Surrey

Unique Reference Number:125111

Inspection Number: 186680

Head-Teacher: Mr M Bedford

Reporting inspector: Mr M Burghart
20865

Dates of inspection: 29 November 1999 - 03 December 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Briar Road Shepperton Middlesex TW17 0JB
Telephone number:	01932 563035
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M N Smith
Date of previous inspection:	22 January 1996 - 25 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr M Burghart, Rgl	Special educational needs; Provision for Traveller Children; Art, Physical education.	Attainment and progress; Teaching; Leadership and management; Efficiency.
Mrs G Tyrrell, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Accommodation. Resources.
Ms C Dobie	Under fives, Mathematics, Geography, History.	
Mr T Howell	Equal opportunities, Science, Information technology, Design and technology.	Curriculum and assessment; Staffing.
Mr M Leyland	English, Religious education, Music.	Pupils' spiritual, moral, social and cultural development.

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MAIN FINDINGS

What the school does well

Successfully encourages very good behaviour and relationships.
Provides good teaching.
Achieves good progress.
Makes very good provision for moral and social development.
Maintains a good ethos.
Makes good use of learning support assistants.
Provides good support for traveller children.
Manages homework well.
Provides a good range of extracurricular activities.

Where the school has weaknesses

In a lack of emphasis on information technology at Key Stage 2.
In standards of some aspects of English and science at Key Stage 1.
In some aspects of the curriculum for those under five.
In having no policy for higher attaining pupils.
In the lack of monitoring and assessment opportunities in subjects other than English, mathematics and science.
In National Curriculum test results, especially at higher levels.
In planning and lack of pace in some lessons.
In the consistency of teachers' marking.

The current situation represents improvement, much of it recent. Overall, the school gives pupils a sound standard of education. Strengths now outweigh weaknesses, but the latter will form the basis of the governors' action plan which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The last report raised six key issues of concern. The school has made satisfactory progress in addressing these. It has improved the management of the curriculum and leadership at all levels. There are now schemes of work in all subjects and in most cases learning objectives are identified. No subject fails to meet the requirements of the National Curriculum, where five including English, mathematics and science were previously found lacking. The school has developed a structured approach to the teaching of reading and spelling. The school development plan has been improved, as has monitoring of standards, learning and teaching. However, more work is still needed in these areas.

Since the last inspection five staff have been appointed as replacements; literacy and numeracy have been successfully introduced; and modifications to the building have been made. Presently the school is well placed for future development.

Standards in subjects

This 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	Key	
English	D	D	<i>well above average</i>	A
Mathematics	D	D	<i>above average</i>	B
Science	D	D	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

Attainment on entry is broadly in line with the national average, but represents a wide range of ability.

The above grades are a slight improvement over the previous three years but still show the school's performance to be below average, particularly with regard to higher attainers. Too few pupils achieve the higher levels. Inspection findings indicate that standards in English and science are below average at the end of Key Stage 1. Religious education and music are above average, with other subjects in line with national expectations. At Key Stage 2 mathematics, religious education, history and music are above expectations. Attainment in information technology is below what is expected of pupils at this age. Other curriculum areas are satisfactory.

Pupils' progress is good at both key stages in English, mathematics, religious education and music. It is good at Key Stage 2 in history. Progress in science at Key Stage 1, and information technology at Key Stage 2, is less than satisfactory, but progress in all other subjects is sound.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good.	Satisfactory, with strengths in literacy.	Good with very good features.
Mathematics	Good.	Satisfactory, with strengths in numeracy.	Good.
Science	Not applicable.	Less than satisfactory.	Satisfactory.
Information technology	Not applicable.	Satisfactory.	Satisfactory in aspects that are covered, but unsatisfactory through lack of emphasis.
Religious education	Not applicable.	Good.	Good.
Other subjects	Satisfactory.	Satisfactory, with strengths in music.	Satisfactory with strengths in music.

Teaching was satisfactory or better in nearly 98 per cent of lessons observed. It was good in 56 per cent and very good in nearly 12 per cent. Most staff recorded lessons judged as good. Five teachers taught some lessons that were very good and one had a literacy session judged excellent. Strengths in teaching are in relationships, pupil management, objective setting and the use of resources. Relative weaknesses concern pace, some activities not appropriate for the age range and unclear links between long and short term planning.

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	Very good in and out of class. Relationships very good. Good attitudes throughout.
Attendance	Satisfactory; some inconsistency in recording unauthorised absence. Traveller children's attendance well monitored.
Ethos*	Good: a caring environment where new initiatives are having positive effects on standards. A need to raise the performance of higher attainers.
Leadership and management	Satisfactory: improved since last report. Management of the curriculum by head, deputy and co-ordinators is better. Governors' involvement satisfactory, with more to do in cost effectiveness. Travellers' education well managed. Good school aims. More work needed to develop monitoring. Some gaps in reporting National Curriculum results and insufficient information regarding progress against governors' action plan.
Curriculum	Satisfactory: broad and mostly balanced. Some gaps in science at Key Stage 1. Information technology underemphasised at Key Stage 2. Curriculum for under fives lacks opportunities for play activities, but is satisfactory overall. Planning for literacy and numeracy good. Assessment: good baseline; good for special needs; and satisfactory in English, mathematics and science: more needed in other subjects.
Pupils with special educational needs	Good, generous provision, giving effective support. Learning support assistants make a good impact. Resources well used. Pupils make good progress.
Spiritual, moral, social & cultural development	Good overall. Spiritual good provision; moral and social very good; own culture good, multicultural awareness in need of raising further.
Staffing, resources and accommodation	Staff are a good team. Non teachers make good contributions. Staff changes well managed. Resources satisfactory overall: strengths in music and physical education. Under fives outdoor provision in need of improvement. Accommodation good in quantity and quality. Sound; improved since last time, with better educational direction. Aspects of cost effectiveness in need of review. Overspend needs addressing during the next financial year.
Value for money	

**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

- Children like coming to school.
- The school's values and attitudes.
- Parents are welcomed.
- The school is approachable.

What some parents are not happy about

- Information about what is taught.
- Extracurricular activities.

There was no other consensus view.

Inspectors support parents' positive views. Evidence shows there is now a good range and number of extracurricular activities. Inspectors agree there is not enough curriculum information: for example in the school brochure. The school has plans to address this.

KEY ISSUES FOR ACTION

In order to further improve the school headteacher, staff and governors should:-

- **Raise** standards in English at Key Stage 1 by:-
 - Providing more time and opportunities for writing;
 - Improving the consistency of teaching.(Paragraphs: 12, 115, 116, 125.)

- **Raise** standards in science at Key Stage 1 by:-
 - Increasing the amount of work in investigative and experimental science;
 - Improving teachers' confidence, knowledge and understanding of the subject.(Paragraphs: 13, 20, 34, 38, 44, 140, 141, 142, 144.)

- **Raise** standards in information technology at Key Stage 2 by:-
 - Providing more teaching as a discrete subject in its own right;
 - Ensuring that sufficient emphasis is placed on all required elements;
 - Improving, still further, resources.(Paragraphs: 17, 20, 35, 38, 45, 77, 97, 146, 148, 150, 151.)

- **Establish** a school policy, as intended, for higher attaining pupils to raise standards and increase progress rates, by raising expectations.
(Paragraphs: 14, 16, 38, 46, 73, 117, 121, 136, 137, 140.)

- **Provide** more opportunities for curriculum co-ordinators to monitor teaching in their subjects.
(Paragraphs: 39, 70, 82, 145, 151, 159, 184.)

In addition to the above key issues the following less important weaknesses should be included in the governors' action plan.

- Providing more opportunities for structured play for those under five, and improve, as planned, outdoor facilities.
(Paragraphs: 11, 33, 85, 87, 99, 106, 111, 113, 194.)
- Establishing a policy for health education, involving staff in training concerning child protection issues.
(Paragraphs: 47, 63, 83.)
- Improving the link between long, medium and short term plans, establishing learning objectives and confirming teachers' expectations.
(Paragraphs: 38, 46, 137, 177, 185.)
- Improving the pace of some lessons.
(Paragraphs: 38, 97, 158, 197.)
- Improving the consistency of teachers' marking.
(Paragraphs: 40, 49, 177, 184.)
- Increasing governors' awareness of curriculum issues to develop still further their evaluation of cost effectiveness.
(Paragraphs: 70, 94, 95.)

- Meeting statutory requirements with regard to full reporting of results of National Curriculum assessments together with national and similar schools comparisons; and progress against the governors' action plan.
(Paragraphs: 66, 71.)

INTRODUCTION

Characteristics of the school

1. Saxon Primary School is situated in Shepperton in Surrey. The school building was originally constructed in the 1970s as a middle and first school and has been modified several times, most recently to develop accommodation from what used to be specialist areas.

2. There are 249 full time children on the school roll aged from four to eleven and seventeen part time in reception. The overall size of the school is slightly above the average for primary schools nationally. There are nine classes. With the exception of a Year 2/3 class all classes contain pupils from only one year group. Class sizes vary from 22 in Year 2, to 37 in Year 5, but overall there is an average of 28.6 pupils per class.

3. Pupils are drawn mostly from the locality from a mixture of private and council accommodation. Nearly all children have attended some form of pre-school group before joining the school in the term in which they are to be five. Unemployment locally is in line with the national average.

4. The headteacher is in his eighteenth year at the school and is supported by ten full time and two part time members of staff.

5. There are 46 pupils on the special educational needs register. This accounts for 17.4 per cent of the school roll. This is broadly in line with the national average. Four pupils have a formal statement under the terms of the DfEE Code of Practice¹ which is proportionally slightly more than the national picture. 28 children (10.8 per cent) are known to be eligible for free school meals which is below the national average of 19.9 per cent. Two pupils come from homes where English is a second language. Nine traveller pupils receive support from a visiting specialist teacher.

6. The school was inspected previously in January 1996. Key issues of that report featured needs to :-
Improve management; Develop schemes of work; Identify learning objectives; Ensure National Curriculum requirements are met; Improve the teaching of reading and spelling; Establish a comprehensive school development plan; and Evaluate cost effectiveness.

7. The school has identified as its main aim :-
"To provide children with an education appropriate to their needs by creating a secure, pleasant, orderly and efficient environment in which they may develop, learn and enjoy

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

school life.”

8. Key areas identified in the current school improvement plan focus on:- Curriculum Management; Assessment; Recording; and Reporting.

9.

• **Key indicators**

Attainment at Key Stage 1²

		Number of registered pupils in final year of Key Stage 1 for latest reporting year:			
		Year	Boys	Girls	Total
		1999	27	17	44
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or above	Boys	21	20	22	
	Girls	15	12	12	
	Total	36	32	34	
Percentage at NC Level 2 or above	School	81.8 (70)	72.7 (73)	77.3 (76)	
	National	82 (80)	83 (81)	87 (84)	
Teacher Assessments		English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	21	22	22	
	Girls	13	14	10	
	Total	34	36	32	
Percentage at NC Level 2 or above	School	77.3 (80)	81.8 (83)	72.7 (85)	
	National	82 (81)	86 (85)	87 (86)	

Attainment at Key Stage 2³

		Number of registered pupils in final year of Key Stage 2 for latest reporting year:			
		Year	Boys	Girls	Total
		1999	19	36	55

² Percentage in parentheses refer to the year before the latest reporting year

³ Percentage in parentheses refer to the year before the latest reporting year

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	13	18
	Girls	26	18	26
	Total	39	31	44
Percentage at NC Level 4 or above	School	70.9 (65)	56.4 (59)	80 (69)
	National	70 (65)	69 (59)	78 (69)
Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	14	18
	Girls	26	23	31
	Total	36	37	49
Percentage at NC Level 4 or above	School	65 (65)	67 (65)	89 (71)
	National	68 (65)	69 (65)	75 (72)

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· **Attendance**

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Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School	%
		National comparative data	7.3
	Unauthorised Absence	School	0.22
		National comparative data	0.5

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Exclusions

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

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Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	11.7
	Satisfactory or better	97.87
	Less than satisfactory	2.13

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· **PART A: ASPECTS OF THE SCHOOL**
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· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

10. The attainment level of the majority of children when they start school is broadly consistent with that found nationally. However, assessments made by reception staff indicate that there is a wide range of ability.

11. Children under five make good progress. They attain the Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development, together with personal and social development by the age of five. However, inspection evidence suggests that the curriculum, although well planned, is structured more for the start of Key Stage 1 than reception. Consequently, children have too few opportunities for play related activities, particularly outside.

12. 1999 results for seven year olds were close to the national average in reading, but well below average in writing. Results in mathematics were below the national average for the expected Level 2 scores, and well below the national average for the percentage of pupils achieving the higher Level 3. Comparisons with similar schools show results being below average in reading, well below in writing, with no pupils achieving the higher Level 3, and well below in mathematics. Over a three year period there has been some small progress in the overall percentage achieving the expected Level 2 in reading, writing and mathematics. However, this is not significant in statistical terms. Inspection findings show slight improvement on this situation for the current Year 2 notably in mathematics. However, standards are below average at this part of the year, the exception being for those in the mixed Year 2/3 class.

13. Teacher assessments for science at the end of Key Stage 1 in 1999 showed no pupils reached the higher Level 3. This is very low by national and similar schools comparisons. At 72 per cent achieving Level 2 the school is well below average when compared with all and similar schools. Evidence from this inspection confirms this picture, with attainment in science below expectations for Key Stage 1.

14. Results of 1999 National Curriculum assessments for 11 year olds at the end of Key Stage 2, in English, were close to the national average at Level 4, but well below average for the higher Level 5. These results are below average. This is compared with those attained by pupils from schools nationally and with similar schools, (based on the proportion of pupils eligible for free school meals) and is particularly true with regard to higher attainers. Standards over the last three years have shown a slight improvement. Inspection findings show that currently standards in lessons are satisfactory with good features at the upper end of the key stage.

15. Results of 1999 national assessments for mathematics at Key Stage 2 were below the national average for the expected Level 4 and the higher Level 5. This was the case in comparison with similar schools. Although there has been a small, gradual improvement over the past three years, results do not show significant statistical improvement in either the percentage of pupils obtaining the expected Level 4, or the proportion achieving the

higher Level 5. Current inspection findings, which cover a wider range of mathematics than that which makes up the National Curriculum assessments, indicate a much better profile with standards above average at this point in the year. This is partly due to the renewed emphasis the school places on number work, within the well-implemented numeracy hour, the rigorous application of more detailed planning and better teaching.

16. Results of 1999 National Curriculum assessments for science at Key Stage 2 show that standards are broadly in line with the national average and compared with schools with similar contexts. However, the proportion achieving the higher Level 5 was very small by the same comparisons. The three year trend is of steady improvement, but shows too few pupils reaching higher levels. Inspection findings show recent progress and that already Year 6 pupils are achieving in line with national expectations at this point in the school year, with strength in experimental and investigative science.

17. Standards in information technology are in line with national expectations at the end of Key Stage 1, but unsatisfactory at the end of Key Stage 2, where they are below national expectations. Pupils in Key Stage 2 are making satisfactory progress in gaining basic skills which enable them to make use of word processing and of information gathering from CD Rom and the Internet. However, the subject, although improved, is underemphasised, and some elements are not covered in sufficient depth. Pupils at Key Stage 1 are gaining keyboard and mouse skills. They can access programs, use icons, and some can interrogate files.

18. Pupils at Key Stage 1 have good opportunities to express feelings and ideas about caring. At Key Stage 2 pupils make good studies of several religions as well as Christianity. They know about important events and festivals in Hinduism, and Judaism. Standards achieved at both key stages are good, being above locally agreed syllabus expectations.

19. Standards in music are good throughout the school. Pupils can sing in time and tune, and, at Key Stage 2, compose and respond to music well. Attainment in history is good at Key Stage 2, with very good use of artefacts to help pupils draw conclusions and make comparisons between past and present. Standards in design and technology, geography and physical education are in line with those expected for pupils of this age. In art standards in two-dimensions are satisfactory with strengths in printing, but three-dimensional work suffers through lack of opportunity.

20. Pupils' progress, in relation to prior attainment, is sound overall. It is good in lessons for those under five; and English; mathematics; religious education; and music, throughout the school. It is good in history at Key Stage 2. Progress in all other subjects is satisfactory at Key Stage 1. However, here progress in science is unsatisfactory. Progress in information technology is unsatisfactory at Key Stage 2 in the light of the subject's recently established core status. Too little time is devoted to its direct teaching. Pupils make sound progress in all other subjects of the curriculum at both key stages.

21. Good progress is made by pupils with special educational needs throughout the school. Work is well planned for them, partly in good individual education plans, and partly through work set for different ability levels in class.

22. Traveller children, some of whom have gaps in experience and knowledge as a result of time out of school, are well supported. They make good progress in individual and group withdrawal sessions and sound progress in work in class. Aims to raise and maintain

pupils' self esteem are successfully achieved.

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• **Attitudes, behaviour and personal development**

23. The vast majority of pupils display good attitudes to learning and there is generally a purposeful atmosphere within the school. Pupils concentrate well, listen carefully to instructions and often appear to enjoy learning.

24. Behaviour in classrooms is generally very good. In some lessons a very small minority of pupils display some potentially challenging behaviour, but this is dealt with quickly and skilfully by staff so that it does not interrupt learning for the majority. Behaviour around school and in the playground is very good. Pupils are friendly, talk confidently to visitors and are polite, often holding doors open or standing aside to let adults pass. At lunchtimes and in the playground pupils are lively and boisterous, and although noise levels are high there is no really rough play. There is no evidence of any serious bullying, and there have been no exclusions during the past twelve months.

25. There are generally very good relationships throughout the school. Pupils respect teachers and other members of staff and address them politely. They co-operate well with staff during lessons and work well together in pairs or groups. They listen to each others' opinions and share ideas well.

26. There is evidence of pupils being given some responsibility to work independently and organise their own work, and they are sometimes given the opportunity to develop research skills. The school has recognised that this is an area for development and is starting to ensure that such learning experiences are provided more frequently and consistently. Pupils are being given some responsibilities within the school community: for example older pupils assist with younger ones during wet playtimes and even the youngest pupils undertake jobs such as taking registers to the office after each registration period. Pupils display responsible attitudes to the wider community by participating in fund-raising events for various charities.

27. The majority of parents are happy with behaviour at the school, and high standards of attitudes to work and discipline have been maintained since the last inspection.

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• **Attendance**

28. Attendance levels are satisfactory although just below national averages. These figures are affected by the number of pupils from travelling families at the school. The number of unauthorised absences is recorded as below average but these are slightly affected by some discrepancies in recording family holiday absences.

29. The vast majority of pupils arrive on time and there is generally a prompt, although leisurely, start to the school day. Registration periods are often used as educational and social opportunities. Once lessons have started, movement around school is brisk and orderly and most lessons start and end on time.

30. The rate of attendance has remained stable since the last inspection.

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QUALITY OF EDUCATION PROVIDED

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Teaching

31. There have been improvements in teaching since the last report notably with regard to planning, and provision for less able pupils. A significant number of staff have been appointed in the interim period. Currently, the profile of teaching is good with very good features.

32. Teaching was satisfactory or better in nearly 98 per cent of lessons observed. It was good in 56.4 per cent and, in 11.7 per cent very good. Most staff taught some lessons judged as good. Five staff taught lessons that were very good and one teacher had a session judged as excellent. Two staff had a small number of unsatisfactory lessons.

33. In reception staff are confident, make use of good assessment, relationships are very good and expectations are high. Teaching for those under five is good (75 per cent), and sometimes better (12.5 per cent). Children are helped to make a good start and make good progress. However, work is sometimes insufficiently orientated to the kind of activities which promote independence in young children: for example through play.

34. Overall Key Stage 1 teaching is good. However, a smaller proportion of lessons are good in this key stage compared with elsewhere in the school. Nevertheless, 13.6 per cent of lessons were very good and 50 per cent were good or better, particularly at the start of the key stage. The majority of the elements of unsatisfactory teaching seen during the inspection were in this key stage: for example concerning expectations and class management. Strengths in teaching at this key stage are in English, mathematics, religious education and music. Weaknesses in teaching science are the result of a lack of teachers' knowledge and understanding. The mixed key stage class is well taught, work is well matched to pupils' abilities and expectations are appropriate.

35. With 55.3 per cent of lessons good or better during the inspection, and 11 per cent very good, Key Stage 2 teaching is clearly good. Particularly strong teaching was in English, mathematics, history, music, and some aspects of science and physical education. Teaching in information technology is unsatisfactory as a result of a lack of time and emphasis. The subject suffers from not being taught as a discrete curriculum area.

36. Good teaching has a positive effect on pupils' attainment and progress: for example better standards and progress in the newly established numeracy time. Relationships between staff and pupils are good. Teachers interact with pupils well. Particularly good examples are in group work, (especially in literacy and numeracy), religious education and music, and during the good range of extracurricular activities.

37. Staff plan their work carefully when teaching is good. They organise activities well and, in a big improvement since the last inspection, now communicate their objectives clearly. In good lessons teachers ensure work moves with pace. They provide activities which are challenging and matched to the majority of pupils' abilities and use good questioning. Teachers are normally well prepared and make good use of resources: for example Key Stage 2 use of artefacts for history work on life in World War II Britain.

38. Two per cent of lessons were judged unsatisfactory. However, sometimes sessions judged as satisfactory, or even better, overall have unsatisfactory elements. In some lessons pace is too slow, particularly in the separate Year 2 and Year 3 classes. Introductions are too long restricting time available for practical work and leading to rushed plenary sessions and too few opportunities for pupils to reflect on what they are doing. There are occasions when pupils are not appropriately challenged: for example information technology at Key Stage 2, and science at Key Stage 1, where the delivery of long term planning is not always supported by teachers' short term plans and expectations. This results in pupils making too little progress, especially the more able. Insufficient work in three-dimensional art, which is a consequence of a lack of teachers' confidence, knowledge and understanding, has a negative impact on progress.

39. The need to offer support to inexperienced staff is recognised by the school to improve the quality of teaching and increase rates of progress. The school is aware of the need to monitor teaching and good intentions form part of the school development plan for co-ordinators to observe teaching in their subjects and offer support. However, this initiative is very recent and has yet to have an impact in subjects other than English and mathematics.

40. In the most effective teaching, teachers use a combination of praise, and constructive criticism in their marking linked to pupils' individual targets. This is especially successful in Year 4/5 mixed age groups for English and mathematics. However, there are still some inconsistencies in the quality of marking between classes. The absence of an overview of National Curriculum levels and annotated examples of work in some subjects makes consistency in teacher assessment difficult, especially for new and inexperienced staff.

41. Teachers play a major part in creating a good ethos and learning environment: for example in demonstrating how well they value pupils' work in oral work and good displays. A considerable strength of the school is in teachers' good management of pupils. This has a very positive effect on behaviour and contributes significantly to the usually good working atmosphere.

42. Teaching and support for those pupils with special educational needs is good. Relationships are good and work is well planned to meet specific needs. Instructions are clear, praise is used effectively and, as a result, such pupils make good progress. Learning support assistants make a significant contribution. Good teaching and guidance from an outside agency are positive features of support for traveller children. The impact of this is that such pupils make good, and often rapid, progress when they are in school. Staff are successful in promoting and maintaining the self esteem of all pupils, especially travellers and those with special educational needs.

43. The recently introduced home/school agreement provides an effective basis for

partnership and teachers make effective use of a suitable amount and range of homework. This consolidates skills and enhances the curriculum.

The curriculum and assessment

44. A broadly based curriculum successfully promotes the intellectual, physical and personal development of pupils ensuring that they are prepared for secondary school. The school meets National Curriculum statutory requirements. The last report raised as a key issue the need to ensure coverage of the programmes of study in English, mathematics, science, design and technology, and art. This issue has been addressed and these subjects now meet what is required. The reported shortcomings in reading, spelling and science investigations have been overcome, although more investigative work is still required at Key Stage 1.

45. The school has increased the total weekly teaching time at Key Stage 2, previously reported as less than the minimum recommended, and it is now only slightly less than the recommended figure. The curriculum balance is sound except for the lack of time at Key Stage 2 for information technology. In line with national strategy, the school has introduced a literacy hour each day and a numeracy period. Both initiatives are effective in raising standards. French for senior pupils and drama in English lessons enhance the curriculum. The wide range of extracurricular activities, including sport, music and drama, is a strength of the school.

46. A key issue for action from the last inspection report related to providing schemes of work for all subjects. Current schemes of work, as well as policies, are in place for all subjects. These provide for progression and continuity. The issue of providing a whole school curriculum framework has been met by a short teaching and learning policy related to school aims. The framework would be clearer if an overview of the whole curriculum for the current year had been produced. The quality of teachers' planning has improved with plans on a half-termly, and weekly basis. During this term, weekly plans have included clear learning objectives, assessment and consideration of the needs of all abilities. However, the lack of distinct policy for higher attaining pupils means that expectations are sometimes too low and not enough pupils reach higher levels. Current plans meet another key issue from the previous report in that pupils' attention is drawn to learning objectives in lessons. These are often on display and effectively motivate pupils' learning. The amount of information on weekly plans about teaching strategies is good in English and mathematics, but less so in some other subjects.

47. Good use is made of visits with a clear focus to support pupils' learning and enhance the curriculum. These include a residential visit for Year 5 pupils. The homework policy is implemented well and the use of homework is a strength of the school. The school has the required sex education policy, but no health education policy, although aspects of health are included in science and physical education lessons.

48. The school has adopted the equal opportunities policy of the local authority and, in practice, the curriculum provides equal opportunities for all to learn and make progress. The withdrawal of small numbers of pupils for music lessons means that they lose some time in English or mathematics each week. This is potentially harmful and the school policy of changing the time of withdrawal each half term requires close monitoring. There is good curricular support for those with special educational needs and for traveller children. These pupils frequently have assistance in class. There is extra support for those who need it by withdrawing pupils for extra work in literacy and numeracy in a well equipped room. This is

usually with only one or two pupils at a time. The issue raised in the last report where such pupils missed the same lessons each week has very successfully been overcome.

49. The co-ordinator has written a clear policy on assessment and recording. There are effective systems of assessment in English, mathematics and science, but in other subjects, assessment is less satisfactory. Statutory tests and teacher assessments take place in Year 2 and Year 6. Non-statutory tests in English and mathematics are carried out in Year 3, Year 4, and Year 5. Baseline assessments take place on entry to the school. In Year 3, the school screens to assess intelligence and reading skills. Targets are set in mathematics and English for pupils in Year 1 and Year 5. A worthwhile development is the start being made on setting frequent and specific individual targets in English and mathematics for pupils in some Key Stage 2 classes. Assessment opportunities are recorded on weekly planning sheets but these are sometimes not very rigorous. Assessment is used to inform planning in English and mathematics on a day to day basis. The school has a recent and clear policy on marking which includes presentation. Pupils' work is marked, but there are inconsistencies in practice as noted in the last report.

50. Records of pupils' assessments are sound. A profile is kept of one piece of work in English, mathematics and science each term. Each of these is marked with a National Curriculum level. The school has a record of pupils' levels of achievement throughout their school career. Parents are pleased with the annual reports which are computer generated and give an opportunity for comments by pupils and parents. These reports give a good indication of the work covered but are less informative about levels of work being achieved.

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• **Pupils spiritual, moral, social and cultural development**

51. The school's provision for spiritual, moral, social and cultural development is good, which is an improvement on the judgement of satisfactory at the previous inspection.

52. The previous inspection reported that there was potential for further opportunities for spiritual development through collective worship, as well as through music, art and literature. All these areas show improvement and there is good provision for spiritual development. Acts of worship fulfil requirements. They are planned well, with a rolling programme of themes for assemblies. Pupils are given appropriate daily opportunities for reflection on their own lives and on the experiences of others. Good spiritual awareness is promoted through prayers and hymns of praise and thanks, which are usually sung well by pupils. Suitable references are made in assemblies to special festivals from other religions at the appropriate time, but the beliefs of others are considered mainly in religious education lessons. Pupils' self-knowledge and esteem are boosted by the value which class teachers place on their answers and through positive comments which are made on their work. A sense of wonder can be felt in the way many teachers tell stories, talk about pictures or religious artefacts or praise musical performance.

53. There is very good provision for moral development. The behaviour and management policy's emphasis on a positive approach to pupil management is very well supported by all school staff, both in the classroom and the playground. Pupils in each class agree to promote a common moral code, as expressed in their class rules, which are always positive. The school fosters a respect for fairness and honesty, which is promoted very well through stories in assembly and through the consistent approach of the staff to issues of personal responsibility.

54. Pupils' very good social development is appreciated by parents who express satisfaction with this aspect of school life. The school aims are very successful in instilling healthy relationships and co-operative attitudes amongst pupils. The staff's friendly relationships with one another set a very good example to pupils. The public celebration of pupils' successes in special assemblies is a very good example of the promotion of good relationships and community spirit. Pupils relate very well to one another and to all members of the school community. They reflect the politeness and respect they are shown by adults in the caring way they consider the feelings of others. Good collaboration skills are shown in group work, with a typical example in physical education lessons, when young pupils work beautifully as a team when moving apparatus. Pupils of higher ability are not always suitably challenged by their work to develop personal initiative. Around the school, however, older pupils take responsibility for such tasks as looking after classes during wet playtimes; managing the telephone at lunch times; and, organising the overhead projector for assemblies.

55. The great efforts the school makes to provide equal opportunities for pupils with special educational or physical needs and for traveller children are excellent examples of the school's promotion of positive social values. There is good promotion of pupils' understanding of citizenship when events are organised for charities, harvest goods are distributed and when pupils sing carols in the local area, including performances for senior citizens.

56. The school makes satisfactory provision for the cultural development of pupils. Provision for the development of pupils' own cultural tradition is good, but the promotion of other cultural traditions is only strong in religious education rather than in the general life of the school. Interesting local visits are made to enhance the cultural aspects of pupils' work in history, art and geography. Visitors to the school enrich pupils' experience in drama, art and music. Pupils participate in a wide range of extracurricular activities. They sing, act and play in school performances, special assemblies and festivals, including singing at the Barbican. All such activities improve pupils' skills as well as widening their participation in local cultural traditions. The religious aspects of other cultures are covered very well in religious education, with work on the beliefs, traditions, buildings and artefacts of Judaism, Hinduism and Islam. Chinese New Year receives satisfactory coverage in assemblies at the appropriate time. However, the diversity and richness of other cultures are not given a high profile in the school.

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• **Support, guidance and pupils welfare**

57. The school provides very good personal support and guidance for its pupils and the majority of parents feel that their children are happy at school. Staff know pupils and their family backgrounds very well and pupils are happy to approach both teaching and non-teaching staff with the confidence that personal problems or concerns will be addressed sensitively.

58. The use of baseline assessment and some target setting contribute to assessment procedures being generally satisfactory and there is evidence of efficient, regular assessment in English and mathematics.

59. Support for pupils with special educational needs is good. Procedures to identify special needs are efficient and individual education plans are prepared for all pupils on the special educational needs register. A good standard of specific support is provided for

traveller children through the Travellers' Education Service.

60. Attendance registers are marked regularly and correctly by class teachers and returned to the office after each registration period for entry on to computer. There are some instances of family holidays being entered as authorised absences beyond the statutory number of days allowed, and this is affecting the recorded rate of unauthorised absences. The school is now aware of this discrepancy and is concerned that the actual rate of attendance has been affected by more families taking vacations outside the regular school holidays recently.

61. The school's procedures to promote high standards of behaviour and discipline are very efficient and working well. Systems are consistent across the school and pupils are aware of school rules and generally respect them.

62. Most pupils have attended the on-site playgroup or other form of pre-school education and this helps to ease their move into full time education. Year 6 pupils have opportunities to visit local secondary schools during the summer term and members of staff liaise to ensure that these pupils experience a smooth transfer.

63. The headteacher is the designated person with responsibility for child protection issues. He has undertaken training in this area and appropriate links are in place with external support agencies. However, there are at present no efficient systems in place to ensure that newly qualified or support staff are familiar with procedures to be followed and the absence of a formalised policy for health education has a potentially negative impact.

64. The school takes a responsible attitude to matters of health and safety. There are regular fire drills and emergency equipment is tested and maintained regularly. Accident books are completed regularly and several members of staff have received first aid training. The school site is clean and a programme of maintenance is being conscientiously put in place by the new caretaker.

65. The majority of parents who attended the parents' meeting or returned questionnaires feel that the school provides a safe, caring environment.

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· **Partnership with parents and the community**

66. Day to day information provided for parents by the school is good. There is an informative prospectus, although this does not fully meet statutory requirements. It does not include comparative national standard assessment test figures, lacks some information about the curriculum and fails to give a sufficient update with regard to the governors' action plan from the last report. There are regular informal newsletters and other general letters and the school has organised presentations on various aspects of the curriculum. Annual written reports to parents contain many good points. There is clear information about work covered in all subjects, comments on pupils' personal and social development and suggestions for future targets. However, these are sometimes too vague especially at Key Stage 2 in foundation subjects. There is an opportunity for parents and pupils to comment on the information received. There are suitable follow up meetings and parents are happy to approach staff on an informal basis. Parents of pupils with special educational needs are invited to become involved in the progress of their children.

67. Parents are generally very supportive of the school. The majority of parents who attended the parents' meeting or returned questionnaires feel that the school gives them a clear understanding of what is being taught and that they are kept well informed about their children's progress. The school welcomes parents and makes efforts to involve them in the education of their children, including seeking parents' views as to a suitable form of home/school agreement. There are a number of parents who regularly help in the classroom and with extracurricular activities, although the school would welcome more. Parents are happy with the levels of homework set; and the use of home/school diaries is very successful. There is a hard working school association which organises social events to raise useful sums of money, and parent governors are very committed to the future success of the school.

68. The school's involvement with the community, including the local church, is very good. Pupils are involved in many sporting and musical activities which bring them into contact with pupils attending other schools in the area. Community use of the school site is encouraged. There are good attempts to widen pupils' horizons by arranging interesting and imaginative trips, including a residential visit for older pupils, and there are frequent visitors to the school. All these activities make valuable contributions to pupils' learning and life experiences.

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THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

69. The leadership and management of the school is satisfactory. This constitutes clear development since the last report where there were serious weaknesses. The headteacher's awareness of the curriculum has improved, and together with the strengths of the new deputy head this has had positive effects on the educational direction of the school.

70. In the last report some aspects of leadership and management were criticised. The school has made satisfactory progress in addressing these. There is now a better development plan. This is an improvement and effectively communicated. However, greater detail is still needed to show how targets will be achieved. The roles of the management team, and subject co-ordinators are more clearly defined, with the result that their involvement in development planning is improving. Monitoring has been improved with the headteacher and co-ordinators for literacy and numeracy spending time in classes. However, there are insufficient opportunities for other co-ordinators to do this. There have been improvements: for example appointing a literacy and numeracy governor; in forming a curriculum committee; and identifying responsibilities. The school is aware that governors, some of them newly appointed, need to be more involved in evaluating curriculum provision

to improve their consideration of cost effectiveness. Governors' committees have contributed positively to improvements: especially by maintaining above average staffing to support special educational needs; and with regard to the buildings. The finance committee maintains a satisfactory overview of the budget and the personnel group plays a clear part in making appointments.

71. Governors meet statutory requirements for the curriculum, which is a distinct improvement on the findings of the last inspection. However, requirements concerning full reporting of National Curriculum assessment results including national comparisons are not fulfilled and this has left parents unaware of the school's relatively low performance. Appropriate recording of unauthorised absence and formal reporting on progress against the governors' action plan from the last inspection, are missing from information available to parents.

72. The most significant progress in moving the school forward has been achieved recently and is particularly concerned with establishing schemes of work and identifying learning objectives. The school is well placed to develop still further, having clearer educational direction.

73. The process of managing the use of assessment to modify planning has improved since the last report. Procedures for assessing pupils' attainment in core subjects and for special educational needs are well managed. Opportunities are being created in some foundation subjects with intentions to extend this to those remaining, to give teachers a clear view of what pupils know, understand and can do. Satisfactory use is made of targets as recommended by the Qualifications and Curriculum Authority. This has a positive effect on the proportion of pupils achieving expected levels, but, as with the previous inspection, there is still some underachievement for higher attaining pupils. The school plans to introduce a policy for more able pupils under the guidance of the deputy head.

74. Generous staffing and resources for special educational needs are well managed and deployed, enabling such pupils to make good progress. Leadership and management of this aspect are good.

75. Provision for traveller children is managed well as an integral part of the school. Staff and resources are well organised with a favourable impact on progress, especially for the higher than average proportion of these children with below average skills and experience.

76. The initiatives to introduce literacy and numeracy times are being well managed.

77. Apart from the need to review the balance of some timetabled activities: for example the lack of information technology in Key Stage 2; and the use of time during long sessions, such as one and a half hours between break and lunchtime, the day to day running of the school is good. The school is particularly successful in managing provision for pupils' moral and social development, with a very positive impact on attitudes and relationships. Most pupils enjoy coming to school. The school's aims and values are clear and are effectively communicated. There is a strong, recently clarified, commitment on the part of the headteacher, deputy and staff, to raising standards and this is contributing significantly to the school's good ethos. The management team is aware of the need to highlight communication of academic aims to complement the school's successful pastoral intentions.

78. Communication with parents and links with the community are well managed. Parents support the aims and values of the school and are active and well organised in fund raising. In response to the Ofsted questionnaire and at the parents' meeting, there were very few negative comments. Parents are clearly supportive of the school's new impetus.

79. The school has adopted the local authority policy for equal opportunities. Teachers ensure that all pupils feel valued. Equal opportunities for the two sexes are observed in practice throughout the school. In lessons, for example, no separate tables of boys and girls are seen. Where classes are seated on the floor, boys are not concentrated at the back or front and questions are directed equally to boys and girls. The only area of concern is that pupils undertaking music tuition miss some core subject teaching. This would not give them full access to the curriculum.

80. Through satisfactory management there is no clear imbalance in attainment between the sexes except that boys are less successful in English tests. This reflects the national picture. The poor results for boys in English and mathematics in 1998 have been improved this year and boys achieved better than girls in these subjects.

81. The school manages good access for disabled people and a disabled toilet is available. Disabled pupils and traveller children are integrated well in the school.

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· **Staffing, accommodation and learning resources**

82. There are sufficient teachers with a wide spread of appropriate qualifications to meet the requirements of the National Curriculum although it is a disadvantage that there are no staff with specific science or technology qualifications. The pupil-teacher ratio is better than average but class sizes vary widely and four classes are over thirty. In the last two years, there has been a large staff turnover including the replacement of the deputy headteacher. There is an appropriately wide range of experience on the staff. There is one newly qualified teacher and one long-term supply teacher because of a teacher on sick leave. All permanent staff except the newly qualified teacher have a responsibility for co-ordinating one subject area of the curriculum and have worked hard to manage these satisfactorily within the constraints of time available. The headteacher is co-ordinator for history and acting co-ordinator for two other subjects. The school is aware that co-ordinators are handicapped in monitoring the work that takes place in classes by a lack of non-contact time. This issue, raised in the last report, has not been fully addressed although there has been some monitoring of lessons by senior staff. Teachers are well supported by trained classroom assistants. Very valuable support for learning and behaviour is provided by assistants, whose work is well integrated with other classwork.

83. A strong emphasis is placed on the development and training of both teaching and non-teaching staff. This has been related to the school development plan. The need for more training of non-teaching staff noted in the last report has been met. There are appropriate job descriptions for all staff. Effective structures are in place for the appraisal of teachers with three trained appraisers on the staff. Sound procedures for the induction of new and temporary staff are in place but the staff handbook needs revision: for example to take into account child protection procedures and outline school policy for health education. Newly qualified teachers have a sound system of support from a mentor. The staff are supportive of all colleagues especially new and temporary staff.

84. The school is housed in modern buildings with some open-plan areas. Classrooms

are of a good size for the number of pupils, and many of them benefit from separate activity areas equipped with sinks. There is a spacious hall for assemblies and physical education activities. However, the central nature of the hall and the specialist music room means that large numbers of people, including whole classes, often use them as thoroughfares during lessons, sometimes at times when alternative routes could be used to avoid disruption. Storage of chairs in the hall presents a potential hazard during physical education lessons. A small room is provided for special educational needs groups, and there is a good sized library. There are a good number of small storage rooms, although at present some of these are untidy and overcrowded. This results in the unsatisfactory storage of some items in the male toilets, which is unacceptable. The new caretaker has recognised this and is in the process of addressing it.

85. The school occupies an attractive, open site. There are good sized playgrounds and a large playing field, with a small environmental area. The school benefits from having a covered swimming pool for use in the summer term. However, there is at present no secure outdoor play area for children under five.

86. Overall the accommodation is spacious, well maintained and clean and provides a pleasant learning environment, enhanced by attractive wall displays of pupils' work. Recent improvements have had a beneficial effect in modifying specialist middle school facilities for primary use.

87. Resources for children under five in the reception class are mostly satisfactory and some are good in both quantity and quality. The teacher is proactive in identifying gaps in provision and finding ways to ensure that essential resources are in place. However, there is currently no suitable outdoor climbing equipment available.

88. Resources for Key Stage 1 and Key Stage 2 are generally satisfactory with some areas of good provision. There are good curriculum resources in English, science, physical education and special educational needs. Resources for music are very good in both quantity and quality. Some equipment is held centrally while some is available in each classroom.

89. Resources for geography and history are of satisfactory quality but of limited quantity and there are insufficient materials for three-dimensional art work.

90. All resources are easily accessible, but those for art are not generally accessible enough for pupils to make their own selection of materials and equipment. Computers are accessible, but are limited in quantity, the ratio of pupils to computers being higher than national average.

91. The library has recently been moved and is still in the process of development in its new location. Most children have visited the library with their class and have some basic idea of how to access books and other texts which can inform their topic work.

92. The school makes good use of resources beyond its own building. There are regular visits to local places of interest including museums, theatres and galleries including Brooklands where older pupils begin to take a real interest in the care and understanding of artefacts.

· **The efficiency of the school**

93. Office administration is sound and benefits from the support of the local education office. Day to day administration of the school and its finances is satisfactory.

94. Grants: for example for pupils with special educational needs, for staff in-service training and for information technology, are appropriately used for designated purposes. Support for traveller children is judged as giving good value for money. The school has an average level of expenditure per child compared with national figures which reflects its income. During the past two years it has spent all money generated by numbers on roll and an extra £50000 from its financial reserves, improving facilities and resources. The school maintains a higher than average level of staff, teaching and non-teaching, for special educational needs, and an above average number of hours for school administration. This has reduced the previously high contingency fund to within recommended levels. Governors are aware that current levels of expenditure will be difficult to sustain and are looking at ways of improving cost effectiveness and reducing spending over the next year. Efficient use is made of money raised by the active parent teacher association.

95. Since the last inspection, when the efficiency of the school development plan was criticised, the headteacher has made satisfactory progress in improving appropriate financial links and developing procedures to establish priorities and create action plans. More detail is still required to heighten levels of efficiency. Ways of consulting with co-ordinators, some recently appointed, in order to prioritise spending against the needs of the curriculum are developing satisfactorily. The governors' finance committee confirms the budget proposed by head and management team and monitors spending. There is evidence that governors have begun to evaluate the cost effectiveness of decisions as required by the last inspection. However, there is more to do to establish this with regard to the curriculum, and special educational needs in particular, to add to the good work already undertaken with buildings and facilities.

96. Co-ordinators manage budgets for their subjects efficiently. The allocation of staff subject responsibilities effectively covers all curriculum areas. Staff, teaching and non-teaching, are deployed efficiently to support the curriculum. Good use is made of expertise: for example in music; and, very successfully, of the deputy to reduce class sizes in Years 4 and 5 literacy and numeracy. Learning support assistants make a significant contribution to pupils' academic and personal development. The small number of volunteer helpers are well briefed and efficiently used.

97. Although the pace of some lessons is too slow: for example with overlong introductions; and some sessions too long, such as a physical education lesson lasting one and a half hours; overall time is used satisfactorily. Teaching time available is now close to national averages for pupils in both key stages, having been extended at Key Stage 2 as a result of the last inspection. However, insufficient time is devoted to the discrete teaching of information technology at Key Stage 2 and this has had a negative effect on standards.

98. Resources are accessible to staff and pupils and are efficiently used, good examples being for numeracy, and religious education. Equipment and learning resources are stored satisfactorily with strengths in music and physical education. The lack of access to a sufficient variety of materials has a negative impact on efficiency in three-dimensional art work and subsequently on pupils' opportunities to make choices.

99. The school makes good use of space, although it is aware of the need to improve

development of outdoor facilities for those under five.

100. Saxon Primary School gives sound value for money. This takes into account the satisfactory nature of standards overall, pupils' good progress, and very good attitudes and behaviour. Good quality provision is evaluated against average expenditure per pupil and is considered in the light of the successful programme of recent developments. This judgment represents an improvement since the apparently similar judgement of the last report and is influenced by improvements in management and to curriculum planning.

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- **PART B: CURRICULUM AREAS AND SUBJECTS**
- **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

101. The curriculum for those children under five in reception is planned in areas of learning and takes account of the programmes of study in Key Stage 1 for those children who are five years old.

102. Children in reception listen attentively and are able to communicate clearly with teachers and other adults. They are confident speakers and make interesting contributions to discussions based on their own experiences. They enjoy listening to stories and joining in with an increasing range of songs and rhymes.

103. The children know that both words and pictures have meaning and enjoy sharing books with adults. They are able to explain the story in some detail using pictures, some words and their imagination to help them. They know some letter sounds and are able to recognise a few words by sight. Children take books home which are read with parents. Teachers and parents support children effectively and communicate through the home school reading and record book.

104. Children can recognise similarities and differences when they compare objects. They can recognise and sequence numbers to five, some know numbers to 10. They can count to 10 and some are able to count to 20 and just beyond.

105. The children know the days of the week and can recall what day it was yesterday. Most children know and recognise the basic four shapes, square, circle, triangle and rectangle, and can identify pattern in shape and colour. They have the opportunity to develop their mathematical understanding of number, shape and size through a variety of stimulating and practical learning experiences, including a role play scenario of the 'Three Bears Cottage'.

106. In their learning environments children move with increasing confidence, both inside and outside their classroom and in other parts of the school including the hall. They are aware of space and safety issues and respond well to the teacher's instructions during physical education lessons. Children are developing increasing agility and control of their bodies. However, the lack of suitable climbing equipment outdoors has a restricting effect.

107. During creative activities children handle tools and equipment with growing confidence. They are developing increasing skill in the control and use of pencils as well as their powers of observation. This was seen most clearly in some carefully drawn studies of an 'old' toy bear. Children showed high levels of concentration and perseverance .

108. There are opportunities for children to choose materials and design for themselves. During some thoughtful and carefully discussed work on shoes, children designed models of matching pairs, developing their understanding of reflection and refining their practical skills.

109. Children enjoy painting pictures and know most primary colours by name. They use a range of colours in various media and take pride in writing their own name unaided on their work. Most children can reproduce one or two letters of their name correctly and some are able to write their first name accurately. The children are enthusiastic and delighted by the opportunity to experiment with a variety of musical instruments and enjoy creating sound patterns. As they develop their singing voices they enjoy making music as a group.

110. The quality of teaching is good in the reception class. The classroom assistant

provides valuable support for children's learning. The teacher and the assistant work closely in partnership, sharing their knowledge of the children as they refine and develop the teacher's planning to match the individual needs of each child. The teacher and assistant take frequent opportunities to develop children's language and extend their vocabulary. They use skilful questioning to develop children's understanding and speaking skills. Together, they provide a secure and safe environment in which all children are well supported and enabled to explore, investigate and question, in order to extend learning. Children with special educational needs are particularly well supported and the teacher provides early intervention and discussion with parents in order to meet needs as effectively and speedily as possible.

111. The well planned and organised learning environment and curriculum for early years is explained and recorded in the school's early years policy. This document details the essential features of an appropriate provision for children under five including the place of play and the essential differences required in both planning and organisation. However, the school is aware that too often activities are biased towards the early stages of Key Stage 1. When nearly all children in reception are under five, this does not always provide for sufficient 'play' activities. On occasions, for example, in physical education in the hall, expectations are not always appropriate, although relationships, control and behaviour are very good.

112. Realistic and appropriate targets for children's learning are established on the basis of evidence from baseline assessment. These are reviewed and updated following the evaluation of regular focused observation and assessment of individual children by the class teacher. Children make good progress in their learning through effective reminders and reinforcement. The teacher and assistant have high expectations and ensure that children have activities which are well matched to their needs through clear targeting and focused planning.

113. The well organised and resourced activity areas are currently insufficiently used throughout the day to support teaching and learning particularly for structured play activities. Staff have taken a proactive approach to the gaps in resourcing identified by an audit and there is a great deal of parental support and a growing involvement in their children's learning at this important stage.

114. Children are given a good introduction to school life in reception. They are calm and responsive. They are highly motivated and enthusiastic and are developing good concentration for increasing periods of time.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

115. Standards of attainment are below the national average at the end of Key Stage 1 and in line with the average in Key Stage 2. Results of National Curriculum assessments in 1999 show the improvement in standards in 1998 being maintained in writing in Key Stage 1 and further improved in reading, but still below both national averages, and when compared with similar schools. In Key Stage 2 National Curriculum assessments, in 1998 and 1999, standards were in line with averages both nationally and with similar schools. There have

been improvements since the last inspection in reading and writing in both key stages. These are not necessarily reflected in the national assessments, because progress is throughout the school rather than demonstrated at the end of each key stage. The attainment of girls and boys is not significantly different.

116. Standards of speaking and listening are below average at the end of Key Stage 1. This is not as good as in the previous inspection when standards were above average. Satisfactory progress can be seen in Key Stage 1 classes, where the National Literacy Strategy has made a very positive impact. However, this has not yet made sufficient impact on pupils at the end of the key stage except in the mixed Year 2/3 class. Pupils listen very attentively to class teachers and to other pupils, but many are unable to speak at length when answering questions. By the end of Key Stage 2, standards are in line with national averages. Pupils listen carefully when class teachers and other pupils are speaking. In some lessons, pupils of higher ability convey opinions clearly, whilst others take little part in discussion.

117. By the end of both key stages standards in reading are in line with national averages. In Key Stage 1 pupils of higher ability read fluently with expression. They sound out new words using their knowledge of initial letters, common blends and phonemes. Pupils of lower ability use initial letter sounds to sound out words and recognise a limited number of words. Pupils of higher ability predict sensibly and are beginning to use indexes and simple dictionaries but have limited research and library skills. By the end of Key Stage 2, the majority of pupils read confidently from a range of texts, including non-fiction and poetry. They show a good understanding of important themes and ideas in texts, such as in *Romeo and Juliet*, but cannot always refer to specific phrases to support their views. Pupils use a range of texts and have a good understanding of contents, indexes and glossaries.

118. Standards in writing are below average by the end of Key Stage 1, with only pupils of higher ability reaching satisfactory standards in punctuation, handwriting and spelling. The majority of pupils are beginning to use full stops and capital letters, but not consistently. Pupils are beginning to understand how common spelling patterns are built up, but this is not yet carried through into their written work. Pupils write for a variety of purposes, with some good examples of poetry in their Shape poems, such as *The Football Boot*. By the end of Key Stage 2, standards in writing are above average. Handwriting is neat, but sometimes rather large and immature. Pupils use punctuation well with some good examples of quotation marks and paragraphs being used appropriately. Pupils of higher ability are using complex sentences regularly. Pupils write amusingly, as in simile poems, such as *The Double Bass*, and produce very apt vocabulary when writing newspaper accounts of a fight in *Romeo and Juliet*. However, there is still a need for pupils to concentrate on the accuracy of their spellings and to use dictionaries more.

119. There is satisfactory progress in speaking and listening in Key Stage 1. In some lessons there is good progress, when pupils are challenged by the class teacher with questions which match their ability. This can be seen in reception when individual pupils are encouraged to answer particular questions about the previous day's story. In Key Stage 2, there is good progress, particularly when good examples of clear speaking are praised and acknowledged. In a Year 6 lesson, pupils showed good improvement in putting expression into their reading from *Romeo and Juliet* following good intervention and advice from the class teacher.

120. The good progress which is made in reading in Key Stage 1 is shown as pupils build up their knowledge of the names and sounds of letters of the alphabet and gradually

develop a range of strategies including whole word recognition and phonic skills. Although there is generally satisfactory progress in Key Stage 2, there is good progress in lessons when pupils' reading skills are developed successfully along with their writing skills, through such activities as drafting and re-drafting their written work. Pupils develop their prediction and deduction skills well through discussion of the plot and characters from stories and plays.

121. In Key Stage 1, there is good progress in writing skills. Pupils do well in lessons where the National Literary Strategy provides regular learning opportunities in grammar, spelling and punctuation using interesting texts. Pupils in reception are beginning to form letters correctly. In Year 1, pupils are beginning to use full stops and capital letters correctly and produce cohesive sentences. Pupils of higher ability in Year 2 are not sufficiently challenged regularly to produce pieces of extended writing to enable them to make progress further. Good progress can be seen in the standard of pupils' written work in Key Stage 2. Pupils progress well in the use of such devices as synonyms to improve vocabulary. Drafting skills are greatly improved in some classes. Writing skills are enhanced through the use of writing frames and the stress on individual targets.

122. Pupils with special educational needs make good progress against the targets of their individual education plans. The attitude of pupils to learning is very positive. Traveller children, most of whom are below average with regard to English skills, make good progress as a result of good support.

123. The majority of pupils in both key stages enjoy reading and listening to stories on a daily basis. Many own their books and are members of local libraries. Pupils enjoy a range of stories and non-fiction books. The high quality Big Books are very popular in the younger classes, with appreciation of pictures as well as stories and poems. Pupils are able to improve as independent learners when their work is well organised and planned for a range of abilities. Pupils of higher ability respond very positively to challenge. Behaviour is good, with class teachers setting high standards and using behaviour policy strategies consistently. Pupils show respect for one another's opinions and for resources, particularly books. They volunteer readily to give out and collect books and resources.

124. Literacy skills are enhanced through the various writing opportunities provided in history, religious education and science, particularly in Key Stage 2. Good use is made of word processing skills in some pupils' written work.

125. The quality of teaching is good, with over half of lessons seen being good or better and none unsatisfactory. The good use of the National Literary Strategy has ensured that the structured approach to lessons is consistently better than the previous inspection. The best teaching occurs when planning includes clear learning objectives for different abilities which are shared with pupils. Teachers have very high expectations of behaviour, effort and attainment. There is regular use of appropriate vocabulary, based on the National Literary Strategy. The white board and pre-prepared texts are used extremely well to challenge pupils to think for themselves and improve their standards, backed up by references to personal targets. Teachers generally organise group work very well to ensure that pupils receive support when needed, but sometimes pupils are expected to work independently when a little attention would be of great benefit. Several teachers have an enthusiastic approach and succeed in creating a sense of awe and wonder when sharing texts with the class. Weaknesses occur when oral work does not include all pupils and work does not challenge pupils of higher ability. Sometimes there is not enough time allocated for pupils to complete writing tasks. Standards can suffer when marking does not provide sufficient

guidance to enable pupils to improve standards. Generally too little use is made of evaluating the outcome of lessons to help future planning.

126. The school has a helpful policy for English and uses the National Literacy Strategy to plan effectively in the long and short term. Although not immediately apparent in assessment results, standards of both teaching and learning are rising, as they are being increasingly monitored. The co-ordinator provides a very good role model, as well as providing helpful in-service training. Parents are well informed through the literacy newsletter and the use of the home/school reading record. The analysis of assessment results has been used appropriately to set school and individual targets. Classroom helpers have been well trained and provide valuable help in raising standards. The requirements of the National Curriculum for English are met.

Mathematics

127. By the end of Key Stage 1 standards of attainment are satisfactory and most pupils including those with special educational needs make good progress, particularly in their ability to understand and manipulate numbers. Results of National Curriculum assessments in 1999 for those who were in Year 2 showed the percentage of pupils meeting the expected level (Level 2) to be well below the national average. The proportion achieving the higher level (Level 3) was well below the national average. Teacher assessment was not consistent with test results at the expected level (Level 2) but was generally consistent with the test results at the higher level (Level 3).

128. Following these results the co-ordinator for mathematics and other members of staff from both key stages undertook a detailed analysis of the standard assessment tasks question by question. The outcome of their evaluation showed that data handling was the area in which pupils had insufficient knowledge and skills to enable them to achieve the expected, or higher levels. The plan of action was supported by the timely introduction of the National Numeracy Strategy including training for all members of staff in the appropriate techniques and methods.

129. Alongside this the school adopted a detailed scheme of work for numeracy produced by a county working party which had included the school co-ordinator for mathematics. The co-ordinator was given time to monitor teachers' planning and to observe and feedback to them on some numeracy lessons. There was a focus on the sharing of learning objectives with pupils and on individual target setting in mathematics.

130. By the end of Key Stage 2 standards of attainment are good and most pupils, including those with special educational needs, make good progress, particularly in their understanding of strategies to manipulate numbers and their application of shape, space, measures and data handling. Results of National Curriculum assessments in 1999 for those who were in Year 6 showed the percentage of pupils meeting the expected level (Level 4) to be below the national average. The proportion achieving the higher level (Level 5) was below the national average. Teacher assessment was generally consistent with test results.

131. By the end of Key Stage 1 most pupils can arrange numbers in order up to 100. They can add and subtract numbers up to 10 and many are confident up to and beyond 20. They understand place value to two digit numbers and are able to count in twos and tens. Pupils know the value of coins and can recognise basic two-dimensional and three-dimensional shapes. Most pupils can sort and classify a variety of objects, record their

findings in tables, block graphs and bar charts and understand appropriate vocabulary .

132. By the end of Key Stage 2 most pupils have a good knowledge of place value and number bonds to 100, many to 1000 and some understand numbers to 100,000. Using a variety of strategies and their knowledge and understanding of place value, most pupils can multiply three digit numbers by two digit numbers and are able to estimate the answer with accuracy. Pupils sometimes use a calculator to check the reasonableness of their estimation and to check results. Most pupils can recall multiplication facts up to 10 times 10. Pupils have a good understanding of the properties of two-dimensional and three-dimensional shapes and lines of symmetry. They are able to measure using standard units and can measure angles. They can work out the area of a rectangle using a formula and understand metre and centimetre squared.

133. Pupils collect information on a variety of topics, record it in tabular form and represent the information in a variety of graphical forms including the computerised production of graphs and diagrams. They can interpret information and explain the conclusions demonstrated by graphs and diagrams.

134. Pupils make good progress in both key stages. Progress is most marked in the development of a wide range of mental strategies for the quick recall of bonds and manipulation of numbers, particularly larger numbers. Pupils have made rapid progress in the development of skills and understanding necessary to record, represent and interpret information.

135. Most pupils enjoy mathematics and are highly motivated to complete tasks. They listen attentively, question to clarify their understanding and persevere even when tasks are more difficult. Pupils have good levels of concentration and work effectively within given timescales. They support each other and work co-operatively using and sharing their skills and understanding.

136. The quality of teaching in Key Stage 1 is always satisfactory and often good. In Key Stage 2 it is good and this has a marked effect on progress in both key stages. Teachers have sound subject knowledge, give clear instructions and explanations. They use questions well to develop pupils' understanding and, in some cases, to extend and challenge pupils' thinking. Work is well matched to individual needs and most lessons have good pace. The use of challenge to extend the work of higher ability groups in both questioning and the setting of tasks and problems is still inconsistent across the school. Objectives are stated clearly and frequently returned to, during the lesson for reinforcement. Teachers remind pupils about the purpose of lessons and focus on individual, as well as group, targets. Pupils feed back to each other about their work. The management of pupil behaviour is good. Tasks and activities are well organised and teachers intervene to provide support for pupils while they are working.

137. The school has an appropriate policy for the subject and teachers' planning is well supported by a detailed scheme of work. This provides careful progression for each year group throughout the key stages. The scheme of work is based on, and carefully matched to, the National Numeracy Strategy framework. In spite of this support there is still some inconsistency in the detail and effectiveness of teachers' planning for tasks to challenge higher ability groups. The strategy has been carefully introduced and supported by regular monitoring of teachers' plans and occasional observation of lessons. The requirements of the National Curriculum and the National Numeracy Strategy are met.

138. Careful monitoring and assessment on a class and individual level ensures that work is well matched to individual needs.

139. The co-ordinator provides very good leadership and support staff are a well used resource in this subject. Resources to support and extend numeracy are readily available in all classrooms.

Science

140. Pupils are achieving unsatisfactory standards at the end of Key Stage 1 but sound standards by the end of Key Stage 2. In 1999, statutory tests for 11 year old pupils produced results close to the national average. Test results have shown a significant improvement in 1999 from the very low level achieved in 1998. Standards seen during the inspection would suggest this improvement is being maintained. Teacher assessments of pupils aged seven show the proportion reaching the expected level is below the national average and that no pupils reach the higher level. Pupils that are more able are underachieving at this age.

141. Pupils develop a number of scientific skills at Key Stage 1 including sorting, predicting, observing and reporting results. Pupils frequently undertake practical tasks and develop good practical skills. However, there are still weaknesses in investigative skills as noted in the last report. Pupils are not able to turn ideas into a form that can be investigated. They do not begin to know when a test is fair or unfair. At both key stages pupils' standards of drawing and presentation of work are good. The total amount of work completed at Key Stage 1 is less than would be expected. At Key Stage 2 pupils leave the school with a good knowledge and understanding of living things, materials and physical processes. Pupils who are more able show a good knowledge and understanding of balanced forces: for example when a book is sitting on a table. They know about, and understand, the water cycle. The weaknesses in investigative work noted at Key Stage 1 are not apparent at Key Stage 2. Year 6 pupils have undertaken a good number of investigations this term. They have a good understanding of fair testing, but not about the need to repeat some observations. They have good practical skills and pupils who are more able can relate circuits to circuit diagrams.

142. The progress of pupils in lessons is sound or better in Key Stage 2. Progress is better in the older age group. The progress of pupils with special needs and traveller children is satisfactory at both key stages. Progress is unsatisfactory at Key Stage 1 because of insufficient work of an appropriate standard.

143. At both key stages, pupils' attitudes are positive and they show enthusiasm and interest in their work. Pupils ask and answer questions eagerly and work collaboratively when required. Pupils are attentive, concentrate when listening, and nearly always work well on tasks set.

144. Although only two lessons at Key Stage 1 were observable, discussions with pupils

and scrutiny of work leads to the conclusion that standards of teaching are less than satisfactory. This is because of some lack of knowledge and understanding, insufficient pace in lessons, low expectations and a lack of appropriate challenge for pupils that are more able. On the other hand, some of the work undertaken in Year 2 and Year 3 is far too advanced even for able pupils. Examples are the inverted image on the retina of the eye, the structure of the eye, and the bone structure of the ear. In Key Stage 2 the quality of teaching varies from unsatisfactory to good with only one lesson in five unsatisfactory but twice that number good. Teachers' knowledge is sound and teachers use questioning well to probe pupils' knowledge and understanding and extend their learning into new contexts. Teachers ensure that all pupils participate. Lessons are planned satisfactorily and apart from Year 3, activities are well matched to pupils' abilities with sufficient challenge for pupils that are more able. However, there is insufficient work on line graphs for older pupils. Lessons are well organised and managed with a variety of activities. Good use is made of information technology for producing bar charts and pie charts, and for word processing. In many classrooms, displays with questions give good support to learning.

145. The subject has a sound policy and scheme of work which allows for the requirements of the National Curriculum to be met. However, there is a need for work in Years 1 to 3 to be monitored more effectively. Assessment is sound with termly records of levels of work achieved. Resources are very good, well stored, and used effectively. The pond area provides a good resource for work in environmental science.

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OTHER SUBJECTS OR COURSES

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Information technology

146. This subject is changing rapidly with pupils recently having improved access to multimedia computers. There was even improved access to the Internet during the inspection period. The school has adopted a policy of discrete lessons in this subject at Key Stage 1, which leads to sound standards. However, at Key Stage 2, there are few specific lessons in the subject and its development relies on work undertaken in applying information technology in other subjects. This has resulted in pupils not having sufficient opportunity to study National Curriculum requirements. The overall standards of achievement are well below those expected by the time pupils leave the school. However, pupils have experience of using and applying information technology tools and information sources, in a variety of contexts.

147. Pupils at Key Stage 1 work purposefully and confidently. They are beginning to communicate using e-mail. They can enter and store information. Pupils can control a programmable robot. They can explore adventure games and find out the consequences of different decisions.

148. Pupils at Key Stage 2 are beginning to use information technology to develop ideas. Pupils understand how to control a programmable robot to achieve specific outcomes. However, the interpretation of information is inadequate: for example when the computer did not produce a line graph of nominal data (colours of eyes) pupils did not interpret reasons. Pupils do not compare the use of information technology with other systems. They are too uncritical of the plausibility of information. Pupils are not using information technology tools sufficiently to solve problems. There is too little work on using information technology based models or simulations.

149. Wide use is made of information technology including bar charts in mathematics; word processing in English; and pictures in geography. The computers available in classrooms are often used during lessons. Pupils are using the Internet to download information and pictures. Key Stage 2 pupils communicate with other schools abroad using e-mail.

150. The small amount of teaching seen was of a sound quality at Key Stage 1, but must be regarded as unsatisfactory at Key Stage 2 because of the deficiencies referred to above. As noted in the last report, pupils have good attitudes to work and are keen and well motivated.

151. The school's policy and scheme of work are under review. New computers have been purchased in the last year. All classes except Year 1 have a computer in their classroom. The school's two laptop computers are timetabled for classes to use in turn, enabling the use of three computers in a class rather than one. The co-ordinator is ensuring that staff are being trained in using the Internet and e-mail. At present, too much of the co-ordinator's time for monitoring is taken up with hardware problems. A sound start has been made on assessment with a checklist of skills for all pupils. Although the school has made improvements, and intends to make more, the number of computers available is below the national average for primary schools and barely adequate to reach the expected standards. The co-ordinator has produced a well designed web site for the school.

Religious education

152. Attainment in both key stages is above standards expected for pupils of this age. There has been good improvement since the last inspection, when standards were in line with expectations. The previous lack of range in the curriculum has been very well covered by the creation of a helpful scheme of work, based firmly on the guidelines contained in the locally agreed syllabus.

153. Well planned acts of worship are provided in the majority of assemblies, giving pupils an appreciation of God's teaching through stories of spiritual as well as moral and social significance. Stories from other religions are used occasionally to mark important festivals such as Divali and the Chinese New Year. Christian festivals receive very good coverage at Harvest, Christmas and Easter.

154. By the end of Key Stage 1, pupils have a good knowledge and understanding of the importance of the Bible to Christians. There is a satisfactory understanding of how particular books can be special, not only to them, but in all religions, such as the Torah in Judaism. Pupils appreciate that stories about Jesus are to be found in the New Testament and can recall details of some of Jesus' stories and miracles. They draw pictures to illustrate their knowledge, but have had only a little experience of creating written accounts. Pupils have a good awareness of some aspects of Jesus' teaching and appreciate that people help and care for others in the way Jesus taught. Stories about God's influence, such as Noah's Ark and Daniel in the Lion's Den, are remembered well. There is a very good appreciation of the significance of light in most religions. Pupils express feelings which a lighted candle arouses in them. They have contrasting feelings of both happiness and sadness as well as memories of people and events.

155. Pupils at the end of Key Stage 2, have a good grasp of the beliefs and customs of

Hinduism, Islam and Christianity. They are aware of the spiritual aspects of each religion and can compare ceremonies and festivals. They understand that in the acts of worship in school as well as in church, God is praised, thanked and prayed to. Pupils have a sound understanding of the importance of places of worship in all religions. They can describe in interesting detail the parts and functions of a Hindu temple, an Islam mosque and a Christian church. There is a good awareness of the traditional forms of worship in each religion and a good grasp of the significance of worship to people involved.

156. There is good progress in both key stages. Pupils' knowledge of stories which are the foundation of Christianity and other world religions increases as they move up the school. There is a growing understanding of the similarities, as well as the differences, between customs, festivals, worshipping habits and artefacts. Pupils in Key Stage 1 know that a synagogue is a building used for worship like a church and that a Jewish shawl has six knots to represent six prayers. In Key Stage 2, pupils learn successfully why a cross is a special object in a Christian church and how prayer mats are used in a mosque. However, sometimes pupils describe a festival, such as Harvest in a Christian church, without grasping the significance of thanksgiving in the display of gifts.

157. Pupils enjoy many aspects of religious education lessons. They are fascinated by visits which reinforce their knowledge of customs such as removing one's shoes or wearing a hat. They listen with great interest to stories and handle artefacts such as Hindu bells or incense holders with respect. Pupils are well behaved in lessons, and particularly on well organised visits. They answer questions willingly to give opinions or describe their feelings when someone has been kind or unkind to them. Confidence and good collaboration skills are developed well: for example when pupils of lower ability in Year 6 make a presentation of their findings about a puja tray to the whole class.

158. The quality of teaching is good, with over half of lessons being good or better and none unsatisfactory. There has been good improvement in teaching since the previous inspection with developments in planning and good use of a range of artefacts, which were previously weaknesses. The best lessons are well planned and well organised. Pupils are given clear instructions, which are repeated as lessons progress. Pupils are given suitable opportunities to handle fascinating artefacts. Good group tasks are carefully planned for pupils of differing attainment and lessons are organised well to include time for introduction, group work and final presentation. Teachers generally use intervention well, with appropriate questioning to enable pupils to share good practice and improve progress. Suitable reminders of the need to handle artefacts with respect are given. However, some lessons lack sparkle with only mundane tasks set for pupils. There is not always enough time for pupils to write to any length and low key drawing tasks are chosen instead of providing opportunities to combine literacy and religious education skills.

159. The profile of the subject has been improved very much since the previous inspection through the:- special religious education week, visits to places of worship, and the use of visitors to the school. The co-ordinator has provided an up to date policy and produced a very helpful scheme of work. Lessons are timetabled regularly with an increase in the interest of the staff and a better standard of teaching. The regular, well planned acts of worship support the religious education curriculum purposefully and give pupils good experience of reverence and shared spirituality. Areas requiring development include writing opportunities in Key Stage 1, planned assessment and monitoring of teaching and learning.

Art

160. Pupils' performance at the end of both key stages in art is in line with those expected for this age group. However, throughout the school work is stronger in two-dimensions than in three-dimensional work as a result of insufficient opportunity.

161. At the end of Key Stage 1, pupils are able to talk about painting techniques. Pupils make satisfactory progress in proportion when drawing and painting portraits. However, some pupils' brushwork is immature and not well developed. Pupils print using leaves and a variety of objects. They show sound development in control of materials as they make clay faces to illustrate stories; and collages of meals on plates. They are aware that observational drawings take time to capture detail: for example in autumn leaves.

162. By the end of Key Stage 2 pupils maintain sound progress. They work at a satisfactory level with paint, pastels and chalks. However, work in three-dimensional aspects of art shows limited progress. This element is not well planned for. The detailed scheme of work does not take into account limited time available and is daunting to staff who lack confidence, knowledge and understanding in art. However, work on famous artists is satisfactorily developed, with some good work noted showing the influence of Kandinsky, Warhol and Greenaway. Here, pupils are aware of the different skills, materials and ideas used by artists and they try, with success, to emulate such work. Pupils show sound skills in drawing and painting, recorded in sketch books throughout Key Stage 2. Good links are made with other subjects, such as very good Year 5 work involving tie-dyeing as part of design and technology; and Year 3 butterflies as part of symmetry in mathematics. Pupils with special educational needs and traveller children make satisfactory progress and have full access to the art curriculum.

163. In responding to the work of Miro, Year 3 pupils reflected on mythological magic, and through work on Rangoli patterns pupils in Key Stage 2 improve their own cultural development and understanding of art from the wider world community. In this respect art supports pupils' cultural development. Throughout the school, pupils' attitudes to art work are good and, in some cases, very good. Pupils work enthusiastically and enjoy art lessons.

164. Few art lessons were observable. However, evidence suggests the quality of teaching is satisfactory with good features in two-dimensional work. For the minority of pupils involved in work with a visiting artist to produce the prize winning, large canvas, abstract 'Flights of Fantasy', teaching was very good. Examples of art in other subjects are good: for example in history in Year 5 about Victorian illustrations; and in Year 6 drawings of World War II shelters. Teachers make good use of resources to illustrate work and give clear advice on skills required in successful lessons. However, the lack of a range of materials available for pupils to select from, sometimes has a negative impact on pupils' self expression. The school makes satisfactory use of computer art programs. Pupils improve their sense of colour and shape and learn how to control drawing and painting tools on screen.

165. The new co-ordinator for art is auditing resources with a view to central storage, and working to improve the scheme of work. Although, the subject is not a priority in terms of the school development plan, she is aware that issues such as the lack of work in three-dimensions and restricted opportunities for pupils to make choices of materials and techniques, deserve consideration in order that the subject can progress further.

Design and technology

166. Pupils at the end of both key stages are achieving the levels of work that are expected of pupils of this age group. In general, the range of work on display indicates artefacts showing widely varying individual design within a broad design brief. Pupils have some opportunities for choice. Sound progress is made at both key stages in understanding the design process and in practical skills. Pupils with special educational needs and traveller children make sound progress. Throughout the school pupils clearly enjoy their work and are enthusiastic about the subject. Older pupils show a good understanding of the need to design before making. There is evaluation of what is, or is not, working well in a product and pupils readily discuss strengths and weaknesses of their designs.

167. At Key Stage 1 there is a good emphasis on making skills. Construction kits are used appropriately. A weakness is that axles are not being used on vehicles. At Key Stage 2, design skills criticised in the last report are now in place. The use of mechanisms, including levers and pulleys, is a strength of the subject. Control work using a programmable toy is encouraged. Pupils are evaluating their work but need more opportunities to put suggested improvements in place. A weakness is that too little work on disassembly is undertaken.

168. Few lessons were observable during the inspection. Evidence was obtained from looking at pupils' work on display, records, and interviews with pupils and teachers. These suggest that standards of teaching are sound or better. Pupils are often encouraged to try out their own designs. However, in the making aspect, work is too constrained by teachers at both key stages. Particularly at Key Stage 2, pupils are not given opportunities to choose a variety of materials in construction. However, opportunities to use a wide range of materials are planned.

169. This term, the headteacher is acting as co-ordinator. There is a sound policy and outline scheme of work in place which covers the areas of work expected. This provides the long term planning which was noted as absent in the last report. This is due for review to provide more detail. The subject is well resourced and organised with a central store and mobile trolleys of equipment.

Geography

170. Pupils are making good progress in both key stages in geography.

171. At the end of Key Stage 1 pupils have an understanding of place and recognise maps and plans. They can identify effectively the features of places in their immediate locality and some recent changes.

172. At the end of Key Stage 2 pupils are able to discuss the features of the natural and man-made environments in several different locations in the world. They recognise the importance of clean water available for a variety of uses and have spent some time thinking about the effects of pollution in rivers. Following information from the water board, pupils examine the processes necessary to purify water for effective use. They recognise some of the changes that have been brought about by both natural events and human processes. A visit to Dorset provides a focus for environmental and field work each year for Year 5 pupils.

173. The satisfactory progress made in Key Stage 1 continues in Key Stage 2. Pupils develop their knowledge and skills through research, investigation and experiment. They are studying the lifestyles and features of different locations across the world and beginning to relate this information to their developing understanding of their own environment.

174. Pupils work well independently and co-operate well in groups. They support each other and work well together with good concentration. Most pupils are well motivated and have positive attitudes to geography.

175. The quality of teaching is satisfactory and sometimes good. The most effective teaching occurs where teachers allow pupils to take responsibility and provide the opportunity for them to work collaboratively with the appropriate time and resources available. Teachers use questions effectively and particularly as an assessment during feedback sessions. Pupils are well supported in their learning when tasks are carefully matched to previous learning and the organisation of lessons allows for discussion .

176. The school is developing a range of resources and is well supplied with atlases and maps. A recently established policy, together with a framework for planning across the key stages, and the schemes of work provided by the Qualifications and Curriculum Authority in geography, provide coverage of the National Curriculum programmes of study and support for teachers' planning.

177. More assessment opportunities need to be created in order to ensure that developing knowledge and understanding is building upon previous learning and to ensure consistent progress in the development of skills.

History

178. Pupils' performance in history is satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2.

179. By the end of Key Stage 1 most pupils can distinguish between the present and the past, can order events in sequence and are aware of the differences between the lives of people in the past and our lives in the present day.

180. Progress in Key Stage 1 is satisfactory. By the end of the key stage pupils can discuss the differences between the present and the past using appropriate terms and with some understanding of the passage of time, knowing some features of the process of change.

181. By the end of Key Stage 2 most pupils show a range of factual knowledge of the periods they have studied. Pupils are developing a sense of chronology and are able to discuss and comment upon events and aspects of life in the periods studied. Pupils in Key Stage 2 are making good progress. They are increasing their knowledge and understanding of features of the lives of people during World War II in Britain and are able to outline the causes and effects of events and changes.

182. At the same time pupils are increasingly able to evaluate their own understanding and reflect upon the possible feelings of the people involved at that time. During discussions pupils were able to consider similar characteristics and begin to make links with other periods of history studied in previous years. Pupils are beginning to make judgements about the quality of evidence from different types of sources.

183. Attitudes of pupils in both key stages are positive and behaviour is good. Pupils work well together, sharing ideas in discussion, and showing consideration for others during the presentation of their work.

184. The quality of teaching was satisfactory in Key Stage 1 and good in Key Stage 2. Where teaching is good teachers are secure in their subject knowledge and understanding. They have clear objectives and pupils are given opportunity to work together sharing their ideas and understanding on joint tasks. Expectations are high and there is good use of questioning to challenge pupils' thinking and develop their understanding. Activities designed by teachers are relevant and meaningful. Pupils in Year 2 were impressed by a video they had seen of mummification. Resources are carefully organised to support the objectives of lessons. Teachers mark pupils' work, but the overall assessment of standards and monitoring of achievement needs to be more systematic.

185. The policy for history outlines basic subject principles and agreements. The school has adopted the scheme of work designed by the Qualifications and Curriculum Authority for history in Key Stage 1 and Key Stage 2. An overall topic plan provides the framework and teachers record the amount of daily and weekly planning which suits their needs within agreed formats. However, the detail is inconsistent across the school and provides little support for those teachers with limited knowledge within this subject. The school is developing a useful resource bank and makes good use of local visits and an annual residential visit to Dorset for Year 5 pupils.

Music

186. The quality of pupils' performance in both key stages in music is above that expected for pupils of this age.

187. By the end of Key Stage 1, pupils sing songs very well from memory, including two-part rounds. They have good control of rhythm and pitch and produce a pleasant tone. Untuned and tuned percussion instruments are used very well to provide an appropriate accompaniment to singing. Pupils can successfully name several percussion instruments and recognise them when listening to a recording. They copy or improvise musical patterns to a good standard, by clapping or playing instruments to match the words or mood of the poem or rhyme. Pupils listen with interest to recorded music and are beginning to recognise changes in tempo and dynamics. They give sensible opinions as to the mood suggested by a piece of music and use a suitable vocabulary to describe the quality or timbre of the sound.

188. Pupils' attainment in singing by the end of Key Stage 2 is very good. They maintain their particular part in four-part rounds with great accuracy while producing an agreeable tone as an ensemble. Sometimes in assemblies singing loses its quality if pupils are not given a clear first note to start with. Pupils are beginning to read music using notation. They

evoke particular moods: for example by chanting to suggest the noise made by sinister witches. Pupils compose well in groups, using a range of tuned and untuned instruments. They accompany singing successfully, providing suitable improvised rhythms using their voices or instruments.

189. A good number of pupils benefit from extra music lessons to improve their own talents. Many pupils learn to play musical instruments, such as the cello, drums or piano to a very good standard. They are given helpful opportunities to rehearse and perform with others in concerts, festivals, school productions and special assemblies to improve their standards of performance, in a group or sometimes solo. The school choir gives pupils similar chances to perform to a high standard. Members of a recorder class read music with growing accuracy and rehearse successfully as a group. The guitar club play blues very well together, providing a bass background, rhythmic chord accompaniment and simple melody.

190. Pupils enjoy the wide range of activities which are provided in music lessons. They collaborate well in group compositions and performances. Behaviour is generally very good. Pupils listen carefully to music and to the class teacher or other pupils and show respect for the opinions and work of others. They treat musical instruments with care and volunteer readily to give them out or collect them in. Pupils are encouraged to be independent, whether as an instrumentalist practising hard at home or when composing in class. The instrumentalists and choir members value very much the opportunities to play or sing to wider audiences as well as appreciating success as an ensemble performer. The choir are eagerly looking forward to singing to the local senior citizens as well as at the Barbican. Singing in assemblies is enjoyed by pupils who concentrate well when performing the very difficult four-part songs.

191. The quality of teaching is good. A large majority of lessons seen were good or better with none unsatisfactory. All class lessons are taught by the co-ordinator who provides very well planned and thoroughly organised lessons. Each lesson contains an element of recorded music with good opportunities to develop pupils' listening and appraising skills, singing activities and either practical composition or performance. A good standard of instrumental lessons are provided by no less than ten peripatetic teachers with further lessons on guitar and recorder given by the co-ordinator. All teachers encourage pupils to enjoy playing as well as practising regularly to improve their basic skills. The choir is conducted and led very well, with good emphasis on the clarity of words and the production of notes with their full duration. The deputy headteacher and co-ordinator combine successfully, providing confident leads on voice and piano in hymn practice.

192. The subject has a very high profile, in spite of class lessons only being 30 minutes each week. The extracurricular activities and ventures outside school ensure that the school's musical efforts are widely known and much appreciated. The wide selection of instrumental lessons provides pupils with ample opportunities to discover and develop their musical potential. The co-ordinator, in spite of being only part-time, plays a very active and productive role in the musical life of the school. The policy is up to date and the scheme of work ensures that the music curriculum offered pupils is extremely broad and well balanced.

Physical Education

193. Pupils in both key stages are making satisfactory progress in physical education, and reaching standards expected for their ages. Pupils with special educational needs are given good support and make sound progress. There are strengths in elements of

gymnastics at Key Stage 1 and dance at Key Stage 2. The balance of physical education activities, especially at Key Stage 2, was criticised in the last report. This situation has been improved, due to a new co-ordinator, better planning, and through the good range of extracurricular activities. The subject is now satisfactory throughout.

194. Good attention is given to health and safety and most lessons are well managed. As observed in the playground, pupils throw and catch with appropriate accuracy and control, and are developing hand/eye co-ordination well. In gymnastics in Key Stage 1, pupils show good control of movements and good use of initiative when moving on the floor and on apparatus. They travel well using twisting, turning, rolling and jumping movements. They are beginning successfully to link movements together to form sequences. However, hall equipment is difficult for young pupils to transport and not conducive to the kind of work necessary for those in reception. Although teachers compensate by getting apparatus out beforehand, the effect is that the equipment limits freedom of expression and it restricts space available for floorwork.

195. In Key Stage 2, pupils develop greater control, with good emphasis being put on the quality of movements. In dance, pupils use imagination well, and respond very well to music and taped programmes used as a stimulus. Pupils use initiative well, and are not content simply to copy the movements of others. They are well aware of safety when moving, and have a good awareness of others around them, particularly when working in groups. Pupils handle apparatus and equipment safely, and take responsibility for setting it out and putting it away.

196. Pupils' response to physical education is very good: for example in Year R gymnastics and in Year 4 games. Pupils are keen and enthusiastic, and willingly learn new skills. They work well together, especially when co-operating in mixed gender groups, and behave well. Pupils listen well to teachers, follow instructions and are appreciative of the work of others.

197. Teaching in both key stages ranges between satisfactory and very good, and is satisfactory overall. There are usually clear learning intentions, and activities are well chosen to achieve objectives. Planning is good, with due regard to safety, although more attention needs to be paid to the storage of chairs in the hall. Lessons begin with good warm ups particularly with stretching movements. There is a good variety of activities to interest pupils and increase skill levels. In most cases, there is satisfactory pace to lessons, with pupils being active for much of the time: for example Year 4 very well managed to avoid queuing at apparatus. Although some staff lack confidence, teachers have adequate knowledge and understanding, and effectively put across appropriate teaching points. However, occasionally too much explanation and discussion does negatively affect some lessons. Good use is being made of example lessons taught by the co-ordinator to enhance the quality of teaching.

198. There is a broad curriculum for physical education, which includes swimming and outdoor and adventurous activities when pupils go on visits. The school reports virtually all pupils can swim the required 25 metres by the time they leave. However, insufficient assessment opportunities are featured in planning and records of individual pupils' performance are inconsistently kept. Informal assessment does inform future planning and staff work well together, guided by the new co-ordinator to evaluate their work. Extracurricular activities are of good quality, and enable pupils to benefit in terms of acquiring and improving skills, and through social interaction. There are opportunities for competition within the school such as on sports days, and matches against other local

schools.

199. With the exception of suitable apparatus and equipment for young children, and a remote control facility for the sound system in the hall, resources are good in both quality and quantity. Facilities are of above average quality, with a good hall, good outdoor playground and field, and an on-site swimming pool. However, the school is aware of the need to reduce interruptions to physical education lessons in the hall: for example 27 people walked through a Year R gymnastics session.

- **PART C: INSPECTION DATA**
- **SUMMARY OF INSPECTION EVIDENCE**

200. The team consisted of five inspectors including one lay inspector. The inspection was carried out in the week commencing 29th November 1999 and covered 19½ inspector days of observations and interviews. Before the inspection the Registered Inspector attended a meeting of parents to discuss inspection issues and hear the views of 25 parents. During the course of the inspection the inspection team observed 94 lessons or parts of lessons, attended daily assemblies and observed registration periods and a range of school activities. In total the team made 198 observations which accounted for just over 111 hours spent in gathering first hand evidence.

201. A sample of pupils from each year group was heard reading. Pupils' behaviour in the playground and around the school was noted. Discussions were held with members of staff, governors and pupils. The inspection team scrutinised policy documents, teachers' planning, financial statements, pupils' records and attendance registers. During the week, inspectors viewed, in detail, samples of work from each year group. These represented all abilities. Inspectors evaluated the provision and use of staffing, accommodation and resources.

- 202.
- **DATA AND INDICATORS**
 - **Pupil data**
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	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	258	4	46	28

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	12
Number of pupils per qualified teacher:	21.5

· **Education support staff (YR – Y6)**

Total number of education support staff:	12
Total aggregate hours worked each week:	115.25

Average class size:	28.6
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· **Financial data**

Financial year:	1999
	£
Total Income	521708
Total Expenditure	543215
Expenditure per pupil	1745
Balance brought forward from previous year	50828
Balance carried forward to next year	29321

· **PARENTAL SURVEY**

Number of questionnaires sent out: 265
 Number of questionnaires returned: 67

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	39.4	51.5	4.5	3	1.5
I would find it easy to approach the school with questions or problems to do with my child(ren)	44.8	43.3	6	4.5	1.5
The school handles complaints from parents well	16.9	49.2	27.7	4.6	1.5
The school gives me a clear understanding of what is taught	23.9	61.2	11.9	1.5	1.5
The school keeps me well informed about my child(ren)'s progress	24.2	59.1	7.6	7.6	1.5
The school enables my child(ren) to achieve a good standard of work	22.4	58.2	13.4	4.5	1.5
The school encourages children to get involved in more than just their daily lessons	38.8	44.8	9	6	1.5
I am satisfied with the work that my child(ren) is/are expected to do at home	27.3	56.1	10.6	3	3
The school's values and attitudes have a positive effect on my child(ren)	29.9	55.2	9	4.5	1.5
The school achieves high standards of good behaviour	23.9	56.7	13.4	4.5	1.5
My child(ren) like(s) their school	52.2	34.3	7.5	3	3

• **Other issues raised by parents**

There was no other consensus of issues.