

# INSPECTION REPORT

**All Saints Benhilton C of E (Aided) Primary School**

Benhilton, Sutton

LEA area: London Borough of Sutton

Unique reference number: 102990

Headteacher: Mr H Richardson

Reporting inspector: Miss M A Warner  
OFSTED No: 17288

Dates of inspection: 2 - 5 July 2001

Inspection number: 192191

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: All Saints C. of E. Primary School

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: All Saints Road  
Sutton  
Surrey

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Appropriate authority: Sutton

Name of chair of governors: Mr M Rowland

Date of previous inspection: 24 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                 |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|-----------------|----------------------|--|--|
| 17288        | Miss M A Warner | Registered inspector | Art and design<br>Foundation stage   | What sort of school is it?<br>How high are standards?<br>a) The school's results and achievements.<br>How well are pupils taught?  |
| 10329        | Mr B Sampson    | Lay inspector        |  | How high are standards?<br>b) Pupils' attitudes, values and personal development.<br>How well the school cares for its pupils?<br>How well the school works in partnership with parents? |
| 12276        | Mr T Payne      | Team inspector       | Science<br>Geography<br>History<br>Music   | How good are the curricular and other opportunities offered to pupils?   |
| 23413        | Mr R Allen      | Team inspector       | English<br>Special educational needs   | How well the school is led and managed?  |
| 8696         | Mr A Maula      | Team inspector       | Mathematics<br>Information and communication technology<br>Design and technology<br>Physical education<br>Equal opportunities<br>English as an additional language |  |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

All Saints Benhilton C of E Primary School is situated in the London Borough of Sutton. The school is bigger than other primary schools nationally with a roll of 290, including 48 part-time places in the nursery. The largest percentages of pupils come from the Rosehill ward (approximately 60 per cent) and from the Sutton East ward (approximately 20 per cent). As a church school, there is a wider than average geographical intake from different wards. 9.5 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. 9.9 per cent of pupils have been identified as having special educational needs which is well below the national average. The percentage of pupils who have a formal statement of need, 2 per cent, is above the national average. The number of pupils with English as an additional language, 3 per cent, is higher than most schools. The majority of those from minority ethnic backgrounds are of African heritage. Languages spoken also include Iranian and Sri Lankan. Overall, children's attainment on entry to the nursery is average.

### **HOW GOOD THE SCHOOL IS**

All Saints Benhilton is an effective school. Pupils' levels of attainment are average overall. At the end of Key Stage 2 they are above average in English and mathematics. Pupils have very positive attitudes. There has been a satisfactory amount of improvement since the last inspection, with considerable improvements made in subjects such as English and information and communication technology. Teaching, leadership and management are good. Taking account of all these, the contextual factors of the school and the funding the school receives, the school provides good value for money.

#### **What the school does well**

- Standards in English and mathematics at the end of Key Stage 2 are above average.
- There is strong and committed leadership from the headteacher and governors.
- The school is based on clear Christian values, strongly declared. There is very good provision for pupils' spiritual, moral and social development.
- The quality of teaching and of relationships between pupils, and pupils and teachers is good.
- Pupils have very positive attitudes, there is no unauthorised absence and pupils readily take on responsibilities and show initiative.
- The school provides very well for the care and welfare of all its pupils.
- Parents make a strong contribution to their children's learning at school and at home.

#### **What could be improved**

- Teachers' expectations of pupils in Key Stage 1 and of higher attaining pupils in both key stages are not always high enough.
- The rate of pupils' progress in science and art and standards in geography and history in both key stages and music in Key Stage 2 are unsatisfactory, mainly due to a lack of balance to the curriculum and variable teacher expertise in art and music.
- There is too little time given for co-ordinators to monitoring teaching and learning in their subjects.
- Some parents feel that the school does not sufficiently listen and respond to their concerns.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Improvement since the last inspection in February 1997, overall, has been satisfactory. Some progress has been made in all the key issues of the last report. There have been considerable improvements made in observational and assessment procedures in the foundation stage but class teaching in the nursery still does not take full account of the differing needs of a wide age range of children. The school addressed the concern regarding the duties of the deputy headteacher by appointing two senior teachers to cover duties for a year. Whilst this was not ideal, it was a satisfactory interim arrangement and a new deputy head begins in September. Not all co-ordinators carry out thorough evaluations of their subject through the monitoring of teaching and learning. It is

difficult, therefore, for them to evaluate whether their deployment is effective; for example, whether more use should be made of a teacher's specific expertise in a subject. Whilst the present assessment co-ordinator has moved forward procedures for assessment by computerising results, this has only happened in the last year and is not yet in a form which can be easily used to analyse needs and influence planning. There has been considerable improvement in English and information technology and some improvement has been made in the teaching of the nursery, mathematics, design and technology and physical education. Whilst some improvement has been made in science it is still not taught in sufficient depth. Art is not as strong as it was at the last inspection as it is variable across the school and progress in geography, history and music has been unsatisfactory.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | Compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1998          | 1999 | 2000 | 2000            |
| English         | B             | B    | A    | A               |
| Mathematics     | B             | C    | B    | B               |
| Science         | C             | D    | D    | E               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| Average            | C |
| below average      | D |
| well below average | E |

Children's attainment on entry to the nursery class is broadly in line with national expectations. By the end of the reception year, standards are average, overall, and are often above average.

Attainment in the National Curriculum tests in reading and writing, at the end of Key Stage 1 in 2000, was below average, both nationally and when compared with similar schools. Attainment at present is in line with that expected nationally. At the end of Key Stage 2 in 2000, attainment in English was well above the national average. Attainment at present is above national expectations. The school exceeded the targets set for English, at the end of Key Stage 2, in both 2000 and 2001. In mathematics, at the end of Key Stage 1 in 2000, attainment was below average, both nationally and when compared with similar schools. Attainment at present is in line with the national average. At the end of Key Stage 2, in 2000, attainment was above average both nationally and when compared with similar schools. Attainment at present corroborates the results of the national tests. The school met its 2001 target of 81 per cent at the expected level 4. In science, at the end of Key Stage 1 in 2000, the percentage of pupils reaching the expected level was above the national average but the percentage reaching the higher level was well below the national average. At the end of Key Stage 2, attainment was below average when compared with all schools and well below those of similar schools. Standards at present are broadly in line with the national expectation at the end of both key stages. The trend over the last four years in English, mathematics and science at the end of Key Stage 2, was broadly in line with the national trend.

Standards in foundation subjects are in line with expectations in art and design, design and technology and information and communication technology in both key stages and in music in Key Stage 1. They are below average in geography and history at the end of both key stages and in music at the end of Key Stage 2. These results reflect the lack of time given to some subjects. The achievement of pupils, overall, is satisfactory, but the achievement of pupils in different classes is variable, mainly because of the variation in the depth in which subjects such as art are taught in different classes.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. During most lessons the pupils concentrate well and show considerable interest in what they are doing. They like coming to school and learning and are very keen to get things right first time. They are proud of their efforts.   |
| Behaviour, in and out of classrooms    | Behaviour is usually good and where teaching is interesting it is often very good. Pupils are very courteous around the school. Four short-term exclusions were reported in the last year, all related to the same incident. Although no overtly oppressive behaviour was witnessed during the inspection some parents and pupils have concerns about behaviour. The majority of pupils, however, obviously have a clear understanding of the impact of their actions upon others. |
| Personal development and relationships | Pupils are open and friendly. Relationships are very good and many possibilities are offered pupils to take initiative and demonstrate personal responsibility. The personal development programme prepares pupils to play an active role as citizens and develops their confidence to do so.  |
| Attendance                             | Attendance at the school is very good and above the national average. It compares very well with the previous inspection. There is currently no unauthorised absence. The school has no unexplained absence trends.  |

## TEACHING AND LEARNING

| Teaching of pupils:  | Aged up to 5 years | Aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good               | Satisfactory   | Good            |

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

The quality of teaching was satisfactory or better in 98 per cent of lessons, good or better in almost 70 per cent and very good or better in 34 per cent of lessons. In eight per cent of lessons it was excellent. Two per cent of lessons were judged to be unsatisfactory. The effectiveness of strategies for teaching literacy skills, overall, is good but the promotion of literacy across the curriculum is inconsistent. The effectiveness of strategies for teaching numeracy is satisfactory. The greatest strength in teaching is the good quality of relationships, which results in the teachers' good management of pupils. They manage classes skilfully and in many lessons the pace is so good that disciplinary interventions are unnecessary. Very good teaching in the lessons observed was also characterised by good subject knowledge and planning. Whilst the majority of teaching is good, teachers' expectations of pupils in Key Stage 1 are not always high enough. The National Curriculum is taught but is not always covered in sufficient depth and there is no specific planning for gifted and talented pupils or for pupils with English as an additional language (although differentiated tasks go some way to meeting their needs). Pupils' learning is good overall: they concentrate well, working in pairs successfully and recording their work appropriately. They show considerable imagination in their work, demonstrate high levels of motivation and enthusiasm and the use of the information and communication technology suite has a positive effect on pupils, especially those who have difficulty with sustaining concentration.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Satisfactory overall. An appropriate statutory curriculum is in place but there is a lack of depth in some subjects. There is a good range of activities, visits and visitors that enrich the curriculum.   |
| Provision for pupils with special educational needs   | The provision for pupils with special educational needs from teachers and classroom assistants is of good quality. However, additional classroom support is unevenly distributed.   |
| Provision for pupils with English as an additional language                                 | The school does not, at present, have any formal procedures for analysing the specific needs of these pupils, but this is to be rectified in September.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for spiritual and moral education is very good. Religious education makes a valuable and sensitive contribution in developing an understanding of the beliefs of others and links with the church are strong. Pupils are taught right from wrong all through the school. Social development is very well promoted and pupils are socially well adjusted; they show poise and confidence. They raise funds for national and local charities. Provision for cultural education is satisfactory. Coverage of English culture is good but there is insufficient coverage of issues to prepare pupils for living in multi-cultural Britain and insufficient cultural content of non-European art, literature or music. |
| How well the school cares for its pupils  | Overall, the school looks after its pupils well and this care links directly to the success of the pupils' learning. Procedures for the assessment of pupils' work in the foundation subjects are unsatisfactory.   |

Overall, the effectiveness of the school's links with its parents is good and contributes significantly towards the learning of the pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides strong and committed leadership and his senior management team ably supports him. There is clear educational direction, powerfully informed by Christian aims and values. The extent to which it has been possible to delegate subject responsibilities to co-ordinators is inconsistent.       |
| How well the governors fulfil their responsibilities             | Very good. The governing body is very effective in performing all of its statutory duties and goes far beyond this in its commitment. There are appropriate subcommittees with specific terms of reference.  |
| The school's evaluation of its performance                       | Good. Governors are conscious of their role as critical friends and, in most respects, have a clear view of the school's strengths and weaknesses. The school has an effective programme for the monitoring and evaluating pupils' attainment in literacy and numeracy but there is insufficient monitoring of other subjects. |
| The strategic use of resources                                   | Very good. Priorities for expenditure are decided according to the management development plan and a sensible allowance for contingencies is made. Funding for special purposes is spent for the purposes for which it is earmarked.   |

Financial planning is of good quality but governors accept that there is no systematic procedure for checking that results measure up to the original objectives. Apart from this, principles of best value are well applied. The school buildings and grounds serve their purposes well and make a strong contribution to pupils' learning. Learning resources are sufficient and of good quality: they are used

and cared for well. There are a sufficient number of staff with appropriate qualifications to meet the needs of the school and the National Curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Their children like school. (91%)</li> <li>2. The teaching is good. (91%)</li> <li>3. Teachers have high expectations of the pupils and the school expects their children to work hard and give of their best. (92%)</li> <li>4. The school is helping their children to become mature and responsible. (91%)</li> <li>5. Parents feel comfortable about approaching the school with questions or a problem. (91%)</li> </ol> | <ol style="list-style-type: none"> <li>1. Parents feel they are not kept well informed about how their child is getting on. (29%)</li> <li>2. Their children are not getting enough structured homework. (19%)</li> <li>3. The school does not work sufficiently closely with parents and the school's response to the concerns of some parents is not always appropriate. (18%, PWC)</li> <li>4. There is an insufficient range of interesting activities outside lessons. (14%)</li> <li>5. There is a degree of bullying in the playground that is not dealt with satisfactorily. ( PM, PWC)</li> </ol> <p><small>% = percentage of answers on parents' questionnaires. PWC = parents' written comments. PM = parents' meeting.</small></p> |

154 questionnaires were returned out of the 314 sent out. Thirty had additional written comments on them. 33 parents attended the parents' meeting. The inspection findings confirm most of the parents' positive comments, although progress is variable in different classes. From evidence seen: the school provides good quality information for parents. Many parents do visit the school regularly and become deeply involved with the children but a significant number of parents feel that their concerns are not listened or responded to appropriately. Homework is set well in English and satisfactorily in mathematics in both key stages; a good range of extra-curricular activities was clearly evident; some younger pupils do feel that older ones spoil their playtimes, although no evidence of bullying was seen during the inspection.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. When children enter the nursery class their attainment is broadly in line with national expectations for children of this age. By the end of the reception year, standards are average and are often above that nationally expected in personal, physical and creative development and sometimes in mathematics. Some higher attaining pupils have reached all the Early Learning Goals and are working on National Curriculum programmes of study by the end of the reception. Children with special educational needs are identified early and, with effective support, make good progress.
2. In the National Curriculum tests in reading and writing, at the end of Key Stage 1 in 2000, the attainment of pupils reaching level 2 or above in reading, was above the national average, but the proportion reaching the higher level 3 was below. In writing, attainment was below at level 2 and above the national average at level 3. Inspection findings, relating to the present cohort of pupils, are that by the end of Year 2, standards are in line with what is expected nationally for pupils of this age.
3. In the National Curriculum tests in English at the end of Key Stage 2 in 2000, pupils' attainment was well above the national average for both the expected level 4 and higher level 5. The inspection finds that for the current Year 6 attainment is above that expected for pupils of their age. The school exceeded the targets set in the National Curriculum test for English, at the end of Key Stage 2, in both 2000 and 2001. A higher target in 2001. The target in 2001 was 81 per cent level 4 or higher and the school achieved 88 per cent level 4 or higher.
4. In mathematics, in the National Curriculum tests at the end of Key Stage 1 in 2000, pupils' attainment was below average both nationally and in comparison with similar schools. The results at the higher level 3 were in line with the national average and all other similar schools. The trend over time has been below the national trend. This is considered to be due to a combination of factors including those relating to pupil cohorts. There are some indications of a change for the better. The attainment of the pupils in current Year 2 is in line with the national average.
5. In the National Curriculum tests in mathematics at the end of Key Stage 2 in 2000, pupils' overall attainment was above average both nationally and in relation to similar schools. There was, however, a significant difference between the percentage of pupils reaching level 4 and 5. The percentage reaching level 4 was well above average whilst the percentage reaching level 5 was in line with the national average. However, the trend in the subject is one of improvement since 1999. This is reflected in the performance of pupils in the current Year 6, which confirms the results of the national tests. The school has met its 2001 target of 81% at the expected level 4. Boys are slightly ahead of girls in mathematics in both key stages.
6. In science, results of teacher assessments in 2000 at the end of Key Stage 1, were above the national average at the expected level 2 but the number of pupils reaching level 3 was well below the national average. In science lessons observed and in the work inspected, present standards are judged to be broadly in line with national expectation at the end of Key Stage 1.
7. In the National Curriculum tests in science at the end of Key Stage 2, results have been below the national average. The 2000 results improved so that the number of pupils reaching level 4 (the expected standard) was close to the national average but the number reaching level 5 was well below the national average. Work seen during the inspection shows present standards to be broadly average at the end of the key stage.

8. In English, girls are ahead of boys in reading and writing at the end of Key Stage 1 but boys are slightly ahead of girls by the end of Key Stage 2. In mathematics, boys are slightly ahead of girls in both key stages. There is no significant difference between the learning of boys and girls in science.
9. Standards in foundation subjects are in line with expectations in art and design, design and technology and information and communication technology in both key stages and in music in Key Stage 1. They are below average in geography and history at the end of both key stages and in music at the end of Key Stage 2. These results reflect the lack of time given to some subjects.
10. The achievement of pupils, overall, is satisfactory. But the achievement of pupils in different classes is variable mainly because of the variation in the depth in which subjects such as art are taught in different classes.
11. At present there are no identified gifted or talented pupils. Pupils with special educational needs make good progress in parallel with their peers in both key stages. While their attainment levels may sometimes (but not always) be lower than those of other pupils, their achievement in their own terms is usually good. This is a result of teachers' well-informed responses to their needs, and the additional support pupils receive.
12. Individual support, where available, enables some of the pupils with English as an additional language to make good progress overall over time, but their attainment is variable with some attaining as well as their peers, while others are attaining at a level below that expected for their age, particularly those who are also on the special educational needs register. With appropriate and regular support many of these pupils would achieve better.

### **Pupils' attitudes, values and personal development**

13. The majority of pupils have a very good attitude to their school. This aspect is a strength of the school and has improved upon the already existing good standard as judged at the previous inspection. During most lessons the children concentrate well and show considerable interest in what they are doing. The pupils like coming to school and they like learning. They note very well what their teacher is telling them and carry out instructions, usually to the very letter. They are very keen to get things right first time and are proud of their efforts. This was most noticeable in a Year 4 Literacy Hour, where the pupils were working on a poem "The Magic Box". They had to say what they would put into their own magic box, using imagination, very descriptive adjectives and if possible, alliteration. They came up with some very appropriate answers such as, 'the twinkling, twilight beach' and, more down to earth, 'a slimy, smelly hippopotamus'. It is also noticeable how many pupils are very interested and become very involved in the variety of extra-curricular activities within the school.
14. During lessons and in and around the school, behaviour is usually good and where teaching is interesting it is often very good. During lunch and playtimes, although behaviour is sometimes quite boisterous, particularly amongst some of the older pupils, no untoward, violent behaviour was witnessed during the inspection. Whilst walking around the school the pupils are very courteous. They stand back and open doors for people, say, "Good morning" and ask if a visitor is lost. During the most recent reporting year the school has had four short-term exclusions, all for the same incident.
15. The absence of oppressive behaviour, including sexism and racism, within the school is satisfactory. Although no overtly oppressive behaviour was witnessed during the inspection there are potential weaknesses at the school. Certain groups of younger children did state that they had, occasionally, been subjected to some form of harassment. In addition, some parents also spoke of relevant incidents, which they had been required to report.

16. However, in the main, the majority of pupils obviously have a clear understanding of the impact of their actions upon others. From speaking to groups of pupils and to individuals at playtime, it is clear that they realise how one adverse action, such as name-calling, leads to another and that this can finally lead to possible physical confrontation. They realise that it is best to take a deep breath and walk away from such situations, thereby defusing the scene.
17. The respect that the pupils have for the feelings, values and beliefs of others is also good. Most pupils realise that not all people have been brought up the same way that they have themselves. They appreciate that there are different cultures, even within their own school. For example, the nursery children learn about Diwali. All children show mutual respect for the work of their class and school-mates. They clap the efforts of others during lessons or at celebration assemblies. The pupils are proud of their school. During the inspection, no graffiti, litter or vandalism was seen within or around the school.
18. The pupils are very aware of the possibilities offered them to take initiative and demonstrate personal responsibility. This is another strength of the school. Team and vice-captains are elected every term and there are plenty of volunteers to be class monitors. The latter arrange classrooms for lessons and set up the resources for assembly. Monitors are well known by all pupils and are regularly turned to as a 'buddy' by younger pupils, when upset. During the inspection it was good to see both a responsible boy monitoring lateness at the entrance door and two girls handling the office phones and monitoring the entrance at lunchtimes.
19. Relationships within the school between pupils, and pupils and staff is very good and a significant strength of the school. The majority of children get on very well together. They like each other and make very good friends. They play together pleasantly and appreciate each other. In lessons they ask each other questions to learn from each other and also compliment each other on good work. During a Year 6 physical educational lesson, on the playing field, the pupils were attempting to achieve personal records at long jump, hop, skip and jump and javelin. As each effort was recorded there was a round of applause from their peers. The pupils look up to their teachers, whom they realise are trying hard to teach them and also to all other adults in the school. They all get on very well together indeed and all of the adults are very good role models for these young, emerging citizens.
20. Attendance at the school is very good and above the national average for this phase of school. It compares very well with the previous inspection and is yet another strength of the school. There is currently no unauthorised absence. The majority of the pupils come to school and into classes on time and most lessons commence promptly. The school has no unexplained absence trends.
21. Overall, the attitudes, values and personal development of the pupils contribute significantly towards their own learning.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

22. The quality of teaching was satisfactory or better in 98 per cent of lessons, good or better in almost 70 per cent and very good or better in 34 per cent of lessons. In eight per cent of lessons it was excellent. One lesson was judged to be unsatisfactory. These grades show an improvement in teaching since the last inspection when twenty-six per cent of lessons were judged to be very good or better. The largest number of very good and excellent lessons, in this inspection, was in the foundation stage and in Key Stage 2. This too shows a considerable improvement since the last inspection when teaching of the under-fives was a key issue.
23. The effectiveness of strategies for teaching literacy skills, overall, is good but the use of and promotion of literacy skills across other subjects of the curriculum is inconsistent. For example, in some areas, subject specific language is encouraged and supported with a glossary of technical terms, but this is not common. The effectiveness of strategies for teaching numeracy skills is satisfactory. An example of its being used in another subjects was in design and technology where picnic boxes were being made in Year 6.

24. The teaching of English, mathematics, design and technology and physical education is good in both key stages and the teaching of information and communication technology has some good features in Key Stage 2. A particular strength in teaching is the good quality of relationships. Teachers manage classes skilfully and in many lessons the pace is so good so that disciplinary interventions are unnecessary. The management of pupils in practical subjects such as art and science is very good. Teachers also use questioning well to make pupils think further about the answers they give. Teachers have good subject knowledge in English, mathematics, science, design and technology, information technology and physical education. Where teachers have musical expertise, teaching is good; for example, where teachers can lead singing confidently in tune or where specialist teaching occurs. Where teachers have identified their own strengths and weaknesses and have exchanged classes, such as in physical education, the results of teaching and learning are very good. Teachers' planning is particularly good in English and science in both key stages and in design and technology, information and communication technology and physical education in Key Stage 2. Standards have improved in physical education because of careful planning and effective demonstrations, which reflect the teachers' good subject knowledge. Pupils work productively and show a lively interest in geography because lessons are well planned, organised and paced. The interactive approach employed in information and communication technology enables pupils to pay attention and keep on task with the result that learning is good.
25. The majority of teaching is good but there are still ways in which it could be improved. Teachers' expectations of pupils in Key Stage 1 are not always high enough and as a result pupils' achievement is unsatisfactory particularly in writing, mathematics, science, art, geography and history. The National Curriculum is taught but is not covered in sufficient depth in art and design in some classes, nor in geography, history and music in either key stage. For example, in music, sometimes expectations are too low when teachers underestimate pupils' potential. Whilst day-to-day assessment is mainly used well in many lessons, to match work to pupils' differing needs, teachers have no standardised way of assessing and recording the level of work that pupils attain in each subject. The school has no formal procedures in place for the identifying the needs of gifted and talented pupils or pupils with English as an additional language. In the absence of any specialist support, there is no teaching of English as an additional language as such. Training has recently been arranged, however. Marking is regular, and teachers make comments in pupils' books. Often, however, these do not suggest ways in which work may be improved.
26. Learning is satisfactory in Key Stage 1 and good in Key Stage 2. For example, in mathematics, many pupils were observed concentrating well, working in pairs successfully and recording their work appropriately. Careful listening on the part of some pupils led them to make good progress in lessons and enabled them to explain the methodology they used. In art in reception and Key Stage 1 classes, pupils show considerable imagination in producing a 'sculpture' of their own design. In design and technology, the majority of pupils demonstrate high levels of motivation and enthusiasm about designing and making models. They co-operate and share resources readily, demonstrating good standards of behaviour. The use of the information and communication technology suite has a positive effect on pupils, especially those who have difficulty with sustaining concentration. In physical education most pupils in both key stages are well motivated and show high levels of concentration. They show well-developed co-operative and collaborative skills. Many work enthusiastically in learning to develop individual skills or group strategies. However, the pace of learning tends to slow down in large group activities.
27. The provision for pupils with special educational needs from teachers and classroom assistants is of good quality. However, additional classroom support for groups of pupils who have special educational needs but are not subject to formal statement of need is unevenly distributed, owing to the fact that much of the time of classroom assistants is tied to pupils with formal statements of need. Classroom assistants work well with individuals and small groups but during whole class lessons some of them do no more than sit with the class and listen. For example, in some classes they seldom observe and record pupils' responses. Teachers are very aware of pupils' needs, from the advice given from the well-informed special educational needs co-ordinator, who also draws, when necessary, upon the specialist resources of the local education authority.

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

28. The quality and range of learning opportunities are satisfactory, overall, and an appropriate statutory curriculum is in place, covering all the subjects of the National Curriculum and religious education. However, it is not a balanced curriculum, in that insufficient time is allocated to some subjects. The length of the school day is at the recommended minimum at Key Stage 1 but is below the recommended weekly minimum lesson time in Key Stage 2, by 25 minutes.
29. There has been substantial progress in establishing a programme to teach the Early Learning Goals to the youngest pupils in the foundation stage and planning of the curriculum, throughout the school, is now thorough. Subjects have policies and some are currently being updated. Appropriate schemes of work, to guide teachers and ensure that pupils cover what has been agreed as they move through the school, have been developed in most of subjects in relation to the introduction of Curriculum 2000.
30. The school has enthusiastically and successfully embraced the Literacy Strategy. Similarly, the adoption of the National Numeracy Strategy has produced good results, observed both during the inspection and in the National Curriculum test results. The amount of time spent on English and mathematics, over and above the statutory requirements, however, has seriously reduced the amount of time available for other subjects, including time for science, design and technology, geography, history, art and music: a view shared by some parents and the school. Standards and breadth of coverage in science, where insufficient time has been given to investigative work, and in the non-core subjects have been affected by this shortage of time. The school is now planning to address this issue by increasing the time available for science and the foundation subjects.
31. There is, generally, equality of access and opportunities for pupils but the school has not systematically identified pupils who speak English as an additional language; neither has it identified pupils who are gifted and talented. This is a weakness. There is also some inconsistency in the depth in which the same subject is taught in different classes within the same year group. Good provision is made for pupils with special educational needs. Teachers and classroom assistants support them well in class, although the distribution of support from classroom assistants is inconsistent. They also receive good support when they are withdrawn from lessons to receive additional help or when they receive external support. Teachers know pupils well and give them good individual attention to help them improve their work. Individual educational plans for pupils with special educational needs are of good quality; they are regularly updated and provide good guidance to teachers.
32. All Saints School endeavours to provide a caring environment in which Christian values are promoted so that each individual has the opportunity to use the gifts they have and realise his or her potential, promoting the development of responsible, happy members of society. Pupils' personal development is addressed through a programme that includes personal, social and health education, drugs awareness and sex education. It prepares pupils to play an active role as citizens and develops their confidence to do so. This is taught through religious education, science and the wider curriculum.
33. Provision for extra-curricular activities is good. There is a good range of activities, for a school of this size, which enrich the curriculum. These involve most of the teachers who contribute much of their own time to them. The activities include football, cricket, athletics, swimming, netball and cross-country, and result in sporting success; the school is proud of this. There is a dance club, board games club and a chess club from which two pupils reached the national quarter-finals and there has recently been a computer club and maypole dancing. There is a large choir to which pupils are admitted freely and ample opportunities to receive instrumental tuition from visiting specialist teachers. This year there has been no band because of staff

changes. A good number of the pupils are involved in activities. A good number of visits and trips enhance learning further.

34. Relationships with other schools are good and links with these enhance the curriculum; for example, when pupils attend the open days at the high schools.
35. Provision to promote pupils' spiritual education is very good. Religious education makes a valuable and sensitive contribution to developing an understanding of the beliefs of others and links with the Church are strong: they are used effectively to promote the school's Christian ethos. There are four major acts of worship each year. Most assemblies are enjoyable acts of worship, which contribute well to spiritual development. Pupils explore their thoughts and feelings in assembly, in prayers (including those said at the end of the day and those entered into the prayer book) and in reflection. Pupils are open, friendly and usually treat each other and adults respectfully; a strength is in the relationships that exist in the school. Pupils experience joy in the wonder of life, responding creatively when painting, moving or listening to music, viewing germs down a microscope or having fun with words when producing their own poetry. The school's aims place emphasis, among other things, upon Christian principles, the value of the individual and security of the environment, the provision of equal educational opportunities and the fulfilment of academic potential. In class prayers, assemblies and in religious education Christian messages are reinforced.
36. Provision for pupils' moral development is very good. The behaviour policy provides a clear framework for a whole school approach that is applied consistently, so that pupils are very clear about the expectations of teachers, sanctions and rewards. Members of staff usually provide very good role models and the secure relationships within the school are a firm basis for the development of moral understanding. Pupils are taught right from wrong all through the school; for example, when they are expected to give and take in collaborative work. Discussions in personal and social education also enhance moral development. Pupils are taught to consider those less fortunate than themselves: they give good support and are considerate towards pupils with special educational needs and raise funds for charities such as the Marie Curie Cancer Care and St Raphael's, the local hospice.
37. Social development is very well promoted and pupils are socially well adjusted; they show poise and confidence; for example, when discussing their work with inspectors. There is a clear code of conduct and an anti-bullying policy (although this appears not to be completely effective). Pupils willingly accept responsibility. Head boys and girls are appointed termly; they make note of pupils arriving late, show visitors around and answer the telephone during lunchtimes. In class they act as monitors; for example, when distributing materials. Pupils are taught about fair competition; for example, through sport. Pupils study their own locality of Sutton in history and in geography. There is an effective contribution from visitors such as the local clergy, the school nurse, doctors, police and local educational support agencies. There are class councils in Years 5 and 6 but no school council, where younger pupils such as those interviewed by inspectors, could voice their concerns formally. Pupils are given scope to use their initiative and take responsibility by being monitors, arranging apparatus, completing library duties or being team captains. Older pupils are taught to care for younger ones through the buddy system and to help them with their reading. There is an annual weeklong residential visit to Wales; the Year 6 pupils involved remain very enthusiastic about this rich experience. There is a field trip for Year 5 pupils to Sayers Croft.
38. Provision for cultural education is satisfactory. There are strong links with the church but there is insufficient coverage of issues to prepare pupils for living in multi-cultural Britain and insufficient cultural content of non-European art, literature or music. The book stock in the library and in English insufficiently reflects our multi-cultural society. In geography, there is appropriate coverage of India and very good study of Sutton; there are news items and posters displayed to broaden pupils' knowledge of the wider world. Planning across the curriculum, to develop further tolerance in acknowledging the diversity of the world in which we live, is not sufficiently addressed. There is a choir and music occurs in assembly. Specialist visitors, such as a storyteller and illustrator are used effectively to broaden pupils' experience and a parent has spoken to pupils about Islamic artefacts. Coverage of English culture is good and

includes maypole dancing, country dancing and events such as the leavers' production of a Midsummer Night's Dream.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school has very good procedures for child protection and for ensuring pupils' welfare. These procedures compare very well with the favourable standards reported upon at the previous inspection and are a strength of the school.
40. The headteacher is the named and well-trained member of staff for child protection. Currently there is no other trained person in the school although all staff have been very well briefed by the headteacher on their relevant responsibilities. All staff know who to turn to in an emergency and all new staff are given the necessary training, included as part of their induction to the school. The school has its own statement and also follows local education authority guidelines. The school liaises very well with the local education authority and police.
41. The school's very efficient accident reporting procedures are followed well. The school's detailed procedures for the giving of medicines are carried out exactly. Specific medical needs of pupils are well known by all staff who keep clear records. The trained first aiders have up-to-date certificates and there are sufficient medical kits about the school. All teachers and support staff have taken part in training for the use of epipens. Regular fire exercises are operated and recorded. All fire fighting, portable, electrical and physical educational equipment is regularly tested and updated records are maintained. Escape routes within the school are clearly marked and easily accessed. Very good use is made of outside professional help such as the educational psychologist, the school nurse, behavioural specialists and services for those with hearing difficulties and sight-impairment. The local police make regular visits to talk to pupils about 'Stranger Danger', drugs and alcohol awareness. School meals are cooked, served and consumed in hygienic conditions. Support for pupils moving onto secondary education is efficient and caring. Although the pupils can go to any one of twelve schools, clear induction procedures are made in each case. Teachers of Year 7 pupils come to All Saints School to talk to the pupils, whilst arrangements are also made for pupils to visit their chosen school, in July, and familiarise themselves with its surroundings and routines.
42. Procedures for monitoring and improving attendance are good and lead directly to the very good attendance at the school. The individual class registers are clearly marked and returned to the school office for checking and safekeeping. All parents are made well aware of their relevant responsibilities with regard to their children's attendance. The school now maintains efficient lateness routines whereby doors are locked at five-to-nine and a senior pupil records any latecomers. Very good use is made of the expertise of the educational welfare officer. However, the school maintains that it knows the pupils and families so well that it has no routine for contacting parents early in the morning if a child does not turn up for school without prior warning. Some parents have stated concerns about this.
43. The school has good procedures for monitoring and promoting good behaviour. The very detailed written behaviour policy is explicit about routines, rewards and sanctions. Regular behaviour-development team meetings are held and pupils are constantly being praised for good behaviour both in class and at special assemblies. Circle Time is also used appropriately. Pupils with behavioural needs have specific targets written into their individual educational plans. The school's considerable success in integrating such pupils was highly praised, during the inspection, by a behaviour specialist from a local hospital school. Every class has its own class rules, debated and written by the pupils and they are all very well aware of the school rules. Supervision at lunchtimes is well covered by the dinner supervisors. Any details of unacceptable behaviour are recorded in a book and the headteacher monitors this to assess any trends.
44. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. The school has a very detailed and relevant policy and all staff are made aware of how to deal with and report any incidents. This was seen to be working well, during one dinnertime when a dinner supervisor reprimanded four girls on one table for having previously teased a boy and calling

him names. Their names were recorded and they were made to apologise to the boy. The school also tries very hard to give pupils the confidence to report any relevant incidents to the staff or to older pupils acting as monitors.

45. The school's procedures for monitoring and supporting pupils' personal development are good. The personal, social and health policy is specific and elements of it are operated within most lessons; for example, in religious education and science and particularly at Circle Time, which sometimes includes role-play. All staff and some parents have had specific Circle Time training based on developing talking and listening skills. During a specific lesson observed, Year 2 pupils were discussing 'Bubble Time', a successful school system for solving pupils' personal problems. The teacher was asking if the pupils knew to whom they could turn if they had problems at play or at lunchtime. Most pupils were very positive. All pupils are given the chance to show personal responsibility such as being elected as team-captain, vice-captain or a monitor. Currently, the school is implementing the Sutton Healthy Schools Scheme, which will commence next September. Pupils are encouraged to bring into assemblies individual achievement awards, such as swimming certificates. An individual portfolio is maintained for each child in the school office. Records of personal development are recorded on school reports to parents and Year 6 have a Leavers' Year Book in which their school career is recorded.
46. The school's procedures for assessment were a key issue in the last inspection report. Whilst the school is moving forward with regard to assessing pupils' standards and using assessment to help with planning daily lessons in some subjects, progress in the wider use of assessment has only really been made within the last year. For example, in literacy and numeracy, co-ordinators have established clear procedures for assessing pupils' work but other co-ordinators have not developed systematic assessment procedures and recording in their subjects. This has made it difficult for the school to appreciate the lack of depth to the curriculum in some classes. The assessment co-ordinator took over the post a year ago and has started to collate the test results of core subjects, collected over number of years. This standardised form will enable the school more easily to set targets, monitor pupils' progress and provide value-added information for the school in English, mathematics and science. The most recent format, however, does not readily show the standards reached by different groups of pupils in the school. For example, there is no way of knowing how boys, girls or pupils with English as an additional language are performing, where help is needed and what the trends in the school are. Without such information it is difficult for the headteacher to track individual pupils' progress.
47. The progress of pupils with special educational needs is effectively tracked by the special educational needs co-ordinator but this information is not included in the over-view of assessment. The individual education plans, for which the co-ordinator is responsible, are useful, practical documents, which are regularly reviewed and targets are updated. A particular strength is the way in which the success of strategies are reviewed and evaluated, so that the whole process promotes progress.
48. There are no formal procedures in place for the identification of pupils with English as an additional language and class teachers have not had training in this aspect of teaching. However, this was rectified during the inspection; funding has been awarded and training is to be given next term.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. From the pre-inspection parents' meeting, returned parents' questionnaires and from actually talking to parents during the inspection, it is judged that parents have satisfactory views of the school. The majority of parents say that their children like the school, they are making good progress, the teaching is good and the school expects their child to work hard and give of their best. Parents also think that the school is helping their child to become mature and responsible and that they, as parents, feel comfortable about approaching the school with questions or a problem. However, a significant minority do not think that they are kept well informed about how their child is getting on, and that their children are not getting enough homework. They also deny that the school works closely with parents and a smaller minority do not think that there is a sufficient range of interesting activities outside lessons. Some parents feel that information about new classes in September could be better conveyed to them and that there is a degree of bullying in the playground that is not dealt with satisfactorily. During the inspection it was not possible to confirm or deny all of these points although some of the parents spoken to did confirm some of these concerns to team inspectors. Pupils' annual reports, however, are very clear and informative and, from evidence seen, many parents do visit the school regularly and become deeply involved with the children. The inspection would also confirm that homework is not currently a major concern as it is set well for English and is satisfactory in mathematics in both key stages. Little is set in science in Key Stage 2, but some good design and technology homework has been completed in this key stage. A good range of extra-curricular activities was, however, clearly evident.
50. The quality of information that the school provides for its parents is good. Each parent receives an updated copy of the prospectus, an annual governors' report and a copy of their child's academic report. All of these conform to statutory requirements. There are 'meet the teacher' evenings in autumn and special evenings to discuss pupils' reports. In addition parents have had a copy of the home/school agreement and most have signed it. Newsletters are sent out fortnightly. Curriculum evenings have also been run for parents in English, mathematics and information technology but parents are unsure about the standards their children are expected to achieve in other subjects. The school has an open door policy of which many parents eagerly take advantage. The nursery holds special coffee mornings for parents.
51. The contribution of parents to their children's learning at school and at home is very good and is another strength of the school. Parent governors and other parents help in the nursery or generally in every class. During the inspection three parents went to the local park with Years 3 and 4 to help in a local environment/geography project. Parents, including those from ethnic minority backgrounds, contribute to pupils' cultural diversity when festivals and food are learned about. They also attend the information and communication technology after school club for pupils and parents. Parents help in the library, with readers, setting up a regular uniform stall and during sporting events. At home most parents help with their children's homework, be it research on topics and projects or straightforward reading, spelling or mathematics. Most parents find that the home/school reading records are a good two-way communication with the school.
52. The whole impact of parents' involvement on the work of the school is good. The school is very grateful to its hardworking and enthusiastic All Saints Benhilton School Association. The association raises considerable funds towards the education of the children. Recently, as a result of the association's diligence, the school has managed to purchase library books, sports kits, nursery equipment and have enough money remaining to help resurface the school playground.
53. Overall, the effectiveness of the school's links with its parents is good and contributes significantly towards the learning of the pupils.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. Leadership and management are good, with some satisfactory and some very good features. The headteacher provides strong and committed leadership. There is clear educational direction, powerfully informed by Christian aims and values, which permeate the school. Within the last two years the headteacher has introduced an effective programme of monitoring and evaluation, related to teaching and pupils' attainment in literacy and numeracy, and a strong staff development strategy, linked to performance management procedures. These have contributed to the improvements made in the quality of teaching and the rise in pupils' levels of attainment at the end of Key Stage 2 in English and mathematics. In literacy and numeracy, full and successful delegation has been possible and monitoring has been very good but other co-ordinators do not have opportunities to monitor teaching, develop systematic assessment procedures or monitor the amount of time spent on their subjects. The extent to which it has been possible to delegate subject responsibilities to co-ordinators has been inconsistent. Evidence is limited with regard to the co-ordination of English as an additional language in the absence of any specialist support. The headteacher is now aware, however, of the need for an analysis of what is required to raise the attainment and progress of these pupils.
55. The last inspection concluded that leadership was 'strong and effective' and that 'strong Christian principles underpinned the approach to management'. The governing body were supportive; there was a good committee structure, and governors monitored the work of the school effectively. It also reported that the role of the deputy headteacher was underdeveloped and teachers without class responsibilities and some support staff were not deployed efficiently. There was an acting headteacher after the previous headteacher retired and the present headteacher was appointed in 1998. The leadership continues to be of good quality and the governing body continues to meet its responsibilities well. Management roles and the allocation of non-teaching time have been reviewed and the deputy headteacher's responsibilities have recently been shared between the headteacher and two senior staff. A new deputy will take up post in September with a clear and useful allocation of duties. Support staff are now efficiently deployed as far as they can be although this deployment needs to be more flexible. Improvement has been satisfactory since the last inspection.
56. The governing body is very effective in performing all of its statutory duties, and goes far beyond this in its commitment. Governors give freely of their time, and make a full contribution in shaping the direction of the school. The very experienced and able chair of governors provides a firm lead and the deputy chairman, the incumbent of the neighbouring church, reinforces the school's Christian ethos. Governors are conscious of their role as critical friends and have a clear view of the school's strengths and weaknesses. A particularly useful strategy, which links the governing body closely with the school, is the appointment of governors in pairs to take a special interest in particular subjects or areas, such as literacy, numeracy or special educational needs. There are appropriate subcommittees with specific terms of reference. These feed effectively into the decisions made by the full governing body.
57. The management development plan is drafted by the headteacher after consultation with teachers, the senior management team and governors, who ratify it after thorough discussion. It is a very good planning document, giving a clear lead for the school's future development. Apart from the contribution of the many parents who are also governors, there is no systematic procedure for the consultation of parents in the preparation of the plan, in common with most schools. The plan incorporates subject action plans; overall, it expresses a determination to develop and to succeed. Staff and governors are familiar with it and their capacity to maintain continuous improvement is demonstrated by this clarity of vision and by what has been accomplished so far.
58. The school's finances are managed well. Priorities for expenditure are decided according to the management development plan and a sensible allowance for contingencies is made. The financial administrator manages day-to-day income and expenditure very efficiently. However, occasionally, the headteacher is not fully aware of important information sent out in the school's name. The finance administrator provides the chair of the governor's finance committee with monthly reports, and works closely with the headteacher. Funding for special purposes, such as special educational needs or the development of teaching, is spent on the projects for which it is earmarked and is clearly traceable through the accounts.

Recommendations arising from the last audit a year ago were minor and have all been met. While financial planning is of good quality, governors accept that there is no systematic procedure for checking that results measure up to the original objectives. This is partly due to the absence of an established and comprehensive programme of assessment of pupils' progress across the whole curriculum. Apart from this, principles of best value are well applied. Comparisons are made with other schools in the information supplied by the local education authority, before spending decisions are made. Tenders are sought and, wherever possible, the best solutions are chosen before the cheapest when there is to be major expenditure. Challenge to spending proposals is provided by the governing body, in its role as critical friend. Whilst there is consultation before important decisions are made, parents are not routinely involved in such consultations.

59. Newly qualified teachers and those new to the school are supported well by their colleagues and the school's routines. There is a very good induction booklet and, for those newly qualified, training time and an experienced mentor are provided. The school has a sufficient number of teachers to teach the curriculum effectively and most teachers have been trained for this phase of education. Support staff have appropriate training but the input they provide is distributed too inflexibly: some classes have little or no support, while others have much more. Whilst the quality of support to individuals or groups is good, classroom assistants are less well occupied during times when teachers address a whole class. Examples of good practice were, however, seen; for example, when they were monitoring pupils' responses or making notes on pupils' skills of expression.
60. Good use is made of information and communication technology in the curriculum and in administration and, as skills develop, it is planned to extend this further into the recording and measurement of attainment and progress. Classrooms have computers and the small computer suite in the central resource area is used very effectively.
61. The school buildings and grounds serve their purposes well and the provision of a pleasant environment makes a strong contribution to pupils' learning. The headteacher wishes to see an improvement in the way in which the premises are cleaned under the local contract. The newly appointed caretaker knows the requirements well and takes his responsibility seriously. Teachers make good use of the accommodation and their displays in classrooms and communal areas are of good quality.
62. In general, learning resources are sufficient and of good quality; they are used and cared for well. The school library and the many classroom libraries are well stocked but the school library is not used by pupils as a resource for independent learning, in spite of its very accessible central position.
63. Pupils' levels of attainment are average overall and are above average in English and mathematics. Pupils' attitudes are very good. There has been a satisfactory amount of improvement since the last inspection, with considerable improvements made in subjects such as English and information and communication technology. Teaching, leadership and management are good. Taking account of all these, the contextual factors of the school and the funding the school receives, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to continue to improve the quality of education and raise standards further the headteacher, governors and staff should:

- 1) Raise teachers' expectations of what pupils can achieve in Key Stage 1, particularly in writing and mathematics; (Paragraphs 8, 25, 78, 86.)
- 2) Improve the rate of pupils' progress in science in both key stages and art in identified classes, and raise the standards of attainment in geography and history in both key stages and in music in Key Stage 2 by:
  - restoring a balance to the curriculum so that appropriate time is given to each subject and the National Curriculum can be taught in sufficient depth;
  - making better use of individual teacher's expertise;
  - providing more challenge to higher attaining pupils, particularly in science; (Paragraphs 24, 28, 91, 92, 94, 102, 106, 115.)
- 3) Make better arrangements for monitoring the standards of teaching and learning by:
  - standardising procedures for assessment in all curriculum subjects so that it can be used more easily to record achievement, set targets, track and monitor pupils' progress and provide value-added information for the school;
  - introducing formal procedures for the identification of the needs of gifted and talented pupils and of pupils with English as an additional language, so that appropriate provision may be made for them;
  - giving time to all co-ordinators, to monitor the standards of teaching expertise and the rate of pupils' progress, to ensure that a similar curriculum is taught to pupils in different classes in the same age group and to moderate pupils' work, building up portfolios of assessed work;
  - improving the marking of pupils' work so that technical errors are consistently corrected and pupils are advised how they can improve their work.  
(Monitoring – paragraphs 65, 80, 93, 109, 114, 126.  
Assessment - paragraphs 46, 47, 54, 58, 79, 86, 97, 101, 105, 109, 114, 120.  
Marking – paragraphs 25, 46, 78, 81, 92, 103.)
- 4) Improve the school's response to some parents' concerns. (Paragraph 49.)

The headteachers, governors and staff should also address the following:

- Review the length of the taught school day; (Paragraph 28)
- Widen the curriculum in order to prepare pupils more fully for living in a multi-cultural society; (Paragraph 38)
- Review the deployment of learning assistants to allow greater flexibility in the allocation of classroom support. (Paragraph 27)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 66 |
| Number of discussions with staff, governors, other adults and pupils | 41 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 8         | 26        | 35   | 29           | 2              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 24      | 266     |
| Number of full-time pupils known to be eligible for free school meals | 0       | 17      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 1       | 5       |
| Number of pupils on the school's special educational needs register | 1       | 44      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 11           |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 1            |
| Pupils who left the school other than at the usual time of leaving           | 5            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.3 |
| National comparative data | 5.2 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| National comparative data | 0.5 |

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

### Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2000 | 22   | 18    | 40    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 19      | 17      | 19          |
|   | Girls    | 17      | 15      | 16          |
|   | Total    | 36      | 32      | 35          |
| Percentage of pupils at NC level 2 or above | School   | 90 (89) | 80 (92) | 88 (86)     |
|   | National | 83 (82) | 84 (83) | 90 (87)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 18      | 19          | 20       |
|   | Girls    | 17      | 16          | 18       |
|   | Total    | 35      | 35          | 38       |
| Percentage of pupils at NC level 2 or above | School   | 88 (86) | 88 (81)     | 95 (100) |
|   | National | 84 (82) | 88 (86)     | 88 (87)  |

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

### Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2000 | 17   | 20    | 37    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 15      | 16          | 16      |
|   | Girls    | 19      | 17          | 16      |
|   | Total    | 34      | 33          | 32      |
| Percentage of pupils at NC level 4 or above | School   | 92 (78) | 89 (63)     | 86 (78) |
|   | National | 75 (70) | 72 (69)     | 85 (78) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 13      | 16          | 16      |
|   | Girls    | 20      | 18          | 19      |
|   | Total    | 33      | 34          | 35      |
| Percentage of pupils at NC level 4 or above | School   | 89 (80) | 92 (66)     | 95 (76) |
|   | National | 70 (68) | 72 (69)     | 79 (75) |

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

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 2            |
| Black – African heritage        | 7            |
| Black – other                   | 2            |
| Indian                          | 3            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 198          |
| Any other minority ethnic group | 14           |

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 11   |
| Number of pupils per qualified teacher   | 24.2 |
| Average class size                       | 30   |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 8   |
| Total aggregate hours worked per week   | 151 |

#### **Qualified teachers and support staff: nursery**

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 1  |
| Number of pupils per qualified teacher   | 24 |

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 44 |

|                                |   |
|--------------------------------|---|
| Number of pupils per FTE adult | 6 |
|--------------------------------|---|

*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 4            | 0         |
| Other minority ethnic groups | 0            | 0         |

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

### ***Financial information***

|                |           |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

|  | £      |
|--|--------|
| Total income                               | 547454 |
| Total expenditure                          | 554095 |
| Expenditure per pupil                      | 1911   |
| Balance brought forward from previous year | 24795  |
| Balance carried forward to next year       | 18154  |

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 314 |
| Number of questionnaires returned | 154 |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 58             | 33            | 7                | 2                 | 0          |
| My child is making good progress in school.  | 42             | 47            | 7                | 0                 | 4          |
| Behaviour in the school is good.   | 39             | 49            | 8                | 0                 | 4          |
| My child gets the right amount of work to do at home.                              | 30             | 50            | 16               | 3                 | 1          |
| The teaching is good.  | 51             | 40            | 3                | 0                 | 5          |
| I am kept well informed about how my child is getting on.                          | 30             | 41            | 22               | 7                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 52             | 39            | 7                | 2                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 50             | 42            | 3                | 0                 | 5          |
| The school works closely with parents.   | 33             | 45            | 15               | 3                 | 4          |
| The school is well led and managed.  | 44             | 40            | 12               | 0                 | 4          |
| The school is helping my child become mature and responsible.                      | 42             | 49            | 5                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 32             | 38            | 11               | 3                 | 15         |

### **Other issues raised by parents**

- They would like more information about the standards expected in different year groups.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

65. About eighty-five per cent of pupils in the school start in the nursery. Children enter the nursery the term they are three and many remain there for two years. In this time they make satisfactory progress. Standards on entry are average and by the time children are ready to move on to the National Curriculum in Year 1, standards are still broadly average overall, but many are reaching above average standards in areas of learning, such as personal and social skills, physical development, mathematics and some areas of their creative development. They have also a good range of knowledge and understanding of the world. Teaching and learning in the foundation stage (the nursery together with the reception classes) is good and in almost half the lessons is very good or excellent. Long-term planning is excellent across the key stage. Much has been done since the last inspection when this was a key issue. The new foundation stage curriculum is in place and planning clearly gives information on learning outcomes to expect, details of activities, the resources needed and ways in which assessment is to be carried out. A two-year cycle of work has been planned to cover the wide age range in the nursery. Provision is made for the different ages of children through planning, but this usually refers more to 'activity' times rather than to when the class is taught altogether. This is an area which has not yet been addressed sufficiently as the age range is wide and it is seldom appropriate for a young three-year-old to have to sit for any length of time with a whole class, some of whom are four and a half. Full use is not made of the nursery nurse's expertise in the teaching of small groups at this time. The nursery does not have a full-time classroom assistant and this limits the number of small groups that can be organised and the teaching that can take place both in direct group teaching and when all children are involved in practical activities. The involvement of the classroom assistant in reception class is excellent and contributes strongly to pupils' learning. The lack of monitoring by the early years co-ordinator is reflected in the fact that even in hot weather no specific time was planned for children to have a drink. They were expected to help themselves from the tap when they wanted it. This is not good practice especially for such young children. Too little to drink can often be a reason for difficulties in learning and concentration. There are good transfer arrangements for children moving from the nursery to reception as very good records are kept and teachers are able to give parents a report which includes their child's achievements with regard to the stepping stones leading to the Early Learning Goals.

#### **Personal, social and emotional development**

66. Children's attitudes to learning are very good. In the nursery many children are confident and enjoy finding and working at different activities independently. They sit and listen attentively both to their teacher and to one another. Older children relate very well to each other; for example, after spending some time making a model out of a construction kit a girl was joined by a boy who discussed the model with her and suggested ways to improve it. 'Shall we work together on it then?' she suggested. The level of discussion and co-operation is often very good indeed. Through art children reflect on kindness, when they draw and colour in 'kind hands - writing'. The good progress that is made by some children can be seen in the way a three-year-old only colours in two fingers and a four-year-old carefully colours in all the fingers and the hand in different colours. This activity also helped children to think about what they can do with their hands, such as throw a ball, wriggle their fingers or put their hands on the floor. Children in reception also show confidence and are able to dress themselves for physical education lessons, mainly without help. They work very well indeed with a partner, for example when making a sculpture. They have a clear understanding of what is acceptable and what is not acceptable behaviour. Teaching is generally good in the nursery, although planning is not always appropriate for the younger children. Teaching of reception children is also good. By the end of the reception year children are reaching above average standards in personal, social and emotional development.

#### **Communication, language and literacy**

67. Children begin to be introduced to phonics in the nursery and a clear plan for progression has been written which relates to the different areas of the curriculum in which they can be taught. By the end of the year two children could be seen to be able to write words all in capital letters and two in lower case letters. There appears to be some lack of consistency in the teaching of handwriting, therefore. However, children are provided with good worksheets, such as those which are used when 'writing a prescription'. The use of drawings and missing words enables children to feel that the task has been completed when they add, in their own emergent writing, the name of the patient, the name of the medicine and when to take the medicine. The letters H, T, M and O are clearly recognisable. In reception children write a poem suggesting what line should come next and illustrating the poem. They also write about topics such as canal boats and record in their own words what they know about them. This has inspired children to make models of boats at home with their parents, which are often of high quality. By the end of the foundation stage the majority of children are reaching average standards and teaching has been satisfactory.

### **Mathematical development**

68. Children's attainment in mathematics is generally higher than their attainment in literacy. The topic being studied in the nursery during the half term in which the inspection took place was shapes. Children talked about shapes when painting, constructing models and printing. They enjoy telling the teacher what they know and can recognise shapes such as a cylinder and a cuboid. They have recorded shapes that they recognised in the classroom and on a walk, such as a triangle in the form of a door hinge and a roll of 'sellotape' being a circle. They have also observed that an eye is oval. In picture form they record whether objects sink or float in the water tray. They can count and divide objects into groups and can say whether a container of sand or water is full or empty. In a reception/Year 1 lesson children could count to ten, measure with rods of different length and use these to make models of a given length. Records kept in reception show that by the end of the foundation stage the majority of children have reached the Early Learning Goals and many are working at National Curriculum level 1. The teaching of mathematics is good in the foundation stage.

### **Knowledge and understanding of the world**

69. Children in the nursery have covered a range of topics. They know about everyday things such as the doctor's surgery and the optician, writing the letters to be read themselves. Working towards science, they have studied tadpoles and draw and write about them and working towards history they have looked at old toys such as teddies, spinning tops and rocking horses. Their pictures of these are of a good standard. By the end of their time in the nursery children have widened their knowledge and understanding of the world well and are well on their way to achieving the Early Learning Goals in this area of learning. The beginnings of geography are taught very well in reception classes when children look at a map of alternative routes from one place to another and have to decide which is the best route to take. At the end of the lesson assessment is used well to check what children have learned. In science they put forward good ideas as to how to carry out an experiment to see whether plants need light. Children in the nursery use a mouse confidently when working at the computer. By the end of the foundation stage the majority of children have reached the Early Learning Goals and many have exceeded them because of good teaching, the wide range of topics covered and because of the additional learning gained by some children in a class with older children.

### **Physical development**

70. Nursery children learn to cut, glue and fold, thereby developing their fine motor-control. In the reception class these skills are developed further in the good standards they reach in making model sculptures. Many opportunities are given for pupils to develop their physical skills. The nursery and reception classes share the outdoor climbing apparatus and from an early age they show dexterity in climbing, balancing and sliding on it. In reception they also go onto the field and enjoy learning to throw and catch a ball on a bat and run and skip, stopping when told. Children's physical development is above and often well above that expected of children

at the end of the foundation stage and many of the children are already working at National Curriculum programmes of study by the time they move into Year 1. Teaching in the nursery is satisfactory and is very good and sometimes excellent in reception classes.

### **Creative development**

71. In the nursery, children draw pictures of monsters, which clearly show the good progress made in the nursery when drawings of the young and older children are compared. Good quality rubbings are completed by four-year-olds and Elmer the elephant is not only coloured in but the colouring is in the form of writing patterns. The standard reached in the drawing of historical artefacts is good and repeated patterns are carefully completed by printing in different ways. Children in the nursery also enjoy matching colours when printing. They look carefully at flowers and as a result draw, for example, a crocus. When learning about the optician they decorate spectacles using cutting and sticking techniques. Teaching in the nursery is satisfactory. By the end of the reception classes they have exceeded the Early Learning Goals and are achieving well above the standards expected of children of this age. The high expectations teachers have of them together with the example of older Year 1 children in the class help promote these very good standards.

### **ENGLISH**

72. In the 2000 National Curriculum tests at the end of Key Stage 1, the percentage of pupils reaching level 2 or above in reading was above the national average but the proportion reaching the higher level 3 was below. In writing, attainment was below the national average at level 2 and above and above the national average at level 3. Inspection findings, relating to the 2001 cohort of pupils are that by the end of Year 2, attainment is in line with expectations for pupils nationally.
73. Pupils' attainment in English, in the 2000 National Curriculum tests at end of Key Stage 2, was well above the national average at both the expected level 4 and the higher level 5. The inspection findings for the current Year 6 show that attainment is above national expectations, which reflects the larger number of pupils with special educational needs in this year group.
74. In speaking and listening, pupils' attainment in Key Stage 1 is well supported by the confidence, which the school nurtures and most teachers encourage. Pupils are attentive listeners, and are very ready to respond to teachers. Where the teachers' expectations are high, and where pupils are spoken to in an adult manner, they express their thoughts carefully, often in a well-structured way. In Key Stage 2, responses are often well prepared and considered. Pupils listen carefully, both to their teachers and their peers; higher attainers show not only that they have listened, but also that they have analysed what they have heard. Some of the higher attainers at the end of the key stage show considerable maturity as they explain their work to the other members of the class and all achieve a standard above that expectation nationally. No examples were seen, however, of pupils being given opportunities to listen and speak in formal situations such as debates, mock trials or individual presentations.
75. In reading, attainment is in line with national expectations in Key Stage 1 and above in Key Stage 2. All pupils are at ease with books and stories and see them as a source of pleasure. In Year 1, higher attaining pupils already use a range of intonations to communicate meaning. Good strategies for making sense of written language have been developed by all pupils, by the end of Key Stage 1. This is well supported by the use of home/school contact books (with messages each way) and by teachers' records, which are used to promote progress and improve attainment. Fluency and expression in reading are good among average and above average attainers in Year 2; even those of below average attainment read appropriate texts accurately, if hesitantly, with expression. Pupils with above average reading skills make good progress through Key Stage 2. They have favourite authors and talk about them with a good perception of how and why books are written and of the reasons for which they are enjoyable. Pupils of average and below average attainment talk sensitively about their favourite books, usually telling the story accurately and knowledgeably. By the end of Year 6, reading is fluent,

expressive and accurate, often above national expectations. The reading environment that the school provides is rich and stimulating.

76. In writing, pupils' attainment meets national expectations in Key Stage 1 and is above in Key Stage 2. Almost all pupils use joined up writing from an early stage, which is often well formed and usually legible. At the end of Key Stage 1, the work of above average attainers is characterised by the correct spelling of many simple words and the use of full stops and capital letters. Narratives follow a clear sequence and higher attainers write at some length, trying to choose words for effect. Below average attainers have underdeveloped word handling skills, preferring, for example, to go on repeating a noun rather than substituting a pronoun. By the end of Key Stage 2, writing is copious and usually well presented. Higher attainers write with accurate punctuation (including that of direct speech) and spelling (including some quite difficult words). Sentence structure is varied and pupils write with an awareness of effect that often makes for some quite enjoyable reading – such as the imaginative account of what life must have been like in a medieval siege. Average writers also produce lively and entertaining narratives, although they are not as full or as varied. The main punctuation marks are used properly and writing is often separated into paragraphs. The writing of below average attainers is still enjoyable. While punctuation and spelling are erratic ["solidger" (soldier), "actulle" (actually), "I dear" (idea)], narratives are well structured and imaginative. An example is the new version of Goldilocks in which the little girl becomes hyperactive through over-indulgence in the Three Bears' breakfast, and breaks the cottage up.
77. The quality of pupils' learning is good in both key stages as a result of the good teaching and their own positive attitudes. They achieve well because they are provided with clear objectives and because they have a desire to please both their teachers and themselves. They enjoy English; particularly the shared reading which is part of the National Literacy Strategy. The recently introduced target setting for individuals is beginning to draw pupils and teachers further together in collaborative improvement, but procedures need further refinement and detail. Skills of spontaneous and independent learning are, however, limited and as a result opportunities for further achievement could be greater. For example, no pupils were observed using the library for individual research. Behaviour is good, and collaboration between pupils and co-operation with teachers is a strength. Pupils with special educational needs enjoy the same quality of learning as their peers. They are enabled to achieve as well because of the care which teachers take to provide appropriate work and because of the additional support given to many of them. However, no specific support is offered to pupils for whom English is an additional language. Although teachers cater for their needs by providing work matched to their present levels of attainment, there is a lack of expertise in analysing their specific language needs and the provision needed to meet these needs in order to raise standards and ensure real understanding. For example, one pupil was able to read a book fluently aloud without understanding the vocabulary or concepts in the story. The result of the good quality of learning across the school is that pupils make good and sometimes very good progress as they get older, from satisfactory levels of attainment in Key Stage 1 to above or well above attainment levels of attainment by the end of Key Stage 2.
78. Teaching is good in both key stages. The National Literacy Strategy is well established and is well applied. The good and very good teaching is characterised by good subject knowledge and planning. Teachers manage classes skilfully and in many lessons the pace is so good that disciplinary interventions are unnecessary. In the very good lessons pupils are engaged collaboratively and teachers often communicate their own enthusiasm. Teachers' questioning techniques in these lessons drive pupils to think, to decide and thus to make progress. In the lesson that was no more than satisfactory, the teacher's expectations did not challenge the class and the pace was slow. Teachers in general have a good knowledge of their pupils and the work provided is usually adapted to their attainment levels, offering appropriate challenge. Marking is regular and teachers make comments in pupils' books. Often these do not, however, suggest ways in which work may be improved and no examples of correction or redrafting were seen, although inspectors were told that this does take place.
79. English is well managed. The co-ordinator is organised and enthusiastic and provides good examples of work for colleagues. She is very well aware of the needs of the subject in the school and continuously seeks ways of improving the teaching of English and enhancing

pupils' achievement. The subject policy and schemes of work are integrated with the National Literacy Strategy and provide good guidance to teachers. Assessment procedures are satisfactory in the use of standardised tests and end of term reviews but practice in day-to-day assessment and recording is inconsistent between teachers. Teachers do not record the progress that pupils make with regard to speaking and listening. Whilst monitoring has been regularly carried out it is not always as rigorous as it could be.

80. Resources for English are good, with big books and group readers for shared reading and a good collection, mostly of fiction, to lend to pupils for private enjoyment. The library, which is satisfactorily stocked with fiction and non-fiction, is used for regular visits by whole classes but not for independent research.
81. The promotion of literacy across the curriculum is inconsistent. While the National Literacy Strategy is applied well in the lessons devoted to it, errors in the use of language are often not corrected in teachers' marking of work in other subjects. There was also no evidence of teachers checking to see that their advice or instructions had been followed and improvements had been made or unfinished work completed. In some areas, subject specific language is encouraged and supported with a glossary of technical terms, but this is not common. On the other hand, pupils are encouraged to read and to enjoy reading by a number of strategies and efforts are made to establish well-formed and joined handwriting.
82. English makes a good contribution to pupils' moral and social development through the collaboration necessary in the Literacy Hour and through the discussion of deeply felt issues such as gender, equality or vegetarianism. Its contribution to pupils' spiritual and cultural development is good, through their own writing and through contacts with great literature, although there was no evidence of pupils being aware of writing from other countries or cultural traditions. Overall, standards are similar to the last inspection in reading at the end of Key Stage 2 and in writing in both key stages, but are not as high as the last inspection in reading at the end of Key Stage 1.

## **MATHEMATICS**

83. In the 2000 national tests for seven-year-olds, pupils' overall attainment in mathematics was below average both nationally and in comparison with similar schools. The results at the higher level 3 were average when compare nationally and with all other similar schools. The trend over time has been below the national trend. This is considered to be due to a combination of factors including those relating to pupil cohorts. There are some indications of a change for the better. The attainment of the pupils in current Year 2 is in line with the national average.
84. The 2000 tests for eleven-year-olds show pupils' overall attainment in mathematics was above average both nationally and in relation to similar schools. There is a significant difference, however, between the percentage of pupils reaching level 4 and level 5. The percentage reaching the expected level 4 was well above but the percentage reaching the higher level 5 was in line with the national average and all other similar schools. The trend in the subject is one of improvement since 1999. This is reflected in the performance of pupils in the current Year 6, which corroborates the results of the national tests. The school has met its 2001 target of 81 per cent at the expected level 4. Boys are slightly ahead of girls in mathematics in both key stages.

85. By the time pupils are seven they can work out doubles of multiples of ten. Many of them start telling and writing different times of the school day. Younger pupils understand measuring different lengths with the more able using appropriate vocabulary related to length and capacity. Slow learners order numbers up to ten. Pupils' mental calculation at this stage is developing appropriately, although sometimes this lacks pace. By the time pupils are 11 many measure the length, breadth and height of their sandwich boxes accurately with a minority of more able pupils drawing to scale. Pupils in mid-year groups show a good understanding of Venn and Carroll diagrams; they demonstrate an awareness of decimal notation while others work out exchange rates well.
86. The quality of teaching is good, occasionally showing some excellent features in Key Stage 1. In Key Stage 2, teaching is good, with some very good and excellent features. Teaching is generally characterised by good subject knowledge and effective use of resources and homework. Where there was good and very good teaching effective questioning often enhanced pupils' response and sensitive organisation and management kept them on task even when they found it difficult. Such teaching, observed in both key stages, also incorporated differentiated tasks and provided useful feedback, although the use of assessment to help plan lessons was found to be somewhat limited. Teaching was less than effective when teachers' planning did not match tasks to pupils' higher ability sufficiently. This had a negative effect on the pace of the lesson.
87. The quality of learning is good in Key Stage 1 and there were occasionally some excellent features. It is also good in Key Stage 2. Many pupils were observed concentrating well, working in pairs successfully and recording their work appropriately. Careful listening on the part of some pupils led them to make good progress in lessons and enabled them to explain the methodology they used. Year 3 pupils were observed learning to understand time. Many pupils in Year 4 learn how to use different forms of diagrams in other applications while those in Year 5 consolidate their knowledge of exchange rates. Pupils' positive attitudes and good standards of behaviour often contribute to their learning. Many concentrate well, although a minority in each key stage find this difficult. Most pupils with special educational needs and those learning English as an additional language respond well to individual support and make good progress. No significant difference was observed between boys' and girls' learning.
88. The mathematics curriculum is broad and balanced. The National Numeracy Strategy is well established, although there is some inconsistency in teachers' expectations of pupils with regard to rigour and pace in mental calculations. The school has made a good start in applying learned numeracy skills to other areas of the curriculum. Resources are adequate and mainly used well across both key stages but information and communication technology is under-used. Procedures for record keeping are in place and assessment, through the use of end of unit and optional tests, is satisfactory. Ongoing teacher assessment is generally effective but is not used well to help teachers plan lessons. Standards, at the end of Key Stage 1, are not as high as at the last inspection but are higher than the last inspection at the end of Key Stage 2. The subject is well managed and benefits from joint co-ordination. There has been regular monitoring of the subject by the co-ordinators and the headteacher.

## **SCIENCE**

89. In the 2000 National Curriculum teacher assessments at the end of Key Stage 1 the percentage of pupils reaching the expected level was above the national average but the number of pupils reaching the higher level was well below the national average. In 2001, provisional results show that six pupils achieved the higher level, which is an improvement. Attainment, as seen in lessons and the work inspected, is broadly in line with the national expectation of pupils at the end of Key Stage 1. In this key stage, pupils are able to relate their work to domestic and environmental contexts; for example, in reception pupils understand from their experiments that plants need light and water to live. In Year 1, pupils explore materials to understand their characteristics and record their findings appropriately. They understand fair testing and use appropriate terminology. In Year 2, they know about circuits and about the dangers of electricity.

90. In Key Stage 2, National Curriculum test results have been below the national average for two years. In 2000, results improved so that the number of pupils reaching the expected level 4 was close to the national average but the number reaching the higher level 5 was well below the national average. Overall, the results were below average when compared with all schools and well below those of similar schools. These results reflect the lack of curriculum time for the subject and in 2000, the absence of pupils who would have achieved well. Work seen during the inspection is broadly average in standard at the end of the key stage. Pupils in Year 3 show a good understanding of the function of the skeleton. Pupils in Years 4 and 5 show good knowledge about materials and what happens to them when they are mixed. Pupils use appropriate technical vocabulary; for example, 'condensation', 'gravity' and 'evaporation'. They are able to make sensible predictions; for example, about the effects of surfaces on reflected sounds. Pupils understand the conditions needed for fair testing and further develop their capacity to predict outcomes; they carry out investigative work and record their findings. In Year 5, standards are good and pupils can make sensible predictions; for example, about how different types of surfaces absorb sound. In Year 6, pupils show a good knowledge of science in discussion; for example, health related aspects of diet, alcohol, drugs and mobile 'phones, but they do not use scientific vocabulary enough, even though they speak confidently. Pupils make appropriate use of diagrams but make insufficient use of graphs and information technology to record their findings.
91. Pupils usually achieve well in lessons; there are clear advances in learning but achievement over time is unsatisfactory. The inadequate time allocated to science results in pupils not achieving as well as they should do. The school intends to correct this. Pupils acquire skills, knowledge and understanding systematically. They are increasingly aware of scientific issues and use more scientific vocabulary as they progress through the school; for example, when they discuss making circuits or the application of science. Pupils who work more slowly and pupils with special educational needs also make good progress in meeting targets set for them, supported well by teachers and classroom assistants, but high attaining pupils could be challenged more by more difficult work if time allowed. Pupils' positive attitudes and good behaviour support learning well, especially in Years 4 and 5. A minority of Year 6 pupils, however, sometimes show unsatisfactory attitudes. Most pupils enjoy science: they are keen to participate in lessons and answer questions. Pupils follow instructions and sustain their concentration well in individual or group work. Most work productively, keep on task and work with interest. Pupils are open and friendly. They treat resources and each other respectfully often supporting each other's efforts. Relationships between staff and pupils are very good.
92. Teaching seen during the inspection was of variable quality but, overall, was good. There was one unsatisfactory lesson (out of eight), in Key Stage 1. Six were good or very good and two of these were excellent. Teachers show good subject knowledge in well-organised lessons. Resources are well prepared, so that time is used well. Lessons are well planned; the approach and content usually relate well to pupils' needs and to learning objectives, which are very clear, so pupils know what they have to do. Class management is very good especially in Key Stage 2. Skilful use of praise and questioning stimulates pupils' interest and helps maintain orderly classes. Assessment is encouraging and marking is up-to-date but teachers do not always make it clear how pupils could improve their work. Homework is set but it is not used systematically to extend learning. Where there is good teaching, the pace of lessons is usually suitably brisk and expectations are high. Low expectations, too slow a pace and lack of rigour characterised the unsatisfactory teaching.
93. The management of science is good and the subject is organised well. However, there has been insufficient focus on science until recently because of the introduction of the literacy and numeracy initiatives and much remains to be done to raise standards. Sensible policies being adopted include placing more stress on investigative work, developing vocabulary and increasing the use of information technology. The curriculum content is appropriate and there are good links with other subjects. There is a new system for monitoring and assessing pupils' work. Monitoring of teaching by the co-ordinator is informal, as time does not allow for more structured support. The time allocation for science is too low and needs increasing to raise standards further, allow more time for investigative work and an increased use of information technology. Resources are good and used well, with careful attention to safety. Good use is made of the ecology garden and pond in the school grounds. Science makes a good

contribution to pupils' spiritual, moral, social and cultural education: pupils experience the joy of science; for example, when looking at germs down a microscope when studying life-processes. They are taught to care for the environment and are offered useful social opportunities, for example when working in groups. Cultural opportunities include learning about important scientists. Work in science is enhanced by visits to Baysday and the beach study, which forms part of the Year 6 trip to Wales. However, this aspect of the subject is insufficiently developed. There has been satisfactory improvement since the last inspection, especially in the wider coverage of the different attainment targets, but the limited time given to the subject still affects the depth at which the subjects can be taught and therefore the standards that are achieved.

## **ART AND DESIGN**

94. Standards are not as high as at the last inspection, although there is evidence that individual pupils can reach standards that are well above average especially by the end of Key Stage 2. Overall, standards are in line with expectations in both key stages and in some classes, where the curriculum is taught in considerable depth, standards are above average. From a scrutiny of pupils' work, it can be seen that there is inconsistency in the implementation of the National Curriculum and standards of parallel age groups, particularly in Years 3 and 5, reflect more the coverage, or lack of it, in different classes than pupils' abilities. Pupils' achievement, therefore, is dependent on provision and is unsatisfactory in some classes. There is, however, particularly good quality work in sketching and observational work at the end of Key Stage 2. Another good aspect is the decorated pillars in the style of different artists, effectively carried out by pupils in Key Stage 2, which show a good understanding of the styles of individual artists. There was limited evidence of two- and three-dimensional work in Key Stage 2.
95. In the two lessons observed pupils' attitudes were good in Key Stage 1 and satisfactory in Key Stage 2. In the Key Stage 1 lessons (one was observed for a full length of time and another only briefly, but results were observed) pupils showed considerable talent in designing a sculpture to go in their 'secret place', which they had designed the week before. The good standards reached in making these 'secret place' collages and sculptures reflects pupils' sense of colour and design and a lively imagination. The planning and creating of them contribute very well to their spiritual development; time being given for reflection and imaginative creation.
96. The quality of teaching and learning, overall, is satisfactory in both key stages. However, inconsistency in the curriculum taught and in the quality of work achieved in different classes reflects a lack of equal opportunities for learning in classes of pupils in the same age groups. Two lessons were observed and in these lessons teaching was good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1 teachers had a wide range of resources available to inspire the pupils, gave ample time to discussion before creating and making and gave personal support to individuals as they worked. In Key Stage 2, the organisation of the lesson was good but the expectations of pupils, in relation to what could be expected of them in the four different activities planned, was variable. Whilst two activities demanded an appropriate amount of skills for the age group, the other two were either not challenging enough or were too challenging. For example, the leaves provided for leaf prints were not carefully selected so that achievement in printing from them could be good. Where leaves with protruding veins were used standards exceeded those where veins were hardly noticeable. In this case not enough care had been taken in the choosing of resources to enable pupils to reach high standards.
97. The management of the subjects is satisfactory, given the fact that the co-ordinator has not been given time to monitor the subject. In order to ensure equality of opportunity, however, time needs to be given to monitor standards in similar age groups and across the school. No needs analysis, to identify teachers' skills and needs, has recently taken place, nor has inservice training been given to teachers to help them implement the Curriculum 2000 fully. There are teachers in the school with considerable skills who could share these with other teachers. There is no portfolio to guide teachers as to what standards to expect in different aspects of the subject and in different classes or to show parents who are uncertain about what

standards they should expect of their children. Assessment does not take place. Resources are satisfactory and the local environment and visits are used to good effect.

## **DESIGN AND TECHNOLOGY**

98. Judgements are based on limited evidence in that only two lessons were observed. None were observed at the end of either key stage. However, from an analysis of pupils' work on display and in photographs, teachers' planning and discussions with pupils, staff and other members of the inspection team, pupils' attainment is judged to be in line with national expectations at the end of both key stages. This confirms that the school has maintained the average standards acknowledged in the last inspection report.
99. Standards of attainment sometimes exceed what is expected for the age group in both key stages. Most pupils develop their design and making skills by experimenting with tools and techniques. Evidence suggests that Key Stage 1 pupils have developed some original ideas through discussion in other subjects. The use of a range of cutting and sticking techniques enables them to make a sculpture. Some younger pupils, in a mixed age class, were observed using, as a stimulus, a collage garden, which they had made previously. Key Stage 2 pupils develop appropriate skills through practical tasks such as making sandwiches and food boxes. Some pupils in Year 4 make moving toys to show how friction can produce movement. Others have studied different types of bridge and started to apply their knowledge to solving a given design problem. Photographs of some previous work confirm pupils' ability to manipulate a range of tools and materials to solve problems in developing and completing models.
100. The good teaching in both key stages is characterised by good subject knowledge and expertise. Teachers' planning shows that design and technology in some other curricular areas. Skilful questioning and imaginative use of resources encourage pupils to think about their work, although this does not always lead to modifications through evaluation. Teachers pay particular attention to the issue of safety in the use of tools and equipment. All of this makes an impact on pupils' learning, which is judged to be good, overall, and has some very good features. The majority of pupils demonstrate high levels of motivation and enthusiasm about designing and making models. They co-operate and share resources readily, demonstrating good standards of behaviour. Most pupils including those with special educational needs and those learning English as an additional language achieve well in the subject. There is no significant difference in the learning of boys and girls.
101. The planned design and technology curriculum is broad and balanced. It has strong links with subjects such as art, literacy and mathematics, and homework makes a good contribution to pupils' attainment and progress in the subject. It is managed well and the co-ordinator has been influential in maintaining the profile of the subject. She is aware of the need for a portfolio and assessment procedures to be developed and the limited impact that the subject currently has because of timetabling arrangements.

## **GEOGRAPHY**

102. It was possible to observe only a few geography lessons during the inspection but samples of pupils' work and work on display were examined and discussions held with pupils and teachers. By the time pupils are aged seven at the end of Key Stage 1, standards are below those expected; by the time pupils are 11 at the end of Key Stage 2, standards are below those expected.

103. Pupils in reception are introduced to geography through stories and by developing a sense of place. Pupils in Key Stage 1 study so little geography that the coverage is too thin to meet the full requirements of the National Curriculum. At Key Stage 2 the coverage is also inadequate with pupils studying only one topic for a term in either history or geography so that they have insufficient opportunities to develop geographical skills. Pupils in Years 3 and 4 can describe their route to school but not with enough reference to geographical features. On a field trip to the park, they showed concern for the environment and the degradation of it. The gap between what pupils should be able to do, know and understand and what they can do widens as pupils' progress through the school. Some good quality work was seen in Year 5 on mountains and work on Wales prepared pupils well for their residential visit but general geographical knowledge in Year 6 is unsatisfactory. Pupils make inadequate use of maps, graphs or of information technology to record their work; presentation is too variable and work is not always completed. The marking of pupils' work is not always as rigorous as it should be.
104. Pupils' achievement is unsatisfactory because of the lack of time given to the subject. Geography makes an insufficient contribution to pupils' spiritual, moral, social or cultural education because it is unplanned and because so little is taught but pupils show positive attitudes towards the subject. Pupils with special educational need are integrated well into classes.
105. It was not possible to make any overall judgement about the quality of teaching as only two lessons were seen. These were well planned, organised and paced so that pupils worked productively and showed a lively interest. The co-ordination of geography is unsatisfactory. Assessment is informal and insufficiently developed. Resources are good but there is a need for additional videos and computer software. Since the last inspection, standards have deteriorated and the school is now planning to introduce more time for geography so that the full National Curriculum can be taught and standards raised.

## **HISTORY**

106. It was not possible to observe any lessons because no history was being taught during the week of the inspection but samples of pupils' work and work on display were examined and discussions were held with pupils and teachers. By the time pupils are aged seven, at the end of Key Stage 1, standards are below those expected; by the time pupils are 11, at the end of Key Stage 2, standards are below those expected.
107. Pupils in reception and Year 1 are introduced to history through stories and time ordering; most pupils are beginning to develop an appropriate sense of chronology. Pupils in Years 1 and 2 study little history but pupils in Year 2 have studied historical characters, for example, George Stephenson, but the coverage is too thin so that pupils have insufficient time or opportunity to gain appropriate knowledge or skills. In Key Stage 2 pupils are increasingly able to understand the reasons for historical development from their general knowledge and from work on topics such as ancient Egypt but similarly, the coverage is inadequate with pupils only studying one topic in history and/or geography each term so that pupils do not have sufficient opportunities to develop historical enquiry skills.
108. Pupils' achievement is unsatisfactory because of the inadequate amount of time given to history. History makes a contribution to pupil's spiritual development by letting them empathise with people in time. It also makes some contribution to their moral development helping them to understand the consequences of people's actions. Social development is promoted by developing political awareness and cultural education by understanding Britain's rich historical heritage and our links with the world. These contributions, however, are unplanned. There are visits to the Brooklands Museum of transport, to Whitehall, a Tudor house at Cheam and to the Heritage Centre at Carshalton. Few visits are made to London, considering the school's relative closeness to the capital. Pupils' attitudes are positive.

109. It was not possible to make any judgement about the quality of teaching. The co-ordination of history is unsatisfactory. Although the policy has been updated to bring it into line with Curriculum 2000, assessment is informal and insufficiently developed and there is no monitoring of teaching or standards by the co-ordinator. Since the last inspection, standards have deteriorated. The school now plans to give more time to history so that the full curriculum can be taught in sufficient depth and standards raised.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

110. Standards of attainment are in line with that expected nationally for pupils aged seven and eleven and a significant number of pupils at the end of Key Stage 2, often those with computers at home, attain above national expectations. This represents an improvement in Key Stage 2 since the last inspection.
111. By the time pupils are seven, most become familiar with the mouse, and show a developing awareness of the keyboard. They have started programming a floor roamer. By the time pupils are eleven, many know how to use a spreadsheet, changing data in answering questions and making predictions. More able pupils have started adding text to pictures and, in some cases, some special effect as was observed in Years 5 and 6. Many pupils throughout the school use word processing in the context of writing for different purposes. No direct class teaching of information and communication technology was observed in Year 6. It was, however being used by a small group of pupils in the classroom during a mathematics lesson and a group was withdrawn to the information and communication technology suite during a literacy lesson. These pupils were supported well by a parent governor who had been previously briefed by the class teacher.
112. Teaching observed was satisfactory at Key Stage 1 and had some good features at Key Stage 2. Teachers' levels of subject knowledge vary, but in the majority of cases, are good for the group they teach, and some have well-developed skills. The interactive approach employed enables pupils to pay attention and keep on task, although their planning does not always incorporate differentiated tasks. Opportunities to practise skills are built into work in some subjects, encouraging pupils to apply their knowledge and skills in meaningful activities. Teachers use resources effectively and manage pupils well. Where teaching was good, such as in two Key Stage 2 lessons, teachers had good subject knowledge and in one used questioning and demonstration effectively, such as when showing pupils how to find the total cost of a party keeping within the limits of £50. When needed, pupils asked for clarification and made good progress. In the other lesson planning was particularly good and the instructions given to pupils were particularly clear which had a very positive impact on the progress pupils made.
113. The quality of learning is satisfactory at Key Stage 1 and consistently good at Key Stage 2. Most pupils are highly motivated and enthusiastic about hands-on experience of computers. They collaborate well in sharing equipment. They are well behaved and benefit from well-established relationships. Pupils' positive response contributes well to their learning. The use of the information and communication technology suite has a positive effect on pupils' learning, especially of those who have difficulty with sustaining concentration. Pupils are allowed to work at their own pace and there is no significant difference in the way boys and girls develop their computer skills. The pupils learning English as an additional language and those having special educational needs make good progress, overall, in developing their skills at the information and communication technology suite. Those who have access to computers at home make relatively better progress.
114. The information and communication technology suite is making a good contribution to pupils' attainment and progress, although the school does not currently deliver the elements of control technology fully. The suite is well resourced, although not yet fully equipped to accommodate a whole class. The subject is managed well but the use of information and communication technology across the curriculum is not yet fully ensured; nor are procedures for formal assessment and monitoring in place.

## MUSIC

115. By the end of Key Stage 1 standards in classroom work are broadly in line with those expected nationally. By the end of Key Stage 2, standards are below those expected.
116. In Key Stage 1, pupils mainly experience singing and a little instrumental work, composing and listening. Music often supports pupils' other learning, as when they learn counting songs or songs that extend vocabulary, such as nursery rhymes and songs. The quality of pupils' singing in assembly is broadly satisfactory but varies according to how well pupils are led by teachers. In instrumental work pupils can keep a steady beat and play together when using percussion. In composing, pupils are able to use instruments appropriately to copy sounds; for example, those heard in a forest. Pupils listen well and know the names of instruments.
117. The time given to music has been reduced since the introduction of the literacy and numeracy hours. In Key Stage 2, the gap between what pupils should be able to achieve and what they can achieve widens as they move through the school and standards have fallen steadily. Most pupils sing and play percussion in instrumental work but performing and music reading skills are insufficiently developed. Pupils who play instruments are able to read music but the majority show little understanding of notation, and performing and composing skills are insufficiently developed. Pupils listen well but their general musical knowledge, for example of instruments, artists, forms, styles, well-known pieces and composers, is weak. Overall, standards are about level 2 to 3 at the end of the key stage with some individual pupils working beyond.
118. Pupils' achievement is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2, mainly because of the lack of time given to the subject. High attaining pupils, who are instrumentalists and can read music, make the best progress building on their previous learning, experience and their personal interests but they are insufficiently challenged in lessons. Work does not build on the pupils' own interests or develop instrumental, vocal and music reading skills sufficiently to enable them to achieve their potential in performing, composing and listening. In both key stages, pupils with special needs make similar progress to other pupils; they are very well integrated. Most pupils show positive attitudes, enjoy making music and show good control, for example when using instruments.
119. Most teachers teach music to their own classes. Overall, the quality of teaching is satisfactory; where teachers have musical expertise teaching is good, for example where teachers can lead singing confidently in tune or where specialist teaching occurs. Teachers are less confident in accompanying. Sometimes, expectations are too low when teachers underestimate pupils' potential and there is not enough direct teaching to show the pupils how to improve their skills; as a result, achievement is less than it should be and the more musical pupils do not reach their potential. Most lessons use a good range of resources but teachers make insufficient use of pupils' own instruments in class lessons. Most lessons proceed at a good pace to maintain pupils' interest but some practices and lessons suffer from too slow a pace. Pupil management is good so that pupils enjoy lessons because of the good atmosphere in classes. Very good orchestral discipline is being developed when teachers have specialist skills. Teachers make good use of classroom support staff. No use is made of homework to extend or reinforce learning.
120. The management of music is satisfactory but more time needs to be given to carry out this role. The co-ordinator is new and the policy and schemes of work are under review. Assessment is insufficiently developed. The contribution of music to pupils' spiritual, moral, social and cultural education is unplanned but is good; it occurs in regular acts of worship involving music, when pupils think about the moral messages in songs, compose in groups and listen to live or recorded music in lessons and assemblies. The school is fortunate to have a music room but teachers do not make enough use of it. Resources are good, although there is need for additional keyboards and music stands. Insufficient use is made of information and communication technology.

121. Seven visiting teachers provide instrumental lessons, for which parents pay, involving thirty-nine pupils. It was only possible to see small samples of teaching in woodwind and strings. Standards are about average. The work of the instrumental teachers is insufficiently supported through classroom work or through the band (which has not run this year) and their work is insufficiently monitored. Some staff keeps good records, but not all, and string teaching is well organised. Most pupils do not have practice books.
122. There is a small recorder group in Year 3. A choir of about forty pupils often supports singing in assembly and other acts of worship. Teaching of the choir is satisfactory. Pupils are keen and sing accurately and with a sense of enjoyment but are capable of tackling a more challenging repertoire, suitably accompanied. Since the last inspection there has been a deterioration in standards. The school plans to restore the time given to music and raise standards.

## **PHYSICAL EDUCATION**

123. Standards of attainment in physical education are in line with expectation at the end of Key Stage 1 and above expectation at the end of Key Stage 2. This reflects an improvement in Key Stage 2 since the last inspection. The majority of Key Stage 1 pupils move to music following the theme of a box of toys. Some have a limited awareness of space while others have not yet developed the skill of co-ordinating their arms and feet in producing high, low or fast movements. Younger pupils respond to stimuli imaginatively, travelling in different directions and at different levels. Older pupils in Key Stage 2 demonstrate well-developed throwing and jumping skills. They throw beanbags over- and under-arm at a specific target. Many are used to the technique of hop, step and a jump. Some pupils in Year 4 and 5 demonstrate a developing understanding of a dance sequence associated with North American Indian culture. Others show some good ideas on developing the theme of jumping into a dance sequence which they have choreographed themselves. Pupils' skills in sequencing movements, or improving their performance through evaluation, are not yet fully developed. Their swimming skills are well developed and all Year 6 pupils can swim the required length.
124. Teaching observed in both key stages was of good quality and sometimes had very good features. This indicates an improvement since the last inspection. Careful planning and effective demonstration reflect teachers' good subject knowledge whilst ensuring appropriate match of activities to pupils' interest and ability. Teachers manage resources and pupils well. However, opportunities are sometimes limited for pupils to learn from each other. Evaluation and warm-up sessions lack consistency in length and rigour. The quality of teaching makes a satisfactory and sometimes good impact on learning which is good in both key stages. Most pupils in both key stages are well motivated and show high levels of concentration. They show well-developed co-operative and collaborative skills. Many work enthusiastically in learning to develop individual skills or group strategies. However, the pace of learning tends to slow down in large group activities.
125. Pupils are enthusiastic about physical activities and games. Their good behaviour enhances the quality of their learning and this enables them to make good progress both in lessons and over time. There is no significant gender difference in pupils' learning. Pupils with special educational needs and those learning English as an additional language make good progress in developing skills relating to physical education.
126. Documentation reflects a broad physical education curriculum. This is enriched by wide ranging extra-curricular activities including sport. The focus was, however, on dance during the week of inspection. Improvements since the last inspection include the school's involvement in the local tennis club and football team and the inclusion of adventure activities in school visits. The school has a good record of past achievements in sport. The subject is well resourced and effectively managed although there is little evidence of pupils' skills being assessed or recorded systematically. No monitoring takes place. The school has appropriately identified physical education as a current priority for development.

