

# INSPECTION REPORT

## **STEPGATES COMMUNITY SCHOOL**

Chertsey

LEA area: Surrey

Unique reference number: 125122

Headteacher: Mrs B Hough Homer

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 12 – 15 of March 2001

Inspection number: 198777

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Stepgates Chertsey Surrey
Postcode:	KT16 8HT
Telephone number:	01932 563022
Fax number:	01932 571812
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Wilson
Date of previous inspection:	24 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Neville Sherman	Registered inspector	Art and design Information and communication technology Physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What could the school do to improve further?
9860	David Ashby	Lay inspector		How high are standards? b) Pupils' attitudes and values How well does the school care for its pupils or students? How well does the school work in partnership with parents?
31862	Julia Coop	Team inspector	English Special educational needs The Language Support Unit	
8851	Linda Kersey	Team inspector	Science Design and technology	How well are pupils taught?
30677	Peggy Waterstone	Team inspector	Mathematics History Geography	The curricular and other opportunities offered to pupils?
22861	Mo Ashby	Team inspector	Music Religious education The Foundation Stage	How well does the school care for its pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Stepgates Community Primary School is situated in the town of Chertsey in Surrey. The school caters for pupils aged four to 11. At present, there are 238 pupils on roll. This includes 19 pupils who attend the school's Language Support Unit. This provides education for pupils with a specific speech or language disorder from Chertsey and the surrounding area. There is some degree of pupil turnover with a high number of pupils not having commenced their education at the school. There are a small number of pupils who are travellers. The number of pupils who claim free school meals is around the average. The number who have English as an additional language is below the average. In addition to the pupils who have a Statement of Special Educational Need in the Language Support Unit, there are a further seven pupils with statements. This is well above the national average. There are a further 64 pupils on the school's register for special educational needs. This figure is well above average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. Attainment of pupils on entry to full time education is well below average. Pupils' language skills are limited.

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

The school is improving. Standards are below average in English, mathematics and science. However, the very high number of pupils with special educational needs who attend the school often distorts the school's results. While most pupils achieve satisfactorily, more able pupils could achieve more. Behaviour is good and most pupils demonstrate healthy attitudes to their learning. Teaching is satisfactory overall and, in nearly half of lessons, is good or better. The teaching of science and information and communication technology, however, is unsatisfactory and has an adverse effect on the standards achieved. The curriculum is generally planned satisfactorily but planning for history, art geography and aspects of investigative work in mathematics and science has weaknesses and does not give pupils enough chance to sufficiently develop their skills. Provision for pupils with special educational needs, particularly for those pupils who attend the language unit, is frequently good, and a strength of the school. The leadership and management of the school are good. The headteacher gives clear educational direction but has had to deal with staffing changes that have had an adverse effect on continuity in the pupils' learning. However, given the very high income figure that the school receives to fund the pupils' education, it does not, at present, give satisfactory value for money.

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

- Behaviour is good and the school's procedures for promoting positive behaviour are very good.
- All pupils with special educational needs are well supported in their learning and make good gains in their academic and social development.
- The school is highly successful in integrating pupils who attend the Language Support Unit.
- Pupils are well cared for by all adults and relationships are good.
- Strong links with parents have been forged.
- The school is provided with good leadership and management by the headteacher, co-ordinators and the governors.

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

- Standards in English, mathematics, science and information and communication technology at both key stages.
- The provision for pupils with higher ability.
- The use of investigation work to support pupils' progress in mathematics and science.
- How the school plans pupils' learning in art, history and geography.
- The level of attendance.

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

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

The school was last inspected in November 1997. At that time, it was found not to be providing pupils with an acceptable standard of education and was placed in special measures. Following the positive progress made on the key issues identified for improvement, it was taken out of this category in

January 1999; however, in doing so HMI highlighted the need for the school to raise standards in English and information and communication technology. Overall, the school has made satisfactory progress since 1997. One of the most notable improvements has been in the quality of teaching. In the last inspection this was unsatisfactory in one in five lessons. At present, over half of lessons now taught, teaching is good. Weaknesses in management have been overcome and the school now benefits from clear and purposeful leadership. Pupils' behaviour is still good and the school continues to ensure that pupils with a high level of special need are well supported. The significant number of pupils with special educational needs partly explains why, despite these positive improvements, efforts to raise standards in English, mathematics and science to the level approaching the national average have been slow. Given the positive leadership and management of the school, it is suitably placed for continued improvement and development.

## 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	D	E	E	E
Mathematics	E	D	E	D
Science	E	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The information shows that in the 2000 end of Key Stage 2 National Curriculum test results, pupils' attainment was well below average in English, mathematics and science. In comparison with similar schools, the results were well below average in English and science and below average in mathematics. Inspection findings indicate that by the end of Key Stage 2 standards are below the average in all three subjects and confirm the results of the end of key stage tests. Standards in literacy and numeracy are below average. The trend in the school's results has improved at a faster rate than found nationally between 1998 and 2000. Standards in information and communication technology are below expectations. Revised targets for 2000 have been set at 78 per cent in English and mathematics. These targets are likely to prove very challenging and are unlikely to be met. In religious education, standards are in line with expectations of the Locally Agreed Syllabus. In art and design, history and geography, standards are below expectations. In design and technology, music and physical education, standards are in line with the standards found nationally for 11-year-olds. Standards in swimming are high; the school makes good use of its indoor pool to provide regular access for all pupils to have weekly swimming lessons.

By the age of seven, pupils' attainment is below the national average in English, mathematics, science and information and communication technology. Children in the reception class, now called the Foundation Stage, settle quickly into the school and make at least satisfactory gains in their learning.

Pupils with special educational needs make good gains in their learning. Pupils in the Language Support Unit are very well integrated into, and benefit greatly from, their day-to-day involvement in the school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. For the most part, pupils are interested in what they learn and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour in and around classrooms is good. Pupils treat one another with respect and many pupils demonstrate a high degree of tolerance to those pupils with a high level of special needs.
Personal development and relationships	While the quality of relationships between pupils is good, there are missed opportunities to develop pupils' initiative.
Attendance	Unsatisfactory. Despite the school's better efforts to raise attendance levels, they remain well below the average. A minority of pupils are frequently late to school.

Most pupils demonstrate strong attitudes to their learning and each other. They work and co-operate well and treat one another with respect.

## TEACHING AND LEARNING

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

*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.*

During the inspection, the quality of teaching was satisfactory or better in 96 per cent of lessons. In 53 per cent of lessons teaching was good and of this, 12 per cent was very good. A small amount of teaching was unsatisfactory and this centred on the teaching of science in Year 6. In some subjects, higher-attaining pupils are not always sufficiently stretched. Across the school, teachers have too low expectations about how pupils present their work. Teaching is good in music and swimming where pupils benefit from specialist teaching. Teaching is satisfactory for pupils with special educational needs and good for those in the school's Language Support Unit. Teaching for the children in the reception class is satisfactory with some good features. The quality of short term planning for art and design, geography, history, science and information and communication technology is weak, leading to weaknesses in teaching in these subjects. Teaching is satisfactory in other subjects including English and mathematics. The National Literacy and Numeracy Strategies have been implemented satisfactorily.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school meets statutory requirements for the National Curriculum and includes religious education. The time given to history and geography does not allow pupils to explore these subjects in sufficient depth.
Provision for pupils with special educational needs	Support assistants and teachers effectively support pupils with special educational needs including those in the school's Language Support Unit well.

Provision for pupils with English as an additional language	The school has a small number of pupils with English as an additional language. These pupils are well supported and they too make satisfactory gains in their early learning of language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. There are stronger features in the school's provision for moral development, which is good. There are missed opportunities through the curriculum to develop pupils' initiative.
How well the school cares for its pupils	Good overall. Pupils are well cared for by all staff with strengths in the procedures for monitoring pupils' attendance and behaviour and in the personal support for pupils.

The school has developed strong links with parents, who are kept regularly informed about developments in the school and their children's progress.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher has worked hard to ensure that the serious shortcomings identified in the previous report have been largely overcome. The school benefits from the clear leadership offered. She is ably assisted in the day-to-day and continued development of the school by a hard working and committed staff.
How well the governors fulfil their responsibilities	The governors are fully involved in the work of the school and they fulfil all their legal responsibilities. They give effective support yet, at the same time, sensitively question and explore the quality of education provided by the school.
The school's evaluation of its performance	There is frequent monitoring of teaching by both the senior management team and subject co-ordinators. While this has proved useful in highlighting what areas need to be improved, there is now a need to focus more sharply on areas that require further improvement.
The strategic use of resources	Careful discussion and thought are taken over how the school budget is spent. Resources are used satisfactorily, except for the suite for information and communication technology, which is not used well enough.
Staffing, accommodation and learning resources.	There is a good number of teachers and support staff to ensure that the National Curriculum is taught. There are shortcomings in teachers' knowledge and confidence in teaching investigative science. Accommodation is sufficient to ensure that all subjects can be taught. Resources are generally satisfactory, although there are shortages in science, history, geography and information and communication technology in Key Stage 2. Some books in the school library are looking dated.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• How the school has improved under the guidance of the headteacher.</li><li>• Provision for pupils in the Language Support Unit.</li><li>• The care and attention many pupils receive.</li></ul>	<ul style="list-style-type: none"><li>• The range of extra-curricular activities.</li></ul>

Inspection findings support parents' positive views of the school. Inspection findings indicate that the school does provide a suitable range of activities for pupils to take part in at the end of the day and, as a result, inspectors do not support parents' views on this issue.

## **PART B: COMMENTARY**

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

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

1. When they first enter the school, many children's personal and academic skills are well below average. Their communication, language and literacy skills are poor. Despite the satisfactory progress that many of them make during the reception year, they are not on course to attain the expected outcomes in communication, language and literacy, mathematical learning and in their knowledge and understanding of the world. However, in their physical, creative and personal, emotional and social development, they do attain the expectations outlined for children nationally by the end of their first year.
2. National test results for seven-year-olds were well below average in the academic year 1999/2000. The number of pupils attaining the expected level, Level 2, in reading, was well below average, although the number who attained the higher level, Level 3, was average. When the results are compared with similar schools, based on the number of pupils who claim free school meals, standards were poor and in the lowest five per cent of schools nationally. A very similar picture is evident in writing, although the number of pupils who attained the higher level in writing was above average when the results are compared with the national picture. However, when the results in writing are compared with similar schools, standards at both the expected and higher level were again in the lowest five per cent of schools nationally. In the mathematics tests, standards at the expected level were very low when compared to standards nationally but average at the higher level. When the results are compared to pupils in similar schools, standards at both the expected and higher levels were well below the national average. In science, based on Teachers' Assessments, pupils were well below average at the expected level but average at the higher level.
3. The inspection finds that the standards achieved by seven-year-olds are below the national average in reading, writing, mathematics and science. When pupils' low attainment on entry to the school is taken into account, they make satisfactory progress in the development of their reading and writing skills. Pupils enjoy books and have a developing understanding that print conveys meaning. However, only pupils of higher ability read unfamiliar words by breaking them down into smaller parts to gain a greater understanding of the text. Few pupils read with expression. In writing, most pupils know when to use full stops and capital letters but few pupils, including those with higher ability, have sufficiently well developed writing skills. They struggle to write more extended pieces or to use language in an interesting and stimulating way. Standards in spelling are below average and pupils do not take sufficient care with the presentation of, work which is unsatisfactory.
4. In mathematics, pupils make satisfactory gains in numeracy, solving simple problems using addition and subtraction. Their wider understanding of mathematics, and their ability to calculate mentally, are weaker. Pupils' ability to solve more open-ended problems is under-developed. In science, too few pupils are able to record their work with sufficient clarity and standards in investigation work remain below average. Few pupils, including those of higher ability are able to give a suitable explanation of what is meant by a 'fair test', although they are developing a sufficient understanding of the needs of all living creatures, different materials and other scientific ideas such as 'forces'. Given the low general knowledge and understanding that many pupils demonstrate when they first enter the school, they make satisfactory gains in their learning as they move through Key Stage 1.
5. In information and communication technology, pupils make unsatisfactory progress and attain standards that are below expectations. Too few make the necessary gains in learning how to use information and communication technology to support their learning in everyday lessons. In religious education, pupils make satisfactory gains in their learning, with pupils appreciating well for their age how different faith groups celebrate and practise their different customs and beliefs. In art, design and technology, music and physical education, pupils make satisfactory progress. In swimming, pupils make good progress, often attaining high standards. Pupils'

progress is unsatisfactory in history and geography because they do not spend enough time studying these subjects in sufficient depth.

6. The National Curriculum tests for 11-year-olds in 2000 show that pupils' overall attainment in English and science was well below the national average. While standards in mathematics were slightly better, they were still below the national average. In comparison with similar schools, standards were well below average in English and science and below average in mathematics. When compared to schools nationally, the number of pupils who attained at the higher levels was average in mathematics and below average in English and science. When compared to similar schools, pupils' attainment at the higher levels was below average in all three subjects. When the results over the period 1997 to 2000 are examined, they show that pupils leave the school on average one term behind pupils of a similar age in all three subjects. Equally, they show that the performance of pupils has improved at a greater rate than that in all schools nationally. There is limited difference in the results between the results of girls and boys.
7. The inspection finds that standards in the current Year 6 are below average in English, mathematics and science. Moreover, it is unlikely the school's targets for improved test scores will be met. Attainment in other year groups, however, indicates that standards are rising. Given the far higher than average number of pupils with special educational needs in the school, pupils' progress in English, mathematics and science is broadly satisfactory, although there are areas of underachievement notably in investigative work, the general presentation of work and in the use information and communication technology to support everyday learning.
8. In English, 11-year-old pupils understand that writing can be changed and edited to improve its quality. However, only the higher-attaining pupils use vocabulary in an interesting and vivid manner in order to hold the attention of the reader. Pupils understand basic methods of punctuation and many use them during the course of their everyday writing. The presentation of work is unsatisfactory. Reading standards are stronger than writing. Most read with a suitable level of fluency and are developing the confidence to read 'in role' as the characters within the story they are reading. However, insufficient scope is given for pupils to undertake personal study or develop their reading skills in subjects such as history or geography. Standards in speaking and listening are below average. Few are able to present an oral argument clearly and expressively or give their opinions further weight by giving reasons for their viewpoints.
9. In mathematics, pupils' attainment is below average. Pupils' ability to use their mental skills to solve problems is the weakest aspect of their attainment. Their ability to use and apply mathematics in practical tasks and in real life problems is also below average. Pupils make better gains in their learning of shape and measure but their attainment in the presentation of mathematical data is restricted to simple bar charts and tables. In science, most pupils are able to record and present their scientific results using graphs and simple tables. Few pupils, however, including those with higher ability, are unable to explain their results. Pupils' skills in investigative work are not sufficiently well developed and, as a result, standards in science are below average.
10. Standards in information and communication technology are below expectations. Too few pupils have the opportunity to use computers during the course of their everyday lessons. Consequently, pupils do not do as well as they could. In religious education, pupils attain the standards as outlined in the Locally Agreed Syllabus of the local authority. In design and technology, music and physical education, pupils attain standards in line with national expectations. In swimming, pupils continue to build on the good progress made in Key Stage 1 and often attain higher standards than those expected for 11-year-olds nationally. In art, history and geography, there are shortcomings in planning and teaching. Consequently, standards and the rate of pupils' learning in each of these subjects is, at present, unsatisfactory.
11. Pupils with Statements of Special Educational Needs who attend the Infant Language Support Unit, and older pupils with complex language difficulties, who are integrated into main school lessons, make satisfactory progress overall. They achieve well in relation to their abilities, especially in literacy. This is due to specific targets set for them and the well-planned support they receive either in small group literacy lessons or when included into appropriate ability sets

for English. Learning support assistants who work closely with these pupils make a significant contribution to their progress. Other pupils with special educational needs also make satisfactory progress. Again, the valuable support they receive from learning support staff is a significant factor.

12. While the school does not have a very high number of pupils with higher ability, those that do underachieve.
13. Pupils' progress in English, mathematics and science is better than at the time of the last inspection when it was unsatisfactory. A number of factors contribute to this improved progress. Of note has been the stronger leadership and management of the school, which has focused sharply on raising the quality of teaching. This has impacted well on the rising trend of attainment in the school.

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

14. Since the last inspection, pupils' attitudes have shown a consistent improvement and their behaviour overall is now consistently good in lessons and around the school. Pupils continue to show willingness to accept responsibility. Their very good personal relationships with staff and their peers has developed very positively. They are not yet taking the initiative in aspects of their learning, such as using the computers or the library to find out information relating to their lessons or projects. This is due to lack of opportunities, though these are improving, for example, through the use of the new computer suite.
15. Pupils' attitudes to school are good. They show respect for school rules and conventions, for the premises and for school and personal property. They are eager to achieve recognition for their good behaviour and their work. Often, however, they do not show sufficient pride in the completion of their work and this has a negative impact on their levels of achievement. Pupils respond very well to adults and work well when they are well motivated and supported by teachers and adults. However, when they work without direct support their enthusiasm and enjoyment are less apparent and some find it hard to concentrate on their work. Pupils are good at collaborating with each other. When they do, it helps them make a good contribution to the lessons.
16. Pupils' behaviour in lessons and around the school continues to be good and this has a positive impact on pupils' work and concentration. Pupils behave well when teachers and other adults have high expectations. School rules and conventions are clearly understood by most pupils and by parents. The result is a positive improvement in the climate for learning with little evidence of aggressive or racist behaviour. Misbehaviour, when it occurs, is dealt with promptly and effectively. A small number of fixed period exclusions are necessary to deal with unacceptable behaviour.
17. From the reception class onwards, staff promote positive relationships between pupils and between pupils and staff. Pupils have some opportunities for personal development through the jobs they do in class and around school. Some Year 6 pupils, for example, take turns to attend the office and answer the telephone at lunchtime. Pupils go on visits and residential trips and this helps with their personal development. Opportunities for personal development are sometimes missed in lessons. For example, pupils do not have sufficient opportunities to initiate personal research using the library or computers. There are good opportunities for sports activities, music, drama, swimming, chess and involvement with charity functions and the Young Engineers competition. All of this adds positively to pupils' personal development.
18. Attendance is well below the national average. It is improving for a significant number of pupils, many of whom have attendance exceeding ninety five per cent. A significant number of parents and pupils still have not responded to the extensive school initiatives to promote good attendance and punctuality. These parents and pupils are consulted by school staff daily to see how the school can help to ensure pupils do not miss school, which has a negative impact on pupils' achievements.

## HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching was satisfactory in 96 per cent of lessons. It was good in 54 per cent and very good in 12 per cent. It was unsatisfactory in only 4 per cent. This is a significant improvement since the first inspection when teaching was unsatisfactory in twenty per cent of lessons. Teaching was good in music and swimming. It is good for the pupils with special educational needs and for those in the language unit. Teaching for the children who are in the Foundation Stage is satisfactory with some good features. Both teachers and the support staff work hard as a very effective team to plan and organise a programme for the youngest pupils in the school. However, there was some unsatisfactory teaching in Years 5 and 6 in science. Planning for geography, history and information and communication technology across the school and in science and art at Key Stage 2 is weak. This leads to less effective teaching in these subjects. Teaching is satisfactory in other subjects, including English and mathematics where the literacy and numeracy strategies have been implemented successfully. However, teachers generally lack confidence in the use of scientific equipment and information and communication technology resources and this is having an impact on standards in these subjects. However, the school has recognised both these areas for development in the School Development Plan over the next year.
20. Teachers' knowledge and understanding of most subjects is satisfactory overall, across the school. They are good for the children in the Foundation Stage, where teachers plan their lessons to teach the basic skills of literacy and numeracy well. Classroom support, resources and time are all used effectively to provide an interesting and varied curriculum. In one lesson, the teacher had co-ordinated the work on the structure of a plant. Some pupils were working outside with an assistant planting some polyanthus whilst others sketched some flowers in a vase. Another group observed some flower heads through magnifying lenses and others tried to draw a plant using computer software. Some could name the main parts of a plant confidently and the whole activity was linked well so that pupils' interest was maintained and learning was positive. Pupils' work is assessed regularly so that teachers know what to teach next and pupils are managed well so that pupils' learning is satisfactory.
21. At Key Stage 1, teaching is also satisfactory and there was no unsatisfactory teaching seen. Teachers apply effective methods when working with pupils and manage them well, even those who have challenging behaviour. In one lesson the teacher changed the arrangement of the pupils so that they worked in pairs in order that noise levels could be better controlled. Teachers' knowledge and understanding are satisfactory. In one design and technology lesson, pupils were taught how to join materials together to make some models out of boxes and cartons. These worked well and pupils produced a range of individual and different models. Teachers' expectations are unsatisfactory when work for the more able and above average pupils is not always challenging enough. Not enough opportunities are given for pupils to be involved in practical work in science and as a result the pace of lessons is slow. In one science lesson, where the teacher had planned for pupils to listen to the sounds made by musical instruments, pupils had too few opportunities to use the instruments themselves. The teacher demonstrated the sounds they made from the front of the class.
22. At Key Stage 2, teaching was satisfactory overall and evidence from pupils' work confirms that pupils make satisfactory progress during the key stage. However, teachers' expectations in lessons are occasionally unsatisfactory. As a result, progress in some subjects is slower than it could be. In science, for example, subject knowledge and confidence of some teachers is inhibiting progress, particularly for those pupils at the top end of the school. Teachers manage the pupils well and have effective planning and structure to most lessons. Classroom support assistants are used well to support pupils with learning needs in the classrooms, In one music lesson, where expectation was higher, the teacher used technical language with the pupils and they responded well indicating good levels of learning and motivation. Homework is regularly set and pupils' work is well marked, often giving positive and constructive feedback to pupils. The skills of literacy and numeracy are taught satisfactorily.
23. The teaching of pupils with special educational needs, who attend the language unit and who are withdrawn for additional support for literacy, is consistently good. Teachers have a good knowledge and understanding of the learning needs of these pupils and use the individual

targets well to inform their lessons. This ensures that activities are focused and interesting. Very good support from learning support assistants, who have been well trained and are always fully aware of the learning objectives of the lessons, provides an additional invaluable support and enables pupils to be fully involved in activities. When working with pupils individually and in small groups pupils are encouraged to become increasingly independent in their learning, for example by being encouraged to attempt to spell words themselves, rather than merely being given the correct spelling. In this way pupils gain in confidence. Games and activities that make learning 'fun' successfully gain pupils' interest and ensure that they make good progress.

24. Within whole-class lessons the overall teaching of pupils with special educational needs is satisfactory. The grouping of pupils by ability for literacy and numeracy is effective but in general teachers do not use a sufficient variety of teaching strategies to fully engage these pupils. Although teachers attempt to set work at an appropriate level, activities are often the same for all pupils, with less able pupils struggling to read words on worksheets, for example. Teachers do not use games and interesting activities often enough in order to fully engage less able pupils, who often struggle to complete written tasks. This can lead to their becoming frustrated and less enthusiastic about learning, as illustrated in the 'doodles' and occasional crossing out in their books.

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

25. There has been an improvement in curriculum planning since the last inspection when it was found to be unsatisfactory because there were no detailed schemes of work to ensure progression in pupils' learning from one year to the next. The National Strategies for Literacy and Numeracy have been implemented and planning for other subjects is being developed using Curriculum 2000 and nationally published schemes. The school has a long-term plan for coverage of all subjects but this is not sufficiently detailed to ensure that pupils make progress in their learning as they move through the school.
26. The school provides a broad range of opportunities for its pupils but the balance and relevance of some aspects of the curriculum, from Year 1 to Year 6, require further development. The curriculum for the Foundation Stage is satisfactory. Pupils' attainment is taken into account and all the areas of learning are planned for progressively. In Years 1 – 6, in subjects other than English and mathematics, the school is making use of nationally published units of work as the basis for its teaching. For some subjects, these units have been appropriately adapted to meet the specific needs of the pupils. Teachers make careful and detailed plans for individual lessons but planning over time is less satisfactory in some subjects. In art, geography and history, medium-term planning requires further development so that skills and understanding are taught progressively and continuity is assured. The time allocated to history and geography is low and this is having an adverse effect on the standards achieved by pupils.
27. The National Literacy and Numeracy Strategies have been implemented successfully but have yet to make a significant impact on improved standards of attainment by the time pupils are tested at the ages of seven and 11. Weaknesses in the teaching of letter sounds and spelling still need to be addressed and pupils' recording of their work is unsatisfactory.
28. The good provision for pupils who attend the language unit has been maintained since the last inspection. A positive feature of this is the arrangements to provide well trained and committed learning support assistants to work closely with pupils. This ensures that the gradual integration of pupils into mainstream lessons is both successful and beneficial. In addition the provision of an onsite speech therapist ensures that these pupils benefit from additional support to improve and develop their language skills. The school also works closely with other services, such as occupational therapy, and the specific programmes planned for pupils are carefully included into daily routines. However, although beneficial, the timing of a few of these special programmes, such as the 'social use of language' for junior unit pupils, means that they regularly miss a numeracy lesson; these arrangements would benefit from further consideration.



29. The school's provision for other pupils with special educational needs is now good and has improved considerably since the last inspection. Pupils are fully supported within lessons, with the introduction of ability grouping for numeracy and literacy being particularly beneficial in ensuring that work is better matched to their abilities. Particularly effective are the small group literacy lessons for those pupils in Key Stage 2 who require more intensive support in this aspect of their learning. Targets on pupils' Individual Education Plans are relevant and specific. Teachers use these to plan work closely with learning support assistants, to ensure that they are able to support pupils appropriately. However, in general, teachers lack training in the use of a variety of different approaches and equipment that would better stimulate and motivate the above average numbers of pupils with limited imagination, language skills and moderate learning difficulties who attend the school.
30. The school provides a good range of extra-curricular activities to appeal to pupils' varied interests. Musical activities are a strength, with pupils taking part in music lessons and joining the choir or recorder club. Netball and football clubs are popular and teams play matches against other schools. Chess and quiz clubs meet regularly.
31. There is a good programme for pupils' personal, social and health education. Broad aspects of sex education are incorporated within topic areas and the subject is specifically addressed in Year 6, in consultation with parents. Links with the local police contribute to pupils' awareness of various aspects of safety, including raising their understanding of the harm that can be done by drug abuse. Year 6 pupils take part in the Junior Citizen award programme run by the police at Thorpe Park. Residential journeys in Years 4 and 6 provide good opportunities for the development of social skills outside the school environment.
32. There are a number of satisfactory links with the local community which make a contribution to children's learning. Pupils sing at the church and a Harvest Festival takes place annually. The vicar and curate conduct assemblies from time to time and help with the teaching of religious education. The school is associated with the Chertsey Museum and is able to visit at any time. Museum staff guide pupils on local historical walks. The local Rotary Club provided the funds for a visit from the 'Life Education Bus'; all pupils benefited from this local initiative.
33. There are effective links with partner institutions. The school is actively involved in the Chertsey Partnership, which brings local schools together to share expertise and contributes to raising standards through shared in-service training. There is appropriate liaison with local secondary schools and students spend time in the school gaining work experience. The School Library Service makes a useful contribution to book resources, changing some stock each term.
34. The school makes satisfactory provision for the spiritual development of pupils. This is an improvement since the last inspection. There are now clear aims to ensure that there are good opportunities in all assemblies to extend pupils' knowledge and give them insight into values and beliefs. Music is used to evoke feelings and pupils are developing the capacity for reflection. Some teachers explore the experiences enabling pupils to respond to the spiritual dimension through religious education, music, science, art and literacy lessons.
35. Teachers encourage pupils to respond positively to their religious education lessons and school assemblies where they learn about Christianity and other faiths. They empathise with characters from the Bible. Pupils are encouraged to think about the awe and wonder of things they see or experience and they draw pictures of things to help them to express their feelings or ideas freely. The school celebrates as a community Christmas, Harvest, Easter, Diwali and Holi. There are also monthly achievement assemblies when awards are given for qualities such as being helpful and kind as well as achievement. During assemblies there are opportunities for prayer, consideration of values and beliefs and being reflective about themselves.
36. There is good provision for pupils' moral development. There is a positive ethos and everyone is aware that the school expects them to be honest, truthful, just, fair and to care for others. There is a good range of procedures in place, which ensures that pupils' moral development is promoted. For example, pupils with behaviour problems are aware of their own targets and have some responsibility towards reaching them. Pupils of all ages and abilities have a clear understanding of acceptable behaviour and the difference between right and wrong. The school

has good guidelines for behaviour and teachers have a consistent, fair approach. Home-school agreements are in place. In addition to these strategies, there is a weekly 'Circle Time' in every class to encourage pupils to share views and to teach the school's personal and social education programme.

37. There is satisfactory provision for pupils' social development. All staff make a strong contribution to the pupils' good social development. The school develops the self-esteem and confidence of all groups in the community. Adults are good role models; they consistently reinforce positive, reflective, caring attitudes. Older pupils undertake a variety of tasks that help the school to run smoothly. Pupils are encouraged to take responsibility for their own action and face up to their responsibilities themselves. Reception pupils are expected to separate from their parents and enter school on their own in order to encourage them to become confident and self-reliant. Pupils take part in a variety of charity projects which help them to gain a good understanding of citizenship.
38. The school provides satisfactory opportunities to extend pupils' knowledge and to give them experience of their own cultural traditions. This is enriched through visits and excursions to support their topic work. The school establishes pupils' own cultural traditions through exploration of the wider environment on residential educational visits. Visitors, such as musicians, come into school to share their work with pupils. The school develops an understanding of other cultures through the curriculum. There are some effective opportunities to raise pupils' awareness of the richness and diversity of other cultures to equip them for growing up in a multi-ethnic society.

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

39. Since the last inspection, the school has significantly improved its arrangements for the care of its pupils. Staff, supported by clear policies and guidelines, provide very good all round care and support for pupils. Staff and adults in the school are vigilant, sensitive and supportive of the pupils in their care and for families with special needs. Monitoring, promotion and practice of its support, safety and security arrangements are led very effectively by the headteacher and fully supported by staff and the governing body. Pupils' personal development is effectively monitored.
40. Child protection is a very effective established practice in the school. Staff are aware of the need to keep the co-ordinator informed of any concerns. Training for all staff has been provided by the co-ordinator and deputy co-ordinator. Appropriate guidelines ensure that staff are well informed and are able to deal with any issues they identify. Appropriate local agencies are consulted effectively when there are needs. There are very good facilities, well managed with staff appropriately trained for first aid. A medical room is well equipped. There are very effective records and systems for documenting any accidents or medical needs, informing parents or meeting the request of parents and obtaining their authority for the administration of medicine.
41. Health and safety have been reviewed and the governing body carries out risk assessments regularly and thoroughly. These include the buildings and grounds to ensure the learning environment is safe. The school maintains a list of issues identified and ensures the appropriate authority deals with these. Staff are aware of the need to inform the headteacher about health and safety issues on a day-to-day basis, which are dealt with by the caretaker promptly. All electrical, fire, security and physical education equipment is checked annually and fire drills are held regularly every term. The standard of care of the premises and grounds is good.
42. The promotion and monitoring of behaviour are now very good and very well established since the last inspection. Staff, pupils and parents are very clear about the school's expectations. These underpin the caring atmosphere in the school and limit the likelihood that racist outbursts will occur. The school has very good strategies for dealing with any issues should they occur.

43. The promotion and monitoring of attendance are very well established with very good school systems and management. The staff employed to monitor and liaise with pupils and parents are vigilant. A significant and increasing number of parents have responded very well to the school's communications about attendance, punctuality and authorisation of absence. Very effective monitoring arrangements ensure the school can easily identify families with persistent absence and lateness and these are referred to the Educational Welfare Officer. Despite these systems, a significant minority of parents still do not respond to the school's positive efforts to improve attendance. The movements of traveller families are carefully monitored to ensure that when they are in the area their children do attend the school.
44. The school meets statutory requirements for assessment. There are satisfactory procedures for assessment in the Foundation Stage. Accomplishments are regularly entered on the child's records. This procedure, together with the baseline assessment results, forms the basis of a good range of assessment data. In the reception class this information is used very well to set individual targets and inform future teaching plans. At Key Stages 1 and 2, information from tests is starting to be used effectively to monitor areas where the school is doing well and where improvements could be made. There has been a significant focus on two of the three main core subjects, English and mathematics, which has been of fundamental importance as the school seeks to raise standards in these subjects. There is still some discrepancy in the Teacher Assessments and the statutory tests at the end of the key stages. The school is assembling portfolios of work samples, which should help teachers to more accurately assess what level of work each pupil is currently producing and is capable of achieving in a test situation. Assessment data are used effectively to plan pupils' day-to-day learning. Data to track their progress in relation to National Curriculum levels for English and mathematics and science are now effectively recorded and clear targets are identified to ensure pupils make more progress in these areas.
45. Teachers are effective at recording what groups of pupils understand. Additionally, during marking of work, teachers identify what pupils generally need to revise to ensure they make progress. Some teachers keep a mark book to record pupils' achievements. There is a good system for teachers to use the general data they do record to feed back into their weekly team meetings and to inform their daily plans.
46. The school has good procedures for the identification of pupils with special educational needs, who are well supported with specific targets on their Individual Education Plans. Pupils with a Statement of Special Educational Need and pupils on different stages of the Code of Practice, in the main school and unit, receive very good support from the learning support assistants, who carefully monitor and evaluate pupils' work daily. Pupils' progress in literacy and numeracy is tracked and monitored. The special educational needs co-ordinator and the teacher in charge of the unit liaise effectively with parents and outside agencies to provide additional support and guidance for pupils. Procedures for annual reviews are well conceived and pupils' targets appropriately considered and revised. In addition, pupils on Stage 3 of the Code of Practice in the main school and pupils who attend the language unit have benefited from more detailed diagnostic assessments in order to identify strengths and weaknesses in learning, to better inform planning. All pupils are entered for National Curriculum tests and the school ensures that special arrangements are made as appropriate.

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

47. The school has established very good links with parents since the last inspection. Very good information is communicated to them regularly. Parents are now able to have close links with staff and can approach them at any time. Most parents who respond to the school's encouragement and communications make a good contribution to their children's learning and are supportive of the school. These links have a positive impact on pupils' learning. In addition, the activities promoted in the community by the school have established the school as a responsive and caring community.

48. Parents indicate that this is now a very good, caring school. Since the last inspection the headteacher, with the support of the staff, has re-established parents' confidence in dealing with suggestions and complaints, in being made to feel welcome in school and in creating a good behaviour ethos. There is a small regular core of parents providing help in classrooms and with swimming. Parents feel they are welcome to help at any time if they are available. Most parents have a very good commitment to the school through the support they provide. They are very good at attending school activities such as assemblies, performances and open evenings with a specific focus on their children. Parents are not so good at attending other, curriculum based activities and meetings. The 'Friends of Stepgates Association' activities are a significant factor in the support of the school. They provide very good social and fundraising opportunities for school and charities. This enables staff, governors, parents and the community to meet and enjoy informal contact. The resulting fundraising adds significantly to the provision of important resources for the school and large donations to a wide range of charities.
49. The quality of the school's links with parents is very good. They work very hard to established very good relationships with parents. This results in very close co-operation with most parents. Staff are encouraged to know their pupils and their families very well. Through consultation most parents respond positively to work with the school to maintain high standards of behaviour. The home-school agreement clearly sets out the respective responsibilities of the school, the family and the pupils. Some parents are very good and consistently support the use of pupils' reading record books. Other parents are not consistently supporting their children's reading and work at home. Most parents are clear about the amount and frequency of homework given.
50. The quality of information provided by the school, on a weekly basis, is very good. Parents confirm they are well informed in plenty of time about what activities the school is planning. School documents for parents are very informative. The information that parents and pupils receive about all aspects of the school's work and the achievements of the pupils ensures they are well informed. The school continues to provide well-written reports annually and three review meetings each year. These reports and meetings are informative and tell parents about the achievements their children are making.
51. Parents are fully informed and involved with the individual reviews of their children who have Statements of Special Educational Needs in the unit and main school. Parents of pupils in the unit benefit from regular school newsletters and are able to meet informally in the school on a regular basis. In the main school, parents of pupils on the higher stages of the special educational needs register are appropriately informed and involved in reviews. However, currently, parents of pupils at the lower stages are not fully involved or informed of individual targets. This is an area that requires further consideration in order to enable parents to be fully involved in supporting the school to resolve problems.

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

52. The school is ably led and is provided with strong and clear leadership by the headteacher. She has worked hard to formulate, share and establish a clear educational direction for the school since her appointment to the post following the school's last inspection. Much of the school's recent progress is due to the part played by the headteacher in working to overcome the serious weaknesses in the overall leadership and management of the school following its last inspection. She has a good knowledge and understanding of the school's strengths and of areas where further improvements are still needed. There is a clear commitment by all staff to ensuring that the school continues to move forward and that all pupils make the progress of which they are capable. While the school is generally successful in this, further work needs to be done to ensure that higher-attaining pupils are given work and make the progress of which they are capable.
53. The deputy headteacher, subject co-ordinators and support staff all make a valued and strong contribution to the school's development. Since the last inspection, their roles in monitoring aspects of their curriculum responsibilities have been redefined and all teachers have non-

teaching time to monitor and evaluate aspects of the subjects they are responsible for. This has enabled them to get a good overview of provision and to know where improvements are necessary. The headteacher also regularly reviews the quality of teaching and this aspect of management has improved greatly since the previous inspection. While such strategies have proved useful in ensuring that co-ordinators play a more fully active part in the management of the school, there is a need, however, for the cost effectiveness of their non-teaching time to be more closely evaluated against the standards that pupils attain – particularly in the subjects of English, mathematics and science. Nonetheless, all staff work hard and all play an active part in the school's drive to raise standards.

54. The quality of school development planning is good. The plan provides a detailed and clear framework for the management of the school. All teaching staff and the governors are fully involved in its formulation and regular discussions about the success of the plan's various initiatives are held at governors' committee meetings. The plan is appropriately costed and the outcomes of each of the plan's initiatives are evaluated against a list of pre-determined criteria. Although the school is quite generously funded, judicious care is taken that the school budget is spent wisely. Overseen largely by the school's financial administrator, the day-to-day management of the budget is very good. Governors are regularly kept up to date with clear and precise information about the budget and this enables them to assist the headteacher in making clear decisions as to where finances are to be spent. At present, however, ways in which governors evaluate their spending decisions, in terms of the standards and progress that pupils make, are in their infancy. This is a shortcoming, given the high income per child the school receives to fund their education. The additional grants given to the school to support other avenues of development such as, for example, to support pupils with special educational needs, are equally thoughtfully spent.
55. The governors are fully supportive of the school and have worked hard with the headteacher in ensuring that most weaknesses in provision outlined in the last report have been overcome. They are well organised and give well-targeted support to the school by playing an active and full role in monitoring aspects of what the school provides for pupils. They take their responsibilities seriously and since 1997 have established procedures, for example, to ensure that each governor oversees and liaises regularly with a subject co-ordinator to gauge and support developments in each area of the curriculum. The governors responsible for overseeing provision for pupils with special educational needs have only recently been appointed to the post. However, they have thoroughly monitored provision. Governors give due prominence to pupils' special educational needs, an aspect which is considered at every curriculum meeting. Aware of the importance of their role and the significance to all aspects of the curriculum that the high numbers of pupils with special educational needs have, they have asked each subject co-ordinator to review and report on developments within their subjects. This is a positive and effective approach. At present, however, while requirements for pupils who are travellers and the few pupils with English as an additional language are met, there is no specific governor as such given the brief to oversee provision.
56. The school's speech and language unit is well led. The teacher in charge is hard working and committed and has maintained the good quality provision despite currently working part time. A further positive aspect of how the unit is managed is in the way that she has further developed links with parents and the integration of older pupils into the main school. Many parents talk positively about how their views on their children's are integrated into the unit are taken seriously and are valued.
57. The recently appointed deputy headteacher has taken responsibility for the school's special needs provision, which has improved considerably since the last inspection. She has appropriate non-teaching time, which she uses effectively to ensure that the administrative aspects are clear and relevant. In particular, the close relationship and monitoring of the work of the learning support assistants ensure that pupils receive high quality support. The policy for special educational needs is a clear working document but does not do justice to the quality of the provision. Although only recently appointed to the post, the special educational needs co-ordinator has thoroughly monitored provision and the action plan to develop provision further has been appropriately developed with relevant targets set.

58. There have been difficulties in establishing a well-qualified team of teachers to meet all aspects of the National Curriculum, including that for children in the language unit and children with special needs. This is mostly due to the long-term sick leave of some staff and the fluctuating school roll numbers, which prevent management from making permanent appointments. There are currently five temporary members of the teaching staff and six teachers who work part-time, some doing job-shares. In this way everything is being done to ensure that all aspects of the curriculum can be covered effectively. The investment in specialist teaching for music and coaching for swimming continues to help raise standards. New members of staff are inducted quickly and effectively and management takes every opportunity to provide additional support and training wherever possible. Learning support assistants and all non teaching staff have attended a variety of additional training which enables them to make invaluable contributions to most lessons.
59. The school has a generous amount of accommodation to ensure that the National Curriculum is effectively taught. In addition to the swimming and music room facilities, the school has improved provision since the last inspection by recently adding a purpose-built information and communication technology suite. However, the suite is not used fully. For example, in many instances, half of the class use the suite while the other half go swimming. At mid-point during a lesson, groups interchange. This does not allow pupils using the computers sufficient time to develop the skills they are being taught and the impact of using the good range of computers and accompanying software is often minimal. Space in and out of classrooms is used effectively to support pupils in their learning and the additional space for specialist music teaching and swimming has a positive impact on pupils' learning.
60. There is a satisfactory range of resources for most subjects except science, history and geography. Some resources are not easily accessible and there is no inventory to see exactly what is available. In some instances it is difficult for pupils to gain access to them. For example, the reading books stored in plastic boxes are out of the reach of pupils, which prevents them from selecting reading materials for themselves. In some areas, the way resources are stored hinders learning. For example, in the fiction and non-fiction Key Stage 1 library, both types of books are stored together and pupils do not understand the distinction between information books and storybooks. In addition, the reading books are not organised to reflect their level of difficulty. This lack of structure hinders pupils' reading development.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to raise standards and the quality of pupils' learning further, the headteacher, staff and governors should:-

### **(1) Raise standards in English, mathematics and science at both key stages by ensuring that:-**

- expectations of teachers in terms of pupils' writing and presentation are suitably high;
- regular opportunities are provided for pupils to develop their language skills through educational drama;
- the teaching of letter sounds is effective;
- pupils' work is suitably planned to meet the abilities of all pupils, particularly those with higher attainments;
- the quality, range and organisation of books in classrooms and library is improved;
- more opportunities for investigation work in mathematics and science are provided;
- improve the range of resources in science is improved.

(paragraphs → 3, 4, 5, 7, 8, 20, 27, 92, 97, 98, 99, 100, 105, 106, 108, 112, 113, 118)

**(2) Raise standards in information and communication technology at both key stages by ensuring that:-**

- the range of equipment in Key Stage 2 is sufficient;
- where possible, information and communication technology is used in everyday lessons;
- lesson plans highlight clearly the skills that pupils are expected to learn;
- the day-to-day management of the information and communication technology suite is effective.

(paragraphs ⇒ 10, 20, 59, 118, 138 - 142)

**(3) Improve the quality of pupils' learning in art and design, history and geography by ensuring that:-**

- pupils have sufficient time to explore the subjects in depth;
- lesson plans highlight the precise skills pupils are expected to learn during the course of a theme of work.

(paragraphs ⇒ 10, 122, 128, 133)

**(4) Raise attendance rates at the school by:-**

- continuing to raise the importance of good attendance and punctuality in the minds of parents.

(paragraphs ⇒ 19, 44)

**The following less important issues should be included in the governors' action plan:**

- improve the range and quality of resources in geography and history;
- where possible, develop pupils' ability to learn independently.

(paragraphs ⇒ 15, 18, 60, 131)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	12	42	42	4		

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)		238
Number of full-time pupils known to be eligible for free school meals		36

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		27
Number of pupils on the school's special educational needs register		91

#### 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	46
Pupils who left the school other than at the usual time of leaving	34

### Attendance

#### Authorised absence

	%
School data	8.8
National comparative data	4.3

#### Unauthorised absence

	%
School data	0.3
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	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	11
	Girls	11	13	13
	Total	17	19	24
Percentage of pupils at NC level 2 or above	School	49 (65)	54 (73)	69 (69)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	11	14
	Girls	12	12	12
	Total	19	23	26
Percentage of pupils at NC level 2 or above	School	54 (71)	66 (69)	74 (75)
	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	20	29	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	13
	Girls	6	7	7
	Total	15	19	20
Percentage of pupils at NC level 4 or above	School	52 (66)	66 (58)	69 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	17
	Girls	7	8	8
	Total	19	24	25
Percentage of pupils at NC level 4 or above	School	66 (54)	83 (64)	86 (65)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	205
Any other minority ethnic group	2

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

### ***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	11	4
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.*

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

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

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	24
Average class size	23.4

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

Total number of education support staff	20
Total aggregate hours worked per week	379

### ***Financial information***

Financial year 1999 - 2000	£
Total income	580 263
Total expenditure	595 919
Expenditure per pupil	2 375
Balance brought forward from previous year	47 990
Balance carried forward to next year	32 334

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	238
Number of questionnaires returned	96

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	42	1	0	0
My child is making good progress in school.	59	38	3	0	0
Behaviour in the school is good.	35	58	4	2	1
My child gets the right amount of work to do at home.	45	43	10	1	1
The teaching is good.	58	39	1	1	1
I am kept well informed about how my child is getting on.	48	45	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	49	41	3	7	0
The school is well led and managed.	72	24	0	4	0
The school is helping my child become mature and responsible.	63	35	0	1	1
The school provides an interesting range of activities outside lessons.	27	45	16	1	11

### Other issues raised by parents

No other issues were raised by parents.

## **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**

62. The school admits children into the reception class in the September of the year in which they are five. This is now known as the Foundation Stage. Some of them attend the private playgroup based on the school campus before they start school but some have no pre- school experience at all. Although a few children show above average levels of attainment for their age on entry to the school, overall, what the children know, understand and can do is well below the levels expected of this age group. The initial 'baseline' assessments carried out for all the children confirm this.
63. Two teachers, who share the class on a job-share basis, plan the curriculum jointly. The children benefit from having the expertise of two teachers who have created a secure, well-organised learning environment. The curriculum is satisfactory and gives children of all abilities satisfactory opportunities to learn in a supportive environment. The work has an emphasis on learning through purposeful play and exploration, development of literacy and language and developing positive attitudes. Linking assessment to planning and to supporting learning is an aspect that has recently improved.
64. Through satisfactory and sometimes good teaching, particularly with regard to asking different kinds of questions and giving thoughtful prompts to accelerate learning, the children make satisfactory progress. All pupils, especially those with special needs, have appropriate support. Staff also take good care to meet the needs of traveller children and children who are integrated for some lessons from the Language Unit.
65. By the end of the Foundation Stage, a few children are ready to begin Level 1 of the National Curriculum. Most children reach the Early Learning Goals in their personal and social development and their physical and creative development and are well prepared for the next stage in learning in Key Stage 1. However, the majority are still well below the standard expected for their age when compared to national guidance in their language and literacy, mathematics and knowledge and understanding of the world.

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

66. By the time they have completed the Foundation Stage, most children reach national expectations in their personal and social development. Progress is good.
67. The majority of children are eager to come to school and are keen to play; however, records do show that reception children are often absent and do not quickly establish a good attendance level. As a result of carefully planned experiences and the good role models of all the reception staff, the children soon learn how to behave appropriately in school. They share or take turns very well. They respond to instructions and questions in some situations but do not often initiate conversation. Most children sustain concentration for a short time when they work at an activity given to them. In most cases, teachers ensure that these are interesting and challenging without being too difficult. When they are given the opportunity of working at an activity of their own choice they show enthusiasm and confidence but do tend to move quickly from one thing to another without accomplishing any new learning. Children tidy up at the end of sessions when requested. They are learning to take pride in what they achieve. Children learn how to live amongst a large group as they take part, for example, in drama, music and occasional assemblies in the hall or join Key Stage 1 at play in the playground. They accomplish self-help skills and are beginning to have personal independence. For example, they change into physical education kit to take part in physical education lessons.
68. The quality of teaching is good. Children are encouraged to develop relationships with, and sensitivity towards, others. There is a good balance between teacher-directed activities, for example in their literacy and numeracy lessons, and time for children to learn through play and exploration. Teachers understand the importance of role -play in helping children to make sense of the world. For example, they have set up a 'Post Office' in their room; the children work

together to send letters and parcels to their friends. The children are made to feel content and secure and to develop high self-esteem.

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

69. Despite making satisfactory gains in their learning, by the time they have completed the Foundation Stage most children do not reach the national expectations in their speaking, reading and writing.
70. They listen quietly with growing appreciation of the rhyme and meaning of language in stories and poetry. Children listen carefully to their teachers' instructions. The children do not often use speech to learn in the classroom, although when they are in the playground many of them talk to each other more. Most children enjoy sharing a book with an adult. They often do not know the right word for things that they want to explain; for example, they cannot easily talk about characters in their story-books. Children's ability in speaking ranges from those who say a few words to those who speak with developing fluency about their activities in response to questioning. Children know that pictures can tell a story and words have meanings. They know to turn a page from left to right. Children take their books home to share with and 'read' to their family and many do this regularly. As a result, these children make satisfactory progress in early reading skills. However, up to a third of the children do not practise their reading at home.
71. Many children are slowly acquiring skills in writing but are not able to write any words accurately without support. They do not yet know many letters of words that they want for their own sentences. They know that writing communicates and will explain what their writing says. A few children are able to work out the first letters of words they want to use and show that they understand some spelling rules. Many write their own name and recognise their name. By the time they begin Year 1, many of the children know the names and sounds of half the letters of the alphabet.
72. The quality of teaching is satisfactory with some good aspects. The daily focus on language and literacy based on the structure of the National Strategy is effective. The use of large picture books is particularly successful and gives good opportunities for language development. In addition, in the good lessons staff use every opportunity to extend learning and improve children's attainment in communication, language and literacy.
73. Children are being taught to recognise letter sounds effectively. Teachers have recently introduced a 'Jolly Phonics' scheme, which reinforces the learning of letter sounds in a measured way. There are also planned opportunities for the children to listen to tapes of stories and poems in the 'listening corner'.

### **Mathematical development**

74. By the time they have completed the Foundation Stage, while most make satisfactory progress, the majority of children will not have reached the national expectations in this area of learning.
75. Children do a variety of counting, matching, sorting and sequencing activities; for example, they were enthralled as they played with a magnetic fish counting game. They use shape, colour and size and their own criteria to sort accurately. Most children need support to accomplish this as they play with the resources. They have a good attempt at putting numbers in order and many count to ten by rote. The majority can do more orally but do not recall what they have learned. A few children add up two numbers such as five plus two. They also work out 'one more than' and 'one less than', although when they work independently at subtraction they sometimes become confused.
76. They can describe features of three-dimensional shapes and describe which shapes do or do not roll. Examples of work show that a few children can draw and label fairly accurately a cube, cone, cuboid, sphere and cylinder. The children are familiar with counting and routinely count and match throughout the day. The children say a few counting rhymes with support.

77. The quality of teaching is satisfactory with some good features. Teachers plan daily opportunities where they can extend children's learning with practical experiences, for example weighing parcels in the 'Post Office'. By touch, the children estimate which is heavier and which is lighter. They count money and post letters. The teachers also plan a numeracy lesson each day. These give opportunities for mental mathematics and a structured whole-class time where children learn to focus on an activity led by the teacher or to use practical resources specifically designed to promote mathematical skills.

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

78. By the time they have completed the Foundation Stage, most children do not reach the national expectations in their knowledge and understanding of the world. The children have poor general knowledge. For example, they cannot recall why a parcel or a letter needs an address on it. Every day opportunities for children to learn through exploration and first hand experiences are provided. The children learn about plants as they plant them carefully in their small garden. They are beginning to see the differences in time and growth. They use a magnifying lens to examine plants. They name parts of a plant and understand that plants need water.
79. Children recall the things they use in their homes as they play in the outside play house. A group of boys use the scientific language they have learnt when they say they are cooking ice cream. They explain what will happen and compare this to what happened when they melted ice in their science lesson. Children do not demonstrate an awareness of the features of living things or non-living things. They have limited opportunity to observe animals first-hand.
80. Children are provided with, and use, a wide range of equipment and can build small models with construction kits. Sand and water are available for them to experiment and try things out although the resources provided do not help children to clearly understand about capacity or volume.
81. There are good opportunities for the children to use the computer and other technological resources, such as a tape recorder. Children have gained the confidence and skills to work with simple programs. They use the mouse and shift and print keys.
82. The quality of teaching is good overall with some very good teaching of science that is rigorous and stimulating. This has a very good impact on children's learning. There are satisfactory planned play experiences to develop children's knowledge and understanding about the world. The topic approach used also helps to stimulate the children to learn more about the world around them. There is good use of the local environment or the school community to stimulate learning about the world and to extend language development.

### **Physical Development**

83. By the time they have completed the Foundation Stage, the majority of the children reach national expectations in their physical development. Progress in this aspect of their development is good.
84. Outside play is always part of the timetable each day and children are eager to join in with this. The organisation ensures plenty of opportunities for the children to develop their physical skills. There is enough space for a small range of physical activities to be arranged. Most pupils move with confidence in their enclosed play area. There are some appropriate activities such as sit and ride toys, hoops, building blocks, a small climbing frame and tunnel to enable children to improve their co-ordination. They climb under, over and through very carefully and take turns fairly. There is scope to further improve gymnastic skills because in addition to opportunities to play outside children take part in lessons in the hall. Swimming is also taught once a week by a swimming coach. The children are gaining confidence in a variety of activities to develop their water safety skills.
85. The quality of teaching is good overall. The organisation of the outside activities is good. The additional structured physical education lessons each week, including swimming, further meet the needs of the children and enable them to develop their physical skills effectively.

## **Creative development**

86. By the time they have completed the Foundation Stage, what children know, understand and do is broadly typical of what is expected of this age group. Children make good gains in this aspect of their learning.
87. There is a satisfactory range of creative materials available. Many children cut, stick and fold paper and card. They experience satisfactory opportunities to develop creative ideas. For example, some children made paintings, carefully applying several colours of paint with thick brushes. Examples of observational drawings of fruit and imaginative drawings are carefully completed. The children explore the properties of texture, shape and form using clay. As a result of very good teaching during music children play percussion instruments and sing out with confidence. They are relaxed. All of them are willing to perform in front of the class. There are regular opportunities for drama when good teaching encourages pupils to improve improvisations about the movement of different kinds of animals.
88. The quality of teaching is good. Additional photographic evidence demonstrates that the teaching of art and design is focused sufficiently well on developing skills with different media and tools. All drama activities give children good experiences but more opportunities for children to talk during them and thereby extend their vocabulary would further improve standards. The good music teaching impacts on children's ability to concentrate and listen well.

## **ENGLISH**

89. By the end of both key stages, standards are below average. Current inspection findings confirm that, despite the effort of staff, the implementation of initiatives such as ability grouping, drama and extended writing lessons have not had a significant impact on standards. The above average numbers of pupils in the main school who have special educational needs, however, has a significant impact on the low attainment in the subject. Pupils, including the few who have English as an additional language, are now making satisfactory progress from the very low levels of attainment on entry to the school and this is an improvement from the last inspection when progress was unsatisfactory.
90. When pupils start school, they have very low levels of ability in speaking and listening. Pupils make satisfactory progress and become a little more confident to express their ideas as they progress through the school. This is an improvement from the last inspection. Pupils' speaking skills are developed well when teachers use interesting resources that encourage pupils to want to share their ideas. This was evident in a Key Stage 1 lesson, when the teacher produced dinosaur bones as a stimulus for discussion and writing. Pupils, obviously interested, began to suggest what kind of dinosaur they belonged to, with one pupil accurately using his knowledge of different dinosaurs to predict that they could not belong to a Tyrannosaurus Rex, because the 'teeth would be sharp and pointy'.
91. Pupils increasingly listen to staff and usually to each other as they move through the school. Many pupils, however, have limited concentration spans and find it difficult to concentrate during whole-class teaching of the Literacy Hour. When these sessions are brisk, interesting or adapted to meet their needs, pupils make better progress. In a low ability Year 3/4 literacy set, for example, the teacher very effectively adapted their approach and used an interactive spelling investigation in small groups before introducing the text to the whole class. Pupils were eager to participate in reading the shared text and made very good progress.
92. Pupils are encouraged to discuss issues of relevance to them in planned sessions and opportunities for drama are included in most class timetables. There are generally too few other opportunities to enable pupils to develop their speaking and listening skills in a range of creative, formal and informal settings. In some lessons, teachers do not sufficiently stimulate pupils' imaginations to develop spoken language skills through the use of interesting resources or language games. In general, teachers lack confidence in teaching drama.

93. Pupils who attend the language unit make good progress in their speaking and listening skills because of the effective support that they receive from teachers, the speech therapist and learning support assistants. Particularly beneficial is the 'Social Use of Language Programme' (SULP), which encourages pupils of all ages to listen carefully and speak appropriately in a range of everyday situations. Games and activities motivate pupils, who particularly enjoy the role-play activities. Activities such as these could further enhance the language skills of all pupils in the school.
94. Given pupils' very limited language skills when they start school they make satisfactory progress in reading, although overall pupils are attaining below average standards. In Key Stage 1, pupils develop an appropriate sight vocabulary with many higher ability pupils attaining standards expected for their age. Although pupils read in groups with the teacher in the Literacy Hour, they do not have sufficient opportunities to read individually to staff. This hampers their progress. Pupils are interested in books and enjoy sharing them with adults and benefit from this shared experience. However, when reading alone many still make basic mistakes in reading words which they do not notice. This prevents better progress being made.
95. Older pupils in Key Stage 2 are able to read more difficult texts but often do not understand the meaning of words. Many lack confidence and do not know how to tackle unfamiliar words. They do not realise the lack of meaning in the text as they interpret it. One boy, for example, thought that 'walking away wearily' meant that the person had a 'weird' walk. Mistakes such as this limit pupils' comprehension of the books they are reading. In addition, the lack of opportunities to share books with adults, who could help with such misconceptions and encourage discussions, impacts on the progress pupils make. It is a significant factor in the limited vocabulary pupils use when both speaking and writing. Many pupils make significant progress as they move through the school but do not attain the expected level of achievement by age 11. This is because they do not develop higher order reading skills, such as being able to predict and infer events after reading the text. Pupils at this level would also benefit from individual reading opportunities in order to develop these skills.
96. Pupils with special educational needs, especially in Key Stage 2, often lack sufficient strategies to read unfamiliar words. This prevents them reading texts fluently and with expression. As they struggle with the words, they lose confidence and interest in the books they are reading. Their difficulties also affect their ability to read books and worksheets in other subjects. When writing, they are unable to use their knowledge of sounds to attempt to spell unfamiliar words.
97. Reading for research is not fully developed in other subjects. The approaches of the literacy strategy are not used often enough to develop pupils' competence as readers in subjects such as history. In addition, the library, although large and airy, is part of a general thoroughfare to classrooms and is not an inviting place to enjoy looking at books or magazines.
98. It is in the third element of English, writing, where the weakest aspects of pupils' attainment lie. In general, the majority of pupils lack certain skills in writing. They have limited imagination and find it difficult to express themselves. Teachers do not use a sufficient variety of stimulating resources and activities that would develop pupils' imagination or extend their experiences. This prevents pupils from using more interesting words and phrases in their written work. In Key Stage 1 higher-attaining pupils can write simple sentences using full stops and capital letters appropriately. By age 11, some pupils are beginning to use a range of interesting words when writing but most are unable to sustain their ideas long enough to write them down fully, or to extend their meaning into more complex sentences. This is due in part to pupils' weak language skills and an overemphasis on a narrow range of teaching skills in other subjects, which restricts progress. Adventure game stories written by higher-attaining pupils in Year 4, show that, when motivated, pupils can write interesting pieces at length, planning and drafting their work carefully so that the finished adventures were of a good standard. One pupil from the language unit was so pleased with his final story that he eagerly and proudly shared his game with an adult.
99. Despite all pupils completing additional and copious handwriting exercises neatly in additional handwriting lessons, these efforts are not transferred into their daily work. Pupils' written presentation is poor in many subjects. Often there are scribbles and doodles around the page.



Work is crossed out untidily and is often unfinished. Pupils' spelling, planning, drafting and editing skills remain underdeveloped in the majority of pupils.

100. The quality of teaching varies across the school, although overall it is satisfactory. Some good and very good teaching was seen, which is an improvement from the last inspection. Teachers follow the format of the National Literacy Strategy well and have developed positive relationships with their pupils. Learning objectives are clear, are shared with pupils and influence the whole lesson. In general, however, teachers do not use a consistent approach for developing pupils' reading and spelling skills. Pupils have limited strategies to read and spell a range of words and as a consequence do not incorporate them in their writing. Teachers and learning support assistants often use different approaches, which can confuse the pupils. For example, teachers do not always model the correct sounds and this can cause difficulties, especially for the high numbers of pupils with special educational needs in the school. The good phonic scheme introduced in the reception class is not followed through into Key Stage 1 and a significant number of pupils in Key Stage 2 lack basic reading and spelling strategies. Teachers in these classes recognise this lack of understanding and try hard to develop these skills, correctly adapting their teaching to meet these needs. However, the lack of relevant staff training in this important area is impeding pupils' progress. The 'Early Intervention' literacy programme introduced in Year 1 provides a very good range of stimulating and 'fun' reading and spelling activities. Pupils enjoyed competing against the clock and playing spelling games and responded well, making good progress, indicating the success of strategies that make learning fun.
101. Teachers try hard to motivate pupils to use more interesting vocabulary when speaking and to select descriptive words carefully when writing. However, in general they do not use a range of varied and interesting approaches to develop these skills. On occasions, in an attempt to encourage discussion, teachers do not leave enough time for pupils to write and refine their ideas. When asked to write poems based on 'Water', for example, pupils struggled to imagine a waterfall and, although the teacher read poems to the class, these did not sufficiently motivate pupils, who became restless after over 30 minutes of sitting and listening. Pupils do not use dictionaries and thesauruses regularly to extend their choice of words when writing.
102. Pupils with special educational needs in the main school and unit are well supported by teachers and dedicated, well-trained learning support assistants, with whom they have good relationships. In lessons and in small group work pupils are able to stay focused, because of this good support. Literacy targets are clear and specific and are followed well by teachers when planning appropriate work. In the infant language unit pupils work in a safe and secure environment and grow in confidence. They learn a simple signing system, which helps them to communicate. Increasingly, they are integrated into main school lessons and by the time they reach Year 3 most attend class Literacy Hours where they are grouped by ability. One higher-attaining pupil, for example, although having complex language difficulties, is placed in the highest set for literacy. He confidently joined in discussions about a newspaper article and subsequently produced writing of a high standard.
103. The management of English is good and much improved since the first inspection. The recently appointed co-ordinator has worked hard to monitor the provision and has accurately identified areas of weakness. Her action plan is relevant and she now needs time to fully implement this. Analysis of assessment data is used well to set individual targets for all pupils. These would benefit from being even more specific with short-term targets set which pupils can easily work towards, thus recognising their improvement and so boosting their confidence.

## **MATHEMATICS**

104. Inspection findings confirm that standards in mathematics are below average throughout the school. Pupils' attainment on entry to the reception classes is well below average and they make steady progress to achieve below average levels of attainment by the time they are 11 years old. Trends over time show a gradual improvement in standards in the end of Key Stage 2 statutory tests but results in tests for seven-year-olds fluctuate, falling between 1999 and 2000. The school has set itself an unrealistically challenging target of 78 per cent of pupils

achieving the average Level 4 by the time they are 11; inspection evidence indicates that this target is not likely to be achieved in 2001.

105. The implementation of the National Numeracy Strategy is gradually helping to raise standards as teachers develop effective teaching methods and extend their own knowledge and expertise. The structure of lessons is similar throughout the school and the use of the curriculum guidance in the strategy ensures that pupils' learning develops as they move through the year groups. Pupils are taught in 'sets' throughout the school in order to reduce the spread of ability in lessons. There is not always sufficient matching of work to the level of pupils' ability for the various levels of attainment within each of the groups to enable pupils to build upon their previous knowledge and understanding. Teachers' short and medium-term planning, and a scrutiny of pupils' work, show appropriate coverage of the recommended areas of study, with the exception of using and applying mathematics in practical tasks and in real life problems. This weakness was identified at the time of the last inspection but, while the school has plans to address it, the matter is not being dealt with speedily enough. Pupils often demonstrate good mechanical skills, such as in calculations requiring knowledge of tables, but they lack the strategies and mathematical vocabulary to apply these skills to solving problems.
106. In a Year 5/6 'set' more able pupils demonstrated their ability to add and subtract numbers to two places of decimals as they solved problems about the cost of rides at a fairground. Other groups had difficulty thinking through the operations required to solve simpler problems and showed a lack of understanding about subtraction involving the method being taught. In the same set, pupils showed they could quickly work out the square roots of large numbers, using their knowledge of tables and place value. Pupils in the top Year 3 and 4 set also showed a good knowledge of tables as they used multiplication to check division sums. Two of the Year 1 and 2 sets were working on time during the inspection; pupils showed they knew how to use an analogue clock to tell the time on the hour and half hour and to work out an hour ahead and before. Pupils in the Year 2 set showed that they knew how to read from a bar chart, use tallying and then construct a simple chart as a result of gathering data.
107. The quality of teaching is satisfactory throughout the school and sometimes it is good. Teachers plan lessons well, using regular assessment to inform the targets they set. Sometimes they use varied activities well in order to ensure pupils remain interested and fully engaged in the lesson. In a good lesson with a small group of Year 6 pupils, the teacher challenged one half of the pupils to calculate more quickly, and as accurately, as the half using calculators. This approach helped pupils to understand the appropriate use of calculators, as well as sharpening their mental skills. The objectives for lessons are shared with pupils so that they are aware of what they are expected to learn but plenary sessions are rarely used effectively to assess pupils' progress during the lesson. Management of groups of pupils is good and they are usually given tasks appropriate to their abilities. The good lessons were well paced, ensuring that pupils' attention was maintained and that they were challenged to think and to calculate mentally. Pupils are encouraged to explain how they have worked out the answers to mathematical questions. This approach has value but, is sometimes used too much and slows the lesson to such an extent that pupils' time is wasted. Teachers mark books with care and often write supportive and constructive comments. Learning support staff are well briefed and make a valuable contribution to pupils' learning. Formal assessments are administered regularly in order to track individual progress, monitor standards and inform curriculum planning.
108. Pupils generally behave well but they do not always make the amount of effort needed if they are to make significant gains in their learning. In lessons for younger pupils there is often a high level of adult support, which is used well to maintain pupils' attention to tasks. Sometimes, when a teacher with older pupils is focusing closely on one group, the rest of the class waste time even though their tasks are appropriate. Pupils' exercise books and completed worksheets indicate a lack of pride in the presentation of their work and low teacher expectations of what they are capable of producing.
109. Sometimes resources are insufficient for all pupils in a year group to be effectively taught the same concepts at the same time. The schools' setting arrangements mean that, throughout the school, two year groups together always have mathematics lessons at the same time. In a good

lesson for Year 1 and 2 pupils, all the pupils had small clock faces and were able to join in setting the hands to the time asked for by the teacher. Not only does this strategy ensure all are taking part but the teacher is able to see at a glance which pupils are confident with the task and which ones require more help.

110. Pupils in the Language Unit, who are in the Foundation Stage and Year 1, are set tasks appropriate to their abilities. From Year 2 onwards, pupils from the Unit are integrated in maths sets at the appropriate level for their ability. In Years 3 and 4, they are withdrawn from their maths lesson once a week to take part in a lesson addressing their language needs. Pupils with special educational needs are usually well supported in lessons by learning support staff but, occasionally, pupils are helped to complete tasks for which they are not ready.
111. The subject meets the requirements of the National Curriculum and has breadth and balance. The implementation of the National Numeracy Strategy has yet to make a positive impact on the standards pupils reach by the time they are 11. The co-ordinator is knowledgeable and efficient. She has only held the post for two terms but she has a good understanding of the priorities for the subject's further development. Resources are generally adequate, appropriate and accessible.

## **SCIENCE**

112. Standards are below average at the end of both key stages for the pupils currently in the school. However, they are showing signs of gradual improvement over time. Standards have marginally improved since the last inspection when they were well below average at the end of Key Stage 2. This improvement is as a direct result of improved teaching that is taking place in many classes. The curriculum is more structured and teachers' subject knowledge is developing, improving the quality of learning overall. However, weaker teaching in Year 6 group, together with poor presentation of work by a number of pupils, is holding back standards by the time pupils leave school.
113. Overall, standards at the end of Key Stage 1 are below average. The more able pupils often work at higher levels compared to the rest of the class but this is often only at expected levels for their age. Pupils can compare differences in materials and know that exercise is good to keep bodies fit and healthy. However, the recording skills of the majority of pupils at this key stage are weak. Pupils mainly record with one word answers on worksheets or colour in related worksheets to illustrate correct answers. The most able pupils have better recording skills and use these to write sentences or draw pictures. For example, they could give a good reason for choosing which material would be best suited for summer clothing and illustrated their work better.
114. Standards at the end of Key Stage 2 are below average. Given the low attainment of pupils, however, they do make progress, gaining in knowledge about scientific knowledge as they move through the school. This is more evident at the lower end of Key Stage 2 where teaching is stronger than in Years 5 and 6. The most able pupils in Year 6 can explain the passage of the earth across the sky and explain differences in sunrise and sunset. They are able to record data in charts and set out an experiment using headings. This work is typical of an average pupil and highlights the fact that few pupils are achieving the higher levels expected by more able pupils. In one lesson seen during the week Year 6 pupils were still confused about what materials conduct or insulate well in circuits. In Year 5, standards are better as the most able pupils are working at a good level for their age. In both Years 3 and 4, pupils are working closer to average expectation and more able pupils in Year 4 can predict whether material will make good conductors of electricity or not. This is a good level of work for them. The school recognises this improvement and has set high targets for pupils at the end of Year 6 but these are unlikely to be achieved this year. Pupils with special educational needs and English as an additional language make good progress because they receive good support and help in lessons, especially with literacy and numeracy skills. This helps them to set out and explain their scientific thinking through written work and charts.

115. Teaching seen during the inspection was unsatisfactory overall because there was some unsatisfactory teaching in Year 6. No unsatisfactory teaching was observed at Key Stage 1 and some very good teaching was seen in Years 3 and 4. At both key stages, teachers manage pupils well so that they make the correct amount of effort when working. Support staff are well deployed to assist pupils in class, especially those with special educational needs and language difficulties. Homework is regularly set and supports learning. Most teachers have effective methods and plan their lessons well, organising the groups and resources to be used. However, at Key Stage 2 resources are not always used in sufficient quantity to support investigative work and promote more effective learning for pupils.
116. Teachers' expectations of what pupils can achieve does not always account for some more able pupils in the class. They are not always given enough opportunities to explain their scientific thinking because staff confidence and knowledge are sometimes weak. For instance, one Year 6 boy knew that a diagram of a circuit with a light bulb would not work but did not have the confidence to speak up in class. Resources were not used in this lesson to illustrate the learning points. Teachers' expectations were generally weaker at Key Stage 2. Some teachers lack the confidence to allow pupils to experiment more fully with equipment, preferring to demonstrate from the front of the class. This method is inhibiting learning for pupils who find abstract ideas difficult to grasp. One teacher in Year 3 and 4 did a very good lesson where pupils used mirrors to investigate their own teeth. This lesson was highly motivating for the class, as they all had a mirror to use. As a result pupils quickly became familiar with the names of the different teeth in their mouths and how many they had of each. They ably transferred this information on to a well-prepared chart.
117. The curriculum is broad but offers too few opportunities for using equipment regularly that would help pupils to understand and consolidate learning more effectively. This makes the curriculum currently difficult to understand for the vast majority of pupils in the school with special educational needs or language difficulties. Pupils are monitored regularly through tests undertaken at the end of each unit they study. The information from this assists teachers to plan the next stages of learning and to decide whether to revise work again. Teachers also evaluate how effective the lesson has been in achieving its intention and will happily repeat work to ensure pupils fully understand what they are doing. The school is following a national scheme of work but teachers do not always see the need to give pupils more opportunities to use resources as a result of their evaluation.
118. The subject is co-ordinated by an enthusiastic and hard working teacher, who is currently very new to teaching. Although she has a science qualification she has no experience of managing the subject, especially where it has not been co-ordinated effectively for a few years. This is an onerous task for her but one that she is working well at. She has supported and monitored colleagues and has already begun to see where the weaknesses are in the subject. However, the subject still needs more rigorous support if standards are to be improved across the school. Resources to support the teaching of investigative work are unsatisfactory in quality and quantity. There is often not enough equipment to teach topics such as electricity where there are an insufficient number of good quality wires to connect to batteries. There are too few test tubes, beakers and thermometers. The resources are poorly stored in an open accessible area. Information and communication technology is not well used to support pupils' science learning.

## **ART AND DESIGN**

119. By the end of Key Stage 1, standards of attainment are in line with national expectations. In Key Stage 2, however, pupils of all abilities do not make sufficient progress, in developing either their skills or understanding of art. As a result, pupils underachieve and attainment is below expectations by the end of the key stage. While the school has made some progress in raising the profile and status of the subject since the previous inspection, standards have not improved at a sufficient rate.

120. By the end of Key Stage 1, pupils make satisfactory progress in the development of their drawing skills. They know, for example, that drawing a four by five grid will help them to draw the features of a face. They make satisfactory progress in their understanding of colour and make different colours by mixing the primary colours. Most pupils are able to apply paint evenly. In three-dimensional work, pupils are taught to sew. Examples of good quality fabric work were seen during the inspection, indicating that the pupils had mastered the skills and techniques being taught. While pupils have explored the work and techniques of famous artists and craftspeople, such as Mondrian, their understanding in this aspect of art remains weak. Many pupils, including those in the Language Unit at the school, get regular access to simple art programs using the school's information and communication technology equipment. This successfully ensures that pupils develop a basic idea of how simple works of art can be created using computers.
121. Pupils make some progress in Key Stage 2, for example, in appreciating how a sketchbook can and should be used for preparatory work. The gains they make overall do not build sufficiently well on their earlier learning. A major weakness is the lack of knowledge and understanding of the works of other artists and how, by exploring other craftspeople's techniques, pupils can develop their own art skills. Across the key stage, pupils' knowledge is limited to a few artists, such as Van Gogh. However, when pupils are asked to explain how he may have used paint to create a striking or subtler effect, their knowledge is quite limited. Pupils' drawing skills do not develop well enough. They do not have enough understanding of line, tone, shade or how different pencils can be used to create different effects. As a result their attainment remains below that expected by the time they leave the school. Younger pupils in lower Key Stage 2 have had some experience of working with clay and their work is of a reasonable quality. Evaluation of older pupils' three dimensional work indicates that they have secure understanding of how simple artistic artefacts can be created using, for example, simple models.
122. While teaching seen during the inspection was satisfactory, the slow gains made by pupils in the development of their artistic skills as they move through the school shows that teaching over time is unsatisfactory at Key Stage 2. At Key Stage 1, teaching is satisfactory. At Key Stage 1, teachers have sound subject knowledge and plan pupils' learning to ensure that their skills develop in a clear and systematic way. In addition, effective links are made with other subjects such as mathematics. This further develops pupils' understanding of how art and design are present in many areas of their learning. At Key Stage 2, lesson planning does not highlight sufficiently the precise skills that pupils are to learn during the course of a lesson. Teachers are beginning to use the school's scheme of work and this should bring some order to the teaching of knowledge and skills. There is no planned programme to teach pupils about the work of different craftspeople. As a result, pupils do not learn how the work of other artists can influence their own art.
123. Increasingly, teachers are making an effort to exploit the subject's contribution to pupils' cultural development. In lower Key Stage 2 lessons seen during the inspection, pupils explored African masks and, through sensitive discussion by the teacher, came to appreciate the cultural significance of these to the tribes they originated from. At present, however, there are missed opportunities to ensure that the subject makes an effective contribution to the pupils' spiritual, social, moral and cultural development.

## **DESIGN AND TECHNOLOGY**

124. Standards of work are in line with expectation overall and pupils are achieving well, improving their skills as they move through the school. This is an improvement since the last inspection when the subject was a key issue for development. By the end of Key Stage 1, pupils design and make models. They have joined materials together to produce a recognisable finished product. Most pupils included a mechanism for winding a paper spider up a cardboard spout in their model. This was part of a project about the poem 'Incy Wincy Spider'. They worked with a range of different materials, including recyclable materials, and had designed and evaluated their product as part of the process.

125. Design and technology was not part of the taught curriculum at Key Stage 2 during the inspection but there was evidence of pupils' design and evaluative work around the school. Evidence in their workbooks and models shows that they are enthusiastic and pay attention to detail in making their designs. In Year 6, pupils had designed and made slippers after taking apart and evaluating the purpose of wearing good slippers. Throughout Key Stage 2, pupils use design workbooks to draw their ideas for making models. These are well annotated and show that pupils are keen and interested in the topics being covered. Other examples of work on display and in pupils' books included a pneumatic toy in Year 5 and food packaging in Year 5. Year 3 had worked with levers to make moving parts to storybooks they had illustrated. They evaluated the finished product and considered how it could be improved.
126. Teaching was satisfactory in the lesson seen at Key Stage 1. From the work observed at Key Stage 2, it is satisfactory overall. Pupils were keen and enthusiastic when making their models and, as a result, concentrated well. Learning was good because pupils enjoyed working with materials and having experience of using tools and materials. Work is assessed satisfactorily after completing a project. Design books are marked and commented on by teachers.
127. The subject is co-ordinated temporarily by the headteacher and has been equally well co-ordinated and developed in the past. The work is planned following a sequence of activities that cover a broad and balanced curriculum. This ensures pupils experience working with a range of different materials and tools. Classrooms are a good size to teach the subject and a range of adequate resources supports teaching and learning. The large area for home economics in the Key Stage 1 area is well stocked with resources for working with food.

## **GEOGRAPHY**

128. Evidence for the inspection has been taken from a scrutiny of pupils' work and teachers' planning, and from the three lessons seen in Years 3 to 5. Geography is taught in rotation with history and was not being taught in Years 1 and 2 during the inspection. Standards achieved by pupils by the time they are 11 are below expectations. This is because the time allocated to the subject is low and curriculum planning is still being developed. The school uses units from the National Scheme but has not yet decided which geographical skills to cover in each unit. There is, therefore, a lack of coherence about the planning so that the skills to be taught are not identified taking into account pupils' previous experience and future needs. As a result, insufficient progress has been made in raising attainment in geography since the first inspection.
129. Pupils in Year 5 and 6 have been studying the Indian village of Chembakoli. In a well planned and appropriately paced Year 5 lesson, pupils' interest and concentration was sustained by a variety of activities related to making comparisons between life in India and in Chertsey. Although this was a continuation of a series of lessons on the subject, most pupils brought little previous knowledge to the topic, indicating a lack of retention of information. In two lower Key Stage 2 lessons seen, pupils were studying the key features of a river system. A 'model' mountain constructed from sand and stones provided a helpful visual resource to promote understanding of how a river is formed. Some pupils were able to recall aspects of previous work on the water cycle and were beginning to learn geographical vocabulary such as 'meanders' and 'tributary'.
130. A few pieces of written work from last term in Key Stage 1 folders showed that pupils had looked at local features and landmarks and considered their use. They are able to recognise the basic features of a map and record daily weather conditions. Pupils are able to name the main cities of England and are aware of what countries make up the United Kingdom.
131. This limited evidence indicates that the school is approaching the subject appropriately by developing skills and understanding, as well as knowledge, but time constraints mean that curriculum coverage is rather superficial. Mapping skills, in particular, are not developed systematically. There are few atlases and other resources are insufficient to support learning. There is a dearth of visual material to help with the development of pupils' understanding. The co-ordinator left the school recently and the headteacher is currently overseeing the subject.

## **HISTORY**

132. Evidence for the inspection has been taken from a scrutiny of pupils' work and teachers' planning, and from two lessons seen, one in the Language Unit and one in a Key Stage 1 class. History is taught in rotation with geography and was not being taught in Years 3 to 6 during the inspection.
133. The standards achieved by pupils by the time they are seven and 11, including those with special educational needs, are below national expectations. This is because the time allocated to the subject is low and curriculum planning is weak. The school's curriculum is derived from the National Scheme units of work but decisions have yet to be made about which key elements of historical understanding to cover in each unit. As a result, there is a lack of coherence about the planning, which results in insufficient attention to ensuring that pupils' learning develops in a systematic way as they move from class to class.
134. Last term's Year 5 and 6 work on the Ancient Egyptians shows that pupils are being given some insights into how people lived in the past and to how we know about it. The work aims to develop skills and knowledge and addresses some of the key elements in the National Curriculum Programmes of Study. However, the work lacks the coverage and depth to enable pupils to achieve standards in line with national expectations.
135. The work of Year 3 and 4 pupils on the Ancient Greeks shows that pupils can convey their understanding about the past in a variety of ways, for example pictorially and using grids. Again, coverage is limited, although some skills are being developed.
136. Pupils in Key Stage 1 and in the Language Unit were learning about the work of Florence Nightingale when she nursed soldiers in the Crimea. The lessons were successful because teachers used pictures, letters and visual aids well to stimulate interest and understanding. Pupils used different sources of information and compared hospitals in the past with those of today satisfactorily.
137. The school makes good use of visits to the Chertsey Museum. Its staff lead local history walks. Overall, however, resources for the subject are rather dated and lack the range to fully support the curriculum. Once a scheme of work has been finalised choices can be made about appropriate resources to service it. The co-ordinator left the school recently and the headteacher is managing the subject in a temporary manner until a permanent appointment is made.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

138. In the last inspection, pupils' attainment in information and communication technology was below national expectations at the end of both key stages. Standards are still below those expected for seven and 11 year olds. However, by careful and sensitive refurbishment of part of the building, the school has recently added a well-equipped suite of computers. Pupils in all parts of the school are just starting to use this regularly to support their learning. Nonetheless, shortcomings in the quality of teaching and provision remain. With the exception of pupils in the Language Unit, pupils of all abilities are not at present making sufficient gains in their learning.
139. By the end of Key Stage 1, pupils do not make sufficient progress. While they have a secure understanding of the main elements of a computer, their ability to use this to support their learning in literacy, for example, is weak. Few pupils know what a 'font' is or are able to change the size and appearance of their work to make it more visibly pleasing. Pupils are able to type simple statements, including a short sentence about themselves, into a word-processor but their skills do not extend beyond this. Pupils use the tools within a simple art package but their ability to explore the features and different layers of compact disc software is limited. Pupils have a satisfactory understanding of how certain everyday items such as a video recorder are operated. Pupils' understanding of how information and communication technology can be used in subjects such as mathematics or science is limited. In addition, there are still too many

opportunities missed during lessons for pupils to use computers as part of their everyday learning.

140. Although pupils make more rapid progress whilst using computers in the school's suite, their overall rate of learning is still too slow and attainment remains below expectations by the time they leave the school. A major factor in the slow progress is the lack of computers in classrooms in Key Stage 2. At present, none of the classrooms have computers that pupils can use during lessons. This limited access impacts negatively on the rate of pupils' learning. In some areas of the information and communication technology curriculum pupils make satisfactory progress. By the age of 11, pupils type, edit, save, format and print texts and are able to explain how this is done. They also explain what the 'Internet' means and appreciate how large organisations such as supermarkets and banks are heavily dependent on computers for storing information and re-ordering stock. However, little evidence was seen during the inspection of pupils using a word-processor to create or develop an extended piece of writing. Pupils' data handling skills are limited to creating simple bar or pie charts. Few can set up spreadsheets as a result of their own investigations or handle a range of different formulae in solving mathematical problems. Few pupils have sufficient programming skills or know how to write simple instructions in order to create mathematical shapes on the screen. They cannot explain how, by altering a variable, the outcomes of what they are doing may be changed.
141. The overall quality of teaching in both key stages is unsatisfactory. It is better when teachers are explaining the nature of work in the information and communication technology suite. In these lessons, instructions are clear, teachers make good use of the sometimes limited amount of time they have and both teachers and support staff support the pupils well as they use the various programs. However, while teachers demonstrate sufficient knowledge and understanding of computers and supporting software, teaching does not take enough advantage of pupils' enthusiasm for using the equipment. Daily planning, particularly at Key Stage 1, does not highlight the skills that pupils are expected to learn during the course of a lesson. Often, opportunities to extend pupils' literacy, numeracy and scientific skills are missed during lessons. Moreover, teaching does not build sufficiently on the previous experience that some have gained from their access to their own computers at home.
142. The management of the subject is satisfactory overall. The newly appointed co-ordinator is highly enthusiastic and has successfully overseen the improved provision through the use of the school's suite. However, there is a need to ensure that all pupils have full and equal access to this and that it is fully used. The school is fully aware of developments that have taken place in the subject nationally since its previous inspection. The extra grants given to the school to develop the level and quality of resources have been thoughtfully spent and the ratio of computers to the number of pupils is now around the national average. There is an appropriate range of software for the age range of pupils – including pupils in the unit and others with special educational needs.

## **MUSIC**

143. Standards in music are satisfactory compared to those normally achieved by most pupils at a similar age. Standards have been maintained since the last inspection and in addition areas for development which were identified then have been improved. The use of information and communication technology in music has been extended and there has been a focus on listening skills to improve listening and evaluating music in Key Stage 2. The school benefits from having a specialist teacher who takes all lessons from reception to Year 6. All teachers are given copies of planning to keep them in touch. However, they do not often observe their class except in performances. This means that they do not have any first-hand evidence of how their class as a whole or individuals respond to the good music teaching. There are no planned links with other subjects as result.
144. Pupils of all abilities throughout the school make progress as they perform, compose or listen to music. Progress is good in performing and composing and satisfactory in appraising music. In both key stages, pupils sing well together. They have an awareness of others and know a satisfactory repertoire of songs by heart. They sign to some songs to enable all children,



especially those from the Language Unit, to join in. They know a satisfactory range of tunes and have a good sense of rhythm. They sing with a good understanding of pitch and know both religious songs and songs linked to their topic work. A good example of this was demonstrated when Key Stage 2 gave a polished performance in assembly of a song in parts.

145. By the end of Key Stage 2, pupils are able to follow a musical score and have good understanding of simple notation. Pupils of all ages and abilities enjoy using the wide range of untuned percussion instruments. Pupils work in groups or perform their own scores confidently.
146. Pupils' musical appreciation is developing satisfactorily. Pupils listen to music, pick out particular aspects and discuss them. After listening to a recording of their own work pupils in Year 3 and 4 evaluate their performance, criticising their diction and the volume of their singing. They are developing mature attitudes. This was demonstrated effectively by a Year Six class, when some pupils responded in recorded music in a mature and sensitive way. They tried hard to use the correct technical language, often pointing to the correct word, such as 'timbre', 'texture' and 'tempo' on the informative displays in the room.
147. Pupils perform frequently by playing their recorder or other percussion instruments during assemblies. A choir was formed last year to perform along with many other schools at the Albert Hall. The whole school attends the harvest festival at the local church and performs to their parents. The juniors also performed in a community concert, 'Millennium Heroes', in the summer concert. These good opportunities extend pupils' learning.
148. Teaching is good and often very good. The teacher manages the groups well, especially the pupils with special needs. The teacher ensures that pupils are clear about learning objectives and that learning moves on at the right pace. Good use of praise encourages pupils to do their best and most lessons include performing and composing. Good opportunities for musical appreciation are provided, including during assemblies when pupils learn about music and composers. This makes a good contribution to their general musical knowledge. The music curriculum is based on the new national guidance and ensures that the pupils do not repeat the same work unnecessarily. More challenging work is being introduced each year. Most pupils work well in their class groups collaboratively performing or composing music together. The majority have good attitudes to learning and there are strategies in place to ensure that those who do not comply to the teacher's high expectations of behaviour do not spoil the lessons for other children.
149. The music co-ordinator has a good grasp of what is needed to improve provision further. A useful record is kept of what individuals know, understand and can do as a result of each lesson. Though introduced recently, this has the potential to raise standards further. Resources are well organised and used well. Liaison with the peripatetic music department ensures that string and wind instruments are available for the pupils to learn. However, only two pupils take up this opportunity.

## **PHYSICAL EDUCATION**

150. By the end of both key stages, pupils attain standards that are in line with national expectations. A strength in the subject is the provision for swimming. All pupils benefit from the good use of the school's indoor pool and by being taught by a qualified coach. No judgements can be made on the quality of pupils' gymnastic work as none was seen during the inspection owing to the structure of the timetable.
151. In Key Stage 1, pupils develop their physical skills through a suitably planned programme of work. When in the hall, pupils appreciate and understand the purpose of warm-up sessions and concentrate hard when undertaking these. They are taught effectively to lay out the equipment properly. When using apparatus, they demonstrate the skills of balancing, turning and constructing a simple sequence of movements well.
152. In Key Stage 2, pupils learn how to improve their physical education work in a number of ways. In lower Key Stage 2, they construct a simple sequence of movements in groups of four. In one

session, pupils had to make up a simple dance sequence in relation to the theme of the 'Water Cycle'. By listening to a range of sounds, pupils developed appropriate movement associated with 'evaporation' or 'rainfall'. Pupils used different heights well and co-operated well as they discussed their ideas. In upper Key Stage 2, pupils play simple games effectively. In one hockey lesson, for example, pupils learned the skills of a 'push' pass and practised this in groups of two.

153. All pupils get a weekly opportunity for swimming lessons in the school's pool. Pupils make good gains in their learning in swimming. In sessions, pupils listen well and apply the skills that they are being taught. By the end of Key Stage 2, many pupils are attaining standards well above the average for their age. Indeed, by the end of Key Stage 1, many are already able to swim for 25 metres unaided.
154. In both key stages, pupils generally learn and behave well, although the behaviour of the older Key Stage 2 pupils is not as good as that of the younger pupils in the school. Most pupils follow instructions given by the teacher well and try hard to develop and refine the skills they are being taught.
155. The quality of teaching is always at least satisfactory with good examples observed during the inspection. The teaching of swimming is consistently good. Across all year groups, teachers have secure subject knowledge and plan pupils' learning well. Explanations given to pupils are clear and effective. However, the management of pupils' behaviour in the upper part of Key Stage 2 is not as strong as in other classes and at times this disrupts pupils' learning. Teachers plan together in their year groups and this ensures good consistency from class to class. Monitoring of teaching takes place by the co-ordinators and this is a good improvement in the overall management of the subject since the previous inspection. There is no grassed space for pupils to play competitive sports, though staff do their best to overcome this by using a nearby field.

## **RELIGIOUS EDUCATION**

156. At the end of both key stages, standards of attainment are broadly in line with the expectations of the Locally Agreed Syllabus. Standards have been improved since the last inspection. There is an improvement in pupils' knowledge and understanding about world faiths- Islam, Judaism and Hinduism - as a result of some carefully planned teaching. The resources to support this part of the religious education curriculum have been considerably improved since the last inspection and their use is making lessons more interesting and lively.
157. Most pupils have a satisfactory knowledge of the Christian faith appropriate for their age and ability. By the end of Year 2, they know that the Bible contains stories about the life of Jesus and the stories he told. In Years 3 and 4, they visit the local church where they learn about artefacts associated with the Christian religion. They study the Bible and explain in simple terms what they will find out by reading it. They recall several parables and miracles in simple terms.
158. Pupils have reflected on feelings and friendship and have considered what good qualities they most admire. From their knowledge of these, Year 3 and 4 pupils have identified: 'people who keep me safe' and 'people who are always there when I need them'. They have difficulty in extending this idea beyond their own family life. Pupils in Year 5 and 6 have related an Islamic story to a situation in their own life and have some basic knowledge of the Muslim religion. Overall, Year 3 and 4 pupils have completed more work and there is evidence that this age group make more progress.
159. Pupils listen attentively in lessons on the whole, although occasionally a few pupils lose concentration during explanations. Most pupils reflect quietly when given the opportunity. Pupils in all years have accomplished a satisfactory range of tasks with appropriate use of some work sheets or written accounts of stories. One class has produced a large collage picture to help them distinguish between the Old Testament and the New. However, the standard of handwriting and general presentation is poor; pupils do not demonstrate a pride in their work.

Many words are misspelt and pupils make no attempt to use the dictionaries. During the oral part of lessons, pupils in all year groups do not always try hard to respond to questions, preferring to leave it to others.

160. Teaching is overall satisfactory with some good aspects. There were good opportunities to extend pupils' personal and social development in most of the lessons seen. There is further scope for improving pupils' ability to debate and to develop strategies to ensure that every one contributes verbally during lessons. There is also scope to develop pupils' ability to distinguish between fact, opinion and belief. Further opportunities to take part in drama and to carry out independent study and use research skills would develop pupil's investigation and interpretation skills, particularly for year six. The long term planning which covers work through the school is good.