

# INSPECTION REPORT

## **ST PETER'S C of E PRIMARY SCHOOL**

Wrecclesham, Farnham

LEA area: Surrey

Unique reference number: 125182

Headteacher: Mrs P Williams

Reporting inspector: Peter Brock

17969

Dates of inspection: 8<sup>th</sup> - 11<sup>th</sup> May 2001

Inspection number: 212867

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: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Little Green lane  
Farnham  
Surrey

Postcode: GU09 8TF

Telephone number: 01252 714115

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Christopher Ellis

Date of previous inspection: April 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Brock 17969	Registered inspector	Mathematics French Latin	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Ron Elam 9092	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
John Linstead 20948	Team inspector	Science Art and design Music Physical education English as an additional language	How good are the curricular and other opportunities offered to pupils?
David Matthews 18505	Team inspector	Information and communication technology Design and technology Geography The Foundation Stage	
Chris Bolton 18935	Team inspector	English History Equal opportunities Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

St Peter's Primary School is situated in the Farnham, Rowledge and Wrecclesham ward with the majority of children coming from the village of Wrecclesham, and others from Farnham and the surrounding villages. The school has strong links with the Diocese of Guildford and with the local parish church. Schools compete for children in the area and the number on roll has fallen over the last six years. There are 223 children on roll - 106 boys and 117 girls. Assessment data shows that attainment of children on entry is below average overall. Sixty-eight children are on the special educational needs register and this is above the national average. Eight of these have a statement of special educational need. Just over one per cent of children have English as an additional language. This is slightly higher than most schools. The majority of children come from a white UK heritage background. The take-up of free school meals is approximately 12 per cent. This is broadly average.

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

The school is effective in providing a good level of education. Although children enter with standards that are below average, they make good progress with their learning in most subjects as a direct result of the good quality of teaching, and the good management by the headteacher. Standards in English are above average by the time children are eleven years of age. They are average in mathematics and science. In all other subjects they are at a standard expected for pupils of seven and eleven except in geography where they are below in Key Stage 1. Overall, the school provides good value for money.

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

- The leadership of the headteacher is good and the school is well managed.
- The quality of teaching is good.
- Children make good progress with their learning.
- Children's attitudes, personal development and relationships are very good.
- The school provides a good quality and range of learning opportunities.
- Children's personal, spiritual and moral development is good. Their social development is very good.
- The partnership with parents is good.

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

- Standards of younger children in geography.
- Leadership of the foundation subjects.
- Aspects of teachers' planning and assessment.
- Monitoring 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 April 1999 and was found to have serious weaknesses. This is no longer the case. It has made good progress with improvements in almost all areas of concern since the last inspection. Leadership and management have improved significantly with reference to the governors' strategic view, their involvement in financial planning and their monitoring of the school's provision, the headteacher, the senior management team and the school development plan. The lack of consistency of teaching in Key Stage 2 has been fully and successfully addressed. There has been a good level of improvement in attainment and progress in mathematics in Key Stage 1. Improvement in gaining writing skills in Key Stage 2 has been good. Valuable progress has been made in science but not as much as possible because this has been restricted by a lack of provision in planning to meet children's different needs and abilities. The use of assessment and monitoring, particularly in English and mathematics, has been developed successfully in the core subjects but a coherent system across the school for recording pupils' progress in most of the foundation subjects has yet to be established. The school has reviewed its setting arrangements to good effect in Key Stage 2 and now ensures that all pupils systematically build upon what they have learned previously in English and mathematics. Work remains to be done in science. All health and safety issues raised have been dealt with successfully and the school has the capacity to improve further.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	C	E	E	well above average    A above average        B average                    C below average         D well below average    E
Mathematics	C	C	E	E	
Science	C	B	D	E	

The information in the above chart shows that, in the 2000 national tests for eleven year olds, children achieved well below average standards in English and mathematics and below average standards in science. In comparison with similar schools, standards were also low for that year. However, apart from 2000, the trend in the school's average national curriculum points for all core subjects has been broadly in line with the national trend. The main cause of the drop in 2000 was the presence of a large number of pupils with special educational needs in this group and the high number of pupils leaving and joining this group during the course of its progress through the school. Standards in Key Stage 1 were affected for similar reasons. The progress that children make with their learning in most subjects is good. It is satisfactory in design and technology and history. In geography, it is satisfactory in Key Stage 2 but unsatisfactory in Key Stage 1. The school sets realistic targets for improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Children enjoy coming to school and they want to learn.
Behaviour, in and out of classrooms	This is good. Children behave sensibly both in class and around the school.
Personal development and relationships	Children's personal development is very good as are their relationships with each other and with adults.
Attendance	This is satisfactory.

The overall quality of children's relationships and behaviour is a strong feature of this school. Children are very good at caring for each other and are polite and pleasant to others. They are keen to come to school and punctuality is good.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall and has a positive impact on the quality of children's learning in most subjects. Teachers look after the needs of children with special educational needs and with English as an additional language well. Throughout the school, teachers have a good knowledge of National Curriculum

subjects and literacy and numeracy are taught well. Planning is good for most subjects but there are weaknesses in science, and in mathematics in Key Stage 1. Teachers make good use of a range of teaching methods and their management of children is very strong. This ensures that children make the most of their time in class to learn. Teachers keep informative records of children's achievement in English and mathematics but assessment is less well developed in other subjects. Teaching was satisfactory or better in 100 per cent of all lessons seen. In 78 per cent it was good or better and in 24 per cent it was very good or better. The quality of teaching is much improved compared with that seen during the last inspection, particularly in Key Stage 2 when 22 per cent of lessons were unsatisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is adequately broad, balanced and relevant but there are weaknesses in the planned progression of learning in geography, due to the lack of guidance for teachers. Similarly in physical education the scheme of work needs further attention.
Provision for pupils with special educational needs	This is good. The school takes full advantage of all available expertise and children are supported effectively both within lessons and on a withdrawal basis.
Provision for pupils with English as an additional language	This is good. Children receive positive support from learning support assistants and a visiting specialist teacher and they achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is very good for children's social development and good for their spiritual and moral growth. Provision for their cultural development is satisfactory.
How well the school cares for its pupils	The school provides a satisfactory level of support overall. Procedures for assessing children's progress in English and mathematics are good. For children under five, such procedures are not as well developed.

The school works successfully in partnership with parents. It creates good links with them and their contribution to their children's learning is good. The school provides a positive level of information about what is happening throughout the year. Written reports generally provide good information on how well children are doing and what they need to do to improve in English, mathematics and science but there is room for improvement in reporting what pupils know and understand in some other subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. She has a clear vision of how she expects the school to continue to develop and she ensures that all work together for the benefit of all children. She is fully supported by an assistant headteacher and senior management team.
How well the governors fulfil their responsibilities	Governors do this well. They are positive in their involvement and guidance and provide strong support for the headteacher. A number are involved with school life on a regular basis and understand the school's strengths and weaknesses.
The school's evaluation of its performance	The governors and headteacher are clear about how well it is doing and, through regular evaluation of strengths and weaknesses, know what has to be done next to improve the quality of education.
The strategic use of resources	The school makes appropriate use of its resources. It uses them sensibly.



The school has enough suitably qualified and experienced teaching and support staff, and the accommodation is good. The range and quality of learning resources are satisfactory overall and the school's procedures for ensuring that it gets best value for money are good.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Teachers know their children well.</li><li>• Headteacher and teachers are accessible.</li><li>• They receive good information.</li><li>• Children make good progress.</li><li>• Teaching is good.</li><li>• Children's attitudes are positive.</li><li>• They approve of setting arrangements.</li></ul>	<ul style="list-style-type: none"><li>• Special educational needs.</li><li>• Too many projects.</li><li>• Bullying.</li></ul>

The inspection team agrees with all of the positive views of parents. It considers that the provision for pupils with special educational needs is good and does not need to be improved. The team does not agree that there are too many projects and found no evidence of bullying of any kind during the course of the inspection.

## **PART B: COMMENTARY**

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

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

1. The school's tests on entry show that it admits children from across the full range of attainment. However, when they start full time education, most children's levels of attainment are below average for their age. This is because their grasp of important and far-reaching skills of communication, language, reading and writing is below the expected level. Children attain the expected levels in other areas of learning including personal, social, emotional, mathematical, creative and physical development as well as knowledge and understanding of the world.
2. Children in the Foundation Stage make good progress with their learning during their reception year. They develop the ability to play and work well together. They develop self-confidence and learn to show consideration for others. Children enjoy the first stages of learning to read and learn how to write their names successfully. They increase their ability to concentrate for increasing lengths of time and to speak clearly. Children recognise simple numbers and arrange them in different ways. They develop their ability to understand their relationship with the environment and develop skills, knowledge and understanding that help them to make sense of the world. In physical activities, they learn to control their movements confidently. They investigate instruments and sounds in music and join in a range of songs with enthusiasm. As a result of this good progress, children attain the expected levels in all areas of learning, including communication, language and literacy areas that were below average on entry.
3. Standards of attainment seen during the inspection were average in speaking and listening, reading, writing, mathematics and science by the time pupils are seven years of age. Findings from a system of allocated points, teachers' assessments and test results indicate that standards have steadily improved over the past four years except for the year 2000 when they were low in reading and very low in writing and mathematics. As a result, the comparison with similar schools was also poor. The increased number of pupils with special educational needs and the higher than normal changes of teachers for this group point to the possible cause.
4. Standards of attainment seen during the inspection are average in mathematics and science and above average in English by the time pupils are eleven years of age. Findings from a system of allocated points, teachers' assessments and test results indicate that standards have steadily improved over the past four years except for the year 2000 when they were well below average in English and mathematics and below average in science. As a result, the comparison with similar schools was also very low in each of these subjects. There are two reasons for this reversal of the positive trend up until this year. This particular group had a large number of pupils with special educational needs within it, and there were also a number of pupils leaving and joining this group during the course of its progress through the school.
5. Over the past three years, boys have achieved a higher level of attainment than girls in English, mathematics and science. This is opposite to the national trend and definite reasons are not obvious. Inspection evidence and lesson observations make clear that the good quality of teaching throughout the school has an important part to play in raising standards throughout and there is absolutely no evidence to suggest that girls receive any less attention than boys that may explain the difference. The school takes considerable care to ensure that pupils of all ages and both genders have equal opportunities to make the maximum progress in their work. The only exception to this is in the lack of planning for pupils of different abilities in science and in Key Stage 1 mathematics. The school analyses the performance of boys and girls at each key stage and has implemented a special check system to identify talented and gifted pupils. As a result, it provides additional enrichment activities such as booster classes and visits to the Science Museum. It also addresses gender issues effectively as with the moving of choir to a time when it does not clash with football so that more boys attend.

6. Pupils' attainment in information and communication technology (ICT) is at a level expected for pupils of both seven and eleven years of age. This is similar to the levels attained during the last inspection. Their main strengths are in the developing level of confidence that they have in using computer programs and applying appropriate skills to help them with their learning both in ICT and in other subjects of the curriculum. Their main weakness lies in the limited experiences that they have in developing skills of controlling and modelling programs on the computer.
7. The school sets realistic targets for improvement in English and mathematics overall. These are appropriate for the level of ability of all pupils. They are developed after careful analysis of the levels of attainment that pupils reach within each year group.
8. By seven and eleven years of age, pupils make good progress with their learning in English, mathematics, ICT, art, music and physical education. They make satisfactory progress in science, design and technology and history. In geography, it is satisfactory in Key Stage 2 but unsatisfactory in Key Stage 1.
9. In English, pupils develop their ability to listen attentively and to express their own ideas quickly and with confidence. By the time they leave the school, they read accurately and fluently. They know how to hold the attention of the audience through the effective use of their voice and they use their knowledge of reading to good effect to support their learning in other subjects of the curriculum. Their writing skills increase to the extent that they produce sustained, coherent and imaginative pieces of written work although the vocabulary of some pupils is less extensive than it could be. They know how to present their work attractively in fluent and legible handwriting.
10. By the time they leave the school at eleven, pupils' ability to solve mathematical problems in a variety of ways has increased to the level expected for pupils of this age. They know how to express their results in a variety of forms and have a clear understanding of the basic rules of number and of place value up to four digits. Higher attaining pupils work confidently with variables and argue their case effectively with negative numbers and square roots. The majority of pupils in all year groups continue to have difficulty with quick mental recall of numbers.
11. In science, pupils develop their knowledge of electrical circuits and understand the concept of variables. They know about the various nutrients in food and increase the depth of their knowledge and understanding of working of the human body as they progress through the school. They have a balanced awareness of various aspects of science including the effects of forces on various objects. Pupils become clear about what constitutes a fair test and know about the importance of constants when carrying out various experiments.
12. The school places a considerable emphasis on the development of pupils' literacy and numeracy skills in specific English and mathematics lessons and through associated development in other subjects of the curriculum. Examples are seen in the development of new vocabulary in art as they discuss various famous artists and their use of measurement in geography as they learn about the comparative heights of mountains and variations in climates across the world.
13. Pupils with special educational needs and with English as an additional language make good progress towards their targets. Individual education plans are of a good standard, are very precise, show small steps in learning, are readily available in classrooms and lead to good planning of activities for pupils. All pupils of all abilities have equal opportunities to participate in all subjects of the curriculum.

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

14. Pupils' attitudes, personal development and relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. Their behaviour is good. The attendance of pupils is satisfactory. These

conclusions are similar to those of the previous inspection and generally reflect the widespread views of parents. Parents state that their children enjoy school.

15. Throughout the school, pupils' attitudes towards learning are very good. This includes those pupils with special educational needs and those with English as an additional language. They concentrate well as was seen in a science lesson on friction in Year 4. Although the introduction was long, the teacher related the activities to the interest of the pupils and this, combined with their ability to concentrate, maintained their attention throughout. They have the confidence to readily discuss their ideas as, for example, when Year 6 pupils were making headgear in an art lesson for a character in a story. Reception year children listen well and are keen to respond to questions asked of them as, for example, when they showed Barnaby Bear around the school to view the local environment.
16. Pupils behave well in the classroom, at play and lunch times. They are well mannered, polite to adults and hold doors open for each other. They are courteous and welcoming to visitors. They generally move around the school in an orderly way even when not supervised. When going to and from their rooms at the beginning and end of the day and for assemblies they wait patiently for other classes. In the classroom, teachers and learning assistants have a good understanding of pupils who need support and are consistent in the way they help them. Nevertheless a number of the youngest children are still learning how to work on their own and not to call out. No bullying occurred during the inspection and the school has very good procedures to deal with any aggressive behaviour that may take place. Though some parents expressed concern about bullying, any extremes of misbehaviour are usually limited to horseplay amongst older boys. In the last school year pupils were excluded on twelve occasions and one of these was permanent. They were mainly Year 6 pupils who have now left the school. This high number was an exception since, normally, no pupils are excluded.
17. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom, the youngest respect each other's space when sitting close together on the carpet and follow the rules when sitting in a circle for discussion. Good co-operation was seen when Year 2 pupils helped others to use the computer during a science lesson on how plants grow from seeds. The good relationships with staff were highlighted in a Year 5 physical education lesson of a meeting and greeting dance when pupils accepted both criticism and praise in good spirit. Boys and girls and pupils from different ethnic and cultural backgrounds work together very well when doing group work in the classroom and when playing at break and lunch times.
18. Pupils' personal development is also very good. In an English lesson, Year 5 pupils showed their ability to understand the feelings of others in their writing as different characters from the story 'The mouth organ boys'. Year 3 pupils listened carefully to the ideas of their classmates during an art lesson when discussing their drawings in the style of Miro. During lessons, pupils show initiative such as in a literacy lesson in Year 1 where pupils showed maturity when asked to look at each other's work. One pupil told another "I don't think you need to make any improvement". Pupils learn to make their own decisions as they move around the classroom to find materials they may need. They also respond well to being asked to research a topic as part of their homework. Pupils act responsibly when carrying out various tasks both within and outside the classrooms. For example, Year 6 pupils prepare the hall for assembly and support pupils in the reception class as part of the 'guardian system'.
19. Attendance is satisfactory and makes an appropriate contribution to the standards achieved by pupils. Over the past year it was just over 94 per cent. Absences are usually due to the inevitable childhood illnesses, though a number of parents insist on taking their children on holiday in term time. Unauthorised absence is lower than many schools. Punctuality is good. Pupils are keen to come to school and some were seen running to school in the morning to ensure that they arrive on time. Registration takes place promptly.

## HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall with a considerable number of strengths and few weaknesses. As a result, pupils make good progress in most subjects in all key stages. Teaching was satisfactory or better in 100 per cent of all lessons seen. In 78 per cent it was good or better and in 24 per cent it was very good or better. The quality of teaching is much improved compared with that seen during the last inspection, particularly in Key Stage 2 when 22 per cent of lessons were unsatisfactory. The main weakness in planning for pupils of different abilities in this key stage has been fully resolved and this aspect of teachers' planning is now good except in science where work has yet to be completed.
21. The quality of teaching for children in the Foundation Stage is good overall and this is similar to that observed during the last inspection. The teacher has high expectations of what children can achieve and knows the strengths and weaknesses of children well. She makes full and positive use of support staff to help her achieve her teaching objectives and monitors children's progress through discussion and sound assessment of their language development in particular. Although aspects of children's mathematical development are systematically monitored, their progress in all the six areas of learning is not closely matched to the expected steps during their reception year.
22. Teachers' knowledge and understanding of the National Curriculum are good. They make regular use of subject specific words to increase pupils' ability to discuss and understand various aspects of their lessons in a clear and accurate way. A good example was seen in mathematics in the advanced booster group when pupils and their teacher were discussing variables, constants and square roots with a high level of expertise and understanding. Teaching of literacy and numeracy, and the progress that pupils make with their learning of these aspects, is also good. In mathematics, all teachers place appropriate emphasis on the development of pupils' ability to investigate and solve various problems and they are aware of the need for pupils to revise and develop their skills of quick mental recall. In English, a clear and regular emphasis is placed upon the development of accurate spelling and writing in a variety of forms for different purposes.
23. The quality of planning is good for most subjects but there are weaknesses in science, and in mathematics in Key Stage 1. In these two areas, teachers do not make sufficient allowance for pupils of different abilities when planning activities for them to achieve. This applies to higher attaining pupils in particular. As a result, they do not reach the maximum level of progress of which they are capable. However, pupils make good progress with their learning when the work is matched well to their different abilities and needs as seen in a diary writing session in Year 6. A particular strength of planning in this school is that all teachers define what they expect pupils to achieve and they make these learning intentions clear at the beginning of the lesson. This helps pupils to develop a positive insight into how their own learning is progressing. A good example of this approach was seen in a lesson in Year 5 on writing and evaluating persuasive text.
24. Teachers make good use of a range of methods of organisation and teaching techniques to help pupils learn effectively. They use a mixture of approaches that include whole-class, group and individual teaching. A number of good examples were seen of positive ways in which teachers help pupils to learn. Most teachers make sound use of tried and tested questioning techniques as a way of furthering pupils' learning as in a Year 4 science lesson on friction. Pupils were encouraged to predict and plan through skilful use of questions and of the right degree of time to allow them to formulate their answers. All teachers encourage pupils positively with appropriate praise and guidance. Many make effective use of their voices to stimulate and encourage pupils to concentrate.
25. Teachers' management of pupils is very good. This is because they are firm but also fair. As a result, most pupils behave and respond positively to others and to their work. On occasions

when pupils do not react in a reasonable manner, teachers respond quickly and professionally to ensure that minimum disruption occurs and lessons return to normal as soon as possible.

26. The use that teachers make of support staff and resources is also good throughout the school. As a result, the level of pupils' learning is enhanced. A good example of this was seen in a Year 2 English lesson on verbs when the teaching assistant was well briefed and the special educational needs manager taught in a brisk manner that ensured good learning progress. Many teachers make sure that lessons move at a lively pace and this ensures that pupils remain interested and active with their work. Teachers often set time limits for completion of sections of their lessons as in a science lesson in Year 4 on carrying out investigations. This is good practice and helps pupils to make the most of the time available to them.
27. The quality of teachers' daily assessment of pupils' work is good when they make verbal comments to pupils during lessons. All teachers make positive and constructive comments that help pupils to increase their learning. Some, but not all, do this with their written marking so pupils know what to do next to improve their work. Good examples of positive marking were seen in mathematics in Key Stage 2. The work that teachers set for homework is appropriate for pupils of different age groups.
28. Teachers keep informative records of pupils' achievement in English and mathematics and follow a whole-school format to achieve this. In other subjects, systems of recording are variable and, generally, not up to the same standard. As a result, they are of limited value in providing appropriate information that will support future lesson planning.
29. There is a good whole-school commitment to the inclusion and integration of pupils with special educational needs and those with English as an additional language. Teachers are anxious to ensure that these pupils make good progress in lessons and are successful. Teachers make good use of pupils' individual education plans that are of a good standard, are very precise, show small steps in learning, and are readily available in classrooms and so support good planning of activities for pupils with special needs. Learning support assistants and special needs managers engage in significant activities planned with the teachers to support the good progress that pupils make with their learning.

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

30. The school provides a good range of curricular and other learning opportunities including the teaching of Latin and French. Statutory requirements are fully met including the teaching of religious education, and personal, health and sex education as well as the dangers of the misuse of drugs. As well as giving due priority to the teaching of English and mathematics, curricular breadth is achieved by the provision of an appropriate balance of the other subjects. The school's strategies for the teaching of numeracy and literacy are good with writing standards in particular having risen throughout the school. Older pupils who need extra help in literacy and mathematics are able to benefit from additional classes available before and after school.
31. Curriculum planning is now good due to several improvements made since the last inspection. Nearly all subjects now have appropriate plans that clearly identify what is to be learnt, and how this is to be done and are linked to National Curriculum levels. The exceptions are geography and physical education. In geography in Key Stage 1 there is a lack of structure to ensure that pupils' learning is continuous and progressive from year to year. In physical education, the scheme of work is out of date and, as a result, planned work does not always build on what pupils have already done. Planning for pupils in mixed-age classes, criticised in the previous report, is now based on national guidance and provides adequately for pupils in these classes. The school's setting arrangements have also been completely reorganised with the results that they are achieving being under constant review.

32. The curriculum is inclusive and makes sure that pupils with special educational needs have good access to it. The quality of specialist provision throughout the school for pupils with special needs is good and has improved since the last inspection. Great care is taken to ensure these pupils maintain access to the full curriculum and are not excluded from vital parts of class lessons. When they are withdrawn from their mainstream classes for additional help, the work they are given to do is well matched to the targets in their individual education plans. The arrangement for the identification and assessment of these pupils is good. Provision for higher attaining pupils is satisfactory overall. However, weaknesses in planning occur in science, and in mathematics in Key Stage 1. Gifted and talented pupils are identified early through an assessment system and the provision of 'booster' classes and visits to places of interest such as the Science Museum extend and challenge their thinking.
33. The school makes good provision for the few pupils with English an additional language. Their needs have been assessed both by the school and outside agencies. This has enabled the school to provide an extra teacher for a short time each week in addition to the support it gives. This provision enables these pupils to make good progress and play a full part in the life of the school.
34. A significant feature of the school is the very good use it makes of visitors to the school and visits to places of interest to supplement the curriculum. These include two residential visits for pupils in Years 4, 5 and 6 and a 'sleep-over' in the Science Museum. These are used well to develop pupils' confidence and social skills and help to fulfil the school's aims of developing all aspects of its pupils. There is a wide range of visits available for all pupils in other years including Boulogne, museums, the National Gallery, Guildford Cathedral and Wisley Gardens. Visitors to the school include different theatre groups, authors, an Olympic athlete, the Scottish Ballet, a poet and representatives from the London Planetarium.
35. The school's provision of extra-curricular activities is very good. A wide variety of activities are arranged for before and after school as well as a number that take place during lunch times. Most of the activities are provided for pupils in Key Stage 2 and include art, drama, a number of sports, athletics, recorders, choir, chess, board games and gardening. Pupils in Key Stage 1 are able to join their own choir or take part in other activities for which a charge is made. These include martial arts, football coaching and swimming, all of which are popular and very well supported.
36. The school's links with the community are good. Pupils enjoy their visits to local elderly people whether it be to sing or distribute harvest gifts or invite neighbours of the school to Guy Fawkes celebrations. These experiences enhance pupils' social and spiritual development well. There are good links with local businesses helping pupils learn about books, printing or healthy eating. Pupils have visited Surrey University and more local sites with regular visits to St Peter's Church. Access to the Internet is being introduced to enrich pupils' links to the wider world, with pupils in Year 6 currently using it for research purposes. Pupils in Year 3 also send and receive e-mails.
37. The school has good links with other schools. It benefits from the work of a local secondary teacher who visits weekly to take the choir and to help with musical productions. Teachers have good links with the staff of the nearby secondary school, exchanging ideas and knowledge. There are regular visits by school staff to the local playgroup where these young children have the opportunity to spend time in school before they join. In the summer term, pupils in Year 6 spend two days at their new secondary school to help them to adjust the transition ahead.
38. The school provides a good structure for spiritual, moral and social development, which is articulated simply, but effectively, by the school's motto, 'Caring to Achieve', recognising the need to care for the development of all aspects of pupils. The provision for spiritual development is good and permeates the life of the school. It is promoted successfully in assemblies and through the care and concern shown towards pupils by staff. For example, suitably chosen

pieces of music at the beginning of assemblies are listened to quietly by pupils and opportunities for quiet reflection create a sense of occasion and wonder. Opportunities to write prayers, such as 'I wished upon a Millennium Star' enable pupils to create thoughtful pieces of work exploring their ideas and feelings at the beginning of a new century. The provision for spiritual development has improved since the last inspection.

39. Pupils' moral development is good. Pupils respect and value their own achievements and those of others, and act considerately towards each other, their teachers and visitors. Pupils are aware of the standards of behaviour expected of them and have a clear sense of what is right and wrong. Friendship is discussed in a meaningful way in assemblies and illustrated through stories in the Bible. Moral dilemmas, such as cheating and owning up, are discussed in relation to the stories they read.
40. The school makes very good provision for social education. There is a strong sense of community within the school. Adults work together well and provide good role models on which pupils can base their own relationships with others. There are many good examples of pupils in lessons working well together in pairs and groups. They are given appropriate opportunities to take responsibility – younger pupils give out equipment, put their things away and take the register to the office. In addition, the oldest pupils look after younger pupils. The school has improved upon the good provision noted at the last inspection.
41. Provision for cultural development is satisfactory overall. Pupils have good opportunities to learn about their own culture through literacy, history, art and music. Visits are made regularly to places of historical and cultural interest such as to the local museum in Farnham and the Mary Rose. Storytellers and musicians visit the school. However, there are gaps in the pupils' understanding of Britain as an ethnically and culturally diverse society. Whilst there are examples of pupils studying the customs of ethnic groups, such as the significance of the Chinese New Year, and the lifestyles of people in Jamaica and Kenya, the curriculum does not give sufficient insight into the daily lives and contributions of ethnic groups represented in the United Kingdom. In this respect, the school has not maintained the good provision for cultural development since the last inspection.

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

42. Staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. The support now provided by the school shows improvement since the last inspection. Parents see the school as a caring community where staff are approachable if there are any problems. The procedures for assessing pupils' attainment and progress are satisfactory.
43. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. Staff generally have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The provision for first aid has weaknesses. One member of staff has full training, records are kept of treatment and letters are sent home to parents as appropriate. Nevertheless no other staff have up-to-date certificates to assist if the qualified person is absent. The procedures for health and safety have improved in the past two years and the school has dealt with all the concerns identified in the previous report. Governors are actively involved in touring the school to identify any potential hazards. Outside contractors are used to regularly check the fire extinguishers, electrical items and physical education equipment. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. The local authority recently carried out a risk assessment but that was mainly for security and fire precautions. The school has not yet carried out the full health and safety risk assessment required under statutory regulations. The headteacher and governors are aware of the potential



hazards from the uneven play surfaces and the unfenced pond. In addition, the lack of a guard around the kiln means it should not be used during school hours.

44. Procedures for monitoring pupils' academic progress and personal development make a satisfactory contribution to raising pupils' achievement. The school's procedures for assessing pupils' attainment and progress are satisfactory although there are some weaknesses in the foundation subjects. This is an improvement since the last inspection when assessment was found to be unsatisfactory. In mathematics, English and science, pupils' progress is adequately tracked through the use of standardised and school-devised tests, writing assignments and check-up tests at the end of a topic. Pupil's individual progress is matched against the key objectives for each year group and clear records kept of what has been taught and understood. In science more detailed records are being introduced that break down skills into smaller components and the progress of pupils tracked against these. Teachers carry out assessments of pupils' writing and, in the older classes in Key Stage 2, match these to National Curriculum levels through the application of marking criteria for national tests. This has helped raise the standard of writing by identifying weaknesses in provision and attainment.
45. The school makes adequate use of assessment to guide its curricular planning although there is no systematic assessment of progress in the foundation subjects. In these subjects teachers keep their own records but rarely do medium-term plans identify clearly what is to be assessed or how this is to be done. This has an adverse effect on the setting of targets for improvement and ensuring pupils make the necessary progress. In physical education, for example, there is some duplication of work planned as no clear records of what pupils can already do are maintained. Half-termly analysis is carried out in each class for the core subjects, evaluating the impact of the teaching and thus aiding the planning of subsequent work. Medium and short-term plans for these subjects all clearly show what is to be learned and how progress is to be assessed. Teachers' marking is good and pupils are given clear guidance on how future work can be improved through the comments teachers make in their books. Pupils are often encouraged to evaluate their own work or that of others in the class, for example in physical education, music and art. Pupils may watch others perform and then say how this could be improved. Although there is some use made of setting pupils individual targets, notably in older classes in literacy and some trialling of mathematical targets, this is still being evaluated by the staff. The school now makes careful analyses of the end of key stage tests in mathematics, science and English that help to pinpoint where improvements in provision need to be made.
46. Monitoring of progress of pupils' personal development is less structured and relies mainly on the teachers' and support assistants' knowledge of the individual pupils. Nevertheless, they have a good understanding of pupils' development and note details in records at the end of year and on the annual reports to parents. Pupils' personal qualities are enhanced by the various tasks they have around the school. The school encourages them in various ways to recognise the value of good work. Class teachers award credits that count towards a certificate. During Friday assemblies, a star pupil of the week is identified for each class and pupils are rightly proud if they receive that award. Various clubs and inter-school sports matches provide good opportunities for pupils to mix with others of a different age or in another school. Older pupils, as prefects, undertake various responsibilities round the school. These include being 'guardians' to support pupils newly arriving in the reception class. The school methodically assesses pupils with special educational needs to gain a good picture of their difficulties. They are placed at appropriate levels on the special needs register and the necessary support is clearly explained in the individual education plans. Pupils with full statements make good progress.
47. Procedures for promoting discipline and behaviour are good. Class and school rules are on display and teachers discuss them with pupils at the beginning of the year and refer to them as necessary at other times. The behaviour policy has clear guidelines for helping pupils to understand what is expected of them both in the classroom and in the playground. Teachers adopt a consistent approach in the classroom. Pupils are able to quote examples of what they should and should not do. The school takes appropriate action if any instances of bullying or racism occur. Pupils who show any sustained difficulty with behaviour, are monitored well

through the school's special needs system. Inspectors saw good examples of behaviour plans together with a 'social story' which the pupils may be asked to read either to themselves in the classroom or outside to a learning assistant.

48. Overall, procedures for monitoring and promoting good attendance and punctuality are unsatisfactory. Registers are generally completed satisfactorily though they do not always clearly identify whether an absence has been authorised. In the newsletters, parents are reminded of the need for good punctuality. However, procedures for telephoning home on the first day of any unexplained absence are not followed. The lack of regular statistical monitoring of the levels of absence in each class makes it very difficult to identify whether the level of attendance is improving or becoming worse during the year. This also prevents governors from setting targets for improvement and properly monitoring this area.

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

49. In their responses to the questionnaire, and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. The inspection team supports all of their positive comments that show an improvement since the time of the last inspection. Parents say that the school is well led and the teaching is good. Their children like coming to school and make good progress as a result of the level of support they receive. The school expects pupils to work hard and helps them to become mature and responsible. They consider that their children receive the right amount of work to do at home. The school works closely with parents and they feel comfortable approaching the headteacher and teachers with any concerns that they may have. A small number of parents were concerned about bullying. The inspectors concluded that, whilst there had been some difficulties last year with a few pupils who have since left the school, behaviour now is good and no bullying problem exists.
50. The school has established good links with the parents and these contacts are effective. The headteacher sends home attractive newsletters each month outlining the various activities that the pupils are involved in as well as providing general administrative information. Every term, teachers send details of what they will be teaching their pupils. Other letters refer to more specific matters. The prospectus and annual report to parents are attractively produced. Every morning and afternoon provide very good opportunities for parents to see the teachers because both teachers and classroom assistants are often in the playground at the beginning or end of the day. Inspectors saw many conversations taking place and it is very apparent that parents feel very welcome to come into the school. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to find out what their children will be doing and to discuss their progress. The annual report on progress is sent home in the summer term. This report generally provides an appropriate summary for English, mathematics and science together with targets to help the pupils to improve. Nevertheless in some classes it is unsatisfactory for the other subjects because it is very brief and concentrates on the work covered or pupils' attitudes rather than on the skills and understanding acquired. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.
51. Parents' involvement with the school makes a good contribution to its work and to the attainment of pupils. Pupils are happy in school, work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. At the meetings for parents, and on numeracy and literacy, explanations are given to parents on how they can help their children profitably at home. Written material includes spelling lists, numeracy vocabulary, revision and information on how parents can support their children. Homework goes home regularly. The Parents', Teachers' and Friends' Association is very supportive and arranges both fund-raising and social events. Approximately 20 parents come to help in the classrooms on a regular basis and many more are willing to help on trips to places of educational interest. The governors have recently introduced a parents' forum to discuss matters of interest to parents.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school is good overall as is the leadership of the headteacher. It is to her credit that she has responded very positively to the recommendations of the last report. As a result, she has acted successfully to address the weaknesses identified. She has a clear vision of the direction that she expects the school to take to ensure an education of quality for all pupils. In particular, she has increased her skills of analysis of the quality of teaching and learning throughout the school. She provides clear leadership and ensures that all work together for the benefit of all pupils. She is a caring leader with a good level of professional knowledge and expertise. She has used these attributes effectively to develop and mould team attitudes and values so that all current members of the teaching staff share her understanding of what all pupils can achieve.
53. The headteacher is fully supported and complemented by an assistant headteacher and senior management team who have worked very hard to bring about the necessary changes required since the last inspection.
54. Up until very recently, the school had permanent co-ordinators in place for most subjects. Leadership for English was strong until the departure of the co-ordinator prior to the inspection. Responsibility for this post is currently being taken by the headteacher until a new co-ordinator is appointed. Leadership in mathematics is strong and effective because the co-ordinator has a clear understanding of the nature of the role. As a result, their contribution is positive and supports both staff and pupils' development successfully. The role of co-ordinators in a number of other subjects of the curriculum is currently under-developed. This is mainly because of recent changes to staff and because of the headteacher's deliberate decision to delay permanent appointments until new staff have settled when new areas of responsibility will be defined.
55. The co-ordinator for pupils with special educational needs has clear procedures in place to ensure that this aspect of leadership runs smoothly. She discusses the progress of pupils with the governor for special educational needs on a regular basis and ensures that parents are kept fully informed of the progress that their children are making. The school follows the recommendations of the national code of practice and ensures that targets in pupils' individual education plans are reviewed once per term.
56. The headteacher and all staff are now successful in ensuring that the school's aims and values are reflected in all that they do. Teachers have strengthened their understanding and expectations of what pupils of different abilities can achieve except in science, and in Key Stage 1 in mathematics. They are successful in the way in which they develop both the literacy and numeracy strategies. They work together closely as a professional team with a shared commitment to improvement and they have a very good capacity to succeed. This is a direct result of the leadership of the headteacher. The school also has very good systems in place to ensure that new staff are introduced quickly and effectively to school routines. The school ensures that newly qualified teachers are fully supported as they seek to develop their expertise.
57. The governing body is led by an informed chairman and fully supports the actions that the headteacher is taking to move the school forward. Both the governing body and the headteacher are clear about what needs to be done to improve the school further. The governing body is positive in its involvement and guidance and a number of its members are involved in school during the week. Governors have attended many training sessions over the past two years. Since the last inspection, the whole structure of the governing body has changed with a number of effective committees in place to ensure that governors are fully aware of the strengths and weaknesses of the school. It is actively involved in overseeing the preparation and development of the school management plan and monitors its progress on a regular basis to ensure that the school's targets are being met. The finance committee is effective and monitors spending decisions carefully through the professional leadership of its chairman. The governing body fulfils its statutory duties and ensures that the school complies with virtually all statutory

requirements. The only weaknesses occur in aspects of attendance monitoring and details of health and safety checks.

58. The school has made good progress with improvements in almost all areas of concern since the last inspection. Leadership and management have improved significantly with reference to the governors' strategic view, their involvement in financial planning and their monitoring of the school's provision, the headteacher, the senior management team and the school development plan.
59. The lack of consistency of teaching in Key Stage 2 has been fully and successfully addressed. The headteacher now monitors effectively, teachers identify learning intentions in all lessons and expectations overall have been raised.
60. The improvement in attainment and progress in mathematics in Key Stage 1 has been good. Improvement in gaining writing skills in Key Stage 2 has been good. A planned programme of evaluation and a balanced curriculum to include practical investigations are now in place.
61. Improvement in gaining writing skills in Key Stage 2 has been good. Valuable progress has been made in science in Key Stage 2, but this has been restricted by a lack of provision in planning to meet pupils' different needs and abilities. There is further work to be done.
62. The use of assessment and monitoring, particularly in English and mathematics, has been successfully developed. Teachers use information from tests and ongoing assessments to identify strengths and weaknesses and to establish what pupils already know and understand in order to plan what they need to learn next. A coherent system across the school for recording pupils' progress in most of the foundation subjects has yet to be established.
63. The school has been successful with its review of the organisation of setting arrangements in Key Stage 2 and now ensures that all pupils build systematically upon what they have learned previously in English and mathematics. Work remains to be done in science. All health and safety issues raised have been dealt with appropriately overall but there are weaknesses in detail to be dealt with.
64. Monitoring and evaluation of the school's performance and taking effective action is good. The headteacher has a positive and constructive system in place for monitoring and evaluating the quality of teaching on a regular basis through the use of the five point recording form. This enables her to be fully aware of the strengths and weaknesses of her team and to advise them accordingly. The governing body has a secure system in place for appraising the work of the headteacher and ensures that targets are set and the progress made towards them is monitored each year. The headteacher takes careful note of the school's test results, analyses them carefully and makes changes as necessary.
65. The school is making sensible use of new technology and secure systems are in place to ensure that the financial and administrative arm of school management is efficiently administered. This is due largely to the expertise and attention to detail of the school bursar. All resources, specific grants and other funding are used correctly and the school applies sensible principles of best value when purchasing stock. All of the main recommendations of the last financial audit have been acted upon.
66. There is a sufficient number of suitably qualified and experienced teachers and support staff to meet the demands of the curriculum. Since the last inspection, the school has continued to ensure that all staff have job descriptions and that a good system for teacher appraisal is in place. Teachers are deployed appropriately and the match of staff to co-ordinating roles generally maximises their experience and expertise although there are temporary gaps in some of the foundation subjects at present due to recent staff changes. The special needs co-ordinator and learning support assistants provide very good support for pupils with special educational needs and for pupils with English as an additional language. Staff who are new to

the school receive appropriate support through good induction arrangements. Staff development is linked to the school development plan but also takes account of the needs of individuals. It is effective in improving both teaching and learning. Training for the implementation of the National Literacy and Numeracy Strategies has been successful in providing a structured and effective programme of learning that has a positive impact on the quality of both teaching and the learning achieved.

67. The accommodation is good and enhances the delivery of the curriculum and the learning of pupils. Classrooms have sufficient space and have attractive displays of pupils' work and information, though one room is cramped with 36 pupils in the class. Separate rooms are used for ICT and for music. The library area is pleasing but the space is limited, especially for large groups of pupils. The outside areas are particularly pleasing with well laid out flowerbeds, a quiet garden, pergola, trim trail, nature area and a playing field. During the inspection, the grassed areas were in use at break times, but when they are not available in the winter months, the limited size of the play space restricts activities. Pupils and staff make efficient and effective use of the facilities available and there is very good support from the caretaker in providing a very attractive and well-maintained environment.
68. Overall the provision of resources has improved since the last inspection and is now satisfactory in all subject areas. Those for English, special needs and Latin are good. The resources for pupils in the Foundation Stage are good for physical development and for outdoor activities.

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

**In order to raise standards further, the governors, headteacher and staff with management responsibilities should:**

- A. Raise the standards and progress that pupils make in geography in Key Stage 1 by:
- Improving the structure of the scheme of work to ensure that pupils' learning is continuous and progressive from year to year;
  - Giving pupils increased opportunities to develop and question their own observations. (Paragraphs 31, 112, 113 and 114)
- B. Re-establish role of co-ordinators in the foundation subjects as soon as practicable to ensure that both teaching and learning are effectively monitored and developed. (Paragraphs 54 and 111)
- C. Ensure that all teachers plan work at the right level for pupils of different abilities in each class in science, and in Key Stage 1 in mathematics, particularly for higher attaining pupils. (Paragraphs 20, 23, 56, 61, 63, 86, 90 and 98)
- D. Ensure that a whole-school system is used to assess individual progress and attainment in the foundation subjects and that the information gained is used to plan what pupils need to learn next. (Paragraphs 28, 62, 115 and 125)
- E. Develop systems of assessment in the Foundation Stage of learning that are specific to each of the six early learning goals, and use the information gained to meet the individual learning needs of children. (Paragraphs 21, 44, 45, 69, 72, 74, 75 and 76)
- F. Improve awareness of trends in attendance patterns by regularly monitoring the levels of authorised and unauthorised absence to ensure that appropriate action is taken when patterns of absence occur. (Paragraphs 48 and 57)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs:

- Mathematics – quick mental recall of numbers. (Paragraphs 10, 85 and 91)
- Physical education – lack of structure in the scheme of work and pupils' games skills are underdeveloped (Paragraphs 135 and 139)
- ICT- controlling and modelling programs and use of ICT across the curriculum. (Paragraphs 6, 96, 122 and 124)
- Design and technology - designing and evaluation skills. (Paragraphs 107 and 109)
- Health and safety checks. (Paragraph 57)
- Multicultural – gaps in understanding of Britain as diverse society. (Paragraph 41)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

54

Number of discussions with staff, governors, other adults and pupils

48

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	54	22	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	223
Number of full-time pupils known to be eligible for free school meals	0	28

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	68

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	25	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	14
	Girls	20	20	22
	Total	31	31	36
Percentage of pupils at NC level 2 or above	School	74 (78)	74 (88)	86 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	19	20	20
	Total	31	34	34
Percentage of pupils at NC level 2 or above	School	74 (85)	81 (90)	81 (78)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	*	*	*
	Total	18	16	20
Percentage of pupils at NC level 4 or above	School	62 (77)	55 (70)	69 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	*	*	*
	Total	17	16	19
Percentage of pupils at NC level 4 or above	School	61 (70)	57 (77)	68 (87)
	National	70 (68)	72 (69)	79 (75)

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

\* Data is excluded where year groups of boys and girls separately are ten or fewer.



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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	202
Any other minority ethnic group	0

*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	1
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)	10.3
Number of pupils per qualified teacher	21.65
Average class size	24.77

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

Total number of education support staff	16
Total aggregate hours worked per week	194

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000
	£
Total income	518702
Total expenditure	517433
Expenditure per pupil	2320
Balance brought forward from previous year	-13092
Balance carried forward to next year	-11823

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	113

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	7	1	0
My child is making good progress in school.	51	43	4	1	1
Behaviour in the school is good.	43	49	4	1	3
My child gets the right amount of work to do at home.	37	53	7	2	1
The teaching is good.	60	38	0	1	1
I am kept well informed about how my child is getting on.	50	40	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	4	1	0
The school expects my child to work hard and achieve his or her best.	63	36	0	1	0
The school works closely with parents.	38	54	7	1	0
The school is well led and managed.	43	45	7	2	3
The school is helping my child become mature and responsible.	55	40	0	1	4
The school provides an interesting range of activities outside lessons.	53	34	5	5	3

## **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**

69. The quality and range of learning opportunities for children in the Foundation Stage is good and is similar to that at the time of the previous inspection. Teaching in all the areas of their learning is good. The exception is in the area of children's mathematical development where, during the inspection, it was very good because it fostered strong learning through expectations that children would solve problems by effectively working together. The school has put in place sound planning to meet the new national requirements for children of this age. The reception teacher knows the children well and she effectively involves the two support assistants in fostering their good learning. The teacher and the support staff monitor the children's progress through useful discussions and some sound assessments. These include aspects of children's language development such as reading, letter names and sounds. Although aspects of the children's mathematical development are systematically monitored, their progress in all the six areas of learning is not closely matched to the expected steps during their reception year. As a result, their progress is good rather than very good. There is good adult support for children with special educational and social needs, and for the small proportion of children with English as an additional language. Consequently they make good progress.
70. A significant number of children join the reception class with poor skills and abilities, particularly those that help them to begin reading. This is confirmed by the initial assessments conducted with these young children. By the time they are ready to start Year 1, the majority attain the early learning goals in all areas of their learning. This is because of the good quality of teaching that they receive, and the planned help that the support staff give. A small number of children begin the reception class with poor social skills and some have difficulty in behaving appropriately towards other children and adults. Because of the nurturing approach of all staff in the reception class, these children develop their personal skills well, so that, by the end of the reception year, all children collaborate well together in their learning. This is a very positive feature of the reception class and it gives them a firm foundation for their future school life.

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

71. By the time that children reach the end of reception year, they nearly all achieve the early learning goals in this area of their learning. They play and work together well in the activities that adults provide for them, and also during lunch times, when staff effectively provide a range of play equipment that supports their social development well. They are helped to know how their actions affect others, and they are given strong encouragement to be considerate and to take turns, for example, when speaking. Adults in the reception class are very effective in encouraging children to become socially responsible in everyday situations such as when they have their morning snacks. Staff have very effective links with children's parents and carers who make a significant contribution to their smooth start in the reception class. For example, they provide very good opportunities for parents to form sound relationships with school staff before their children join the class, and there is very useful communication during the early stages of children's time in reception. Children are enabled to begin school part time or full time to suit their individual needs. This helps them to feel secure. Adults in reception create a happy atmosphere where children are valued as individuals. As a result, most children are confident enough to make comments, while those who lack confidence are encouraged well. Reception staff are successful in the way that they teach children to show consideration for others. For example, one child drew a picture of herself opening a door for another person. The positive relationship created by the teacher with children provides them with a good example. Staff promote good levels of independence in the children by encouraging them to do

things for themselves such as folding their clothes carefully when changing for physical education.

## **Communication, language and literacy**

72. The teacher develops children's enjoyment of books successfully. This is achieved, for example, by encouraging children to try to join in reading the 'big book'. As a result, all children show good levels of interest and determination to read. All adults use language to good effect, and they show children that they value their efforts at communicating. When making sandwiches with deliberately dirty hands, one support assistant invited comments from the children. One commented, "You have to wash your hands before you make a sandwich!" Focused questioning provides good opportunities for the children to talk about the symbols that they see in text, and what the pictures suggest to them about the story. Staff encourage them to become writers. For instance, activities include opportunities for them to make marks on tally charts. Some children respond by writing their first names legibly, starting with a capital letter. Because of the good social training that children receive, they develop longer concentration spans during their reception year. Consequently, they learn to respond well as a whole class and they are well prepared for aspects of the National Literacy Framework. By the time children end the reception year, most achieve the early learning goals. Most read simple words and acquire a developing knowledge of the names of the letters of the alphabet and the sounds that letters make. The teacher is successful in the way that she helps them to use letter sounds that they know to help them to read new words in the 'big book'. This enables children to consider the sounds in the middle of words as well as those at the beginning and the end. Most sustain attentive listening to others and most speak audibly, using language to organise their thinking. Higher attaining children recognise symbols such as a question mark, and some use the word 'rhyming' when they talk about certain words. The teacher usually engages all children well. However, opportunities are sometimes missed for children to be more involved in speaking and listening, and so make better progress. For example, when tasting different sorts of bread, children were not encouraged to extend their talk by describing their likes and dislikes in increasing detail. The teacher sometimes misses opportunities to lower her voice in order to foster the children's concentration on their different activities, and so create a quieter working atmosphere.

## **Mathematical development**

73. Most children are likely to meet the early learning goals in mathematics by the end of the reception year. The majority recognise and say numbers up to ten, and they understand their relative values. Most reliably count up to ten objects. By working together and sharing their ideas, lower attaining children are able to put simple numbers in order. Most children correctly match a numeral with the correct number of dots. Higher attaining children have good addition and subtraction skills. The teacher provides valuable opportunities for children to collaborate with one another when ordering numbers. This fosters good levels of co-operation and understanding. She uses questions effectively to encourage children to check the accuracy of their efforts and successfully encourages them to look for patterns, for example in the shape of a butterfly, while introducing correct terms such as 'symmetry'. This results in good understanding. Sometimes opportunities are missed to use the work that the children complete to enhance the learning of the others. Children's own butterfly patterns were not used to foster understanding of others, for example. Good opportunities are provided to extend the learning of the higher attaining children, such as when one boy was encouraged to talk to the rest of the class about his understanding of symmetry. When cutting out, children describe their shapes using mathematical terms such as 'circle' and 'rectangle'. The teacher makes very good use of praise to encourage the lower attaining children. This includes a round of applause from the class when they achieve one group task. The very good pace of lessons ensures children maintain a high level of concentration and involvement in their tasks. This results in very good learning and positive attitudes to work in mathematics. Children enjoy collaborating with each other and they all work well as a class. The teacher does a good job in preparing children for elements of the National Numeracy Framework.

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

74. Teaching is good because the opportunities that adults offer to children encourage them to observe features of their environment, and they involve other areas of learning including mathematics and speaking. The walk around the school grounds, for example, encouraged children to focus closely on various features through the effective use of photographs of Barnaby Bear in different locations. Adults provide good opportunities for children to discuss their observations. The teacher expects children to use numbers to help them to record their observations and to take care to try to form them correctly. In this she is successful. She uses correct terms such as 'aerial' when talking to the children about maps. As a result of the good teaching, and the meaningful first-hand opportunities, children are developing the skills, knowledge and understanding that help them to make sense of the world. At times, teaching restricts the pace of learning. For example, small pictures had to be passed from child to child in order for them to see, and this distracted some children from following the teacher's story. The flow of one outside lesson was stopped when the teacher told the children to return to the class to collect pencils, and again when the teacher returned to fetch an item that she needed. Because most opportunities attract children's interest, their attitudes and behaviour are very good. They listen carefully and they are keen to respond to questions about maps and routes. Consequently their learning is good. Most children confidently observe, find out about and identify features of the school grounds. In their garden, they discover how things grow. Higher attaining children know that frogs' spawn grows into tadpoles and that tadpoles change into frogs. They have a clear understanding that a map helps them to find their way around.

## **Physical development**

75. The imaginative use of the outdoor play area in lessons and at playtimes helps children to make good progress in the development of their physical and social skills. They have access to a secure play area. This provides features including a 'fire engine' that fosters imaginative role-play, and a chalk board that supports children's mark-making skills. Staff make effective use of the school hall to enable children to move with a definite sense of freedom. The teacher and support staff set a good example by dressing appropriately for physical activity and by adopting a positive, business-like rapport with children. This is enhanced by teaching carried out at an appropriate pace, and a clear sense of direction to lessons that constantly challenge children. The teacher makes learning fun so children enjoy the activities. They enthused, for example, when trying to shake shuttlecocks off a parachute. The teacher fully involves all children and is sensitive to their individual needs. She uses resources well in developing skills such as changing speed. As a result children make good progress in developing their co-ordination. The activities effectively support other areas of their learning, including co-operation and the expression of their ideas. Children behave very well. They are keen to join in and to follow instructions. Most are on target to meet the early learning goals for physical development by the end of the reception year. They know about why they need to warm up before their lesson. Most children move with confidence and in safety, showing developing control and co-ordination. They all have an awareness of space, themselves and others. In their classroom tasks, they have appropriate control of tools such as brushes and pencils. Higher attaining children have well-developed skills when cutting paper, choosing to turn the paper rather than the scissors, for example. The school does not yet have a rigorous system for assessing and recording children's progress and this detracts from the teacher's ability to comprehensively plan for what they need to achieve next.

## **Creative development**

76. Children make good progress through the wide range of enjoyable, creative opportunities that adults provide, particularly those that foster their exploration. For example, children independently choose musical instruments and they investigate the sounds that they can make with them. Staff give children opportunities for role-play that features specific themes such as the story of Goldilocks. Children join in a wide range of songs enthusiastically and they are successfully accompanied on guitar by a competent member of staff. They use a growing range of tools, including those for shaping and joining wood, and they talk about the boats that they make, using words such as 'drill'. The teacher ensures that all children are fully involved in their activities, but sometimes does not always give them sufficient time to make up their own minds before she intervenes. When teaching provided children with uninterrupted time to develop their ideas and bring them to a conclusion, they achieved much more. For example, children who independently chose instruments organised themselves into a group; they played co-operatively and shared their ideas well. One said, "We are having a music band". Because there is no rigorous system of assessing the children's progress, there is occasionally a lack of focus in some of the activities. For example, when given the opportunity to explore with sand, children are not given a focus for their activity. This would have helped the teacher with specific questions when she intervened to extend their learning. Most children reach the learning goals in this area of their learning.

## **ENGLISH**

77. Standards are average by the time pupils are seven years of age. By the time they leave the school, standards are above average and are better than at the time of the last inspection. Test results at the age of seven and eleven have shown a steady improvement since 1997 apart from last year when the results achieved by seven year olds were below average in reading and well below average in writing. When compared with similar schools in 2000, reading was below average and writing well below average. The 2000 results for eleven year olds show a similar pattern. Overall, standards in English were well below those expected nationally and in comparison with schools of a similar background. Examinations of the school's register of pupils with special educational needs indicates that a high percentage of pupils with specific learning needs in the 2000 Year 2 and 6 groups was a contributory factor to the below average test results. In addition, the ability of those who join at different ages in the school tends to be below average and this affects the school's achievements in national tests. The school has made considerable effort to address this, for example, by putting in extra support for Year 3 pupils. Innovations over the past two years, such as improved planning and assessment and monitoring of teaching, have resulted in better teaching and improving standards.
78. Pupils enter the school with speaking and listening, reading and writing skills below those found in most schools nationally. Their skills of speaking and listening are developed well because teachers make demands on pupils to listen carefully to explanations and instruction. They develop pupils' vocabulary in Year 1 by focusing well on interesting descriptions, such as 'boiling hot' and 'extremely exciting' to describe living on an imaginary island. In Year 2, pupils re-tell the story of 'The Gingerbread Man' with confidence and expression. Year 3 pupils understand the feelings of characters in the story of 'Sheep Pig' and are able to choose suitable words to describe them. Many older pupils listen attentively, develop ideas quickly and talk with assurance and confidence. Pupils have above average communications skills by the time they leave the school. The school has successfully maintained the standards reported at the time of the last inspection.
79. Pupils do well to attain average standards in reading at the age of seven given their below average attainment on entry. By the time they leave the school, standards in reading are above average. This is an improvement since the last inspection. Pupils in Year 2 read accurately and with reasonable fluency. They have a sound grasp of letter sounds and blends and use

this knowledge to tackle reading unfamiliar words. They understand the relevance of speech marks when reading aloud and adapt their voices accordingly. By the time they reach Year 6, most pupils read with good effect, accuracy and fluency, holding the attention of the listener and making them want to hear more. They are critical of books they do not like and have preferences towards particular authors and styles. They develop their reading well in other subjects such as history when finding out, for example, about the philosophers in Ancient Greece.

80. Pupils make good progress in their writing from a low level on entry to the school to the expected level by the time they leave the school, with a quarter of these pupils achieving above average standards. This is a significant improvement since the last inspection where progress in writing was satisfactory in Key Stage 1, but unsatisfactory overall in Key Stage 2. The main reasons were the lack of opportunity for pupils to produce sustained pieces of writing and the differing expectations of teachers in terms of what pupils can achieve. The school has successfully addressed both these issues. The youngest pupils approach writing with confidence. They have already learnt the importance of a good beginning to a story. Seven year old pupils select words carefully to produce imaginative verse based on the poem 'Down Behind The Dustbin'. Pupils in Year 2 learn how to plan their writing section by section and, because of this, understand the importance of sequencing their stories. They have a sound grasp of punctuation and look up spellings in the dictionary. Handwriting is joined and accurately formed. From Year 3 onwards, teachers support independent writing well and there is an increase in the range of writing achieved. Year 3 pupils use their literacy skills well to re-tell the story of Ruth that they have studied in their religious education lessons. In Year 4, there are examples of good quality informative writing on how to look after your teeth. For example, "plaque can become very hard, forming a layer called tartar" captures the tone of this kind of writing. Pupils in Year 5 produce good report writing when they take on the role of a journalist writing about the Trojan Horse, based on their history topic. By the age of eleven, pupils understand the need to plan, draft, revise and edit their work and, as a result, many pupils produce sustained, coherent and imaginative pieces of writing, although the vocabulary of some pupils is less extensive than it could be. They know about the importance of good presentation and consequently show well-presented, fluent and legible handwriting. They understand general spelling patterns and systems that help them spell words with increasing accuracy.
81. Teaching is good in Key Stage 1 and very good in Key Stage 2. There were no unsatisfactory lessons seen during the inspection. The quality of teaching has been maintained at Key Stage 1 since the last inspection. Teaching in Key Stage 2 has improved considerably since the last inspection when it was satisfactory overall, but with some unsatisfactory lessons. Teachers have a good understanding about how to teach reading and writing. Some of the teaching is inspirational in Year 5 because it challenges pupils and consequently achievement is high. Pupils work productively due to the responsibility put on them to find things out for themselves. For example, the teacher encourages pupils to find out examples of similes and alliteration from the text in order to evaluate and make improvements to a piece of persuasive writing. Questioning is quick, fast and lively with high expectations of pupils' responses. A sense of urgency is added to the work as time limits are set for completion. This gives pupils a goal to aim for and they apply effort to their work because of it.
82. Teachers use support staff well to support lower attaining pupils and those with special educational needs and English as an additional language in particular. The teaching of these pupils by support assistants and the special needs managers is good because the work is suitably challenging. It is based on a thorough and accurate assessment of what individuals already know and need to learn next. Teachers mark pupils' work well, with constructive comments to bring about improvement and praise to celebrate what individuals do particularly well.
83. The literacy co-ordinator has been promoted and has recently left the school. The headteacher currently oversees the subject. Clearly, the management of English has been

very good. The National Literacy Strategy has been effectively implemented and the school has a clear idea about what works and what does not through the monitoring and evaluation of pupils' learning. Teachers are currently focusing on raising the standards of writing further. There are coherent and suitably executed approaches to planning English. Pupils' work is examined on a regular basis and each pupil has individual targets set to help them improve. There is a good range of suitable resources to meet the requirements of the National Literacy Strategy. The library has a range of good quality books and the school is in the process of adding to these to provide sufficient books for the number of pupils in the school. All pupils faithfully take books home to read with parents and this parental co-operation has been influential in the reading standards achieved by the school. Most pupils use word-processing skills appropriately to support their work in English and targets set for improvement in English are realistic.

## **MATHEMATICS**

84. Standards are average by the time that pupils are seven and eleven years of age. The national test results for the last four years, excluding results for the year 2000, indicate a steady improvement in standards in both key stages that is broadly in line with the overall national trend. The year 2000 results were poor by comparison. This was because this year group had a larger number of pupils with special educational needs than has been the normal pattern for this school. As a result, the comparison with similar schools was also poor. Compared with standards at the last inspection, results for seven year olds have improved and results for eleven year olds are similar.
85. The quality of teaching seen during the inspection was good overall but with a higher percentage of very good teaching in Key Stage 2 than in Key Stage 1. Teachers have a good basic knowledge of mathematics and make regular use of subject specific words. As a result, pupils' knowledge and understanding of mathematical vocabulary is extended. Teachers use the numeracy strategy successfully to enhance pupils' learning. As with a lesson seen in Year 5/6 on addition and subtraction to the nearest multiple of ten, teachers recap often and use the session at the end to help pupils consolidate the learning that they have achieved. However, because many pupils continue to have difficulties with quick mental recall of number combinations, the emphasis on this part of lessons is not yet sufficient to raise associated skills to a competent level.
86. In planning, teachers set out clear learning intentions in lesson plans and on the board. As a result, pupils know exactly what they are expected to achieve by the end of the lesson and this has a positive effect on the quality of learning achieved. However, planning for pupils of different abilities is better in Key Stage 2 than in Key Stage 1. The scrutiny of pupils' work over a period of time showed that tasks are set at appropriate levels for pupils of different abilities including those with special educational needs and English as an additional language in Key Stage 2. However, this is not always the position in Key Stage 1 when, in some lessons, all pupils are completing the same level of work. When this happens, the progress of higher attaining pupils is restricted.
87. All teachers have high expectations of how pupils should behave and work and this ensures that the atmosphere within their rooms supports effective learning. Where teachers' expectations of pupils are very high, as in a Year 4 lesson with higher attaining pupils on developing mental strategies, the pace of the lesson is fast. Pupils are expected to work hard and respond quickly and efficiently to the tasks set.
88. Teachers use an effective range of methods to make sure that pupils concentrate on their work. They are firm and fair in their relationships with pupils and this helps to ensure that lessons progress in a steady and ordered way. In some of the best lessons seen, teachers set pupils limited amounts of time to complete various tasks. As a result, pupils rise to the challenge, find their mathematics exciting and are keen to learn.



89. The quality of assessment that teachers make is good overall. They mark work regularly and generally make positive comments to pupils both verbally and in written form. Overall, marking in the older classes is better because teachers mark in detail and explain to pupils clearly how they can improve their work or a particular process of computation. Records of pupils' progress are regularly updated and keep teachers informed as to how well each pupil is achieving. As a result of regular assessment, teachers are aware of the need to develop the investigative aspects of mathematics and they are currently teaching pupils how to do this effectively.
90. Pupils make good progress with their learning in both key stages overall but higher attaining pupils in Key Stage 1 could do better. By the time pupils are in Year 2, they understand the difference between centimetres and millimetres and begin to experiment and measure in simple terms using both standard measures as well as hand-spans. They recognise patterns in number and have a basic understanding of mathematical signs. They solve simple money problems and know how to count in fours. Higher attaining pupils complete simple division with remainders and work out multiplication of single and two-digit numbers to sums greater than 100.
91. Pupils in Year 3 understand the concept of doubling clearly. They count in multiples of ten and use this knowledge to solve more difficult number combinations. By Year 4, lower achieving pupils make use of the number line to complete basic equations and higher attaining pupils develop a clear understanding of place value with four digits. Pupils in Year 5 know how to level numbers up and down to the nearest ten and have a broad understanding of fractional parts as several sections of the whole. They understand that quotients may be represented in various forms and develop their ability to work out different ways of solving the same problem. This is because the school recognises the need to further this particular mathematical ability in all pupils and teachers deliberately plan their lessons to this end. By Year 6, pupils use tally charts to express data in various forms and know about various degrees of angle. Higher attaining pupils are successful with their in-depth understanding of variables and learn to think through complex problems with a high level of independent thinking as with their work on negative numbers and square roots. The majority of pupils in all year groups continue to have difficulty with quick mental recall of numbers.
92. The co-ordinator for this subject has a good understanding of his role and the targets set for improvement are realistic. He supports teachers effectively by monitoring both teaching and planning and provides positive feedback through the school's agreed five point monitoring form. He has supported the development of the regular use of learning intentions for lessons by all staff and the positive effect of this approach was seen very clearly during the inspection week. He has developed and enlarged the range of mathematical equipment necessary for teaching numeracy effectively. Teachers make appropriate use of numeracy to support learning in other areas of the curriculum such as the measurement of the growth of beans in science in Year 2 and the development of spreadsheets in ICT.

## **SCIENCE**

93. Standards of current pupils are average by the time they are seven and eleven years of age and pupils make satisfactory progress in both key stages. However, results of the national tests in 2000 at Key Stage 1 were well below the national average and well below those of schools with similar characteristics. Higher attaining pupils reached levels of attainment that were below the national average and below that of similar schools. This position is a slight improvement on that reported in the previous inspection when results were well below both national and similar school comparisons.
94. Results of the national tests in Key Stage 2 in 2000 were below the national average and well below the average of similar schools. Higher attaining pupils achieved results below the national average but in line with those of similar schools. These results are not as good as reported in the previous inspection. However, over the past four years, the trend in attainment

has shown a steady improvement apart from a significant drop in the national tests in 2000. The unfavourable comparison with similar schools and those nationally in 2000 reflects the nature of the abilities of pupils in Year 6. This contained a large number of pupils with special educational needs thus lowering the levels of attainment achieved. Progress in Key Stage 2 was judged to be unsatisfactory in the last report. Pupils with special educational needs make good progress and achieve levels in line with their abilities.

95. By the end of Key Stage 1, pupils understand the action of simple forces such as pushes and pulls and which is needed to move toy cars in a particular direction. They know that the shape of materials can be changed through twisting, bending or squashing. They have made early investigations into electricity and can construct a simple electrical circuit to light a bulb. Pupils have a good idea about the need to keep healthy and some of the ways that this might be achieved through exercise and diet. They know that all living things require certain conditions and elements to grow successfully. Year 2 pupils describe the ways in which beans grow. They describe the plant's need for light and how its roots extract water.
96. By the end of Key Stage 2, pupils' knowledge and understanding has developed appropriately. They are able to make extended electrical circuits and know how to influence the brightness of bulbs and include switches. They categorise the nutrients in food and develop their knowledge of the human body including the work of the heart, teeth function and the reproduction process. Improvements to the scheme of work have ensured that pupils now cover all the programmes of study and that weaknesses identified in the last report in pupils' understanding of forces, light and sound, have been rectified. Pupils in Key Stage 1 have an appropriate understanding of a fair test and know that experiments test ideas. By the end of Key Stage 2, pupils understand how to control the variables in experiments and how to re-test by altering one of the constants. However, insufficient use is made of ICT to support this subject with only a few examples seen of results shown on a bar chart.
97. The teaching of science in Key Stage 1 is satisfactory and good in Key Stage 2. These findings are similar to those of the last report. An improvement since the last inspection is the increased opportunities in both key stages for pupils to develop their investigative skills. The emphasis on investigative science has been maintained since the last inspection but there is now more scope for pupils to set up their own experiments. This is more of a feature in Key Stage 2 and the main reason for the better standard of teaching in the lessons observed. For example, pupils in Year 4 devise their own tests to measure the effects of friction on different training shoes. With equipment provided, pupils arrange their own groups and tasks. Teachers encourage them to amend their experiments as they discover what works well or otherwise. Pupils learn to relate their scientific investigations to the 'real world' and the secure use of questioning techniques help pupils understand what they have learned.
98. The high interest of pupils is captured and maintained by the range of activities provided and the resources to carry them out. Pupils in Year 1 used an impressive assortment of toys when investigating the pushes and pulls required to move them and, in Year 3, pupils benefited from charts, pictures and X-rays when considering aspects of the human skeleton. Higher attaining pupils are questioned in greater depth by teachers and asked to give more detailed explanations and ideas than other pupils. However, teachers in both key stages do not routinely plan activities that would stretch the ability of higher attaining pupils to the limit and thus help them to make more progress. Although pupils are encouraged to write their own accounts of their experiments and research, too little attention is paid to the explanations of why outcomes were different from predictions. For example, pupils in Year 6 record that less of a solid dissolved in the water than they thought. Few pupils attempt to give any explanation of why this was the case.
99. Pupils' attitudes to science are good throughout the school and they show great interest in what they do. They co-operate well and handle equipment and resources with care, observing safety and hygiene rules. In Year 3, pupils work in groups to discuss questions they might raise regarding the skeleton. Each pupil contributes and one acts as the scribe. In Year 4,

pupils also work sensibly in groups where they assign their own tasks to work out solutions to difficulties they encounter.

100. The responsibility for science has changed since the last inspection. The present co-ordinator has taken the opportunity to address some of the weaknesses outlined in the previous report. The monitoring of the subject has improved with lessons, plans and pupils' work routinely seen, in order to identify where the school can do better. This has led to the improvements in pupils' investigative skills outlined above and the better use of assessment information to plan work. All teachers have benefited from training provided in school and the installation of an improved scheme of work.

## **ART AND DESIGN**

101. By the time they are seven and eleven, the quality of pupils' work in designing and making is at a level expected for pupils of this age although some higher attaining pupils produce work well above this level. This quality is similar to that at the time of the last inspection.
102. Pupils in Key Stage 1 have a good understanding of how to mix colours and apply paint in different ways and how to create a collage. They know some ways in which shading might be used to portray three-dimensional shapes on paper as in their use of shading to draw noses on drawings of faces and attempts at depicting distances in the landscapes painted in Year 2. Pupils are able to name some artists including Leonardo Da Vinci and Quentin Blake. Higher attaining pupils can talk about some of the qualities in this work as in their comments that Leonardo's drawings are very detailed and Blake's are 'for children'.
103. Their ability to discuss in more detail, however, is restricted and they have little knowledge of art in other cultures. By the end of Key Stage 2, pupils' knowledge of other artists has developed appropriately and they are able to describe some of the techniques these artists employ. For example, pupils in Year 3 understand the importance of 'touch' to the artist Joan Miro while older pupils create appropriate pictures in the style of Lowry, Monet and Kandinsky. Pupils are able to make accurate observational drawings and pictures and have explored a wide range of techniques. Pupils in Year 5 study the work of Escher as part of their investigations into tessellations' while, in Year 6, pupils produce icons painted on board faithfully following the conventions of this art form. Higher attaining pupils in Years 5 and 6 produce work of high quality demonstrating a very good understanding of impasto techniques.
104. Standards of teaching and learning throughout the school are good, so pupils, including those with special educational needs and for whom English is an additional language, make good progress. Teachers plan to give their pupils a wide variety of opportunities to explore and experiment which enables them to learn through experience what succeeds and what does not. These activities are well supported by the provision of good resources that stimulate pupils' interest. For example, in Year 3, pupils drawing in the style of Joan Miro were able to make good use of a 'feely box', a variety of prints of his work, their teacher's own efforts and the computer. These resources and the activities planned enabled them to produce some good pictures that captured the essence of the artist's work. Teachers have sufficient subject knowledge in order to demonstrate techniques and help pupils learn. A good example of this was seen In Year 6 where pupils designed and made headgear suited for a character they had chosen. Their teacher was able to demonstrate a number of techniques including the use of modelling rock and how a variety of fixers could be used to secure attachments to the headgear. Teachers treat pupils' work with respect and pupils feel secure in trying things out. All work is valued and teachers show pupils' work to advantage. A feature of the school is the quality of the displays with the works of all abilities represented.
105. Pupils have good attitudes to art and speak about it enthusiastically. They are keen to show their work as when they point out their contribution to the 'Millennium tiles' display each pupil in the school is producing.

106. The management of the subject is much improved since the last inspection when this was judged to be unsatisfactory. The new co-ordinator has worked hard to raise the profile of the subject through the improved resource provision, the instigation of an 'art week', the introduction of a new scheme of work and the school's participation in various events. These include successfully entering work in local exhibitions and the mounting of displays at a local music festival.

## **DESIGN AND TECHNOLOGY**

107. Standards that pupils reach by the end of Year 2 are broadly as expected for their age, though their skills in designing are not sufficiently developed. This limits their development and results in the relative weakness in their achievements by the end of the key stage.

108. When pupils leave the school, the standard of their work is similar to that expected of pupils at the end of Year 6. Because of the range of opportunities that teaching provides, particularly in Year 6, pupils have sound skills, including those of design. The school's adoption of national guidance for the subject has resulted in Year 6 pupils successfully learning to produce step-by-step plans that identify the stages in making. Pupils say that this supports their learning effectively, "because it helps us to remember what we want to do when we are making things". This is an improvement since the last inspection when there was little evidence of step-by-step plans.

109. By the end of Year 6, pupils produce careful precise designs that show they have good attitudes to their work in this subject. They think carefully about the suitability of what they will make. For example one pupil decided to include tears on a mask design because the depicted character was nervous. Pupils are clear about design criteria such as a tent needing to resist water and wind in a survival situation, and the safety and cost of footwear. The quality of the finished products, such as the footwear that they made, reflects their care and thought in the planning and making stages. Although they can evaluate what they have made, their evaluations lack detail. Despite the poor development of pupils' design skills in some Key Stage 1 lessons, their progress through the school as a whole is satisfactory.

110. Insufficient teaching was seen during the inspection to make a judgement on its quality throughout the school. However, discussions with pupils and teachers about their work, and analysis of teachers' documentation and pupils' work indicate that teaching is satisfactory. There were strengths and weaknesses in the two lessons seen in Year 1. Teaching did not enable pupils in one lesson to design, though a visit to a play park supported learning effectively through close observations of how slides were constructed. The teacher created a positive climate for learning, by providing opportunities to use a range of materials in the making stage. A parent gave valuable support to pupils' learning in food technology when making jam tarts. In the other Year 1 lesson, the teacher and support assistant fostered learning well and effectively encouraged the pupils to use correct terms, such as 'lever'. Year 6 lessons are particularly well planned to focus pupils' attention on design criteria and different options, and teaching communicates clearly to them what they are expected to learn. The teacher effectively enables the pupils to use their own ideas and materials imaginatively, to see which work well and which do not. Although marking is often thorough, it does not always help to extend pupils' thinking. It sometimes provides a ready answer such as "your first design will be more secure", rather than enabling the pupils to test the stability of a structure for themselves.

111. The co-ordinator is aware of some of the strengths and weaknesses in the subject, such as the inconsistency in opportunities to design. The relatively new planning that the teachers have put in place is ensuring that the school provides a suitably wide range of materials for pupils to use. This was a weakness at the last inspection. The co-ordinator does not observe teaching. She therefore has a limited picture of how effectively the teachers implement the agreed planning to develop pupils' skills, and how well they use resources such as construction equipment. The school does not yet have a whole-school agreed system for assessing pupils'

progress and attainment that can provide information for teachers to use in planning pupils' work.

## **GEOGRAPHY**

112. When pupils leave the school at eleven, standards of work in geography are at a level expected for pupils of this age. However, at the end of Key Stage 1, pupils' attainments are below those expected. The recorded work of the pupils in Year 2 indicates that they have appropriate mapping skills and that they know about some of the features of Farnham such as car parks and shops. However, discussions with them show that they have limited knowledge and understanding of the characteristics of the school locality, and that they find it difficult to give simple directions, such as how to get from school to home. They do not respond to questions by using their own observations of features such as shops, buildings and types of transport. Their written work does not extend to thinking carefully enough about how people affect the environment.
113. By the time pupils leave the school, they have appropriately extended their knowledge, skills and understanding. They are beginning to know about processes such as erosion though the average attaining pupils cannot always express precisely what it is. Pupils know about the characteristics of certain rivers, such as the Rhone, and they are familiar with correct terms, including 'tributary' and 'meander'. They understand how the weather can have an impact on a particular area, for example, the effects of snow on tourists and local people in a mountainous area. Pupils know about the comparative heights of mountains and about the variations in climates across the world. They are less adept at using their own knowledge and understanding to propose suitable geographic questions for studying. They express limited views about how the environment is changing, and in how people can damage it. Pupils show good attitudes in presenting their work carefully.
114. No teaching was seen in geography during the inspection. However, discussions with pupils and teachers about their work, and scrutiny of teachers' planning and pupils' work, indicate that teaching is satisfactory, but with a weakness in Key Stage 1 planning. Teachers do not always ensure that pupils build their learning in a structured way. Some Year 1 tasks are more demanding than some tasks in Year 2. For example, pupils in Year 2 are enabled to understand what a bird's eye view is by drawing the top of their desks while pupils in Year 1 are expected to understand a map of the British Isles, showing the different countries. As a result, all pupils, including those with special educational needs and those with English as an additional language, make insufficient progress in Key Stage 1. They make satisfactory progress in Key Stage 2, particularly when they are able to use their own initiative as when using ICT to make plans of the school. Teaching in Year 6 effectively ensures that the pupils understand what they are to learn and it provides them with effective feedback through thorough marking. However, it does not always challenge pupils sufficiently. Pupils colour sections of a printed plan rather than extending their geographical learning, by, for example, drawing it to scale.
115. The school provides very good learning opportunities for pupils to gain knowledge, skills and understanding through first-hand experiences. Teachers achieve this by giving children in the Foundation Stage focused tasks, for example in the school grounds, and pupils in Key Stages 1 and 2 participating in a wide range of visits and field trips, some of which are residential. This enriches the curriculum substantially. As at the time of the last inspection, there is no agreed system for teachers to assess pupils' progress and attainment and to use the information this would provide to plan what they need to learn next. Similarly there is no observation of teaching to identify what teachers do well and where there are weaknesses, such as in planning.

## **HISTORY**

116. By the time pupils leave the school, their knowledge and understanding of history is at a level expected for pupils of this age, All pupils, including those with special educational needs and English as an additional language, make satisfactory progress. No comparison can be made with the previous inspection as no judgement about standards in history was made. The school has successfully maintained the profile of the subject within the limited time available and provides a satisfactory range of topics relevant to the age and interest of the pupils. In some of these topics studied pupils' learning about history is very good. Examples include the study of Ancient Greece in Years 4 & 5 which show good levels of investigative skills and understanding.
117. By the age of seven, pupils have a sound knowledge of the periods they have studied, They record the differences between kitchens in Victorian houses and those of the present day. They write and draw about themselves at various ages and learn appropriately about the interests of other adults. Older pupils develop their chronological awareness with their recognition of the differences during the times of the Ancient Egyptians, Greeks, Tudors and Great Britain during World War Two, for example. Pupils study artefacts from Ancient Greece, such as jewellery, and learn successfully from a very good range of visits to the British Museum, the Mary Rose, Fishbourne and the local Farnham Museum. Their research skills develop well and older pupils can explain the difference between primary and secondary sources of evidence.
118. It was not possible to see sufficient lessons in history in Key Stage 1 to make a judgement about teaching. However, evidence shows that history is taught appropriately. In the two lessons seen in Key Stage 2, one was good and the other very good. Good relationships between teachers and pupils encourage discussions. Good questioning skills enable pupils to understand historical events. Planning of lessons is detailed and well structured. The use of resources is good and use is made of thematic boxes from the local museum, books and videos. Teachers have good subject knowledge and this has a positive impact on learning. Work is planned so pupils of differing abilities have work that is well matched to their needs. Pupils with special educational needs are well supported. Exciting projects, such as the planned 'Ancient Greek Day' which includes storytelling, drama and food tasting, help pupils understand key ideas and develop historical skills.
119. The newly appointed co-ordinator has worked very hard to raise the profile of history. Good links are made to other subjects such as English, mathematics, design and technology and ICT and these provide valuable experiences to improve pupils' knowledge and skills across a range of subjects. Assessment procedures are in the process of being developed to take account of recent national initiatives.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

120. Pupils' attainment by the end of each key stage is in line with national expectations by the time that they are seven and eleven years of age. Pupils of all ages gain an appropriate range of skills across most areas of the subject. The progress made by all pupils, including those with special educational needs and those with English as an additional language, is good.
121. In Key Stage 1, pupils develop good familiarity with the computer keyboard and mouse and they learn to programme devices such as a 'roamer' robot. They use their skills with developing confidence, as shown when Year 1 pupils enter data on the computer to make a pie chart about shoe fastenings. They show good levels of independence and confidence when they print their work. By the end of Year 2, most pupils can plan and give the computer commands to make things happen though they are less competent in describing the consequences of their commands. In Year 3, pupils compare ICT with alternative methods, describing the advantages and disadvantages of each. They know how ICT is used in the

outside world, and higher attaining pupils discuss the relative advantages competently, for example, of e-mail compared with the telephone. Year 4 pupils make good progress in programming devices, such as a screen turtle, with increasing accuracy. In Year 5, they develop their understanding of how to use a spreadsheet successfully.

122. By the time that pupils leave the school at the end of Year 6 their attainment in ICT reflects that expected of pupils of this age. They apply their skills in a range of situations with confidence, although their abilities in controlling and modelling are not developed sufficiently through planned learning opportunities. The school is aware of this curriculum deficiency, and plans to remedy it. Most pupils use word-processing skills appropriately. They talk about the benefits of their searches for information on the Internet as opposed, for example, to using the library. All pupils are beginning to understand the need to frame questions carefully when accessing information. Higher attaining pupils have a good understanding of terms such as 'search engine', and some give examples. Pupils have yet to develop appropriate skills in using sensory equipment as in their science work. Pupils work together positively on their work with computers and good attitudes are developing. These help pupils to concentrate hard and work effectively together, promoting their progress well. They co-operate with each other and share skills and knowledge. They are confident in trying suggestions made by the teacher and their peers.
123. Teaching and learning have improved from their satisfactory quality at the last inspection, and they are now good. Teachers have an adequate knowledge and understanding of the subject, and some of those teaching Key Stage 2 pupils have good levels of expertise in the subject. This has a positive impact on the good progress that pupils make in their acquisition of new knowledge, understanding and skills. Teachers have very good management strategies that contribute significantly to pupils' good learning. They have positive relationships with them and this ensures that they behave well. Teachers teach pupils correct terms such as 'cell' when dealing with spreadsheets, ensuring that they learn the appropriate vocabulary for the subject. They make clear to pupils what they expect them to learn and this helps them to focus well on their tasks. Teachers generally enhance learning effectively with explanations that pupils can understand. Teachers plan lessons carefully so that most pupils achieve the expected learning in each lesson. Teachers generally use time well, moving lessons along at a good pace. In some instances a slowing of pace is reflected in the reduced rate of pupils' progress, and when activities such as learning left and right drag on, some pupils lose interest. Another example of a slowing of pace was observed when, in a Year 1 lesson, pupils were shown computer commands one at a time instead of being provided with a sequence that they could copy. This resulted in higher attaining pupils having to wait for the others and their progress was temporarily slowed. Teachers encourage pupils' interest in the subject very well. For example, in a Year 4 lesson, pupils gasped in amazement at the intricate patterns that resulted from programming super-logo with large numbers. Pupils in Year 5 found the computer notebooks that the teacher provided were very useful in supporting and guiding their work.
124. Teachers are making efforts to link pupils' experiences in ICT to their work in other subjects. This is sometimes effective in developing pupils' understanding of data handling in mathematics as in a Year 1 lesson on pie charts and Year 5 work on spreadsheets. As yet, however, not all subjects plan thoroughly for the use of computers, notably science. The suite of computers was used effectively during the inspection to teach pupils new skills. This is an improvement on the situation reported during the previous inspection.
125. The school has adopted national guidance for the subject that requires teachers to have a certain level of ability in order to teach the suggested skills. Staff have met this challenge with determination. By introducing the national recommendations in their entirety, the school has effectively addressed the inaccurate match of what the pupils learn with National Curriculum requirements, which was a weakness at the last inspection. However, there remains no precise system for teachers to assess pupils' attainments as they move through the school. As a result there is a lack of information available to teachers that they can use to plan pupils'

work. The co-ordinator is enthusiastic, but as yet her knowledge of the school's strengths and weaknesses in the subject are limited because she has not been able to observe teaching. Since the last inspection, the school has successfully developed the role of its governors. The current ICT governor has a clear overview of the strengths and weaknesses in the subject. With the co-ordinator, he is very supportive of the school's attempts to develop the quality of pupils' learning by considering a structured system for monitoring the subject through the school.

## **LANGUAGES (LATIN AND FRENCH)**

126. The quality of teaching of Latin is very good indeed and enhances pupils' knowledge and understanding of English most effectively. A good example of this was seen in a Year 5 lesson on first, second and third person verb endings. The teacher introduced the learning intentions clearly so that pupils knew exactly what they were expected to achieve by the end of the lesson. Pupils look forward to Latin with enjoyment because of the teacher's high level of enthusiasm and approach to the subject. Pupils are impatient to respond because they are so keen to share their knowledge.
127. A published scheme is used effectively to form the basis of a continuous and progressive level of development so pupils move one step at a time from the known to the unknown. The co-ordinator makes sure that there is a clear differentiation in the levels of work set for pupils of different abilities so that all pupils make good progress with their learning. The school is also fortunate to have a governor who is proficient in the language and who takes an active and successful part in developing Latin with higher attaining pupils in particular.
128. It was only possible to see one French lesson taken during the inspection. However, this lesson in Year 2 with the focus on learning the names of basic colours in French was successfully taught. The teacher planned the lesson securely and used a variety of visual aids to gain the full attention of this young group of pupils.
129. French has been taught since September 1996 with a specialist teacher employed to teach older pupils from Year 3 upwards. The curriculum planning document is clear on aims and objectives and provides a brief overview that indicates what areas are to be covered at each year level. This culminates in Year 6 with either a project on France or a day trip. Both these additions to the timetable demonstrate yet more good examples of how effectively the school is now extending pupils' learning in as many ways as possible.

## **MUSIC**

130. By the time they are seven and eleven, the quality of pupils' knowledge, skills and understanding of performing and creating music is at a level expected for pupils of these ages.
131. Evidence from planning and other sources suggests that pupils' attainment in the other strands of the subject is also in line with expectations for their age. The quality of singing in both key stages is satisfactory. On occasions it is good as when all pupils sing the school song or a favourite hymn in whole-school practice sessions. In these pupils demonstrate the ability to sing in unison and in parts, applying the appropriate dynamics and clapping accompaniment. Older pupils have an appropriately developed musical vocabulary as with their correct use of terms such as timbre, dynamics and texture. They know about some aspects of the lives and works of great composers like Liszt and Beethoven and are aware of many different genres of music such as jazz, blues and classical. Pupils' composing skills develop appropriately as they move through the school. Pupils in Year 4, for example, consider the use of texture when composing short pieces in response to the stimulus provided by different pictures. The compositions they produce show a good appreciation of the ways different instruments can be combined to create the mood suggested by the pictures.



132. Too few music lessons were seen to make an overall judgement about the quality of teaching. However, in the lessons seen in both key stages, the standard of teaching was good. This is an improvement on the findings of the previous report when some unsatisfactory teaching was observed. In the lessons seen, teaching was good because teachers had high expectations of their pupils, made it clear what was required and provided well-planned opportunities for pupils to practise. The result was that the quality of learning was high and pupils made good progress. For example, in Year 1, pupils learned the differences in long and short sounds and higher attaining pupils were able to say which instruments were restricted to certain sounds. Concentration and interest were maintained by planning short sessions within the lesson and, at each stage, pupils were reminded of what was expected of them. In a Year 4 lesson, the teacher made it very clear what pupils were to do, explaining the lesson objectives and returning to these at intervals throughout. Pupils were asked to comment on their own and others' performances, and encouraged to say how they could be improved. Good progress resulted as pupils tried out different ideas so that, by the end of the lesson, several short compositions were produced which reflected moods created by the two pictures that pupils were asked to observe.
133. Pupils' attitudes to music are very good especially in the lessons observed and in discussions with inspectors. Membership of the two school choirs is high and many pupils benefit from the instrument lessons the school arranges. Pupils rehearsing for the forthcoming school production of 'Rats' are keen to learn the new songs and try hard to manage some quite difficult lyrics.
134. The subject co-ordinator is enthusiastic and keen to continue to raise the profile of the subject. The school takes part in a number of local festivals, with representatives of the school performing at the Royal Albert Hall. In addition, whole-school music and drama performances are regularly held, giving pupils good opportunities to experience music making with a large audience. The school's music resources are much improved and include instruments from other countries and cultures. The reorganisation of resources has also resulted in the provision of a music room that gives pupils easy access to the range of instruments. Music planning is now systematic and ensures continuity and steady progress with learning through the school. This is an improvement since the last inspection when planned activities did not necessarily build on what pupils knew and could do.

## **PHYSICAL EDUCATION**

135. By the time they are seven and eleven, the standards achieved by pupils in dance and gymnastics are at a level expected for pupils of these ages. However, their abilities in games activities at the end of Key Stage 2 are underdeveloped. The school's swimming programme ensures that all pupils in Key Stage 2 are able to make appropriate progress with the majority being able to swim at least 25m before they leave the school.
136. Pupils in Year 1 know how to create different shapes and movements in response to their teacher's directions as, for example, when showing the difference between trotting and cantering. They react to the movements of their partners and combine with them to perform simple sequences of balances and body shapes. This develops appropriately in Key Stage 2 so that pupils learn how to perform more elaborate moves and balances and combine with others to create simple movement sequences. In Year 4, pupils combine twists, turns and jumps in a sequence to react to their partner's movements. In this lesson and in others seen in Years 4 and 5, pupils have good observational skills. They are able to give reasoned views on what made a performance or a particular move good and what could be done to improve the activity. The racquet skills shown by pupils in Year 6 are below what is expected of pupils of this age. Apart from the higher attaining pupils, most are unable to hit a ball with any degree of consistency or control. Hand-eye co-ordination skills are underdeveloped although most pupils throw and catch reasonably accurately for their age.

137. The standard of teaching throughout the school is good and pupils in both key stages made good progress in the lessons seen. This is similar to the finding of the last inspection. Pupils with special educational needs make good progress with pupils with physical disabilities taking a full part in lessons. The most significant strengths of teaching seen are the high expectations, attention to detail and the concentration on improving the quality of the work that pupils do. This was evident in a number of lessons. For example, pupils in Year 5 worked on planning, performing and evaluating a 'meet and greet' dance. Their teacher insisted on them examining what they and others were doing all through the lesson. She was able to build on what pupils said by demonstrating personally or asking others to do so. In addition, pupils were asked to concentrate on the finer points of their body shapes or movements. They display good observational skills and explain themselves well, giving good reasons why and how they thought performances could be improved. Teachers share lesson intentions with pupils and tell them what to look for when judging performances. This sharpens their attention and helps them give precise responses. Teachers observed taking movement lessons in Years 1 and 4 display similar attention to improving performance rather than just providing opportunities for pupils to try things out. Again, this led to good progress, as pupils understood exactly what was required to do better. All teachers are enthusiastic and take part in lessons by demonstrating and encouraging, as with cantering in Year 1, dance moves in Year 5 and racquet techniques in Year 6.
138. Pupils' attitudes to physical education are good, especially in dance and movement lessons where they try hard to improve their performances. They accept advice and criticism with good grace and even apologise to their classmates when having to make an adverse remark when asked to assess a performance. Pupils behave well in lessons and observe health and safety rules appropriately as when carrying equipment.
139. Although teachers provide well-planned activities for their lessons, the scheme of work is not up to date. Medium-term plans provide the means by which pupils may progress in a particular skill, for example in using a hockey stick. However, the lack of an overall scheme means skills are not necessarily built on year by year so that pupils practise things they have already done, often at the same level.