

# INSPECTION REPORT

## **ST JAMES CE PRIMARY SCHOOL**

Weybridge

LEA area: Surrey

Unique reference number: 125163

Headteacher: Mrs R Workman

Reporting inspector: Ian Knight  
23031

Dates of inspection: 2<sup>nd</sup> – 6<sup>th</sup> October 2000

Inspection number: 225314

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Grotto Road Weybridge Surrey
Postcode:	KT13 8PL
Telephone number:	01932 851762
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss Christine Best
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ian Knight 23031	<i>Registered inspector</i>		The school's results and achievements; How well are pupils taught? How well is the school led and managed?
Dianne Wilson 12387	<i>Lay inspector</i>		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?
Robert Allen 23413	<i>Team Inspector</i>	English; Geography; Music.	
Gerry Slamon 20063	<i>Team Inspector</i>	Mathematics; Design and Technology; Information and communications technology; English as an additional language.	
Jon Palethorpe 20671	<i>Team Inspector</i>	Science; Physical education; Equal opportunities.	How Good are the Curricular and Other Opportunities Offered to Pupils?
Pat Lowe 11901	<i>Team inspector</i>	Art; History; Religious education; The provision for children under five.	

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

### **INFORMATION ABOUT THE SCHOOL**

St James CE school is a large primary school catering for pupils from 4 to 11. There are currently 306 pupils on roll, including 19 reception pupils attending part-time and 12 attending full-time. Most of the pupils are European. However, the proportion of pupils who speak English as an additional language is higher than in most schools. The proportion of pupils on the special needs register, including those with a statement of special need, is about average. Although there is a range of attainment on entry to the school, overall it is slightly below average.

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

St James CE Primary School is a very effective school. Children enter Reception with attainment just below average. Standards by the time they leave are above average across most of the curriculum, including the core subjects of English and science. This comes about through good teaching which is supported by very good leadership from the governors, headteacher and senior management team. Taking into account these factors, and the very good improvement in the school since its last inspection, the school offers good value for money despite the above average cost per pupil.

### **WHAT THE SCHOOL DOES WELL**

- Pupils make good progress throughout the school because the teaching is good: teachers work hard and purposefully.
- Adults provide very good role models; relationships between them and pupils and between pupils themselves are very good.
- Pupils are well behaved and have good attitudes to their work, showing very good respect for others' feelings.
- Parents make an outstanding contribution to learning.
- The school makes very good provision for pupils' personal, social and health education.
- The school is led and managed very well.
- The governing body make a very significant contribution to the school's life.

### **WHAT COULD BE IMPROVED**

- Assessment procedures in the foundation subjects are inconsistent.
- The role of subject co-ordinators still requires further development.
- Too frequently, lessons do not start or finish on time.

*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 March 1998. Since then, standards have been maintained or improved. Teaching is vastly improved. All of the key issues have been addressed: only a few details remain outstanding. Leadership, pupils' progress and the provision for pupils' personal development are much improved. However, the role of subject co-ordinators remains underdeveloped. Nevertheless, the school has made very good improvement since its last inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	D	D
Mathematics	C	C	D	C
Science	C	C	C	C

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in the 1999 tests were better for Key Stage 1, being average in reading and above average in writing and mathematics. Following comments in the previous inspection report, some pupils have left the school after completing Key Stage 1, including higher attainers. Indeed, around forty percent of those remaining were assessed as having special needs. This explains the apparent fall in standards in the grades above; nevertheless, those pupils who did remain in the school until 1999 made at least satisfactory progress overall. National statistics are not yet available for 2000, but the school's results show a significant improvement over the 1999 results in English and science at Key Stage 2 and broadly similar results for Key Stage 1. An analysis of the progress made by the pupils who have stayed in the school throughout Key Stage 2 until 2000 shows that they made better progress than expected in the core subjects. There has been no clearly identifiable trend over the past few years owing to the movement of pupils in and out of the school. Children in the Foundation Stage are on course to exceed the early learning goals. Current standards are above those expected in science and history at the end of Key Stage 2; and in English, religious education and art and design at the end of both key stages. The school has set challenging targets for its future performance.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. In most lessons, pupils want to do well and please their teacher. They work diligently.
Behaviour, in and out of classrooms	Good. When teachers' expectations are high, pupils respond and behave very well. However, behaviour can deteriorate when teachers have too narrow a range of strategies for management.
Personal development and relationships	Very good. The school's personal, health and social education policy is very successful.
Attendance	Satisfactory.

## 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.*

Ninety-nine percent of the teaching observed was at least satisfactory. Of this, seventy-four percent was good or better with thirty-one percent at least very good. Examples of outstanding teaching were seen in Reception, Year 2 and Year 6. Only one percent of lessons were unsatisfactory. The skills of literacy and numeracy are taught well. When teaching is dynamic, pupils are inspired, work hard and the quality of learning is high. However, when teachers use a narrow range of management strategies, pupils become restless and learn more slowly. The school makes good provision for all pupils, including those with special educational needs or with English as an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The National Literacy Strategy has been very well implemented. There is very good provision for extra-curricular activities. Personal, social and health education is very good. However, the regular withdrawal of pupils for specialist teaching, including instrumental music, denies these pupils full access to the curriculum. The teaching time for Key Stage 2 is lower than recommended and some lessons start late.
Provision for pupils with special educational needs	Very good provision leads to good progress.
Provision for pupils with English as an additional language	Very good provision gives those pupils full and equal access to the curriculum. As a result, they make progress comparable to other pupils of the same ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very rich provision for pupils' moral, social and cultural development. There is good provision for pupils' spiritual development.
How well the school cares for its pupils	Good. The school has appropriate child protection policies. However, assessment in the foundation subjects is underdeveloped.

The school works very well in partnership with parents. Parents' involvement in the school has an outstanding impact on learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The senior management team share a vision for the school which is effectively communicated to the school community. The school's aims are clearly visible in its day-to-day work. However, the role of subject co-ordinators as managers remains underdeveloped.
How well the governors fulfil their responsibilities	Very good. The governing body has a very good strategic view of the school and understands its strengths and weaknesses very well.
The school's evaluation of its performance	Very good. Test results in English, mathematics and science are thoroughly analysed and the results used to inform teaching. Teaching is monitored regularly by senior managers.
The strategic use of resources	Very good. Efficient use is made of the site and staff to maximise pupils' progress.

There is a very good match between the staff in the school and the school's needs. The accommodation is good, although its open plan design inhibits teaching and allows noise from adjacent classes to interfere with learning. The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Pupils are well behaved.</li> <li>• The teaching is good.</li> <li>• They feel comfortable in their dealings with the school.</li> <li>• The school helps their children become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel the school does not keep them well informed.</li> <li>• Some have concerns about the provision for pupils with special needs.</li> <li>• A few think the school does not work closely enough with parents.</li> <li>• A few think the range of extra-curricular activities is not wide enough.</li> </ul>
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The inspection team agreed with parents' positive views. Reports and other communications home were examined and found to be of very good quality. The organisation of the provision for pupils with special educational needs is very good. The school enjoys a very good partnership with parents, many of whom help in school. There is a very good range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. The results of the 1999 National Curriculum tests for seven-year-olds show that, compared with all schools, results were average in reading and above average in writing and mathematics. The same is true if the school is compared only with schools that have a similar intake. The school did a particularly good job with the higher attaining pupils as rather more pupils than average gained the higher levels in reading and mathematics. Teachers' assessments in science show a broadly average picture, although more pupils than expected were assessed at the higher levels. National comparisons are not yet available for the most recent tests in 2000; however, the results were not significantly different from those in 1999.
2. Standards in the Key Stage 2 tests for 1999 were less impressive. Standards in science were about average, but both English and mathematics were below average. The picture when compared to similar schools is a little brighter: standards in English are below average compared to similar schools, whilst standards in mathematics and science are about average. A study of the detailed results shows that, in 1999, far fewer pupils than might be expected gained the higher levels in all three subjects, which adversely affected the overall average. The results for 2000 show significant improvement in English and science as well as a marked improvement in the proportions gaining the higher levels in these subjects. Standards in mathematics were broadly similar to those in 1999. A movement from average and better results in Key Stage 1 to average and below in Key Stage 2 suggests a lack of progress in Key Stage 2. However, many pupils left the school following Key Stage 1 and assessment records show that they were typically higher attainers. This can be seen, for example, by the fact that the Year 6 classes in 1999 and 2000 had about forty percent of their pupils assessed as having special needs when the average in the whole school is only about half of that. In addition, when the progress made by the pupils who did remain is analysed, the 1999 year group made average progress whereas the 2000 group made good progress between the ages of seven and eleven. These findings are also confirmed by the local authority's 'value added' calculations. There has been no clearly identifiable trend to recent results, partly due to the movement of pupils in and out of the school. The school has set appropriate targets for its future performance and is making good progress towards meeting them.
3. Inspection evidence, which includes a scrutiny of completed work as well as discussions with pupils and observations in lessons, in addition to an analysis of tests, paints an improving picture overall.
4. The previous report criticised provision for children under five and found they did not make enough progress because there was not enough structure in their learning. Significant improvements have taken place since then and these children achieve well because of good teaching. Despite entering the school with slightly below average attainment overall, they learn quickly and by the end of the Foundation Stage they have achieved the expected standards in all of the areas of learning.

5. Following further good teaching in Key Stage 1, pupils achieve the standards expected in mathematics, science, design and technology, history, information and communications technology, physical education and religious education. They exceed expectations in English and art and design. In English, this is due to the successful introduction of the National Literacy Strategy which has been appropriately personalised to the school's needs; in art it follows from good teaching and attitudes. However, standards are below what might be expected in geography. This is because coverage has been superficial. There was insufficient evidence to form a secure judgement on standards in music. Nevertheless, taken as a whole, these findings represent good improvement over the standards at the time of the last inspection.

6. Good teaching in Key Stage 2 means that pupils make good progress and achieve well. This includes higher-attaining pupils, who were underachieving at the time of the last inspection. The school addressed this by the appointment of a co-ordinator for more able pupils, teaching in classes formed on the basis of attainment, and some specialist teaching in small groups. This has led to a considerable improvement in standards, although the improvement is partly masked by the number of high-attaining pupils who left the school in the past after Key Stage 1. Standards are in line with the expectations of the National Curriculum in mathematics, geography, information and communications technology (ICT) and physical education. Standards are rising quickly in information and communication technology following the recent acquisition of a specialist computer suite. Standards are now above average in English, science, art and design, history and religious education. There was insufficient evidence to make a secure judgement in music.

7. Taking into account the levels of challenge in their work and their good progress, all pupils are achieving well in the school as a result of the good teaching they receive.

8. Pupils with special educational needs make good progress. The school successfully uses assessment data and target setting in individual education plans to set appropriately challenging targets for pupils with special educational needs. Pupils' records, their performance across all subjects and their response in class indicate that progress in their individual education plans and annual reviews is satisfactory. All pupils with special educational needs make identifiable gains in knowledge, skills and understanding due to good teaching and focused planning and support.

9. The achievement of pupils who speak English as an additional language is enhanced by the quality of support provided by the school and the local education authority. When these pupils become proficient in English, their progress in all curriculum areas is comparable to that of other pupils of similar ability.

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

10. Since the last inspection, pupils have maintained good levels of behaviour and attitude to their work. The opportunities for personal development have improved since the last inspection and pupils' response to these is very good. The relationships within the school are very good, and attendance is satisfactory. Ninety-eight percent of parents who returned their questionnaire reported that their child likes school.

11. Overall, pupils' attitudes to learning are good throughout the school. They enjoy coming to school and show a high level of interest in their work, concentrate well and complete tasks sensibly. In lessons where work is challenging and stimulating, pupils' response is excellent. For example, in a Caribbean poetry lesson, pupils showed very high levels of interest, through choral reading and paraphrasing, with the most able producing their own pastiche. They responded very well to the challenge, maintained high levels of concentration, and worked co-operatively and collaboratively together. This, together with the shared analysis, evaluation and discussion that followed, made a significant contribution to their learning. Pupils' involvement in the wide range of extra-curricular activities is very good. They are eager to take part and both boys and girls take part in the often 'gender- biased' activities such as needlework and football.

12. The overall good behaviour of pupils, in and around the school, reflects the school's aims and has a positive effect on the quality of learning. Most pupils listen carefully to their teachers and get on with their work, using tools and equipment sensibly. Pupils learn to distinguish between right and wrong, and know what is acceptable behaviour. They respond well to the school's systems for rewards and sanctions and value the recognition of their efforts, and of others, at the weekly Celebration assembly. However, when the range of strategies for maintaining good behaviour is not broad enough, behaviour sometimes deteriorates and becomes unsatisfactory, particularly amongst the younger pupils. Pupils throughout the school play well together in the playground and on the school field. No incidents of inappropriate behaviour were seen during the inspection. No pupils were excluded during the previous academic year.

13. Relationships throughout the school are very good. Pupils relate very well to each other and to all adults in the school. All staff provide very good role models for pupils to follow. Pupils are friendly, polite and well mannered, and many enthusiastically initiated conversations with the inspection team. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, share tasks equally, and organise their work without fuss. Pupils show respect for one another's values and beliefs, are able to appreciate the needs and feelings of others very well, and listen to each other. A very good example of this was in a Year 2 'Star of the Day' session where pupils were invited to express their positive feelings and thoughts about a member of their class and did so with enthusiasm.

14. Pupils respond very well to opportunities for their personal development. This is well supported by a very detailed personal, social and health education policy. Pupils are trustworthy and eager to take on responsibility, volunteering for numerous duties around the school. For example, at lunchtime, they volunteer to help in the office and support pupils when they are feeling unwell or slightly injured. Also during lunchtime, pupils helping in the school library were seen discussing how to arrange the displays more effectively on their own initiative. A pupil, on the first day of the inspection, volunteered the information that 'this is a school where you are made to be self-reliant'. The extra-curricular 'Roots and Shoots' club for pupils in Key Stage 2 also plays a part in developing pupils' initiative as they decide for themselves what projects to embark upon. There is also a school council. In some lessons, pupils have the opportunity to take responsibility for their own learning, to plan and to organise their own work. For example, in an art lesson, pupils worked in groups, sharing the tasks sensibly. They reflected on the task and how it might be improved using prompt cards provided by the teacher. Their responses showed a mature understanding of their own learning. However, there is still a need to develop pupils' personal study skills more

consistently. Special needs pupils' enthusiasm for school, their interest and motivation in activities and their good behaviour help to promote learning. Their understanding of the impact of their actions on others and their respect for their feelings, values and beliefs of others is very good. Their very good relationships contribute to learning. They are developing personal responsibility.

15. Attendance is satisfactory. The great majority of pupils arrive at school on time at the start of the school day. Pupils' satisfactory attendance and punctuality contribute positively towards their standards of attainment, since they can make regular uninterrupted progress in their work. Registration is taken in line with statutory requirements. However, registration time is not always used efficiently and too often lessons do not start and end on time.

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

16. Teaching throughout the school is good overall. Of the eighty-eight lessons seen, the teaching in only one was unsatisfactory. Seventy-four percent of teaching was at least good including thirty-one percent in which the teaching was very good or better. In three percent of lessons, teaching was outstanding. This represents very good improvement over the situation at the time of the last inspection when over a fifth of lessons were deemed unsatisfactory and only two percent were very good. This quality of teaching enables pupils to learn well in lessons so that they achieve better standards than might normally be expected. The quality of teaching and learning is consistent in both key stages and in the Foundation Stage.

17. The school teaches the skills of literacy well. It has accepted the recommendations of the National Literacy Strategy and amended the strategy to better suit the pupils there. As a consequence, lessons are well planned with tasks closely matched to pupils needs. This means that pupils learn at a brisk pace and enjoy the challenge of the lessons. The quality of teaching and learning is the main reason that pupils do well in English and achieve as well as they do.

18. The National Numeracy Strategy has been soundly implemented in the school. Teaching of numeracy skills is good: this is a significant improvement since the last inspection. However, the strategy is newer than that for literacy and has not yet been personalised to the school as effectively. This was seen in the occasional lesson in which teachers held the stage for too long at the beginning leading to some pupils becoming restless. This is, however, the exception rather than the rule. In the best lessons, teachers know what pupils need to learn, having used prior assessment well in planning. Closing plenary sessions are then effectively used to consolidate learning and reflect on the progress made in the lesson.

19. Teaching and learning in the Foundation Stage are good. A notable feature is the very good use of homework. Right from the beginning of their careers, children take tasks home with very detailed leaflets for parents so that they can reinforce the learning in school. The adults in the Foundation Stage work effectively as a team and provide a safe and secure environment for young learners. As a result, the pupils grow in confidence and become more independent in their learning. The school's policy to teach joined-up handwriting from the start has been an effective one, so that the teaching of handwriting in the Foundation Stage is particularly good. The lessons are planned well, based on the guidelines for children of this age. Lessons are imaginative; for example, when a

mixed class of Reception and Year 1 children learned about their senses by, amongst other things, feeling objects immersed in black water. The planning for the mixed class takes good account of the different needs of children of different ages – a significant factor when many are still not yet five years old – so that none are disadvantaged.

20. In the subjects of the curriculum in Key Stages 1 and 2, teaching is good overall in English, mathematics, science, art and design, history, information and communication technology and religious education. Elsewhere, it is satisfactory. There was insufficient evidence to form a secure judgement on music teaching because significant amounts are undertaken by a specialist teacher who was ill during the inspection period.

21. The teaching of pupils with special educational needs is good. Teachers' knowledge and understanding is good and they teach the basic skills very well. Good planning ensures that work is well structured to pupils' needs. Teachers' expectations and the effectiveness of their teaching methods ensure good progress. Management of pupils is good. Time and resources are used well. Classroom support staff support pupils with special educational needs well. The quality and use of ongoing assessment is good. Homework is used very well to support learning in the classroom. Pupils' acquisition of skills, knowledge and understanding is good. Their productivity and pace of working is good and they apply intellectual effort to their work. They show interest, concentration and independence. The consequence of these factors is that they learn well.

22. The very good use of the support provided for pupils who speak English as an additional language ensures that these pupils have full and equal access to the curriculum. The support teacher has a good understanding of how these pupils learn. Class teachers are also aware of the needs of these pupils. They provide tasks which are appropriate to their abilities, and give careful explanations to help them understand what they are to do.

23. When teaching is particularly good, time is used particularly well and lessons have a rapid pace. As a result, pupils learn effectively and work hard. This happened in a literacy lesson for a group of pupils from Years 5 and 6. They were studying poetry and looking for past participles. The teacher gave the groups two minutes to gather these and, later, a minute to think of interesting animals. This rigorous use of time motivated the class who were clearly used to the process of brainstorming. The two lists they formed were then used as the basis of a poem. All groups in the class learned effectively; lower attainers had effective adult support, the higher attainers were expected to use alliteration. Again, rigorous time limits motivated pupils and maximised learning. In another lesson, the methods employed were outstanding. The text was very well explained so that pupils felt able to share any problems they had. This led to increased understanding. The ensuing exercise was very challenging with good extension work for the highest attainers. The final plenary session was exceptionally well used to share pupils' analysis and evaluation of their work. A typical feature of many lessons was the ease with which teachers managed the behaviour of their classes. This was often 'invisible' and achieved through good relationships, so that pupils actively wanted to please. The net effect of these good relationships is that pupils try hard and work for all of the available time. This emphasis on good relationships starts at the beginning of the school. The inspection took place only four weeks into the new school year but already children in Reception know to take turns and wait for their turn. In one lesson, in which the uniqueness of each individual was explored, the activity was exceptionally well designed so that the class were quite enthralled.



As a result, the lesson's objective was achieved. Another particularly noteworthy feature is the use of homework throughout the school. This is very good and serves to both reinforce and extend the work in class. These strengths were all demonstrated in a Year 2 mathematics lesson. The three elements of the lesson linked smoothly and the whole moved with a brisk pace so that pupils worked with diligence and understanding.

24. When teaching lacks the same sparkle, the pace of the lesson is slow because of weaknesses in controlling the class. In one lesson, far too much time was used trying to maintain order, so too little learning could take place. The teacher did not make her expectations of behaviour explicit at the lesson's outset with the result that pupils never really settled to work. A more common failing was late starts to lessons. This happened particularly at the beginning of the morning and afternoon sessions so that some lessons were up to ten minutes shorter than planned. This has an effect on learning in those subjects as the time loss quickly becomes significant. For example, in a lesson focusing on personal, social and health education, it was fortunate that one of the four pupils who were to give a presentation was absent as there was only sufficient time for three to give theirs.

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

25. The quality and range of learning opportunities is good and an appropriate statutory curriculum is in place. A programme based on the Early Learning Goals for children in the Foundation Stage prepares children very well for the National Curriculum programmes of study at Key Stage 1.

26. The school offers a stimulating and structured curriculum. The National Literacy Strategy has been personalised to meet the school's needs and has been implemented very successfully. This is having a positive effect on standards. The Numeracy Strategy has had less time to make such an impact, but is already helping to raise standards in number work. In particular, the encouragement for pupils to develop their own strategies for solving number problems is very effective. Both strategies have been helped by the emphasis on raising the quality of teaching.

27. An effective curriculum is being built around the recent recommendations from the Qualifications and Curriculum Authority. Not all schemes of work are in place yet, but a good deal of care is being taken to ensure that they meet the needs of the school. In particular, good links between subjects are being maintained. For example, when studying where fruit comes from in geography, pupils then use mathematical skills to collect data on favourite fruits, use information and communication technology to display the results, use literacy skills to research information, and in dance portray the journey of an apple. A very effective curriculum map indicates the core of what is to be taught and when, in all subjects from Year R to Year 6. This will ensure that the curriculum provides opportunities for pupils to study each subject in appropriate depth, and is an improvement since the last inspection.

28. Information and communications technology (ICT) has also improved vastly since the last inspection with the provision of a new computer suite. This is already having a tremendous impact on pupils' abilities, although it will take a while to fill all the gaps in pupils' skills, knowledge and understanding. French is taught in Years 4, 5 and 6 and is an important part of pupils' linguistic and cultural development.

29. The length of teaching time is some cause for concern. The Key Stage 2 teaching time is below the nationally recommended time. Additionally, there is often some time slippage, with lessons not starting on time, particularly first thing in the morning and first thing in the afternoon. This must limit pupils' rate of progress.

30. The provision for pupils with special educational needs is very good. The majority of help is given in the pupils' own classes so that they are not denied access to what is happening in class. The special needs co-ordinators and the well trained Special Needs Support Assistants provide very effective support. Governors are well involved and there is good contact with the relevant outside agencies. All of these factors help towards enabling the pupils to make good progress. Provision for more able pupils is in its infancy. However, it is part of the school's development plan and these pupils are now identified. There is well-organised provision for pupils in Years 5 and 6 who are working on independent learning skills. Year 2 will benefit next term and Years 3 and 4 in the summer. This is an improvement since the last inspection where the lack of challenge for higher attaining pupils was a key issue.

31. Throughout the school, there is an emphasis on equality of access for all pupils. This is particularly successful for pupils with physical disabilities and with English as an additional language. They receive very effective help from support assistants, and physical changes have been made to the school such as special filter blinds and ramps. The provision for pupils with special educational needs is very good. However, there is cause for concern when pupils are withdrawn from the same lessons each week to attend peripatetic instrumental music lessons. This is denying them full access to the curriculum. Similarly, a number of pupils miss important parts of lessons when they are taken out to read. Good attention has been paid to gender issues and staff are well aware of the need for an inclusive curriculum for both sexes.

32. The school provides a number of extra-curricular opportunities which enable pupils to develop their social skills, as well as the skills connected with the activity. There is a range of sporting and musical activities, together with needlework, French, art, drama, and 'Roots and Shoots'. Clubs are well supported by a good number of pupils and are of good quality. Some parents indicated that they felt that the school did not provide enough activities outside lessons, but inspection findings are that the provision is very good.

33. The curriculum is enhanced and brought alive by a number of visits outside school and some visitors to the school. Pupils visit theatres, museums and farms, mainly in connection with their topic work. Visitors have include a theatre group, story-teller, harpist and an Indian dancer. All have made effective contributions to the curriculum.

34. The school's provision for personal, social and health education is very good. There is a well-planned programme which clearly identifies the content to be covered in each year group. This is a vast improvement since the last inspection when improvement of the provision for pupils' personal development was a key issue. Pupils have a very good understanding of health issues, including how to keep themselves healthy and fit, which they study in science and physical education. Pupils are well aware of drugs that may be beneficial for them, such as those prescribed by a doctor, and those that may be harmful. The police drugs programme is used to deliver this part of the curriculum, in which pupils are given facts, knowledge and skills to make informed choices. The governors have decided that sex education should be taught throughout the school. Parents are kept well informed and are offered the opportunity to view the materials used.

35. Overall, the school makes very good provision for pupils' spiritual, moral, social and cultural development. The prospectus states that these aspects of the school's life are given a high priority. The school's aims focus upon the maintenance of a Christian community in which success is rewarded and progress is encouraged, where pupils may develop independence and self-confidence. They state that there should be a partnership between home and school, and a learning environment in which the curriculum is broad and balanced. These aims are largely achieved.

36. The school's religious education programme aims to develop pupils' spiritual awareness through the study of Christianity and other religions. This it accomplishes well. Assemblies are special occasions, often marked by the lighting of a candle. There is always a prayer, and themes are usually religious. The local church plays a very active part in the life of the school through its governing body and through the frequent and supportive visits of local clergy. While there is no doubt of the Christianity of the school's affiliations, religion does not permeate its day to day life, and moments of spirituality may often rather be found in the feelings of awe and wonder when, for example, pupils listen to great music, or look at the work of great artists, or even when they surprise themselves at something they have done well.

37. Pupils' moral development is very well promoted. There are clear expectations, and pupils are in no doubt as to what is right and what is wrong. Golden Rules are published throughout the school, giving six 'do's and six 'do not's. These are reinforced as teachers frequently draw attention to them when commenting on pupils' behaviour. There are also classroom rules which have been negotiated in discussion between pupils and teachers. A strong moral framework is set out in the very well planned Personal, Social and Health programme, which makes provision for the discussion of moral issues appropriate to each year group, as pupils move up the school.

38. Provision for social development is also very strong. The best evidence for this is pupils' self confidence as they answer teachers' questions in class, or when they read their own work aloud - or when they encounter an inspector in a corridor and politely enquire "Are you lost?" During the inspection many examples of the ways in which pupils exercise social responsibility were seen: older pupils supporting younger pupils, pupils clearing up or setting out furniture, prefects handing out packed lunches, or librarians making sure that the books are in good order. Particularly commendable is the unobtrusive and routine way in which pupils with physical disabilities are helped and supported by their peers. Much comes from the trust which is placed upon its pupils by the school, even in such seemingly trivial things like allowing them in some classes to go to the toilet without waiting for permission - so that this procedure simply happens without disturbance to the

lesson or other fuss. Another strong contribution to pupils' social development is the rich provision of clubs and activities - including a residential visit. A special club, with a strong moral and social environmental commitment is the popular 'Roots and Shoots' club. Teachers and the many other adults who share in the life of St James' are excellent role models of both moral and social responsibility.

39. The school provides a rich cultural environment for its pupils. Art is a successful and popular subject, and the Art Club is so oversubscribed that membership has to be rationed, year group by year group and term by term. Music is central: there are two choirs, an orchestra, three recorder groups, and a lot of private music tuition (to about one fifth of the school). The school takes part in the annual music festival for all local schools, providing choirs and instrumentalists. There are outings to theatres and concerts, and visits from cultural groups - like story tellers or the Indian dancer cited above. Displays assembled by pupils and parents from different cultures and ethnic origins call attention to the richness of diversity. Stories and poetry from all over the world are well represented in lessons: the reading of Caribbean poetry in an appropriate accent by a Year 5/6 class was enjoyed by pupils to whom it was a revelation of something at the heart of a distant and different culture.

40. The contribution of the community to pupils' learning is good. There are strong links with the church through the governing body and through weekly assemblies, led by the rector or a member of his team. The local police officer visits the school to talk to pupils about safety. Visits are made to a range of museums, including the British Museum and the Natural History Museum. Years 5 and 6 visited a local theatre to see 'The Tempest', which gave them the opportunity to develop their English and drama skills. The local area, particularly the Broadwater Lake, is also used effectively as a stimulus for environmental and geographical issues. Parental help, both in the classroom, with extra-curricular clubs and through their successful fund-raising activities, is making a significant contribution to pupils' learning. The school's involvement in the local 'Oatlands Fayre', and visits to local residential homes for the elderly support pupils' personal and social development.

41. Relationships with partner institutions are good. There are very strong links with the local secondary school; the visits to the school to take part in information and communication technology and design technology lessons make a positive contribution to pupils' learning in these subjects. There are good links with the local nursery schools and there are regular meetings between headteachers within the local cluster of primary schools. Pupils have the opportunity to visit their local secondary school and say they feel confident about their move to another school.

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

42. Overall, the procedures for child protection and for ensuring pupils' welfare are good. The school creates an atmosphere in which pupils feel happy and secure; this is a school in which staff know and care for their pupils very well, and where pupils show high levels of concern for each other's welfare. The high quality of relationships between pupils and staff is

a strength of the school, and provides the context for very effective support and advice for pupils in relation to their personal development, behaviour and attendance. Ninety-two per cent of parents who returned their questionnaires feel that the school helps their child to become mature and responsible.

43. There are good procedures in place to ensure the health, safety and general well-being of all pupils, both in school and on school visits. The support for children who are injured or unwell is well supported by the availability of a medical room. The school is clean, tidy and in good repair, and provides a safe environment for pupils. Procedures for lunchtime supervision are very good. The school has a designated child protection co-ordinator who has recently received further training. The school recognises the need to provide up-to-date training for all staff.

44. The procedures for monitoring and promoting good attendance are unsatisfactory overall. Although registers are called at the beginning of the morning and afternoon sessions, they do not meet statutory requirements in that they are not always filled in correctly and are often marked in pencil or crayon. The requirements for reporting attendance are met.

45. The school has good arrangements for monitoring and promoting good behaviour. The school's behaviour policy is an effective tool to promote good discipline and behaviour in school. Rules are clearly understood by pupils, and each class agrees on their own rules which are clearly displayed. Pupils' good work and behaviour are recognised by a school merit system. Exceptional work is rewarded by the 'Headteacher's Award', and each week two pupils from each class are nominated for an entry into the 'Celebration Book' whereby a certificate is presented in a celebration assembly. Good procedures are in place to deal with any incidents of bullying should they arise. The school takes such incidents seriously and, on the rare occasion they occur, they are dealt with quickly and effectively.

46. Overall, the procedures for assessing pupils' attainment and progress, and the use of assessment to guide curricular planning, are satisfactory. Good use is made of baseline assessments and other ongoing notes in the Foundation Stage to guide future planning. Although good provision is made to assess pupils' progress in the core subjects of English, mathematics and science and also in information and communication technology, most foundation subjects do not have clear and consistent assessment procedures in place. Pupils' personal development is monitored in an informal way, which is based on the very good knowledge teachers have of their pupils.

47. The school makes good provision for tracking pupils' progress in English, mathematics, science and information and communication technology. It applies commercially provided tests in the same style as the statutory assessments for the core subjects in Years 3, 4 and 5. There are standardised assessments of reading in Year 2, and at the end of each term, each pupil undertakes an unaided writing assignment; these are marked according to the levels described in the National Curriculum. Pupils' performance in the baseline assessments on entry, and in the national statutory tests at the ends of Years 2 and 6 are recorded and compared, demonstrating 'value added' as they move up the school. Teachers' detailed records of individual attainment are systematically passed on to the next teacher, as pupils

move from year group to year group, so that teaching decisions may be well informed. These detailed and effective procedures do not, however, extend to the curriculum outside English, mathematics and science, and, with few exceptions, there remains a need to ensure uniform and secure practice in all classes by all teachers and in all subjects.

48. The teachers know the individual pupils with special needs very well. They are aware of their specific needs. They respond to them in a very positive and supportive way. The school builds effectively on its assessment procedures when identifying pupils with special educational needs and deciding what further help is needed. The special needs managers keep good records that track pupils' academic and personal progress. Arrangements for individual education plans are effective in ensuring that individual needs are met, whilst enabling pupils to have full access to the curriculum. These plans contain clear targets which are regularly reviewed. They are implemented well by teachers and classroom support assistants. They provide an appropriate blend of challenge and support. Support is directed effectively to pupils who need it.

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

49. The partnership with parents has improved considerably since the last inspection. At that time, concern was raised about parents being unable to play a full part in the development of their children's reading skills. Parents are now fully involved with their children's work at home, not only through reading, but through a well structured system of homework which is supported by a newly introduced homework diary. There is a welcoming atmosphere in the school and parents' feel that their concerns are listened to. Communications are now much improved.

50. Overall, parents' questionnaires, the meeting with parents before the inspection and conversations with parents during the inspection, indicate that parents have good positive views of their school. Parents who returned their questionnaires indicate that they are particularly pleased that their children like school, pupils are well behaved, the teaching is good, they feel comfortable in their dealings with the school and the school helps their child to become more mature and responsible. However, some parents felt that the school does not keep them well informed; a few thought the school does not work closely enough with parents; a few felt that the range of extra curricular activities is not wide enough; there were some concerns about the provision for pupils with special needs.

51. The inspection team agrees with parents' positive views. However, evidence collated during the inspection does not support parents' areas of concern. The school provides very good information for parents. Parents are well informed through the school prospectus, governors' annual report to parents and regular informative newsletters. They receive detailed annual reports about their children's progress, which include an action plan targeting areas for further improvement. Two evenings a year are set aside for parents to discuss their children's progress and targets, and they are actively encouraged to speak to staff at any time should they have any concerns. At the beginning of term, parents are invited to attend a meeting where curricular issues for their child's year group are discussed; any parent unable to attend is sent the relevant details. An induction is held for parents of new Foundation Stage children, outlining the proposed activities. A mathematics workshop was held for all parents

in the spring term. A School Improvement Group, which is open for any parent to join, provides an opportunity for parents to air their concerns and make suggestions for areas of improvement. The school provides a very good range of extra-curricular activities both after school and during the lunchtime.

52. Parents of pupils with special educational needs are properly involved in identifying their needs. Parents provide appropriate support and generally attend reviews on their child's progress.

53. The school encourages participation by all families, including those of pupils who are learning English as an additional language, in all aspects of school life. The support teacher attends parents' evenings so as to report to parents on their children's progress and to offer advice

54. The contribution of parents to children's learning at school and at home is very good. This, together with their overall involvement, has an excellent impact on the work of the school. Many parents help in school on a regular basis both inside the classroom and with extra-curricular activities. For example, they help with football and running clubs, and organise needlework, and art clubs, during lunchtimes and after school. Parents also offer their support through an active parents' association, providing both social and fund-raising events which raise considerable funds to provide extra resources to support the curriculum. Their physical help in improving the environment both within the school and in the school grounds is greatly appreciated by the school.

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

55. St James Church of England School is very well led. The headteacher and other managers in the school offer purposeful leadership. The governing body is very effective in fulfilling its duties. The work of the school is closely monitored and appropriate action is taken very effectively. The school's available resources are used very well. In its purchases and self-evaluation, the school applies the principles of best value well. The school is very well staffed, enjoys good accommodation and has a satisfactory level of learning resources. These summary judgements represent great strides since the previous inspection, less than three years ago, when there were serious weaknesses in the leadership and management of the school.

56. The headteacher has a very clear vision for the school which is shared by her deputy and other staff. This is communicated to the whole school community through its aims. These are very appropriate to such a school, including a commitment to high quality education in a secure and caring Christian community. All of the aims are clearly evident in the school's day-to-day working. There is good delegation within the school to the deputy headteacher and Key Stage 1 co-ordinator. They have an active role in, for example, monitoring the quality of teaching throughout the school. However, subject co-ordinators do not yet share in this aspect of managing their subject. Their monitoring role is restricted to checking planning and occasional work sampling. Consequently, they are not yet fully

effective in their roles as subject leaders. Some parents were concerned about the provision for pupils with special educational needs. This was an area of weakness at the last inspection when roles were unclear. This has been improved and now the provision for special needs is well managed. Provision for pupils who learn English as an additional language is well managed within the school.

57. The governing body also has a clear vision for the school. It is an active body which is very effective in holding the school to account. For example, it was the governing body who sought further advice from the local authority when they had concerns over the pace of improvement in the school. The ultimate effect of this was that effective action was taken and the rate of improvement increased. The governors keep a close watch on the school and liaise closely with staff to establish how well the school is doing. Much of this is done by first-hand observation in the school by governors with particular responsibilities. For example, the governing body supports and monitors the provision for special educational needs very effectively through the governor with responsibility for that area, who works closely with the special educational needs managers and reports regularly to the governing body. Because of its first hand monitoring of the school's activities, the governing body has a very good understanding of the schools strengths and weaknesses. However, the school is aware that the Governors' Annual Report to Parents does not currently include all the required information.

58. Senior managers monitor teaching effectively through direct observation. Other teachers have also been invited to observe model lessons in, for example, the literacy strategy, so that a clear understanding of what constitutes good practice is shared in the school. This strategy has been effective in improving teaching. However, as stated above, curricular co-ordinators roles are still developing. It is important, for the development of their role, that curriculum co-ordinators should also monitor teaching in their area of responsibility.

59. At the last inspection, the school development plan was criticised for being insufficiently strategic and lacking in clarity. Both of these criticisms have been effectively addressed. The current document is carefully thought out and focuses on raising standards. It acknowledges where weaknesses have been identified and outlines action to rectify them. The structure of this plan lends itself well to continued improvement in the school. The action taken in the last year to meet the school's targets has been very effective indeed in raising staff morale and improving teaching overall. Consequently, the whole community shares a commitment to the pupils and their welfare and seeks for improvement. The school is well placed to continue the impressive rate of improvement that has taken place.

60. The school's strategic use of resources, including specific grants is very good. For example, the specific grant for special educational needs is solely and very effectively used for that purpose. Educational developments are very well supported through careful financial planning. Very good financial control is complemented by efficient school administration. The school's administration officer keeps the governors well informed about spending and has ensured that the recommendations of the last auditor's report have been implemented fully. The governors, through prudent management, have accumulated a reasonable underspend of the school's finances. This is regarded as strategic contingency reserve that is targeted to meet identified needs, and in view of the annual turbulence caused by changes in the numbers on roll. The school always seeks best value for



money in its spending. This is helping the school to achieve its objectives, as set out in its development plan. The office staff provide a warm and efficient welcome to pupils, parents and visitors. Their efficient service allows the school to function smoothly on a day-to-day basis. The development of learning resources and accommodation is considered strategically, and are used to the maximum of their potential. All members of staff are effectively deployed and are efficient in the performance of their duties.

61. At the time of the last inspection, the school was reported to be providing unsatisfactory value for money. The school now gives good value for money. This judgement takes into account pupils' personal circumstances and prior attainment, the quality of education provided, pupils' attitudes, behaviour and personal development, improvement since the last inspection and the outcomes of education in terms of standards achieved. It also takes into account the unit cost of education, which is above average for a school of this type.

62. The school has a team of hard working and committed teachers who are all qualified to teach the subjects of the National Curriculum. Relationships between teaching and non-teaching staff are very good. All staff make a very valuable contribution to the quality of pupils' education through their personal knowledge of the pupils and their positive response to them. There have been significant changes in staff since the last inspection. Seven new members of staff have joined the school in the past two years, five of them this term. This has had no adverse effect on standards.

63. The match of teachers and support staff to the demands of the curriculum is very good. Specialist music teaching and particular expertise in science make a very positive contribution to pupils' attainment and progress. Non-teaching staff, who are very well trained, make a valuable contribution to pupils' learning, and support teachers' work effectively. Job profiles clearly identify both general and specific responsibilities. Arrangements for the professional development of staff are good, with training matched to whole school needs. The school has made satisfactory progress in implementing the new requirements for performance management.

64. Overall, the standard of accommodation is good. Since the last inspection, much has been done to improve the quality of provision. This has included the recent erection and installation of an information technology area and a refurbished entrance. The school is currently planning to refurbish an outbuilding to create an 'arts suite'. The very attractive, extensive school grounds, and the three hard play areas, provide very good opportunities, particularly for sport, environmental science and playtimes. However, the open plan design of the school compromises practical and oral activities, such as chanting the times table, and 'noise spillage' has a detrimental effect on moments of quiet reflection.

65. Numerous, colourful, interactive displays around the school celebrate achievements of pupils and focus their attention on new ideas. Pupils are proud when their work is displayed, which motivates them and contributes towards good attitudes to learning. The buildings and grounds are well maintained and managed.

66. The range and quality of resources available to support the curriculum are satisfactory overall, and for English, information and communication technology, art and design, and religious education, they are good. However, the range for physical education is poor as there are only five mats, which are of poor quality, and there is insufficient small equipment. The access and quality of equipment is unsatisfactory overall. The two libraries are attractive and pleasant spaces which are adequately stocked, well maintained and ordered.

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

67. In order to further raise standards in the school, the governors, headteacher and staff should

- Extend the Key Stage 2 day to bring it into line with recommendations and ensure that all lessons start and end on time:  
*(Paragraphs: 24, 29)*
- Strengthen the monitoring role of curricular co-ordinators to include the direct monitoring of teaching.  
*(Paragraphs: 56, 111,123,131,135,151,156,179)*

68. In addition, the governors may wish to include the following, more minor, points in their action plan:

- \* Devise manageable, regular and consistent procedures for assessment in the foundation subjects;  
*(Paragraphs: 47,130,151,162,171,179)*
- \* Consider strategies to avoid pupils' withdrawal from lessons affecting their entitlement to the full National Curriculum;  
*(Paragraphs: 31,14,150)*
- \* Set monitoring procedures in place to ensure that registers are marked in accordance with requirements;  
*(Paragraph: 44)*
- \* Ensure that the Governors' Annual Report to Parents includes all the required information;  
*(Paragraph: 57)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	43	25	1	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)	NA	306
Number of full-time pupils eligible for free school meals	NA	

*FTE means full-time equivalent.*

#### **Special educational needs**

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

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	29

## Attendance

### Authorised absence

	%
School data	4.12
National comparative data	

### Unauthorised absence

	%
School data	0.47
National comparative data	

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
	1999	35	22	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	31	32
	Girls	16	21	19
	Total	44	52	51
Percentage of pupils at NC level 2 or above	School	77	91	89
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	32	31
	Girls	18	19	18
	Total	48	51	49
Percentage of pupils at NC level 2 or above	School	84	89	86
	National	82	86	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	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	22	22	44

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	13	13	20
	Girls	16	14	19
	Total	29	27	39
Percentage of pupils	School	66	61	89
	National	70	69	78

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	12	15	19
	Girls	15	16	16
	Total	27	31	35
Percentage of pupils at NC level 4 or above	School	61	70	80
	National	68	60	75

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

### *Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	

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

### *Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
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	0	0
Other minority ethnic groups	0	0

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

### *Teachers and classes*

#### **Qualified teachers and classes:**

##### **YR – Y6**

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	22.5
Average class size	24.6

#### **Education support staff:**

##### **YR – Y6**

Total number of education support staff	17
Total aggregate hours worked per week	241

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

##### **nursery**

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

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

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

### *Financial information*

Financial year	<b>1999/2000</b>
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	<b>£</b>
Total income	608511
Total expenditure	585290.00
Expenditure per pupil	1835.00
Balance brought forward from previous year	-5681.00
Balance carried forward to next year	17540.00

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

### **Questionnaire return rate**

Number of questionnaires sent out	306
Number of questionnaires returned	113

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

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	68	29	3	0	0
My child is making good progress in school.	42	45	5	2	5
Behaviour in the school is good.	33	63	3	0	2
My child gets the right amount of work to do at home.	31	50	12	5	2
The teaching is good.	39	49	4	0	8
I am kept well informed about how my child is getting on.	38	34	17	5	6
I would feel comfortable about approaching the school with questions or a problem.	63	27	7	4	0
The school expects my child to work hard and achieve his or her best.	54	36	7	0	3
The school works closely with parents.	34	43	12	6	5
The school is well led and managed.	40	37	3	2	19
The school is helping my child become mature and responsible.	49	42	1	2	6
The school provides an interesting range of activities outside lessons.	35	40	14	1	11

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

A number of parents commented that the school had improved in the last year or so. Some were concerned that the provision for special educational needs was not organised effectively enough.

## **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 provision for children in the Foundation Stage is very good. Led by an experienced and skilled co-ordinator, the children receive a broad, balanced and relevant curriculum. The quality and range of learning opportunities is good. The reception class teachers and classroom support assistant work as a team to plan and assess pupils' progress in the early learning goals. The issues raised by the baseline assessment in the reception classes are addressed effectively. There are opportunities for children who achieve the early learning goals before the end of their time in the reception classes to work towards Level 1 of the National Curriculum. This very good provision represents a significant improvement since the time of the last inspection. At that time, provision was deemed to be unsatisfactory, teaching was variable in quality and was unsatisfactory in about one-third of the lessons observed. Eighty-five percent of teaching is now good, very good or excellent and fifteen percent is satisfactory. The overall good teaching is having a positive impact on children's learning.

70. The attainment on entry to the school is broad but, overall, it is slightly below that expected nationally for children of their age. Approximately thirteen percent of children have special educational needs and six percent have English as an additional language. These issues are addressed very effectively during their time in the reception classes. By the time that they are ready to start the National Curriculum programme at the end of their time in the reception classes, the majority of children achieve well and attain the early learning goals; some children exceed these goals. This is due to teaching that is at least good and is often very good.

71. There are currently thirty-one children of reception class age. In line with county policy, all children are admitted in the September of the academic year in which they are five. The oldest children attend full-time and work in a mixed class of reception and Year 1 children. The younger four year olds are in the reception class and attend part-time, initially.

72. Arrangements for induction into the reception classes are very good. The class teacher visits the three nurseries from which most children are drawn. Prospective parents are invited to an evening workshop, in which they experience the activities that their children will be asked to do. All parents are given a brochure containing suggestions on how they can help to prepare their child for school and support him/her during the child's time in the reception class. Parents contribute to an entry profile, which helps teachers to identify and assess each child's strengths and developmental needs. All of these mean that children are helped to settle quickly into the routines of the school day.

73. Parents are encouraged to come into the reception classes at any time and some parents give valuable help in the reception classes, for example, in guiding children in their work on the computer. Parents are kept very well informed about the curriculum and their child's progress. The links with parents are very effective. The contribution of homework to supporting and extending the work in the classroom is exceptionally good at the reception stage. The contribution of parents to children's learning at school and at home is a significant factor in their children's good progress.



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

74. Pupils settle very quickly into the routines of the reception classes and thoroughly enjoy coming to school. The good progress that they make during the year reflects the skilful teaching in the reception classes where children are constantly encouraged to feel confident about their achievements and positive about their goals. They work and play together well and show interest and involvement in all activities. Their attitudes and behaviour are good. There is no bullying, sexism or racism. They are helped to know the difference between right and wrong, and acceptable and unacceptable behaviour, and to understand the impact of their actions on others. They are learning to show respect for the feelings, values and beliefs of others. They are encouraged to develop personal responsibility. Their relationships with one another and with adults are very good.

75. Adults provide positive encouragement and praise and are good role models in behaviour, speech, attitudes to others, enthusiasm and interaction with others. As a result, children grow in confidence as learners and feel proud of their achievements. The development of positive relationships with adults and peers helps them to express their ideas and feelings confidently, to become more independent and to use their initiative. They become quite animated during the many opportunities for role play.

76. Adults also promote pupils' personal development very effectively, by ensuring that the resources and equipment that the children use are readily accessible to them and that they understand the need for care in using them, thus helping them to become independent learners in a secure and safe environment.

## **Communication, language and literacy**

77. There are daily opportunities for children to speak and listen to each other and to adults in one-to-one situations, in small groups and as a class. Children's efforts at communicating are supported and valued. Adults use every opportunity to guide children to clarify their thinking and explain the reasons why things are as they are. By the end of their time in reception, most children achieve the early learning goals in communication, language and literacy and some children exceed them.

78. Daily story times provide children with stories that excite, interest and inform them. They listen attentively to favourite nursery rhymes, stories and songs, join in repeated refrains and anticipate key events and important phrases. During the inspection, they made good progress in developing their knowledge of rhyming words ending in 'ed'. They make very good progress in learning the first high frequency words. One child, for whom English is an additional language, has already learnt to recognise sixteen high frequency words during his first four weeks in school.

79. Elements of the literacy hour are used very well by teachers in the reception classes. A good understanding of phonics is developed using well-known stories and rhymes. Activities in the classroom support the lesson's focus, for example, story tapes, alphabet games and puzzles, an animated alphabet program on the computer, recognition word lists and book

displays. The teaching of handwriting is exceptionally good and the progress evident from work samples throughout the year is very good. The majority of pupils make a good attempt at writing a story independently, in a well-developed cursive style.

### **Mathematical development**

80. This area of learning is very well taught and by the end of their reception year, most children achieve or exceed the early learning goals for mathematics. All children in the reception class can count up to ten by the end of the year and many can count well beyond this. They use mathematical language with confidence. During the inspection, they consolidated their understanding of numbers up to ten and developed an understanding of comparison as they placed up to three objects in order of length.

81. Mathematics is made meaningful throughout the day and is part of real life situations. Every opportunity to develop children's counting skills and mathematical knowledge is seized upon by the teachers and classroom support assistant. The emphasis is on using numbers in a practical context, for example, counting how many children are present at registration. Parents in the reception classes are introduced to the National Numeracy Strategy and are encouraged to support their children at home through opportunities to add, take away and explore mathematical ideas.

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

82. Children enter the reception class with a basic general knowledge. They build on this knowledge to help them to understand more about the world in which they live and the people that they encounter.

83. At every opportunity, children are encouraged to raise questions and suggest solutions and answers. They recognise and name a variety of fruits and vegetables. Adults support children well in investigating their surroundings and encourage them to find out things for themselves. They make focused observations throughout the day, noting what each child understands, knows and can do, in order to build on their knowledge, understanding and skills progressively.

84. Children build and construct with a wide range of objects, selecting appropriate resources and modifying their ideas as they experiment. They select what they need from the wide range available and use scissors, glue, masking tape, cutters, rolling pins and measuring containers with safety and confidence.

85. They are very interested in information and communication technology. They use tape recorders and programmable toys independently. They complete a simple program on the computer independently, such as clicking on different icons to make alphabet jigsaws. They progress to word processing their own stories.

86. They talk confidently about where they live, what they like and dislike about their environment and changes that have occurred when, for example, talking about themselves as babies, toddlers and school children. They begin to learn about their own cultures and those of other children in the class and to accept their values and beliefs.

## **Physical development**

87. In physical development, children meet and in many cases exceed the early learning goals. They are given time to explore, experiment and refine movements and skills in the safe outdoor play area. They gain in confidence as they develop control of their bodies and the way they move, such as when they ride wheeled toys. The extensive, well-planned and resourced outdoor area, which supports and extends learning in every area of the curriculum, is a major factor in helping children to make good progress in developing their physical skills.

88. They have opportunities to use one of the school halls on a regular basis. During the inspection, they acted out the story of a bear hunt, with appropriate facial and body movements. They were enthralled as they followed the bear prints in the hall and acted out the sequence of the story. As a result of very good teaching and high expectations, children put a great deal of creative and physical effort into their work.

89. They recognise the importance of keeping healthy and the need for fresh air, exercise, food and water. They are beginning to understand which foods are healthy and why. They recognise the changes that happen to their bodies when they are active, for example, that their hearts are beating faster.

## **Creative development**

90. Children meet and, in many cases, exceed the early learning goals. Their creativity is developed productively within a rich learning environment. Children are given time to explore and experiment with ideas, materials and activities. They explore colour and texture through a range of resources and sensory experiences and talk about their observations. They learn to mix colours – orange, green, brown grey, pink and purple. They explore form and shape in two and three dimensions and produce interesting models and collages, using a range of well-chosen resources.

91. During the inspection week, they recognised and explored how musical instruments and their voices can be used in a variety of ways to produce different sounds. They could talk about how sounds can be changed, for example, 'The sounds are getting louder.' They sing familiar nursery rhymes and songs with enthusiasm, tap out repeated rhythms and compose and tape music.

## **ENGLISH**

92. The last inspection found that overall attainment in English in Key Stage 1 was above that expected nationally. At the end of Key Stage 2, attainment was in line with national expectations, but this represented a degree of underachievement for the most able pupils. Progress was sound in Key Stage 1, but it was inconsistent from year to year in Key Stage 2 and judged as unsatisfactory. Teaching was at least satisfactory and frequently good in Key Stage 1, but in Key Stage 2 about three quarters of lessons were satisfactory and occasionally good, and a quarter was unsatisfactory.

93. There has been a very significant improvement since that time: attainment in both key stages is above national averages, progress is good in Key Stage 1 and satisfactory in Key Stage 2, and teaching is always at least satisfactory and very often better in both key stages.

94. In the 1999 National Curriculum tests, pupils' attainment in Key Stage 1 was close to the national average in reading, but above it in writing. The same is true when the school is compared only to those with a similar intake. The percentage reaching a higher overall level was well above the national average. In the 2000 tests the profile indicates a similar or slightly improved picture, although national averages are not available for comparison at the time of writing.

95. In Key Stage 2, in 1999, the percentage of pupils reaching the average Level 4 in English was below the national average, and the percentage achieving higher levels was well below. Together, these indicate that overall attainment was below average when compared both to all schools nationally and when the comparison is restricted to schools with a similar intake. The results for 2000 indicate a significant improvement, especially in the numbers achieving the higher Level 5. Whilst, overall, the school's performance over the years 1996-1999 is broadly in line with the national trend, there was clearly a dip in performance in 1999, for which the likely explanation is the fact that a number of higher attainers left the school after the criticisms made in the last report.

96. In the first of the three elements of English, speaking and listening, pupils' skills are well developed. In Key Stage 1, the classroom conventions of putting up hands before answering or asking are well established. Even when excited or enthusiastic, pupils usually listen to their peers or to their teachers respectfully and attentively, remaining quiet while others are speaking. They speak after thought, and their responses are usually relevant and carefully worded. Year 1 pupils were heard sensibly discussing the ways in which a story might develop. Year 2 pupils talk about their favourite books in an enthusiastic, careful and informed way: one able pupil could barely be restrained from telling the whole story of each of the four *Harry Potter* books. Much of the success in speaking and listening may be attributed to the school's supportive and encouraging ethos, which confers upon pupils the freedom and confidence to speak, while at the same time providing the clear expectation that they should think first.

97. In the second element of English, reading, the majority of pupils perform fluently and accurately for their ages. This is particularly a result of the school's intensive reading programme: of the six pupils from Year 2 who were heard reading individually, none had read fewer than five books so far (four weeks) in the Autumn Term. Almost without exception, pupils throughout the school regard books as sources of pleasure, and their eyes light up when they talk about them. The vast majority of pupils are functional in reading, and those with below average attainment for the school can generally read to an average standard or close to it. Their reading often lacks expression, but is usually accurate with simple texts. Average attainers have effective strategies for working out unfamiliar words. The higher attainers are already independent readers of books generally aimed at older children by the end Key Stage 1.

98. The third element of English is writing, in which attainment is good in both key stages, because of the generally good teaching, and frequent practice (including homework) which pupils receive. Standards of presentation are usually good, and improve appropriately with pupils' ages. Writing is joined up from the earliest possible moment, and positioning and formation develop well. At the end of Key Stage 1, below average attainers, while joining their writing, tend not to succeed in keeping it on the line, or in sizing or shaping their letters appropriately. Spelling is often inaccurate, but mostly justifiable. Words tend to spill out without much control, and there is little attention to full stops and capitals. Middle attainers produce stories of good length (fifty words or more), words are well chosen for effect, and spelling is logical even though it may not be accurate. Pupils are commendably willing to 'have a go' at the right word, even though they are not sure of how it is written. The highest attaining pupils produce narratives that are well sequenced, and divided into sentences which are usually marked with full stops and capitals. Sentence structures may be varied and complex. Stories may even be seen quite consciously building up to a climax, using carefully chosen words.

99. The quality of pupils' learning is good. They enter the school with attainment slightly below national averages, and the fact that they reach above average levels at the end of Key Stage 1 indicates good progress. This progress is maintained satisfactorily throughout Key Stage 2. As a result of the generally good teaching and of teachers' collaborative and enthusiastic styles, pupils have positive attitudes to their learning: they enjoy English, and respond very readily to the demands teachers make of them. In a Year 2 lesson, learning was very good because the teachers' own love of poetry and sense of fun with words was communicated: 'Which one can we read next?' (in a shared poetry session); 'Can we read *Jamboree*?' One pupil was heard to remark, 'Poetry is different from other writing. It's much wider'. Great enthusiasm also contributes to learning in Key Stage 2, and a choral poetry presentation by a class from Years 5 and 6 to a whole school assembly demonstrated style and confidence - and was received by all those listening in attentive and rapt silence, followed by spontaneous applause. In all classes, pupils co-operate with their teachers and collaborate with each other very effectively. The recently introduced procedures for target-setting are beginning to impinge usefully upon learning, but they are as yet insufficiently detailed and monitored. There is, however, still a tendency to stop work and ask an adult if there is a problem: independent learning and spontaneous research are underdeveloped. Behaviour is almost always good, and very often very good. Pupils start work eagerly and stay on task. Pupils with special educational needs and those for whom English is an additional language enjoy an equally good quality of learning with their peers: they are well supported by teachers, classroom assistants, and the many volunteer helpers who come into school.

100. No unsatisfactory lessons were seen, and three quarters of English teaching across the school is good or better. There was one outstanding lesson. The National Literacy Strategy is firmly embedded in the curriculum and the school has adapted it successfully to meet the National Curriculum priorities. Teachers' knowledge of their subject is good, and they plan carefully, with the result that their lessons are well structured and purposeful. Lesson objectives are clear and are often shared with pupils, though the evaluations at the ends of the lesson are not usually set formally against them. The work set is appropriately challenging for all levels of prior attainment, and there are usually opportunities for the more able to extend their achievement together with the necessary encouragement and motivation. (This meets a criticism in the last report). Pupils are very well managed: lessons are often so well organised and paced that there is no time for misbehaviour, and,

in any case, rules are clear, well understood and consistently applied. Teachers know their pupils well, and track their progress effectively. Homework is used well to reinforce day-time lessons, and the home-school reading arrangements result in good progress. The marking seen in books, however, is thin, and targets for the redrafting of work or other improvements do not often appear, although there are ticks and much bland praise. This situation is already improving with the introduction of individual target-setting.

101. English is very well led by an enthusiastic and well-qualified co-ordinator. He offers informed precept and skilful example. He has overseen the effective implementation of the National Literacy Strategy, and recognises the need for emphasis upon writing as well as reading. He also acknowledges the need for more structured assessment in speaking and listening. Procedures for assessment in the other elements of English are good, and are well applied to inform teaching. The introduction, in Years 5 and 6, of a class organisation based upon attainment is also beneficial.

102. Resources for English are good: there is a good collection of big books and group readers. The school libraries are pleasant, welcoming, if under-used, spaces. The stock is up-to-date, and well organised, although there is a need for more multicultural and dual language books. Accommodation is well used, although the open plan design of parts of the school building sometimes inhibits teaching and learning. The silent, magic moment, which may be the high point of a memorable lesson, may be undermined by a music lesson from another class, or another teacher's raised volume. The effect is perhaps even more serious when pupils' individual contributions cannot be heard by their peers or their teachers.

103. Literacy is well supported across the curriculum: teachers promote appropriate technical language in specialist subjects, as in Year 1 pupils were seen to understand what geographical 'features' are. Pupils make frequent presentations of their own work to the whole class. There is, however, no consistent approach to the correction of technical errors in marking.

104. English makes a good contribution to pupils' moral and social development through the collaboration necessary in the Literacy Hour, and through the discussions which frequently take place. It also contributes well to their cultural development through the study of great literature from around the world, like the Caribbean and African poetry which was seen being enjoyed in Year 5 and 6. Its contribution to their spiritual development is very good, through the special moments of awe and wonder as they come to the high points of a story, play or poem, or when they recognise their own success with words.

## **MATHEMATICS**

105. The results of the 1999 national tests at the end of Key Stage 2 show that pupils achieved standards that were below average compared with all schools nationally, and with schools having a similar percentage of pupils eligible for free school meals. The proportion of pupils reaching standards above those expected for pupils aged 11 was also below average. Results of the 1999 national tests at the end of Key Stage 1 were above both the national average and the average for similar schools.

106. When considering the results over a four-year period to 1999, results show a gradually improving trend overall. The school explains that the below average performance at the end of Key Stage 2 is due to the unusually high proportion of more able pupils who leave the school at the end of Key Stage 1. There was also a well-above-average number of pupils with special educational needs in the 1999 Year 6 age group. Unpublished results for 2000 show a small increase in the number of pupils achieving or exceeding the expected level. These results relate to a group of thirty-eight pupils, sixteen of whom were on the register of special educational needs. The school's data shows that pupils who remain at the school in Key Stage 2 achieve appropriately.

107. Inspection evidence indicates that standards achieved by pupils in the current Year 2 and Year 6 are in line with age-related expectations. The National Numeracy Strategy has been successfully introduced and a greater emphasis is being placed on mental mathematics. These initiatives, together with the grouping of pupils by attainment at the end of Key Stage 2 are having a positive impact on pupils' learning. Standards of attainment in using and understanding number are above average in Year 2. Pupils benefit from regular practice at the start of lessons and from opportunities to discuss different strategies. Where teaching is most effective, these sessions are lively, have a brisk pace, challenge all pupils with carefully targeted questions, and enable the higher attainers to make rapid progress. An excellent example of this was seen in a Year 2 lesson where pupils were being challenged to devise strategies for getting from 26 to 47. These pupils were developing a very good understanding of place value to 100. Teaching has shortcomings where pupils are not well motivated at the start of the lesson and they become restless and lose concentration. Pupils with special educational needs and those who learn English as an additional language are well supported in lessons and in small groups. This enables them to have full access to the curriculum and to make appropriate progress in their learning. By Year 2, most pupils gain a good grasp of number facts to 100 and beyond, and can recall them. They retain well what they have been taught. Pupils continue to make good progress in Key Stage 2. By Year 6, higher attaining pupils add and accurately subtract numbers above 1000, recognise proportion, know the names of different angles and triangles, and calculate perimeter and area. All pupils have a sound understanding of division, probability and interpreting graphs. Teachers work hard to develop pupils' mental agility, but the important skills required for devising and explaining problem solving strategies have not been well developed over the years. As a result, pupils in Key Stage 2 are not secure in devising strategies or in explaining their work.

108. All aspects of mathematics are given appropriate consideration. Teachers expect work to be neatly presented and pupils respond well. Work is marked regularly but does not always indicate standards reached or how pupils can improve their work. The recent focus on information and communication technology is having a positive impact on pupils' data handling skills.

109. There is no significant difference between the quality of teaching and learning in both key stages and it is good overall. Of the twelve lessons seen, one was excellent, one was very good, eight were good and two were satisfactory. This shows a very significant improvement since the last inspection, when twenty-five percent of the teaching was unsatisfactory or poor. Common features of almost all lessons are the good management of behaviour, and good use of the structure of the National Numeracy Strategy. Teachers have clear learning intentions and pupils know what they are expected to learn. In the best lessons, teachers plan the activities to build on learned skills and allow scope for individual learning and reflection. In these lessons, plenary sessions are used well to

monitor progress, identify misconceptions, and consolidate expectations. The majority of pupils are keen to learn, although some find concentration for long periods difficult, especially where teachers give lengthy explanations rather than employing a good range of interesting, effective teaching strategies. Teachers use homework well so that pupils consolidate their knowledge and develop independent learning skills.

110. Pupils' numeracy skills are used to support work in science and design technology. However, there is little evidence to indicate that these skills are built into the planning or developed systematically across the school. An exception is in information and communication technology, where data handling skills are well developed. In these lessons, pupils show a good level of confidence in the manipulation of data and the creation of mathematical models using a computer.

111. The subject is well led by co-ordinators who are enthusiastic, have a good knowledge of the National Numeracy Strategy, and have revised the policy on mathematics. Teachers have benefited from recent training and parents have attended a curriculum evening when the school's strategy for teaching mathematics was explained. Planning is monitored, though the co-ordinators' role in monitoring the quality of teaching and learning has yet to be fully developed. Assessment arrangements are good and are standardised across the school. Test results are closely analysed to identify weaknesses in provision or underachievement by particular groups of pupils. Targets for individual and group improvement are accurately set and pupils' progress is tracked. Higher-attaining pupils at the end of Key Stage 2 are well provided for during their weekly withdrawal session. This is a developing area and is already having a positive impact on their learning.

## **SCIENCE**

112. Pupils make good progress in science, in both key stages. This is largely because of good teaching, which enables pupils to find out by investigation, and a broad and varied curriculum.

113. Results of the 1999 National Curriculum teacher assessments for the end of Key Stage 1 were broadly in line with national averages for Level 2, the expected level, but above national averages for the higher Level 3. When compared with similar schools, the Level 2 results are below average, but the Level 3 results remain above average. The 2000 results are an improvement at both Level 2 and Level 3, although there are no national comparisons available yet.

114. Results of the 1999 National Curriculum tests at the end of Key Stage 2 show that the percentage of pupils reaching Level 4, the expected level, was above the national average, but well below at Level 5. This indicates that there was not enough challenge in the work for the more able pupils. These judgements were the same when compared with similar schools. Nevertheless, when the school's overall performance is compared to that of schools nationally and to those with a similar intake, it was average. Nationally, boys achieve slightly higher than girls in science. This was the case at St James', and although the gap was slightly wider, there was not a significant difference. The 2000 results show a slight increase in the



percentage reaching Level 4 or above, but a marked increase in those reaching Level 5. This has been brought about by particular attention being given to the more able pupils, especially through questioning which probes their thinking. Trends over the previous three years have been upwards, although there was a slight dip in 1998.

115. Inspection evidence shows that the attainment of current Year 2 pupils is well in line with expected standards. This is a positive picture for this early stage in the academic year, and pupils are well placed to achieve higher by the end of the key stage. For example, Year 2 pupils know that humans need food to live, and that eating the right types of food helps us to stay healthy. Teachers then lead pupils effectively into scientific enquiry to find out the effect that heat has on various materials, in this case, food. They cook various foods to see the changes which occur. Pupils are beginning to work together to collect evidence to help them answer questions. They discuss what they think might happen, then observe carefully and communicate their ideas in language, drawings and charts. This activity effectively links the three areas of study, namely: scientific enquiry, life processes and living things, and materials and their processes.

116. The attainment of current Year 6 pupils is above the expected standards. Once again, this bodes well for results at the end of the year. When studying materials and their properties, pupils can predict and then test to find which materials are soluble. They have a good understanding of how to conduct a fair test, observe carefully, and record their results neatly. They understand that some simple mixtures can be separated, and that different methods have to be used according to the solution. For example, they were able to separate a salty solution and powder paint by evaporation, and separate sand in water by filtration.

117. In both key stages, pupils of all abilities, including those with special educational needs and those with English as an additional language, are making good progress. This is achieved largely by the different amount of support given rather than through different activities.

118. Pupils' attitudes and behaviour are usually good, and often very good in Key Stage 1. This is because of the exciting activities put before the pupils which interest and motivate them. For example, in Key Stage 1, pupils learn about the five senses. An activity often used to encourage them to use the sense of touch is a 'feely bag' where they have to guess what is inside by feeling. Instead of this approach, the teacher had items in black water, which meant that pupils were required to feel items under the water, and had great fun doing so. Not all lessons can be as exciting as this, but even when they are not, attitudes and behaviour are never less than satisfactory, and pupils co-operate sensibly. They listen carefully to the teacher, paying good attention, which enables them to concentrate on their work and make good progress.

- Teaching in science is never less than satisfactory, and in over eighty percent of lessons it is good or very good. The good aspects of teaching observed in many lessons are:
  - \* detailed lesson planning;
  - \* clear learning objectives, which are usually explained to the pupils at the beginning of the lesson;
  - \* resources very well prepared and well used;
  - \* teachers' good knowledge and understanding;

- \* very good use of learning support assistants to work with individuals or groups within the class;
- \* good relationships between all pupils and adults in the class, creating a purposeful working atmosphere;
- \* good questioning techniques providing the teacher with opportunities to probe thinking, check understanding and correct mistakes;
- \* a variety of activities to motivate pupils and maintain their interest;
- \* good management of pupils.

119. Together, these positive aspects are ensuring that pupils are making good progress in their knowledge, skills and understanding.

- In some lessons, there is room for improvement in:
  - \* opportunities for pupils to research independently, for example by encouraging them to devise their own experiments and find their own methods of recording the results of their testing;
  - \* the pace of the lesson, for example by not having pupils sitting on the carpet in discussion for so long;
  - \* ensuring that marking of work provides guidance on how to improve, and not simply a cursory tick even when work is incorrect.

120. Literacy and numeracy skills are well used in science. For example, numeracy skills are used when measuring and recording the results of their experiments. Speaking and listening skills are used during discussion sessions, and writing when recording the results of their experiments. There has been insufficient use of information technology in science for accessing information via the internet or CD ROMs, and for presenting data collected during experiments in a variety of forms. However, with recently acquired new equipment, the situation has changed dramatically for the better in the past few weeks as pupils have had regular opportunities to use the equipment in the new information and communication technology suite.

121. The work of the co-ordinator, together with the whole-school emphasis on the quality of teaching, has ensured that science is developing well throughout the school. There has been good analysis of pupils' performance to identify strengths and weaknesses, and strategies have been put in place for improvement. For example, the co-ordinator has drawn up sets of questions that are designed to challenge more able pupils. Work is going on to develop a new curriculum that is closely linked to the school's own topics, and also fully meets the new requirements. Assessment is addressed well, with assessment sheets for each year, pupils' individual portfolios, and a school portfolio with exemplars of the different levels of achievement. The co-ordinator monitors the planning to ensure that the curriculum is covered adequately, and monitors books to ascertain standards. However, too little emphasis is placed on the co-ordinator monitoring the quality of teaching in science.

122. There is sufficient apparatus and equipment to deliver the current curriculum, and it is well stored and labelled. There is an appropriate collection of science books in the library. The school has good outside facilities which are used particularly well for environmental

science. The nearby lake is also well used for such activities as pond dipping and 'Rosie's Walk' for the youngest children, and visits are made to nearby farms. Extra-curricular activities such as 'Roots and Shoots', gardening club and cookery club, all contribute towards developing pupils' knowledge, skills and understanding, as well as providing effectively for their social development.

123. The school has made many improvements since the last inspection. Work covered in parallel classes is the same now, since the teachers plan together. Opportunities are taken to extend the more able pupils, particularly by the use of challenging questions. Opportunities are taken to forge links with other subjects, including music, English and mathematics, and teachers have a sound knowledge and understanding of the subject. However, in some areas, not sufficient improvement has been made; for example, marking is still sometimes superficial, with insufficient indication to a pupil of how to improve, and there is still too little monitoring of science teaching by the co-ordinator.

## **ART AND DESIGN**

124. Standards at the end of both key stages are above the expectations of the National Curriculum. This represents a significant improvement since the last inspection when attainment was satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in the development of their knowledge, skills and understanding. At the time of the last inspection, progress was satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. During this inspection, two lessons were observed in Key Stage 1 and three lessons in Key Stage 2. Judgements are based on these lessons, a scrutiny of work, teachers' long-term and medium-term planning, the scheme of work, current displays and discussions with the co-ordinator.

125. In the lessons observed in Key Stage 1, both classes in Year 2 explored texture. Groups of pupils drew on their knowledge of Van Gogh's paintings, as they used palette knives and paint mixed with glue to paint their version of flowers, based on close observation; studied William Morris's paintings of nature and produced a repeat pattern in play dough and, later, on paper; sewed three dimensional felt flowers on to a piece of material; and made their names in textured letters on a piece of paper, for other pupils to feel and identify. Over the year, pupils in Year 2 produce a picture based on those of famous artists, explore line, shape and colour in natural forms, and observe natural objects such as fruit and vegetables. They use shape, space and pattern in their reproductions of local buildings and draw the external features of homes.

126. During the inspection, pupils in the three Year 5/6 classes recorded aspects of an environment, showing an understanding of relative size, distance and shape. They observed and recreated an aspect of a stimulus to form part of a composite work. They evaluated the work of the group as it developed. The lessons made a significant contribution to pupil's spiritual development through reflection on their own work and the work of others. It contributed to their social and personal development through group and team work. It also contributed to their cultural development.

127. Pupils' attitudes to art are good. They show interest, enthusiasm and involvement in their work. They talk enthusiastically about the tasks that they are involved in. They contribute ideas and opinions willingly and respond positively to each other's work. They try hard to emulate the work of great artists and are keen to learn new techniques. They use resources with great care and appreciate the help and guidance given them by adults. Their very good relationships and good behaviour contribute to their progress. They show initiative and personal responsibility in their selection of materials and in tidying up.

128. Teaching is good overall at both key stages. Of the lessons observed, it was satisfactory in one lesson, good in one lesson and very good in the other three lessons. Teachers' knowledge and understanding of techniques and the work of the great artists is good. They teach the basic skills very well. Their planning and teaching methods are good. They manage pupils well. They use time and resources well. Classroom assistants make a significant contribution to pupils' learning. The quality of ongoing assessment is good and pupils are encouraged to evaluate their own work and the work of others. Homework is set, where appropriate, to support and extend the work in school. All pupils, including those with special education needs and those for whom English is an additional language, achieve well, as a result of good teaching and support. Pupils apply considerable creative effort to their work.

129. The appropriate statutory curriculum is in place. The scheme of work is based on guidance from the Qualifications and Curriculum Authority. It is supported by resources which are adequate. The provision of support for pupils with special educational needs and those for whom English is an additional language is very good. Literacy skills, particularly speaking and listening, are used effectively. Many pupils attend an extra-curricular art club. The local environment is used well for close observational drawings, landscapes, drawings of buildings and rubbings. Pupils visit the museum regularly.

130. Teachers monitor pupils' academic and personal progress informally and provide good educational and personal support for pupils. They use ongoing assessment to inform their weekly planning. In addition, pupils evaluate their own work at regular intervals. The procedures for monitoring pupils' personal development are good but the procedures for monitoring pupils' academic work are inconsistent.

131. The co-ordinator provides good leadership. There is an art policy and a recently revised scheme of work. Achievement in art has been raised for pupils of all levels of ability, including higher-attaining pupils. Assessment is planned as part of the new scheme of work but is not yet in place. Resources are adequate and are readily available. There are some good displays around the school, supported by pictures by famous artists. The role of the co-ordinator is not yet fully developed to include the monitoring of teaching and learning.

## DESIGN AND TECHNOLOGY

132. Standards have improved in both key stages since the last inspection. At that time, pupils' attainment in designing and evaluating were barely at the required standards for pupils aged seven. It was reported that standards in designing, evaluating and modifying were below average at the end of Key Stage 2 and that pupils were making unsatisfactory progress. Inspection evidence shows that standards of attainment in all aspects of the subject are now satisfactory at the end of both key stages. The school's planning is now being supported by national guidance. This helps to ensure the systematic development of skills, as pupils move through the school. However, assessment procedures to ensure the systematic development of these skills are in the early stages of development. Design and technology is taught as a discrete subject and is appropriately integrated into elements of cross-curricular work; this enhances its relevance and pupils' understanding. A good example was seen on display of where pupils designed and made clay tiles and buildings during Tudor Week.

133. By the end of Key Stage 1, pupils' work shows that they have acquired a sound level of competency and are able to choose from a range of tools, materials and resources. They assemble their products by cutting and shaping components and materials with some precision. They use construction kits successfully to build toys with moving parts. Pupils in Key Stage 2 work from plans they have produced, evaluate ideas, showing understanding of the situations in which designs will have purpose, and an awareness of limitations of the materials used. They understand and explain a variety of ways of joining a structure together and think ahead about the order of work, choosing materials, tools and techniques realistically. A good example of this was seen in a Year 4 lesson where pupils were making informed choices when making chairs from a variety of materials, and evaluating their work as it developed. Year 5 and 6 pupils make vehicles with moving parts. They produce step-by-step plans that identify the main stages in making, and list the processes and materials needed. Food technology is appropriately represented in both key stages. Year 2 pupils, for example, design healthy diets and plan recipes.

134. Teachers ensure that all pupils, including those with special educational needs and those with English as an additional language, have equal access in lessons. Boys and girls work equally well on tasks. No lessons were seen in Key Stage 1 and three were seen in Key Stage 2. One lesson was good, one satisfactory and one, where pupils' behaviour was not well managed, was unsatisfactory. Lesson observations, together with other evidence, indicate that teaching and learning are satisfactory in both key stages. Teachers plan well and have a secure knowledge of the subject. This allows them to challenge pupils with interesting tasks which motivate them to learn and to acquire new skills. Pupils' behaviour is generally well managed and teachers have good, positive relationships with them. Most pupils have very good attitudes to their work and this has a positive impact on their learning. Good use is made of classroom assistants to support pupils' learning.

135. Resources and accommodation are adequate and ensure that the subject can be taught effectively. The scheme of work identifies skills to be developed and suggests ideas for teachers to include in their work. The co-ordinator does not yet have a role in the direct monitoring of teaching. Assessment procedures are also underdeveloped.

## **GEOGRAPHY**

136. The report on the previous inspection described attainment in geography as in line with that expected in each key stage, with some underachievement among higher-attaining pupils. In some classes, coverage of some aspects of the subject was superficial.

137. The present inspection findings are that attainment in Key Stage 1 is below what might be expected for pupils at that age. This is because the coverage of the geography curriculum has been thin and superficial. In Key Stage 2, more ground is covered at a satisfactory depth, and attainment is in line with age-related expectations.

138. Pupils in Year 1 were seen preparing their own 'holiday brochures'. They understand what is distinctive about a holiday locality, and understood the word 'feature'. In Year 2, in their study of St. Lucia, pupils know about how bananas are picked and exported as the island's principal source of income, but other ideas and recollections are confused and inconsistent. Few pupils have a clear idea of the influences which make life in St. Lucia as it is, or even the main differences from life in the United Kingdom. In the analysis of completed work from the end of Key Stage 1, there was some work which showed that higher attainers understood maps and symbols. There was also an exercise in which pupils were asked to match kinds of home (terraced, detached, semi-detached, flats) with the people who might live in them. This is simplistic unchallenging work in which no one is able to perform at an above average level. No work was seen on the effects of human beings on the landscape or on the evaluation of a locality, and there was no use of a subject-specific vocabulary. Pupils' attainment is therefore limited by this inadequacy of subject content.

139. Partly because of the greater length of Key Stage 2, and partly as a result of a very useful residential field study, attainment is better at the end of Year 6. Pupils have a lively sense of environmental responsibility, and their work in Year 4 on an analysis of ('clean') domestic rubbish showed a good understanding of man's effect on his environment. There were also good discussions about the problem of waste, and some interesting ideas about its disposal. In their work on an Indian village, pupils showed good factual knowledge, but attainment is still only on an average level because they showed little understanding of cause and effect - of why things are as they are. Accounts of the field visit to Alfriston show much greater understanding, arising from the careful preparation beforehand and from seeing the evidence of such processes as marine erosion first hand.

140. Pupils' progress is limited in the same way and for the same reason as their attainment. However, there are examples of a good quality of learning, as in the Year 4 lesson just mentioned and in the field study visit, where enthusiasm and very good motivation are clear from the diaries which they have written, in which they describe the excitement before the visit, and the enjoyment of the activities undertaken. They respond well to questions in class, and work together effectively. Behaviour is usually good, and very good as pupils mature. Independent learning is unusual, however, and pupils are more often to be found completing answers on a worksheet than devising and answering questions themselves. Pupils with special educational needs and those for whom English is an additional language make progress in parallel with their peers.

141. The teaching in half of the six lessons seen was judged as satisfactory. Two lessons were good, and one was very good. The better lessons are characterised by careful planning, interesting content, challenging work, and engaging delivery. This is illustrated by the lesson on waste disposal in Year 4. The weaker teaching identified in the analysis shows insufficient depth and a lack of challenge. Marking as seen in pupils' books is too general to be of much assistance to pupils: it is insufficiently analytical, and suggestions for improvement are very rare. Ticks and no more is the usual pattern, and comments are almost always bland praise and not very useful. There are no agreed and standardised procedures for the assessment of progress in geography.

142. The co-ordinator for geography is an experienced and effective teacher who recognises the need to protect the geography curriculum from being squeezed by the current emphasis upon literacy and numeracy - partly the reason for the curricular shortcomings already mentioned. There is a good subject policy and the scheme of work is under review, using the Curriculum 2000 guidelines and national guidance. Resources are just satisfactory, but there is a shortage of large pictures that can be used in whole class lessons, and there are insufficient atlases and globes for each classroom to be appropriately equipped.

143. Geography makes a good contribution to pupils' social development through the activities of the field visit, and through the study of how different societies interact. Their moral development is stimulated through the study of environmental issues, and their cultural development through their work on distant localities.

## **HISTORY**

144. Attainment at the end of Key Stage 1 is in line with the expectations of the National Curriculum; at the end of Key Stage 2 it is better than this. This represents an improvement since the last inspection when it was satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. During the inspection two lessons were observed in Year 2 classes and one lesson in Year 3. Judgements are based on these lessons, an analysis of work which is of particularly good quality in Key Stage 2, teachers' long-term and medium-term planning, the scheme of work, current displays, photographs and discussions with the co-ordinator.

145. In the lessons observed in Key Stage 1, both classes in Year 2 developed their historical enquiry skills by finding out about the past from a range of sources. They contributed well to a discussion on the differences, including hardships, of Victorian times. Victorian artefacts from the museum and modern kitchenware to compare supported both lessons. They gained first-hand experience of washing clothes by hand with soap and water. Pupils in Year 1 begin to develop a sense of chronology through a comparison of people's work, clothing, means of transport and homes today and in the time of their parents and grandparents. They begin to look at life in Tudor times through the school's 'Tudor Week'.

146. In an information technology lesson observed in a Year 3 class, pupils learned to combine graphics and text on the computer, using a topic bank to insert a picture of a Roman soldier, thus making links with their work in history. In the only history lesson observed in Key Stage 2, pupils in a Year 3 class developed their sense of chronology by placing some important dates in Roman times on a time line. They demonstrated that they had a good understanding of what life was like both for the Celts and the Romans during the Roman occupation of Britain. The whole school studies aspects of life in Tudor times through the schools' 'Tudor Week' and make good links with art, producing Tudor shields and Tudor miniatures. Pupils in Years 5/6 study Queen Victoria, learn about industrial towns and produce an industrial time line and a map of the main industrial towns.

147. Pupils' attitudes to history are good. They show interest, enthusiasm and involvement in their work. They are motivated and contribute readily to class discussions, ask questions and listen carefully to what the teacher and other pupils say. Their behaviour is good. Their relationships with their peers and with the teacher and other adults are very good and contribute to their learning. They use resources with care and are particularly interested in artefacts from the past. They are responsible in their selection of appropriate resources and in the way that they put resources away. They apply intellectual effort to their work and work at a satisfactory pace.

148. Teaching is good, overall, at both key stages. It ranged from satisfactory to very good in the lessons observed. Teachers' knowledge and understanding is good. They teach the skills of historical enquiry well. They plan well and their teaching methods are effective. They manage pupils well. They use time and resources efficiently. Classroom assistants make a significant contribution to pupils' learning. Homework is set, where appropriate, to consolidate and further extend work in the classroom. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily at Key Stage 1 and well at Key Stage 2. Pupils' interest, concentration and independent approach to learning are good.

149. The scheme of work is based on guidance from the Qualifications and Curriculum Authority. It is supported by resources which are adequate and the curriculum is enriched by visits to places of historical interest. The provision of support for pupils with special educational needs and those for whom English is an additional language is very good. Literacy skills, particularly writing, are used effectively to write imaginatively about life in historical times.

150. Teachers monitor pupils' academic and personal progress informally and provide good educational and personal support for pupils. They use ongoing assessment to inform their weekly planning. In addition, pupils are encouraged to evaluate their own work. The procedures for monitoring pupils' personal development are good but the procedures for monitoring pupils' academic work are inconsistent.

151. The co-ordinator provides effective leadership. Assessment is planned as part of the new scheme of work but is not yet in place. Resources are adequate and are readily available. The role of the co-ordinator is not yet fully developed to include the monitoring of teaching and learning.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

152. The development of information and communication technology has been a major focus for the school and recent improvements are having a positive impact on standards. Attainment levels match the national expectation for pupils aged seven and eleven. Appropriate skills are now being taught in all year groups and pupils are gaining good experience across all elements of the information and communication technology curriculum. This is a very significant improvement since the time of the last inspection when pupils in Key Stage 2 were not covering the full range of the programmes of study of the National Curriculum. As a result, pupils' attainment was then below that expected nationally of pupils aged eleven. The improvements made since then have been promoted by the very good leadership and management by the subject co-ordinators. The school is very well placed to continue to raise standards and to make increasing use of information and communication technology to support other subjects.

153. All pupils are now taught in the newly-developed computer suite as well as having access to class computers. Teachers and support staff have good knowledge of the subject and this helps to ensure that the time pupils spend in the suite is used effectively and that pupils are challenged as they work. Pupils with special educational needs or who speak English as an additional language are supported well by classroom assistants and teachers. They learn at a similar rate to the rest of the class. The very good relationships in all classes ensure that pupils readily take turns and help others.

154. The quality of teaching was judged to be good overall in both key stages. Of the ten lessons observed, teaching was very good in two, good in seven and satisfactory in one. Teachers plan effectively, using national guidance which has recently been implemented. This helps to ensure the progressive development of skills as pupils move through the school. Teachers' explanations are always clear and, consequently, pupils understand what they are to do. Lesson observations, analysis of teachers' plans and of completed work shows that by the end of Key Stage 1, pupils confidently gather information from a variety of sources, enter and store information in a variety of forms and retrieve information that has been stored. In good Year 2 lessons, pupils worked confidently as they recorded data graphically. They printed out the resulting charts and graphs and discussed their findings sensibly. They made good progress because the previous lesson, as well as good introductory sessions, prepared them well for the work. Plans indicate that later in the year, pupils will have opportunities to control devices, such as programmable robots, by entering simple instructions.

155. Data-handling skills are suitably developed across the school. By Year 6, pupils create and use a spreadsheet to produce costings within a budget. They confidently use the formula bar to enter data. This is having a positive impact on pupils' knowledge and understanding of data handling, which had been an area of weakness in mathematics. Information and communication technology is also being well used to support work in other areas of the curriculum such as English, science and history. There are computers in the classes and these are effectively used to reinforce and consolidate skills during lessons.

156. All pupils save their work on to their own individual disks and teachers use this information well to assess pupils' knowledge and to provide extra support where necessary. There are very good links with the secondary school to which most pupils transfer at the age of eleven. During the

inspection, Year 5 pupils were observed being very effectively taught control technology by teachers from the information and communication technology department at the high school. This helps to widen pupils' experiences and gives them access to resources not usually found in primary school. All members of staff are committed to raising standards. As the subject continues to develop, more structured monitoring of teaching and learning will be necessary so as to identify any weaknesses in provision.

## MUSIC

157. In the last inspection it was found that pupils made good progress and that their attainment matched that which could be expected for children of that age.

158. It was impossible in this inspection to see more than three short music lessons. This was partly due to other pressures on the inspection timetable, but principally to the fact that the music specialist was on sick leave, and some planned lessons therefore did not take place. The limited conclusions which can be reported are therefore based upon those lessons, upon interviews with pupils and teachers, and upon assemblies attended on each of the four days of the inspection.

159. Broad indications are that standards in music are at least satisfactory, as are learning and teaching. The strongest indication of this is the way in which pupils of both key stages sing: they sing (often from memory), both accompanied and unaccompanied, strongly and tunefully. Pupils in Key Stage 1 can successfully create musical patterns and play untuned instruments rhythmically. Pupils in Year 3 listen carefully to music and discuss how it makes them feel. The strength of music in the school is also shown by the existence of two choirs, an instrumental group and three recorder groups.

160. Pupils show great enthusiasm for music and greet their opportunities to sing with great excitement - particularly if they are asked to sing one of their favourites. Their performances in assemblies, both as a whole school or when a Year 5/6 class presented choral speaking, shows a well-developed understanding of the needs of ensemble work. At the time of writing, sixty-eight pupils are receiving individual or small group tuition in piano, guitar, violin and flute. All pupils make similar progress in music, including those with special educational needs or for whom English is an additional language.

161. Teaching is shared between the recently appointed specialist co-ordinator and class teachers. It follows a good commercial scheme which is supported by good recorded material. Resources are judged as satisfactory: there are three pianos and a range of electronic keyboards. The collection of other instruments is barely adequate, and many are not in good repair. Accommodation for music in the school's smaller hall is very good, but when lessons have to be conducted in classrooms, the open plan design of part of the school is a considerable problem, with interference to other lessons.

162. Music supports pupils' social development well, through their working together in performing and composing. Cultural development is extended through the music from other cultures which is part of the subject scheme. Spiritual development is stimulated through the part music plays in

assemblies, and even more through the moments of awe and wonder experienced in listening to great music, or in making beautiful sounds. There are currently no whole school assessment procedures that are used consistently.

## **PHYSICAL EDUCATION**

163. Pupils are provided with a range of well planned physical education opportunities. They work well and make satisfactory progress.

164. Attainment at the end of Key Stage 1 is broadly in line with national expectations, although there is a strength in dance. Here, teachers and classroom assistants set very good examples, and pupils become thoroughly engrossed in their work. For example, Year 1 pupils mimed putting on clothes and becoming a clown. They followed the music and instructions well, developing their movements into a complete performance. In gymnastics, they transport mats and benches safely, and perform imaginatively, although they are less keen to watch others, and sometimes to listen to the teacher. In games, they are developing appropriate control of their running and dodging skills.

165. Pupils make satisfactory progress, and their attainment at the end of Key Stage 2 is in line with national expectations. As with Key Stage 1, pupils perform well in dance. Older pupils had a dance workshop with an Indian dancer, and they followed this up with a well thought out dance of their own with authentic movements. In gymnastics, pupils are gaining appropriate control of their movements, such as balancing in a symmetrical way. In games, pupils are developing their abilities in throwing and catching, and lead on to finding strategies to keep possession in small-sided games. No swimming was observed during the inspection, but indications are that about eighty-five percent of pupils leaving in Year 6 are able to swim the required twenty-five metres.

166. Pupils' attitudes in Key Stage 1 are variable. In a dance lesson where expectations of work and behaviour were high and the teacher and classroom assistants gave a very good lead, the pupils responded very well and made very good progress. In a gymnastics lesson, although the teacher worked hard to inspire and motivate the pupils, a significant number who were being silly affected the progress of the whole class. Attitudes and behaviour are also variable in Key Stage 2, but here it is more directly related to the expectations of the teacher. For example, in a dance lesson where pupils were very well managed and expectations were high, they were thoroughly involved in their Indian dance and made very good progress. In a gymnastics lesson, expectations were not so high, for example, a pupil deliberately taking a long time to get changed was not noticed by the teacher. During the lesson, the teacher continually asked pupils to 'sit out', but strategies to improve pupils' behaviour were unsuccessful.

167. The majority of teaching in physical education is satisfactory. None is less than satisfactory but there are some very good lessons. In many lessons, good practice was exemplified by:

- \* good planning, including clear learning objectives and an appropriate warm up;
- \* a good variety of activities to maintain pupils' interest;
- \* good pace to the lessons, with plenty of opportunity for pupils to be active and practise the skills they have been taught;
- \* pupils very well managed with high expectations and good encouragement;
- \* good use of demonstration by the class teacher and by pupils;
- \* good knowledge and understanding of the subject by teachers, enabling good interventions to correct mistakes;
- \* safe handling of equipment.

168. These aspects contributed to pupils being able to make satisfactory, and sometimes very good progress. However, there are some features in teaching which need improvement. For example:

- \* pupils do not always bring the correct kit. Sometimes they are allowed to play games wearing school shoes and jewellery which could prove dangerous;
- \* strategies for maintaining good behaviour are not always successful;
- \* time is sometimes wasted by lessons not starting on time, or by pupils waiting too long for turns.

169. On these occasions, pupils' progress is impeded and is sometimes unsatisfactory.

170. The co-ordinator has only been in position for a few weeks, so has yet to have an impact on the subject. The scheme of work is under review in the light of the guidance of the Qualifications and Curriculum Authority. There is an appropriate range of activities which are available to all pupils, including outdoor and adventurous activities which take place during a residential visit. A particularly good aspect of the physical education curriculum is the inclusion of pupils with physical disabilities, who are supported well and make good progress for their ability. Pupils in Year 4 take part in swimming sessions at the local swimming pool, but there are no further opportunities for pupils in Years 5 and 6 who are still unable to swim. This year, approximately fifteen per cent of Year 6 pupils fall into that category. There is an appropriate policy which includes aspects of health and safety, but these are not all followed consistently. In particular, incorrect clothing is often worn, and jewellery is not always removed. There is a good range of extra-curricular activities run by teachers, parents, governors and outside sports organisations. These are of good quality and well supported by pupils. For example, thirty-two pupils took part in a running club, responding very well and thoroughly enjoying themselves. However, there have been limited opportunities for pupils to compete with other schools, although plans are in hand to improve this. The resources are poor. There are only five mats for use in gymnastics, and the small games equipment is inadequate and poorly stored.

171. Since the last inspection, progress has been made in the quality of teaching, and there is an increased number of extra-curricular activities. Challenge for the higher attaining pupils is now satisfactory, although there is insufficient assessment of pupils' abilities to help with planning. The scheme of work and the standards in swimming, are still in need of development.

## **RELIGIOUS EDUCATION**

172. At the end of both key stages, pupils reach standards that are above those specified by the locally agreed syllabus and pupils make good progress in their learning. This represents a significant improvement since the last inspection, when standards were in line with expectations in Key Stage 1 and unsatisfactory in Key Stage 2 because progress was unsatisfactory in Key Stage 2. Pupils are required to know and understand about religions and also to engage in enquiry and evaluation. They are now given more opportunities to communicate their thoughts and ideas.

173. In the lesson observed in Year 1, pupils heard the story of Jesus and the children. Pupils understood that they all have one very special friend, God, to whom they can pray and who will always forgive them. They considered what friendship means and what it entails. In a lesson in Year 2, pupils celebrated the festival of harvest. They thanked God for his many gifts to us and prayed for people in areas of the world where there is a shortage of food. During the year, they learn the basic facts about Islam.

174. In the lesson observed in Year 4, pupils studied day five of the creation story. They recalled what, in the Bible account of creation had already been created and were able to predict what God did next. They understood that this is the Christian interpretation of creation and that a day represents a period of time. They know that other religious groups interpret the creation in a different way. They wrote a creation prayer and combined their ideas into a class prayer. Pupils in Years 5/6 learn about the key events in a Hindu person's life and compare and contrast them to the milestones in our own lives, birth, baptism, marriage, death, Christian festivals and birthdays. Pupils in Year 4 also learn about Judaism and visit the synagogue. They also develop their knowledge of Christian places of worship through visits to local churches.

175. Pupils' attitudes to religious education are good. They show interest and involvement in their work. Their very good relationships and good behaviour contribute to their progress. They have a developing sense of responsibility. Their understanding of the impact of their actions on others is very good. They show a high degree of respect for the feelings, values and beliefs of others. The ethos of the school is such that they feel confident in expressing their feelings and seeking further understanding, knowing that their contribution will be accepted and understood.

176. Teaching was good or very good in all the lessons observed. Teachers' knowledge and understanding of the Christian religion and other major world religions is good. Their planning and teaching methods are effective. Their expectations are high. They manage pupils well and utilise time and resources well. Classroom support assistants make a significant contribution to pupils' learning. The quality of ongoing assessment is good and homework is set, where appropriate, to support and extend the learning in the lesson. All pupils, including those with special educational needs and those for whom English is an additional language, learn well, as a result of good teaching.

They apply intellectual and creative effort to their work. Their interest, concentration and independence are good.

177. The appropriate curriculum is in place, based on the Surrey locally agreed syllabus, which is a very good resource for teachers. The provision for pupils with special educational needs and those for whom English is an additional language is very good. Literacy skills are used effectively. All pupils have equality of access and opportunity. Provision is made for pupils' spiritual, moral, social and cultural development. There are opportunities for prayer and reflection, discussions on right and wrong, and opportunities for pupils to work together in pairs or groups and to take responsibility for their learning. Visits to local churches and the study of other religions help to prepare children for life in a multicultural society.

178. Teachers monitor pupils' academic and personal progress informally and provide good educational and personal support for pupils. They use ongoing assessment to inform their weekly planning. In addition, pupils complete an evaluation sheet at the end of each topic on what they have learnt and how well they have achieved. The procedures for monitoring pupils' personal development are good but, as yet, there are no formal procedures in place to monitor pupils' academic performance.

179. As a result of the effective leadership of the co-ordinator, standards have been raised and teachers' confidence in teaching religious education has improved. Resources are satisfactory and are readily accessible. Assessment is planned, as part of the revised scheme of work, but is not yet in place. The co-ordinator has not yet had the opportunity to monitor the quality of teaching and learning throughout the key stages.