

INSPECTION REPORT

ST JOHN'S CofE PRIMARY SCHOOL

Croydon

LEA area: Croydon

Unique reference number: 101788

Headteacher: Ms S Powell

Reporting inspector: Mr JFG Parsons
22546

Dates of inspection: 30 June – 3 July 2003

Inspection number: 246149

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Voluntary Aided |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Spring Park Road Shirley Croydon |
| Postcode: | CR0 5EL |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr R Wilson |
| Date of previous inspection: | 26 January 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|--|---|
| 22546 | Mr JFG Parsons | Registered inspector | Science Art and design Design and technology Physical education Areas of learning for children in the Foundation Stage | What sort of school is it? School's results and pupils' achievements What should the school do to improve further? |
| 9736 | Mr J Brasier | Lay inspector | Educational inclusion | 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? |
| 20877 | Mr D Pink | Team inspector | Mathematics Geography History Special educational needs | How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? |
| 14706 | Mrs B Knowles | Team inspector | English Information and communication technology Music | How well are pupils taught? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a Church of England aided primary school in the Shirley area, on the eastern edge of Croydon. It is about average in size compared to most other primary schools with 216 boys and girls on roll, aged 4 to 11; of these 30 are in Reception. The majority of pupils are from the parishes of St John's and other local churches, which cover a wide geographical area. The majority of pupils come from comparatively advantaged homes. Employment is high and most families live in owner-occupied housing. Pupils enter the school with levels of attainment above those normally expected for their age. Fewer than four per cent of pupils are eligible for free school meals, which is low. No pupils speak English as an additional language. Less than nine percent are from minority ethnic groups, which is low, and a similar percentage are registered for special educational needs. Less than one per cent has a Statement of Special Educational Needs and the great majority of these pupils are at the early stages of support. There has been a high turnover of staff in recent years. The percentage of pupils starting or leaving school at other than the usual times is low.

HOW GOOD THE SCHOOL IS

This is a good school that achieves high standards. The teaching is good. The school is very strongly led and well managed by the headteacher, supported by key staff. The relationships are excellent, pupils are exceptionally well behaved and the school has a harmonious Christian environment. It offers good value for money.

What the school does well

- By the end of Year 6, pupils achieve standards that are well above the national average in English, mathematics, and science and well above those expected for their age in art and design, and music.
- The quality of teaching is good overall and is particularly effective in Years 2 and 6.
- The very strong leadership of the headteacher, good management and use of key staff contribute to high standards.
- The behaviour and relationships in the school are excellent and contribute to pupils' good learning.
- Attendance is very good and the school has a harmonious Christian environment.
- Parents make a strong contribution to the life of the school.

What could be improved

- Standards in history and geography are not as good as in other subjects.
- There are insufficient opportunities for pupils to develop independent learning skills.
- Assessment is not always used to guide planning in all subjects to meet the needs of all pupils, including those of higher attainment and those who are gifted or talented.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection in January 1998.

- Providing pupils with challenging work in English and mathematics means that they achieve standards that are above the national average by the end of Year 2 and well above average by the end of Year 6. However, this level of achievement does not always occur in other subjects and gifted and talented pupils are not always recognised or provided for.
- Lesson planning, including the better identification of assessment opportunities, is effective in the Reception class and in English, mathematics, science, music and design and technology.

Assessment by teachers during lessons is good in the Reception class and Years 2 and 6 but is less effective in other years.

- There is a marking policy and in some classes marking is evaluative and takes pupils' learning forward. However, it is still inconsistently implemented.
- Classroom and corridor displays are of high quality.
- The standards in art and design, music and physical education have all improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | A | A | A | B |
| Mathematics | A | B | A | C |
| Science | A | D | C | D |

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

Children's standards on entry are above average and these are maintained in the Reception year. Achievement is at least satisfactory and often good. The majority of children reach the Early Learning Goals (the six aspects of learning for children of this age) by the time they start Year 1, and some exceed them. By the end of Year 2, standards in English, mathematics and science are above average and pupils make sound, sometimes good, progress. By the end of Year 6, standards are well above average in English, mathematics and science and pupils make good, sometimes very good, progress.

In the Year 2 national tests for 2003 provisional results show that there has been a significant improvement in standards since the previous year. A significantly greater proportion of pupils achieved the higher Level 3 than in 2002, when standards were below average in reading and mathematics and matched the national average in writing. Compared to schools in a similar context in the 2002 national tests they were well below average in reading and mathematics and below average in writing. Development of the strategies for teaching literacy and numeracy since 2002 are important factors in improved performance after this brief dip in standards by the end of Year 2. Improved teaching and greater staffing stability have been instrumental in restoring standards to their previously high level.

Provisional 2003 Year 6 national test results confirm a significant improvement in standards in mathematics and particularly in science with more pupils achieving the higher Level 5 results. The school almost achieved the very challenging targets set for 2003 in English and mathematics. Inspection findings confirm this improvement in standards from 2002 national tests, when standards were well above average in English and mathematics and matched the national average in science. Compared to similar schools, standards were above average in English, matched the national average in mathematics and were below average in science. Progress by Year 6 pupils in 2002, based on their previous levels of attainment (sometimes known as value added) was average in English, below average in mathematics and well below average in science.

In recent years, Year 2 girls' results were significantly lower than boys'. However, the inspection found that this weakness has been addressed by an overall improvement in standards, for girls' in particular. Pupils from minority ethnic groups achieve as well as their peers and those with special educational needs make good progress. By the end of Years 2 and 6, in geography and history standards match expectations for pupils' age. They are above average for pupils' age in design and technology, information and communication technology and physical education and well above average in art and

design and music. Religious education and collective worship are inspected separately under Section 23 provision for aided schools.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are enthusiastic, are keen to come to school and work very well in lessons. |
| Behaviour, in and out of classrooms | Excellent. Pupils behave exceptionally well in and around the school and this contributes to the harmonious Christian environment. |
| Personal development and relationships | Very good overall. Pupils have excellent relationships with each other and with their teachers, and are good at taking the initiative and personal responsibility. |
| Attendance | Very good. It is well above the national average. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

The quality of teaching and learning is good overall and is of a similar standard to that of the previous inspection. However, unlike then, much of the teaching which is very good or better is concentrated in Years 2 and 6. The excellent relationships that have been established in all classes are a major factor in the effectiveness of teaching. The very high quality management of pupils means that their behaviour is exceptionally good, they try hard and concentrate very well in lessons. This contributes to their good learning. Teachers have a good understanding of the National Literacy and Numeracy Strategies and these skills are well taught, with pupils achieving good standards. Classrooms are invariably bright and stimulating. In the best lessons teaching is challenging and inspiring. Teaching is less successful when teachers do not plan to meet the needs of all pupils. Sometimes pupils of higher attainment or those who are gifted or talented are not set work to match their needs.

In Reception, all the teaching is at least good and sometimes it is better. In particular, teaching challenges children's literacy and numeracy skills, helping them to become more articulate and encouraging the early skills of reading, writing, and numeracy. Personal development is very good, leading to children becoming independent and mature. In Year 1 the majority of teaching is good, and in Year 2, it is very good. The high quality of planning, brisk pace and challenging topics, particularly in Year 2, extend pupils' learning very well. The good quality teaching and learning is maintained in Years 3 to 6 with much of the very good, and sometimes excellent, teaching occurring in Year 6. In the best lessons the teaching is inspiring. The excellent relationships enable the teacher to extend pupils' learning and the strong bond of trust leads to pupils being given the independence to extend their own learning.

Good teaching supports pupils from minority ethnic groups, who are totally integrated and learn as well as their peers. Pupils with special educational needs make good progress because their work is well planned and they are well supported. Procedures for identifying pupils who are gifted and talented are at the early stages of implementation and the provision for them is inconsistent. However, the opportunities for talented musicians are very good, with individual instrumental tuition being available.

Teaching assistants are used very well and in information and communication technology in particular, they make a significant contribution to the good quality of teaching and learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory overall. There is a rich range of provision for many subjects. However, in some classes there is lack of consistency in planning for pupils of higher attainment and those who are gifted or talented. |
| Provision for pupils with special educational needs | Good. Arrangements and support for these pupils are effective and they progress well. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. There is a strong Christian, spiritual ethos which pervades all aspects of the school's life. This leads to very good moral and social development and the enriched curriculum encourages pupils' good understanding of both their own and other cultures. |
| How well the school cares for its pupils | Good overall. The school has good procedures for child protection. It effectively checks pupils' progress in the Reception year and in English, mathematics, science, design and technology, music and information and communication technology, but not in the other subjects. |

The school has good links with parents, who consider this is a good school. The parents' involvement and their contribution to their children's learning are very good as is the quality of information provided to them.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good overall. The very strong leadership of the headteacher, her good management skills and use of key staff have been instrumental in raising standards. |
| How well the governors fulfil their responsibilities | Good. The governing body takes a keen interest in the school and holds it to account. Governors have a good understanding of its strengths and weaknesses. |
| The school's evaluation of its performance | Good. The monitoring of teaching and learning, together with assessment procedures in many subjects, give the school a good understanding of its performance. |
| The strategic use of resources | Good. The staff and governors have a sound understanding of the principles of best value and manage the school's resources well. |

The quality of learning resources is good and the accommodation enables the curriculum to be taught effectively. Staffing is satisfactory currently, but recent changes in staffing have made it difficult to implement new management initiatives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 216 questionnaires sent out and 154 returned (71.3%). 50 parents or carers attended the meeting held for them.

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none">• Almost all parents agree that their children like school, are making good progress and that the teaching is good.• Most consider that behaviour is good and agree that their children are expected to work hard.• The great majority agree that the school helps their children become mature.• Most feel that they would be comfortable approaching the school and that it is well led and managed. | <ul style="list-style-type: none">• Some do not consider that their children get the right amount of homework and they do not feel well-informed about their progress.• A significant number do not agree that the school provides an interesting range of extra-curricular activities and some do not feel that it works closely with them. |

The inspectors agree with parents' positive views. The homework provided is satisfactory but varies in quality from class to class. The quality of information provided for parents is very good, especially the newsletter and end of year reports. Considering its size, the school offers a good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the end of Year 2 standards in English, mathematics and science are above the national average and by the end of Year 6 they are well above average in these subjects. These standards are similar to those found during the previous inspection. Standards in recent years (2001-2002) dipped briefly across the school and especially in the Year 2 national tests, due to staffing mobility and some weak teaching, which was identified by the school. Staffing is now more stable and teaching is good, leading to improved standards. Pupils' progress is at least sound by the end of Year 2 and good by the end of Year 6. This is confirmed by the 2003 national test results that became available during the inspection. In Year 2 for example, the percentage of pupils achieving the higher Level 3 is significantly greater in reading, writing, mathematics, and in teacher assessment in science, than in the past two years, although these results have yet to be confirmed. In contrast, the 2002 national tests showed pupils' standards in reading and mathematics were below the national average in reading and mathematics and matched it in writing and in science. Compared to similar schools, standards were well below average in reading and mathematics and below in writing.
2. Standards have also improved in the Year 6 national tests in 2003. The number of pupils achieving the higher Level 5 has increased in mathematics and even more so in science, with more than half of pupils achieving this higher level in both subjects. This is an improvement compared to the 2002 national test results in which pupils achieved standards that were well above the national average in English and mathematics and matched it in science. Compared to schools in a similar context, standards were above average in English, matched the average in mathematics and were below average in science. Pupils' progress based on their prior attainment (the 'value added') was average in English but below average in mathematics and well below average in science.
3. Taking the performance of boys and girls over a three year period 2000-2002 in the Year 2 national tests, the performance of girls, although always above the national average, was significantly lower than boys. The gap virtually disappears in the Year 6 national tests and, for example in English, girls' standards exceeded boys over the same period. The inspection found no major differences between the performance of boys and girls. The improved standards overall, and particularly that of girls, accounts for this. Pupils with special educational needs progress well and make good gains on their prior knowledge. Those at the early stages of support often achieve the national average by the time they leave the school. Pupils with individual education plans make good progress towards achieving the precise targets set. They gain confidence from the positive and supportive social atmosphere of the school.
4. The school recognises that there are some pupils who are gifted or talented and intends to identify them and plan work for them in lessons, as well as to use some specialist teaching facilities available in associated secondary schools to improve provision and challenge for them. However, frequent changes of staff recently have delayed implementation of the policy. This has resulted in insufficient provision for these pupils except in music where the arrangements for individual instrumental tuition are effective.

5. Children enter school in Reception with standards that are above those expected for their age. Most children have had previous experience of school in playgroups or nurseries. Children make satisfactory, or better, progress so that the majority reach and some exceed the expected standards in the six areas of learning by the time they start Year 1. Literacy and numeracy skills are well developed. Many read and write independently and achieve standards that are above average for their age. Particularly strong are the quality of their speaking and listening skills and personal, social and emotional development. Children are confident and speak mostly in sentences. For example, in one lesson after listening to a recorded piece of music, a child said, 'It sounds like a fairy fluttering in a field'. Children work well collaboratively and frequently discuss how they will complete a task, often helping one another. Some pupils read to a very high standard, with high attaining pupils using good expression in their voice to make the story interesting to the listener. Children copy write with varying degrees of control; all know that writing goes from left to right and pupils of higher attainment write sentences independently, often spelling words correctly. Some pupils have written and illustrated well produced books on 'Myself', virtually unaided. Most pupils count to and from ten and put things in order of size, for example, when writing about their families and when drawing pictures of them.

6. By the end of Year 2 pupils continue to make sound, and sometimes good, progress. Standards are above the national average in reading, writing, mathematics and teacher assessment in science. In speaking and listening, pupils participate very well in discussions listening carefully to the teacher and each other. Teacher assessment in the 2003 provisional test results indicates that more than two-fifths have achieved the higher Level 3 in this aspect of their learning. For example, in a Year 1 design and technology lesson when asked to evaluate the construction and fitness for purpose of a playground game, one pupil said of her model, 'it seems to bend in the middle as it is not supported enough'. By the end of Year 2 a third of pupils have achieved the higher levels in reading, and almost two fifths in writing and mathematics, in these recent national tests. Literacy and numeracy are developed well. Pupils' reading is fluent and one higher attaining Year 1 pupil for example, spoke very clearly and adopted different voices for the characters in her story. In a Year 2 English lesson, pupils knew a good range of words such as 'squealed' and 'mumbled' to liven up their poetry writing, and the three targets for the week were to learn expression, synonyms and about humorous poetry. In mathematics, pupils sort and order data into a table, they understand that the inverse operation gives a similar answer, for example $6+4=4+6$, and show agility when they calculate mentally. Science is well developed and the practical approach, based on national guidance, that has been adopted has been successful in raising standards. For example, in a Year 2 lesson pupils understood how important it was to measure their hand span accurately, as they attempted to find out if there is any correlation between the hand span and their foot size.

7. By the end of Year 6 pupils have made good progress and standards are well above average in English, mathematics and science. Pupils achieve well, building on their skills and knowledge of earlier years and progress is particularly strong in the Year 6 class. The good, sometimes very good, teaching impacts on pupils' standards and the excellent relationships make a strong contribution to pupils' learning. The 2003 results in English maintain the high standards of the previous year which were well above average. Speaking and listening continues to develop and pupils are confident speakers. For example, in a Year 6 lesson when discussing Edvard Munch's picture of 'the Scream' pupils were asked to describe their feelings; one pupil said that 'the picture shows a confused person' and another that 'the character is scared'. Reading standards are also very good; for example, all pupils read the text of 'the Great White

Man-Eating Shark' in Year 4, in preparation for writing a cautionary tale. Pupils know how to plan a piece of extended writing; for instance, in a Year 6 lesson they discussed the use of short sentences to make more impact in their writing and used words and phrases like 'it's so white it's evil', 'foul smelling' and 'putrefying shrine'. Meanwhile in mathematics, they have improved on last year's results with provisionally half of pupils achieving the higher Level 5 in 2003. Pupils calculate well mentally. In Year 5, for example, they multiply two numbers up to 10 then check their answers by multiplying numbers the opposite way; they add three different amounts of money and find percentages of whole numbers. By Year 6 they find fractions in numbers and percentages and explain their calculations clearly. They understand equivalence, converting imperial measure into metric, for example. In science in the 2003 national tests more than half of pupils achieved the higher Level 5; a significant improvement on the previous year. The adoption of a more practical skills-based approach, based on national guidance, has been successful. For example, in Year 6 pupils understand the working of the human heart and how to check a pulse. They know that to set up a practical experiment it must have an aim, a method, a control, and control of variables to ensure a fair test.

8. In all other subjects by Year 2 and Year 6, standards at least match those expected for pupils' age. In design and technology, information and communication technology, and physical education standards are above those expected for pupils' age, and in art and design and music, they are well above. Information and communication technology has been well developed by introducing a computer suite that has improved provision and by using a well trained teaching assistant most effectively to teach groups of pupils withdrawn from class. In art and design, design technology and physical education there has been progressive development of skills and raising of standards. This good improvement across the school in these subjects since the previous inspection, especially by Year 2, is due to:
- more stable staffing and improved teaching;
 - teachers' improved subject knowledge;
 - good leadership by the co-ordinators.
9. The good use of a specialist musician has raised standards in music. She gives pupils a very effective musical grounding and progressively builds on pupils' skills. Opportunities for individual instrumental tuition are provided by the local education authority tutors and paid for by parents. This enables those pupils with musical gifts or talents to achieve to their capability. Religious education and collective worship are inspected separately under Section 23 provision for aided schools.

Pupils' attitudes, values and personal development

10. Pupils' behaviour and relationships are excellent, their attitudes are very good and their personal development is good. This is an improvement since the previous inspection. Attendance is very good, as it was at the last inspection.
11. Pupils enjoy school, are very keen to start lessons and settle down to work very well. They show much enthusiasm, for instance, at playtime there is no lining up at the end of play and pupils go straight into class to get ready quickly for their next lesson. Pupils demonstrate their good attitudes in the friendly way they talk to visitors, the care they take of their environment and the consideration they show for each other. The school's culture of mutual respect is reflected in pupils' attitudes to each other. These very good attitudes stem from the excellent relationships between teachers, teaching assistants and pupils, the enthusiasm of teachers and their very good pupil

management. In activities outside lessons pupils show enthusiastic participation and relish their involvement.

12. Behaviour is excellent in many lessons. On the playground it is impeccable and there is excellent behaviour in assemblies. Around the school and at lunchtime in the dining hall the behaviour is remarkably good. There have been no exclusions in recent years. Oppressive behaviour is a very infrequent occurrence. There are no reported incidents of racism.
13. Relationships are excellent. Teachers and teaching assistants know their pupils very well and enjoy working with them. Pupils help each other and give support. For instance, in Reception children work together in a variety of activities, there are very few disagreements or disputes and they help each other well.
14. There are many opportunities for pupils to take responsibility, for example, older pupils act as reading partners for the Reception class, strengthening the bond between them. These older pupils sent their partners postcards when they were on a residential trip. In lessons, pupils are keen to make investigations and find things out for themselves, but opportunities are not sufficiently frequent. They are acutely aware of the impact of their actions on others and their respect for others' feelings and beliefs are encouraged by structured discussion in personal, social and health education lessons (known as 'circle time') and the emphasis in some lessons on studying other cultures.
15. Attendance is very good at nearly 96 per cent. Unauthorised absence is very low. Pupils are punctual. The school day starts on time and there is good timekeeping throughout the day.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning throughout the school is good overall and very good in Years 2 and 6. This is similar to the previous inspection but unlike then much of the good or very good teaching is in Years 2 and 6. The quality of teaching observed was never less than satisfactory. Teaching in the Reception class is good. The teacher and her assistant organise the classroom very well and make sure that the range of work children are expected to do challenges them and takes their learning forward. In particular it is the quality of dialogue and discussion that develops children's communication skills so well and the calm social atmosphere gives them a good start which is reflected in the standards of English throughout the school.
17. Good or better teaching is characterised by its thorough planning which sets out clear learning objectives, designed to meet the age range and levels of attainment within the classroom. The brisk pace during lessons ensures that pupils are productive. Teachers all have good subject knowledge and some have specialist subject expertise. In music, for example, this is used particularly well leading to standards that are well above those expected for pupils' age. Teachers introduce lessons well and have a variety of questioning methods, which contribute positively to the pupils' understanding. Explanations are clear. For example, in an excellent Year 6 English lesson the pupils were writing in the style of Marcus Sedgwick, identifying how tension is built up in a story. They noted the dialogue and tried to analyse the feeling of being scared. Pupils were eager to try to write in a similar style themselves. This inspired the pupils and was reflected in the high quality of work produced during the course of the lesson.

18. Teachers take time to work with individuals and groups, assessing their understanding and achievements where teaching is good or better. In a very good Year 6 information technology lesson for example, whenever necessary, the teacher helped individuals in preparing their multi-media computer presentation about the Beatles. In this lesson the trained classroom assistants were also used effectively to supplement the teaching, and this good team work is a major factor in pupils learning so well in this subject.
19. In all lessons teachers provide and use resources effectively to support learning. For example, in a music lesson the teacher ensures that pupils have hands on experience of tuned and un-tuned instruments as they create a musical representation of a poem. The teaching of pupils with special educational needs is good. Teachers are knowledgeable about pupils' achievements and about the appropriate strategies required to develop their skills. Where teaching is good or better teachers' planning ensures that all groups of pupils are fully integrated into lessons. Support for pupils with special educational needs is good and the detailed individual education plans are followed closely when necessary. Teaching assistants are alert and sensitive to the needs of the pupils with special educational needs so that they are included effectively in mainstream work. This promotes good achievement. Teachers' good integration of pupils includes those from a minority ethnic heritage, who work as well as their peers. In less effective lessons teachers' planning does not always take account of the different levels of attainment within the classroom, especially of pupils with higher attainment and those who are gifted or talented. Work is not always pitched to challenge the range of attainment in the class, and pupils' achievements are measured mainly by outcome of their work.
20. Teachers have a good knowledge of the National Literacy and Numeracy Strategies and implementation of these since the previous inspection has helped to improve standards in English and mathematics. The quality of marking is good where work is marked in accordance with the school's marking policy; children respond positively and are enabled to make improvement. However, this policy is inconsistently implemented and the quality of marking varies across the school. The management of pupils throughout the school is of a very high standard as the teachers set high expectations for behaviour and treat pupils with kindness. This contributes positively to the very good attitudes and excellent behaviour of pupils and the achievements that they make. All teachers have established excellent relationships with pupils. This bond of trust means that where the teaching is good or better pupils are given the opportunity to work independently and take responsibility for their own learning. Where teachers' preparation and planning is less thoughtful, for example when they do not fully consider the range of attainment and tend to pitch work to challenge only pupils of average levels of attainment, this does not occur. Teachers assess pupils' achievements regularly but, having identified their needs, do not always use this data sufficiently well to plan the next stage of the pupils' learning. The quality of homework set varies throughout the school. It is used satisfactorily to support progress in reading but is not effective enough in developing pupils' capacity for personal study.
21. Classroom assistants are deployed very well and this is managed to ensure that pupils become independent in their own learning. Particularly effective is the use of a skilled teaching assistant with very good subject knowledge to teach groups in information and communication technology.

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

22. The school's commitment to providing a high quality range of learning opportunities in many subjects leads to some good and very good standards in subjects. This is in addition to the basic ones of English, mathematics and science. However, curriculum provision is satisfactory overall but more could be done to ensure that the learning needs of all pupils, especially those who are of higher attainment or are gifted or talented, are addressed in all subjects. The school has a strong Christian ethos that encourages exceptionally high quality relationships. Specialist teaching in music enhances the curriculum. It is further enriched by visits and extra curricular activities. Many sports activities are organised by parents. The integration of pupils with special educational needs and those from minority ethnic groups is good in all subjects. The requirements of the National Curriculum are fully met.
23. The opportunities for pupils in the Reception are good. Particularly good development of communication skills leads to very good standards in English in the later years. Whilst the overall provision for English and mathematics is good and teachers follow the National Numeracy and Literacy Strategies, more could be done in Years 3, 4 and 5 to raise standards and involve pupils more in their own learning. Likewise, more could be done in history and geography to challenge higher attaining pupils. Better use of assessment data, of homework and higher expectations would help teachers to plan activities for the full range of attainment across all subjects. Information and communication technology is used effectively by pupils in mathematics to consolidate learning, in history and geography to gather information and in English to present their work. However, more could be done using these subjects to help pupils become more independent in their learning through research using books, CD-Rom and the Internet.
24. The range and quality of the extra curricular provision is good. There are after school groups for music and pupils take part in annual drama and music presentations. There is a wide range of sporting activities, some run by the parents, and pupils take part in competitive sports competitions with other schools. Good use is made of visits to places of interest to support pupils in their learning; Year 5 and 6 pupils have the opportunity to take part in a residential visit.
25. Pupils from minority ethnic groups are fully included in all lessons and in the life of the school, as are pupils with special educational needs. There is a programme of activities to support pupils' personal, social and health education and visiting speakers and theatre groups enhance this. The links maintained with partner institutions, especially the local church, are good, as are those maintained within the community. The school is used regularly as a Sunday school, and pupils sing in the church choir.
26. The opportunities for promoting spiritual, moral, social and cultural learning are very good. The strong Christian atmosphere in the school helps pupils in their spiritual learning. In assemblies they are encouraged to reflect on artwork and to explore their feelings for others. Displays about the school encourage this reflection and provide a high quality of experience.
27. The curriculum helps pupils develop a very good sense of right and wrong in their relationships. This is reflected in the excellent social relationships in the school. Pupils are considerate of others and, in lessons, listen respectfully to their teachers and contributions made by other pupils. Training has been provided for all staff on drug misuse and the Life Education Bus regularly visits the school; this provides graphic teaching on the dangers of drugs. Sex education is satisfactorily included in the science curriculum.

28. The cultural opportunities provided by the school are very good. Music and artistic displays are very evident and pupils have every opportunity to take part in these activities. The quality of singing in assemblies is good. Pupils take part in performances both in school and in the locality. They explore Islamic ideas through art and design and West African music in their music lessons. Pupils have full access to the wide range of reading matter which explores life in non-European cultures and in multicultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. Pastoral care is very good and a strength of the school. The monitoring of pupils' personal development is good, as is the educational support and guidance given to them. Academic performance is checked through assessment procedures which are satisfactory but are not applied equally to all subjects and not always used to inform teachers' planning. This is similar to the position at the last inspection.
30. The school is a safe environment with all the expected safety measures in place. It is in the process of introducing an improved risk assessment policy and the first whole school inspection under the new policy has been carried out. Four members of staff are trained in first aid. Fire drills are held regularly, Internet safety is provided and external visits are carefully planned and supervised. Child protection procedures are good. The nominated person has had experience of child protection issues. She has good contacts, knows the local procedures and ensures that pupils are carefully monitored. Three staff have received National Society for the Prevention of Cruelty to Children training and others, except for the midday supervisors, have benefited from a brief training session. Welfare facilities are good and children with health problems identified to those who need to know. The school is well advanced into the 'National Healthy Schools Initiative' aimed at improving the overall fitness and health of pupils.
31. Procedures for the promotion of attendance are good. Rewards are given for high attendance. The headteacher's recipe for good attendance is, 'happy children and supportive parents.' These are both in place.
32. Procedures for promoting good behaviour are very effective. The school insists that:
- all pupils take responsibility for their own behaviour;
 - treat others as they would like to be treated;
 - have high expectations, including the smartness of the school uniform;
 - and all adults show consistency of approach.

Staff are excellent role models for pupils, both in their relationships with them and with each other. A new behaviour policy has recently been introduced, which is aimed at all in the school, not just the pupils. Pupils, staff and parents were involved in putting it together and it is a very good example of a behaviour policy. The school's strong belief in its behaviour management, social and moral education is highly effective in eliminating any oppressive behaviour.

33. There are very good procedures for supporting pupils' personal development. Support comes from teachers' close observation of the achievements of their pupils and their very keen interest in seeing them succeed. Teachers talk enthusiastically about their pupils, especially the ones causing them concern. There is a termly checklist of personal development for each pupil, covering such items as attitude to homework, effort and organisation.

34. Assessment procedures are effectively used by the senior management team to plan the deployment of classroom assistants and for the identification of groups of pupils with differing levels of attainment. Other than in the Reception class and Years 2 and 6, assessment during lessons is not used effectively to plan the next stage of learning, to identify those who need extra support or to challenge higher attaining pupils and those who are gifted or talented. It is well used to forecast the results of standardised tests in Year 6, and the results of tests of non-verbal reasoning are incorporated into the forecasting process. Assessment is not established in history and geography but is satisfactory in all other subjects although some teachers are not using ongoing assessment in the classroom sufficiently to inform their planning. The co-ordinator is enthusiastically developing the collection of assessment data and devising its better use. For example, at the end of July she consults with each teacher and goes through the assessment data that is applicable to the classes they will be teaching in the next school year. This sets the following academic year off to a flying start. This procedure is also effectively used for teachers who join during the year.
35. Pupils with special educational needs are identified early in their school careers so that good support can be provided. These pupils are assessed effectively by the school and through the use of outside specialist agencies. Record keeping is thorough and careful and so pupils' achievements are very well documented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. There is a very good partnership between parents and the school. This has developed well since the last inspection. The information provided and the extent of parental involvement in the school are very good.
37. Parents' opinions of the school are generally good, with a few areas of concern. Parents like the good behaviour, the quality of teaching, the maturity achieved by their children, and the expectation of hard work. They are less happy about the arrangements for encouraging high achievers to do even better, the quantity of homework, the range of activities outside lessons and their knowledge about how their children are getting on. The inspection team agrees with the positive comments. It finds the use of homework to be satisfactory, although it is not always consistently set and the amount of activity outside lessons to be good for a small school with single form entry. The team agrees that more could be done to encourage the pupils of higher attainment and identify those who have special gifts or talents. However, there is obviously no possibility of the school providing specific support for entry to particular independent schools, a concern of some parents. The information provided about pupils' achievements is satisfactory overall, but better in English, mathematics, and science.
38. The overall quality of information provided for parents is very good. There are regular newsletters; the prospectus is informative and well presented; the governors' annual report is an attractive document. School reports have very good descriptions about what has been achieved. They provide clear information about pupils' attainment levels together with good targets for improvement, but sparse advice to parents on how they can help their children. There are plenty of opportunities for parents to discuss their children's academic and personal progress as well as to learn more about the curriculum. Curriculum and other information are provided termly for each year group with a personal message from the class teacher.

39. Views about the way the school deals with suggestions or complaints are mixed. The great majority of parents find the staff of school very approachable, but a few parents are apprehensive about approaching staff because they claim to have experienced an unsympathetic reception previously. Parents are made to feel welcome by class teachers when they want to talk about their children. The information provided to parents is comprehensive in that the school ensures that parents who are no longer together are both sent information.
40. The contribution of parents to children's learning at school and at home is very good. They ensure good attendance, usually take their holidays out of term-time, and support and encourage homework including research on projects. Many come into school to help with cookery, reading, swimming and after school clubs, such as netball, cross-country, football and keep fit. A group of fathers tackles jobs in the school grounds. Parents support class assemblies and special events. The St John's School Association raises substantial finance for the school, as well as providing some good social activities.
41. Induction into Reception is preceded by a home visit, an effective taster session for the children and an evening meeting for parents. Effective partnerships are maintained to support pupils with special educational needs. Regular and appropriate contacts are maintained with health and learning support agencies and these are well documented. Parents are invited in to talk about their children's individual education plans every term and always attend annual reviews of progress of pupils with Statements of Special Educational Needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher provides very strong and effective leadership and has good management skills. This is similar to the findings of the previous inspection. She is supported by a good, active governing body that provides clear guidance. Both ensure that the spiritual aims and ethos of this Christian school are reflected in its work. Co-ordinators, although often very committed and providing good leadership, are constrained by neither being given enough responsibility nor being held sufficiently accountable for standards. For example, they are rarely given any opportunities to monitor teaching and learning at first hand. However, the arrangements planned for next year with a re-allocation of posts should mostly address this weakness.
43. The contribution of the governing body is good. It is aware of the strengths and areas for improvement needed and takes an effective strategic role that guides the school through improvements in teaching and learning and development of its facilities. The governing body includes knowledgeable and experienced members of the community and parents. The majority of parents are very engaged with the school and feel that it is supportive of their children and gives them good pastoral guidance through its strong Christian ethos.
44. Standards have been maintained, and in many cases advanced, since the previous inspection and improvements have been made in the quality of job descriptions and in the effective checking of teaching and learning. Monitoring procedures and the school improvement plan are effectively costed and linked to the development of staff. The headteacher observes lessons regularly so that she is closely aware of the strengths and weaknesses in the teaching and learning. Co-ordinating staff are effectively involved in analysis of work, and assessment and record keeping. Assessment is well developed in some subjects but not all, and it is not always used to inform planning and identify pupils who are gifted and talented.

45. The Foundation Stage co-ordinator plays an effective part in establishing the expectations and standards when pupils enter the school. These standards are maintained through careful and selective use of teaching and other staff. Staff are placed in key positions in the school so that they can utilise their strengths. The special educational needs co-ordinator leads by example. She guides the support assistants well and provides positive, effective and focussed support to pupils with a range of needs. Good use is made of teaching assistants in all classes. Selective use of teaching staff also contributes to the high standards of achievement of pupils in Year 2 and 6 classes. The range of expertise and number of teaching and non-teaching staff is good. Effective office staff ensure the smooth day-to-day running of the school and appropriate financial information is regularly provided for the governing body. The effective management of the school was recently recognised by the award of 'Investors in People'. The special educational needs co-ordinator is effective in supporting the pupils in her care and makes a strong contribution to their success in the school.
46. The school has a strong commitment to staff development and this is reflected in the support and dedication that new staff give in return. The headteacher has guided the school well through a period of considerable staff change. The good support and mentoring that is given to staff new to the school could be improved to support increased expectations of standards of pupil achievement, particularly for teachers who come from situations where standards are much lower. The school provides an effective place in which to train new teachers and has a number of links with teacher training agencies.
47. The accommodation is good and has been improved with re-modelling and additional building. Classroom areas are spacious and well used. Corridor spaces for small group work are used effectively. Outside areas offer good opportunities for play and quiet reflection. Extensive playing fields contribute to these facilities. All areas are very well maintained. The newly completed addition to the staff room area has enhanced the provision for staff to meet and plan their work. Resources overall are good and the library is sufficient and accessible to all pupils.
48. Due to current financial constraints that are well documented, the headteacher is predicting a deficit budget for this financial year and the school will use all its reserves as a result. The principles of best value are applied satisfactorily. The school maintains high standards of pupil achievement, through good teaching and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. The headteacher and staff should:

Raise the standards in history and geography to the high standards achieved in other subjects by:

- using assessment more to guide teachers' expectations;
- matching the work set to the needs of all pupils;
- using pupils' literacy and numeracy skills more in these subjects.
(paragraphs: 90 to 100)

Develop pupils' skills of independent research and learning by:

- implementing a more consistent policy for homework;
- giving pupils more opportunities to make their own decisions about their learning;
- ensuring that pupils know what stage of learning they have reached and what they need to do in order to achieve more.
(paragraphs: 23, 30, 44, 66 and 92)

Develop teachers' planning to incorporate a level of challenge to meet the needs of all pupils including those who are of higher attainment and who are gifted or talented by:

- using assessment to inform their planning more rigorously;
- developing a more flexible approach to teaching and learning, including giving higher attaining pupils more responsibility for their own learning.
(paragraphs: 23, 29, 34, 44, 68, 75, 76, 77, 90, 93, 95 and 100)

Minor issue:

- the school should endeavour to improve the presentation of pupils' work.
(paragraphs: 20, 61 and 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 48 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 18 | 18 | 11 | 0 | 0 | 0 |
| Percentage | 2 | 38 | 38 | 22 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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) | N/A | 216 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 8 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 2 |
| Number of pupils on the school's special educational needs register | N/A | 19 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 1 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.8 |
| National comparative data | 5.4 |

Unauthorised absence

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

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 15 | 15 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 15 | 15 |
| | Girls | 13 | 13 | 13 |
| | Total | 28 | 28 | 28 |
| Percentage of pupils at NC level 2 or above | School | 93 (97) | 93 (90) | 93 (93) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 15 | 15 |
| | Girls | 13 | 13 | 14 |
| | Total | 28 | 28 | 29 |
| Percentage of pupils at NC level 2 or above | School | 93 (97) | 93 (93) | 97 (97) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 15 | 15 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 13 | 13 | 14 |
| | Girls | 14 | 13 | 13 |
| | Total | 27 | 26 | 27 |
| Percentage of pupils at NC level 4 or above | School | 90 (97) | 87 (78) | 90 (88) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 14 | 14 |
| | Girls | 14 | 14 | 15 |
| | Total | 28 | 28 | 29 |
| Percentage of pupils at NC level 4 or above | School | 93 (90) | 93 (97) | 97 (100) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 156 | 0 | 0 |
| White – Irish | 2 | 0 | 0 |
| White – any other White background | 7 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Mixed – any other mixed background | 3 | 0 | 0 |
| Asian or Asian British – Indian | 3 | 0 | 0 |
| Asian or Asian British – Pakistani | 1 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 2 | 0 | 0 |
| Black or Black British – African | 2 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 1 | 0 | 0 |
| No ethnic group recorded | 7 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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) | 8.4 |
| Number of pupils per qualified teacher | 25.71 |
| Average class size | 30.85 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 118 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher | N/A |
| Total number of education support staff | N/A |
| Total aggregate hours worked per week | N/A |
| Number of pupils per FTE adult | N/A |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2002/2003 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 652,889 |
| Total expenditure | 688,362 |
| Expenditure per pupil | 3,172 |
| Balance brought forward from previous year | 72,586 |
| Balance carried forward to next year | 37,113 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 6 |
| Number of teachers appointed to the school during the last two years | 6 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 216 |
| Number of questionnaires returned | 154 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 50 | 46 | 4 | 0 | 0 |
| My child is making good progress in school. | 36 | 54 | 6 | 3 | 1 |
| Behaviour in the school is good. | 45 | 51 | 3 | 0 | 0 |
| My child gets the right amount of work to do at home. | 27 | 53 | 16 | 4 | 1 |
| The teaching is good. | 54 | 39 | 6 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 34 | 47 | 18 | 1 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 51 | 38 | 10 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 56 | 36 | 5 | 1 | 2 |
| The school works closely with parents. | 37 | 42 | 12 | 5 | 5 |
| The school is well led and managed. | 45 | 44 | 7 | 2 | 1 |
| The school is helping my child become mature and responsible. | 55 | 39 | 4 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 10 | 40 | 31 | 10 | 10 |

Other issues raised by parents

Some parents at the meeting held for parents and carers felt that higher attaining pupils were not always sufficiently challenged.

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

50. The arrangements for children in Reception are good and they make at least sound, often good, progress in the six areas of learning. The often very high standards identified in the previous inspection have been maintained. The small outside area which is exclusively for the use of the Reception class is adequate for play but rather small for more vigorous physical activities. However, the Reception class successfully uses the main hall for more formal physical education lessons. The school has successfully adopted the Foundation Stage Curriculum. It has recently implemented assessment procedures based on this to track children's development; this good innovation gives valuable information to the teachers when the pupils start Year 1. The few children with special educational needs are on the early stages of support and fully integrated into all activities. They are well supported in all six aspects and, with additional support, frequently achieve standards close to those expected for their age.
51. Children are admitted to the school in the autumn term of the year in which they are five, the majority having been to local nurseries and playgroups prior to this. Standards on entry are above those expected for their age. Speaking and listening skills and personal, social and emotional development in particular are very strong. This strong background means that the majority of pupils reach or exceed all the standards expected for their age by Year 1. Teaching is good overall and sometimes very good, and the partnership between the teacher and her assistant is most effective. They work very well together giving children a good start in the school.

Personal, social and emotional development

52. By the time children start Reception, they are in the most part well adjusted to school life. Standards are very high. Children make good, sometimes very good, progress. Most can undress and dress themselves and by the end of the year all are collaborating well, talking to each other about what they are doing. They have an awareness of not only their own but other children's needs. This makes the class a harmonious and productive place in which to learn. Children are well behaved and during the inspection there was not a raised voice. A good example of collaboration was when, unprompted, a girl sat beside a boy having difficulty with a computer game. She stayed with him and helped him with the program until certain he was able to do it. Indeed, the completely successful integration of children from different backgrounds is a good feature of Reception. Teaching is very good in this aspect of learning. Teachers make good arrangements for pupils with special educational needs, who achieve well. Excellent relationships between the teacher and the children mean that they are confident and during discussion are keen to make a contribution. They concentrate very well on the work they are doing, sometimes for long periods, for example when some higher attaining children were writing unaided about Jack and the Beanstalk. The teacher and her assistant are very good at managing children. They treat each child as an individual and ensure that everyone is given the opportunity to express themselves fully. They carefully listen to what the children have to say and make sure that all of them are clear about what they are expected to do.

Communication, language and literacy

53. Standards are very high and children make good, sometimes very good, progress. Speaking and listening skills are especially well developed. Children are confident and keen to speak during lessons, altering their voices to suit different audiences. For example during one lesson, children talked about themselves and their families with confidence and had much to say. Children develop their reading skills well. They have a good vocabulary using words like 'vehicle' and they understand its meaning. By the end of Reception, some higher attaining children are reading fluently, unaided and with expression, using various techniques to read unknown words, such as sounding out letters and using information from the context of what they are reading. The majority read with varying degrees of help and all children spoken to say that they enjoy reading for pleasure. They write their names and know that writing goes from left to right. They are taught a particular style of handwriting called the St John's handwriting style that enables them to move to joined handwriting more easily in later years. The quality of teaching of this aspect of learning is often very good and there is a good deal of time taken by the teacher and her assistant developing children's communication skills. They both take every opportunity to talk and discuss with children what they are doing, using probing, open ended questioning. The teacher and her assistant work with pupils of higher attainment developing their writing skills and with lower attaining pupils, including those with special educational needs, ensuring their understanding of the task set, for example when they work on a writing task about their families.

Mathematical development

54. Standards are above those expected for their age and children make sound, often good progress. Most have achieved this learning goal at this late stage of the year and higher attaining pupils have exceeded it. During registration, for example, some higher attaining children show good awareness of number. They know that there are 30 children in the class and understand that three are away; by counting back they know that there are 27 children in attendance. During conversation and discussions, much comparative language is used and children know and understand terms like 'larger than', 'smaller than', 'taller than' and 'shorter than'. When drawing pictures of their family group, for example, they draw the family in order of size. They sometimes indicate whether a family member is thin or fat! Informal development of mathematical skills occurs when pupils play in the sand tray, weighing and measuring and in the 'shop' in the outside area when a child acting as the shop keeper gives change. Even during informal play activities the teacher and her assistant plan the learning opportunities for children and make sure that they take place, through the careful organisation of the classroom and the structure of lessons. The quality of teaching is good and the teacher's and assistant's individual interventions during lessons are effective. This ensures that children of all groups achieve well.

Knowledge and understanding of the world

55. Standards in this aspect are above expectations and children make sound, often good progress. For example, they have a good understanding of chronology, when they make time lines charting their growing up. These are illustrated with photographs, and children talk about what they could do as a baby and what they can do now, gaining a good understanding of what happens over time in the most immediate way, as it applies to themselves. This prepares the way for historical studies later. They have a sense of self as they discuss themselves in relation to others, such as their mother and father and brother or sister. They have a sense of past and present and will talk about 'yesterday' and 'tomorrow' as in: 'tomorrow is my birthday.' They are

confident using the computer and logging on to the program they want to use; many have the use of a computer at home to develop this skill. They build constructions using various materials and investigate properties, such as when they make wheeled vehicles that are strong enough to carry a teddy. Through the celebration of Diwali and the Chinese New Year they develop a good understanding of cultures other than their own and those of children in the class from a minority ethnic heritage. The good teaching develops their understanding and gives children a wide range of opportunities to explore their own immediate environment and the world about them, relating this whenever possible to their own experiences. Children with special educational needs make good progress with support.

Physical development

56. Standards are above expectations and, although the space outside for vigorous physical activities is somewhat limited, children make sound and often good progress. Children move in a co-ordinated way with good spatial awareness in relation to themselves and others. They change quickly into suitable clothing for physical education lessons and do so in a mature way with the minimum of fuss. During a lesson in the hall children showed control in their movements and followed instructions well by listening carefully to the teacher. They warmed up in various ways by hopping, skipping or bunny jumping on all fours and showed good skills when dribbling a ball into spaces. At the end of the lesson, children put the apparatus away carefully. They are active, enjoy the physical exertion and are aware of the effects that such exertion has on their bodies. One child said, 'I can hear my heart beating faster.' Physical skills are well developed as children dribble a football, bounce a basketball, throw bean bags into a hoop or rings on a cone. Teaching is good, and in the one lesson seen the work set was challenging and developed children's physical skills effectively. The teacher effectively used individuals to demonstrate good skills and kept the pace of the lesson brisk and physically challenging. All groups of children are fully integrated in lessons including those from minority ethnic groups and with special educational needs and there is little difference in their skills' development.

Creative development

57. Children attain good standards and often make good progress. They make complex models using various materials and building bricks. They use their pencils and paint brushes with dexterity and their pictures of people often show details such as ears, hair and hands. During one lesson, children were drawing pictures of members of their family. A higher attaining child said to another, 'Look! You have missed out the mouth!' The pupil concerned hastily drew it in. This is a good example of the collaborative approach often found in the class. In music, children enjoy singing and action games such as 'Hands, Knees and Elbows', to teach parts of the body. They take part in more formal music lessons that are effective. They clap and tap to the rhythms as they listen to a piece of music. They understand what 'tempo' is and identify when music is loud or soft. They identify drums and cymbals in a piece of music and one pupil commented that one piece of music is 'like a fairy fluttering in a field.' The quality of teaching is good and children are encouraged to explore their feelings in music; in this way helping them to develop. They learn to march rhythmically to music with a strong beat, although they did not immediately make the link with marriage when the teacher played 'the Wedding March' and asked if children recognised it. The good subject knowledge of the teacher who takes music is a valuable asset to the teaching. Children from different groups are fully integrated and enjoy creative work.

ENGLISH

58. Standards in English are above average by the end of Year 2 and well above average by the end of Year 6. Pupils make sound progress, by the end of Year 2 and good progress by the end of Year 6. Following a temporary drop in standards over the past two years owing to staff changes, standards of attainment in English have improved significantly. This represents an improvement from the time of the previous inspection. In the national curriculum tests of 2003, almost all pupils attained the expected Level 4 for Year 6 with over a third obtaining the higher Level 5. There is no difference between the performance of boys and girls or of those from minority ethnic groups.
59. By the end of Year 2, pupils' attainment in speaking and listening is above the national average. Pupils listen carefully, understand and follow instructions well and speak confidently. For example, Year 2, thinking of other words for 'said', thought of 'mumbled' and 'squealed'. The words 'nice' and 'said' are now discouraged from Year 2's vocabulary. Year 1 talked in some depth about the sea of tranquility fantasy world, sharing their good knowledge of the moon, sun and earth. They listen very intently in many subjects across the curriculum, for example, in music, when the teacher explains the differences between beat and rhythm.
60. Attainment by the end of Year 2 in reading is well above the national average and pupils enjoy reading both from the scheme and from books that they have chosen from the class library. In Year 1 some pupils read fluently and speak with confidence and expression. They describe the characters they like and give reasons for their choices. Pupils of higher attainment convey the humour they find in stories. Few choose non-fiction books. Library skills are beginning to develop and they recognise the difference between fiction and non-fiction.
61. Attainment in writing is above the national average by the end of Year 2. Pupils write for a range of different purposes. For example, in information and communication technology, Year 2 collected data for a database on teddy bears. They wrote suitable questions to elicit 'yes' or 'no' answers, designed both tick box questions and questions needing specific answers. Vocabulary is emphasised whenever a new word is found. For example, 'craters' in the Year 1 work and in the Year 2 'he swaggers' and 'scowls' were discussed in detail. In some lessons higher attaining pupils finish the task to a good standard but have time to spare, which suggests that they could do more. Work is enhanced when pupils use word-processing skills to produce work for display and this is often very well presented. However, there is often not enough pride taken in their written work. Handwriting is correctly formed, joined and legible but sharp pencils are not always used and words are scribbled out leading to untidy presentation. There is a good awareness of punctuation and this is mostly put into practice.
62. By the end of Year 6, standards of attainment in speaking and listening are well above the national average. Pupils listen carefully to instructions and express themselves in an articulate manner. For example, in a design technology lesson where pupils were making mechanisms to fit into the shells of controllable vehicles, there was an effective discussion about electrics and water and how the motor could be waterproofed. Pupils take part confidently in presentations, for example, an assembly for parents on judgement. Listening skills are developed, for example, in a music lesson when groups composed music to the poem 'Our Town'. They listened to others' composition and commented on it.

63. Attainment in reading by the end of Year 6 is well above the national average. Pupils enjoy reading although very few read non-fiction regularly or choose factual books as class readers, preferring to use the Internet if they have to discover information. Most pupils read fluently, using punctuation and expression to convey meaning. They express likes and dislikes about books they have read, Roald Dahl for example, or J K Rowling's 'Harry Potter and the Order of the Phoenix'. Regular and recorded reading at home and school encourages the development of reading skills.
64. Attainment in writing is well above the national average. Pupils write imaginatively. In Year 4, having read the cautionary tale of 'the Great White Man Eating Shark' they then designed their own story with three climaxes and three repeated phrases as the structure. Year 6 closely observed the work of Marcus Sedgwick, analysing how words change over time, for example, Crone Hill to Crown Hill. All children enjoyed the vocabulary used in the story for example 'putrefying slime'. They understood how the past and present could come together in a story. However, in another lesson with a different year group, a discussion about persuasive writing and how to set out formal and informal letters, left higher attaining pupils insufficiently challenged. In a range of written work pupils use paragraphs and complex sentences well. They use inverted commas and apostrophes accurately. Poetry writing is imaginative, the verses linking well together. Drafting skills are used to refine work and pupils use dictionaries and computers to aid spelling. Handwriting is fluent and in a joined style. However, some pupils do not take enough pride in their written work, crossing out and scribbled writing lessening the effectiveness of their work.
65. Pupils make good progress by the end of Year 2. Pupils regularly have reading to do at home and their speaking and listening skills develop as they move through Years 1 and 2. They start school with good ability in this area and the varied experiences they encounter in school build their confidence so that they achieve well. In the still life art lesson in Year 2, one child said, 'it is pale where the light shines'. In a Year 1 science lesson pupils were articulate and confident as they expressed their ideas about the features of a plant and its need for water. Achievement in handwriting and spelling is satisfactory.
66. Pupils' make sound progress in English in Years 3, 4 and 5 and very good progress in Year 6. Achievement in speaking and listening skills is good across all the year groups. Year 4 discussed the diminutive of certain nouns (making them smaller) and how they are formed by adding a suffix, for example, 'duck' becomes 'duckling' and 'kitchen' becomes 'kitchenette'. In a science lesson Year 5 discussed the effect of exercise on the pulse rate, increasing their understanding and knowledge of how the heart works. There was effective discussion with the teacher and the discussion amongst the pupils was of high quality. Throughout Years 1 to 6, achievement in reading is good as pupils respond positively to a range of books, mainly fiction. There is not much opportunity for pupils to use the non-fiction library for research, as the Internet is the main source of information and the library is being rearranged. When pupils in Year 5 were creating Tudor newspapers they developed research skills using information and communication technology skills. Pupils make progress in understanding a wide vocabulary, which is put up on the board weekly for them to remember. They use imaginative words in poetry. They make good progress in understanding grammar and punctuation. The older classes work in ink, but little care is taken to ensure writing is carefully presented. Across the school, pupils with special educational needs receive help from classroom assistants and make good achievement in the development of speaking and listening, reading and writing skills including the spelling of simple words.

67. Pupils' response in lessons is very good throughout the school and this has a very positive effect on their achievement. In all classes, behaviour and the relationships between pupils and their teachers are excellent. Pupils remain on task for all lessons and show interest in their work, especially when it is planned for their individual needs. This is especially true of the higher attaining pupils. Pupils are positively involved and challenged to achieve well. Pupils work well together and discuss what they are doing, sometimes without intervention from their teacher. More independent challenge would enable even higher achievement as pupils are given the opportunity to make their own decisions about their learning.
68. The quality of English teaching ranges from satisfactory to excellent. Overall it is satisfactory but it is very good in Years 2 and 6. Some lessons are planned very well but most planning is not sufficiently detailed. Clear learning objectives are shared with pupils at the beginning of the lesson. In the lessons which are good or better, teachers specifically plan to meet the full range of pupils' needs in a detailed way. Their lesson plans include information about assessment tasks and how they will be modified for named pupils. Lesson introductions are clear, whole class teaching is effective and time is used at the end of the lesson for reviewing pupils' achievements. Literacy sometimes follows swimming and pupils during this lesson were lethargic and too tired to respond well to the teacher's input. The demands made on pupils by such physical activities mean that they may not be lively enough to do their best in an academic subject such as English, a weakness in the organization of the timetable. Teachers have sufficient subject knowledge of the curriculum and where there is very good teaching, subject knowledge is very good and expectations are high. Where teaching is good or better the pace of lessons is brisk and time is used effectively to guide the class and support individuals. Assessment procedures throughout the school form a substantial database of pupils' attainment. However, not enough use is made of this information, or ongoing assessment during some lessons, to identify areas for improvement.
69. The co-ordinator for English has been in post for one year. Long and medium term planning ensures a progressive development of skills. As part of book week, the co-ordinator has organised the visit of a poet who has promised to set up an 'able writers' group in this school in conjunction with other schools. Once it is in place, this will be good provision for pupils of higher attainment and gifted or talented pupils. At present the provision for these pupils is patchy and dependent completely on the skill of the teacher. The focus of attention this year has been to overcome a fall in standards which was due to mobility of teachers and some unsatisfactory teaching. This has now been achieved, with improved results even in comparison with previous high standards by Year 6. The co-ordinator now has the confidence to make her own mark on the subject, bringing her own ideas. Developing even greater consistency throughout the school is a priority, with termly assessments in fiction and non-fiction writing giving a good guide to teachers of pupils' achievements. Some pupils know what stage of learning they have reached and what they need to do in order to achieve more, but this is not common and is an area for development. Resources are well organised and accessible. Each classroom has an adequate range of reading books and the small junior and infant libraries are stocked with attractive non-fiction books, which are used to support learning. They are up-to-date and child-friendly. At present the information and communication technology suite with the Internet facility is better used than the library.

MATHEMATICS

70. By the end of Year 2 pupils attain standards that are above those expected for their age. By the end of Year 6 pupils attain standards well above those expected for their

age in numeracy and all aspects of mathematics. The national test results for 2002 paint a similar picture. Standards are improving and since 2000 there has been an increase in pupils attaining at the higher levels in national tests. The provisional results in the 2003 national tests show that both by Year 2 and Year 6 approximately two-fifths of pupils achieved the higher levels. Standards are high in the Years 2 and 6 classes but more needs to be done to ensure consistent challenge in Years 1, 3, 4 and 5. Improvement since the previous inspection is good, as standards have risen.

71. Pupils enter the school with levels of attainment above those normally expected for their age. They maintain those levels until Year 2 and make sound progress. Progress by the end of Year 6 is good. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are well supported and achieve well. Those from minority ethnic groups achieve as well as other pupils.
72. By the end of Year 2, pupils count confidently in fours and fives to 50; they round numbers to 100 to the nearest ten. They are becoming confident in their use of times tables up to ten. Pupils recognise clockwise and anti-clockwise, turns of a quarter, half and three-quarters and solve number problems involving money. Their increasing use of a mathematical vocabulary is good. They measure confidently using litres and millilitres and recognise regular two-dimensional shapes. Pupils sort and analyse data into recognised categories.
73. By the end of Year 6 pupils are confident in solving number problems in two and three stages both in figures and word form. They confidently add and subtract three digit numbers and use decimals to three places. They convert decimals into the equivalent fractional form and are adept at measuring distance, capacity and converting imperial into metric measures. They recognise the properties of three-dimensional shapes, and analyse information from graphs and charts. Higher attaining pupils add and subtract numbers up to 10,000. They begin to recognise probability. They use formulae to calculate the areas of squares, rectangles and triangles. They are confident in the use of median, mean and mode to analyse data, and use mathematical language well.
74. The quality of teaching and learning is good overall. In Years 2 and 6 it is very good. The quality of relationships between teachers and their pupils is very good and this is a reason for the positive working atmosphere in all classrooms. Where teaching is good or better pupils of all levels of attainment are challenged and they respond accordingly and enjoy their work. The pace of lessons is brisk, pupils are very well managed, they concentrate hard and are productive. However, where teaching is less effective, pupils, especially those capable of higher attainment, are not sufficiently challenged. In these lessons there is not enough recognition of pupils who are gifted or talented in this subject. The very good teaching in Year 2 develops pupils' mathematical vocabulary by challenging oral work as they are encouraged to talk about their methods of calculations using the correct terms. Simple resources are used effectively to maximum effect and classroom assistants support lower attaining pupils well. In Year 6 the very good teaching ensures a brisk pace; very effective questioning develops pupils' numeracy skills, problem solving skills (in converting imperial to metric measurements) and challenges pupils of all levels of attainment, to achieve well. Pupils are very productive.
75. Assessment data is available, and is used effectively to determine trends and estimate future results in the national tests but is not used sufficiently by some teachers to guide the planning of their lessons. Consequently, pupils of all levels of

attainment do not always build sufficiently upon what they already know. This limits their achievement and pupils sometimes lose interest towards the end of lessons. The final part of the three part lesson structure of the numeracy hour is not always used effectively to consolidate what pupils have learnt and show what they need to do next in order to improve. Consequently pupils do not take sufficient responsibility for their own learning.

76. Pupils are exceptionally well behaved in lessons. They are keen and well motivated because of the high expectations teachers have of their behaviour. Teachers use effectively the National Numeracy Strategy with its three-part lesson structure, which is soundly established. However, planning does not use assessment information enough in some instances to take into account what pupils already know, especially pupils of higher attainment and those who are gifted and talented. This means that in some lessons these pupils are repeating work they already know. Language development in mathematics is good and pupils extend their use of mathematical terms. Information technology is used to consolidate activities suitably within lessons.
77. Co-ordination of the subject is good and the newly appointed, experienced co-ordinator sets a fine example for others to follow. Effective systems of assessment are devised so that senior staff and teachers have sufficient knowledge about the capabilities of pupils. However, the co-ordinator has not yet had time to ensure consistent development of teaching and learning across all years. Teachers' planning is not monitored closely enough to ensure that pupils of all levels of attainment are being challenged in their learning in all years. Pupils are not given enough information about their standards to allow them to make decisions about their own learning. There is not the consistent use of homework to help pupils become more independent in their learning.

SCIENCE

78. By the end of Year 2, standards in science are above the national average and by Year 6, they are well above average. The provisional results in the national tests of 2003 show a significant improvement in standards from the past two years' results, which were lower than usual. Almost a third of pupils achieved the higher Level 3 by the end of Year 2. All pupils achieved the national average or above and significantly more than half achieved the higher Level 5 by the end of Year 6. The adoption of a more practical curriculum based on national guidance and developing pupils' skills in a more consistent and effective way has raised standards. Sound progress is made by Year 2 and good progress by Year 6 as a result of this skills based approach.
79. By Year 1 pupils know that water, nutrients and sunlight are necessary for plants to thrive. In one lesson, for example, the teacher took the plant out of the pot to show them the way in which plants feed. Pupils accurately draw pictures of a plant and label the various parts such as leaves, stem, roots, flower and petals. By the end of Year 2, pupils are articulate and confident. They investigate the differences between pupils' hand spans to see if there is a correlation between these and the size of their feet. The results are recorded on a tally chart, a good link with numeracy. Pupils understand that a graph has two axes and know that to interpret the results they have to move their finger horizontally and then vertically on the axis to read the graph. They use the computer well as a means to record this graph. During the course of all science lessons much good discussion takes place, building on pupils' speaking and listening skills and there is often very good literacy development as a result.

80. By Year 5 pupils learn about food chains represented in a diagram as a pyramid and know that carnivores are at the top of the food chain and this pyramid. They know that carnivores are meat-eaters and that they eat herbivores, which are plant-eaters, and that omnivores, such as tadpoles, eat both meat and plants. They study this food chain in the context of a pond and show good understanding of the life process and use scientific vocabulary well. By Year 6 pupils understand about the way in which their own bodies work. They know that exercise will affect the work rate of the heart and show a good knowledge of the parts of a heart. In a Year 6 lesson, they formulated an experiment and recalled that in order to ensure a fair test, there must be a clear aim, a suitable method must be employed and that there must be control over any variables. Good quality discussion took place, developing pupils' literacy skills.
81. Pupils' attitude to science is very good and in all the lessons they listen carefully to the teacher and concentrate well. Teaching is good overall and sometimes very good, especially in Years 2 and 6. Where teaching is good or better the lesson is well planned with a strong structure and work that is varied according to pupils' needs. For example, in a very good Year 2 lesson the teacher usefully spent valuable time making sure that pupils were all aware of what the task entailed as it was new to them. Through a very good combination of open ended questioning and discussion, she developed pupils' understanding of the tally chart they had prepared to measure the relative sizes of their hand-span. She made sure that all pupils understood how to read the chart, and how important it is to be accurate when measuring and to measure exactly the same part of the hand in order to ensure a fair test. Pupils were well managed in all the lessons and the excellent relationships between the teacher and pupil and the pupils themselves play an important part in raising standards as pupils try hard during lessons. Very good teaching in a Year 6 lesson inspired pupils to discuss in some depth and reflect on the development of an experiment to show the effect of exercise on the heart, measured by the pulse rate. This open ended approach allowed pupils the freedom to design their own experiment and take responsibility for their own learning. The lesson was most effective and enabled pupils of higher attainment in particular, to achieve well. This led to very effective learning taking place.
82. Teaching assistants work closely with the teacher and make a good contribution to pupils' learning, often working with a particular group of pupils to take their learning forward. Marking is effective and evaluative, giving pupils a good idea of how to improve. The conscientious and enthusiastic co-ordinator manages the subject very effectively. She provides good support for all her colleagues. The regular assessment system with good analytical procedures enabled teachers to track the improvement in standards in the subject after a recent dip. Teachers monitor individuals and groups to ensure that work is pitched at the correct level to take them forward in their learning. All groups of pupils are integrated into lessons and those from minority ethnic groups achieve as well as their peers. Those with special educational needs achieve well from their prior attainment with good support. Resources and accommodation in science are adequate for practical experiments.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

83. Standards in art and design by Year 2 and Year 6 are well above average and in design and technology they are above average. Standards are similar in design and technology but have improved in art and design since the previous inspection. All groups of pupils make good progress, including those with special educational needs. Those pupils who are from minority ethnic heritage also achieve similar standards to

their peers and their backgrounds are celebrated in art and design through studying of Islamic prints and ethnic patterns from Africa.

84. By Year 2 in art and design pupils study patterns and shape including Islamic patterns. They learn how to show light and shade in still life drawings in the style of Giorgio Morandi. Much of the information about this artist is taken from his web-site which pupils accessed in a Year 2 lesson. During this lesson one pupil said 'I can tell where the light is coming from'. Considerable discussion took place and pupils agreed that the light in this still life of vases and pots came from above. Pupils knew how to cross hatch with a pencil to show shade and followed the contours of the shape to give the impression of depth. After an extensive introduction many pupils produced an effective pencil drawing of a still life displayed on the desks. Pupils learn to use many types of media progressively including paint, print and modelling techniques and this is effective at developing a broad range of artistic skills.
85. By Year 6 pupils explore their feelings through art and design and the impact that pictures have on their spirituality. For example, in one lesson pupils discussed the pictures of the Norwegian artist Edvard Munch and in particular his famous picture called 'The Scream'. Pupils were very articulate in discussion and used words like 'body language', 'fear and confusion'. One pupil said that he would not like the picture on his wall and that he found it disturbing. The picture aroused strong feelings and pupils analysed the background as well as the subject to establish the mood of the picture. They know that representational art was superseded by expressionism and abstract art, once photography had been developed. Around the school are many examples of pupils' work in different styles with some particularly good examples of work in the abstract styles of Jackson Pollock and Joan Miro. Three-dimensional sculptures in the style of Henry Moore and Barbara Hepworth are of high quality. Pupils also keep a sketchbook or in some cases a series of folded sheets on which they design and show their ideas. Information and communication technology is used in art and various paint and draw programs are used.
86. In design and technology, Year 1 pupils carefully draw designs of what they are to make. For example, they observed various types of playground apparatus in the locality before designing what they would like to have at school. They produced models of various types of swings, roundabouts and slides using straws, wooden disks, pipe cleaners, glue and tape. They showed imagination in their construction and, after evaluation, realised that they were not always strong enough. One pupil said of his swing 'if I put weight on the seat it bends in the middle.' A good discussion took place about how to reinforce the structures. Much good work takes place which is photographed and kept as a record of what pupils have designed, made and evaluated, giving a good record for assessment.
87. In Year 6 pupils make controllable and motorised vehicles. These range from boats to remote controlled aeroplanes and helicopters. Pupils have spent much time and effort designing the body of the vehicle and understand that it now needs a chassis if it is to be controllable and motorised. During the lesson pupils considered what they needed to do to make their models work, taking into account the weight of the motor and methods of steering. By the end of the lesson some pupils had achieved motorisation by the use of elastic bands and their models worked well, much to their delight. There is some use of information and communication technology, in design and technology mostly in terms of research on the Internet, but this is an area for further development. Pupils enjoy both art and design and design technology; they are well motivated and determined to produce high quality work due to the very good teaching of these subjects.

88. The quality of teaching in both subjects is very good and reflects the school's ethos of providing an enriched curriculum. Lessons are very well planned and teachers have good subject knowledge, manage pupils very well and lessons are productive. A particularly strong feature is the oral preparation before pupils commit brush, pen or pencil to paper. A great deal of valuable and effective discussion takes place and this makes pupils think and take responsibility for their own learning. The insistence on high quality work is another good feature and pupils are encouraged to produce work of the highest quality.
89. Both subjects have enthusiastic co-ordinators who are determined to develop them to the fullest extent. They monitor planning and outcomes and, working closely as a team with their colleagues, ensure that work of high quality is produced. Assessment is informal during lessons but is effective. Resources are good and readily available for teachers to use.

GEOGRAPHY

90. Standards have been maintained since the previous inspection. By the end of Year 2 and Year 6 pupils reach standards expected of their ages and make sound progress. However, not enough use is made of assessment data to raise expectations for both teachers and pupils, and to help pupils become more independent in their learning.
91. By the end of Year 2 pupils explore the physical and human features of an island community. They find out about some aspects of life in Australia and properties of geographical features such as the Great Barrier Reef. They develop their skills in fieldwork by initially recognising features of their route to school, then by exploring the local park. They further develop this by looking at the development of human and business activities in the local high street. Pupils develop their language and number skills effectively by writing descriptive reports and analysing data collected on their local visits.
92. By Year 6 pupils have studied water cycles and built upon this in their study of rivers. They develop their fieldwork skills during their study of a local river. Pupils are aware of the features of different geographical and climatic regions such as deserts, polar ice caps and rain forests. They gather knowledge about other countries and compare their features. On a field visit to the Isle of Wight pupils study coastal erosion. Pupils use a range of maps to locate places and are confident in their use of atlases. However, more could be done to ensure that they are confident in the use of Ordnance Survey maps of differing scales, thus enhancing their numeracy skills. Some use is made of the Internet to gather information but more use could be made to enhance pupils' research skills.
93. Analysis of pupils' work shows that the quality of teaching and learning is satisfactory. A lesson observed in Year 2, where pupils prepared for their visit to a local high street, was very good. In this lesson pupils' expectations of what to observe were increased from simply looking at the shops, to observing types, and considering why small shops were moving from the area. Higher attaining pupils were asked to consider why people in the high street were making journeys. Geographical skills, map work, fieldwork and vocabulary are developed well across all years in the school. These build upon what pupils have previously learnt. More opportunities could be made for developing pupils' numeracy and literacy skills in working with scales and in writing extended descriptions and reports, especially in Years 3 to 5. Better use of

assessment information would enable teachers to increase their expectations and so match their teaching to the needs of all pupils, especially those of higher attainment.

94. Pupils are well motivated and interested in their learning. They are very well behaved and relate very well to both their teachers and to each other. They listen carefully and show respect for each other.
95. The subject is led and managed satisfactorily. The co-ordinator is experienced and knowledgeable and is available to support teachers. However, assessment is not sufficiently used to set appropriately higher standards and provide more challenge for higher attaining pupils.

HISTORY

96. Standards have been maintained since the previous inspection. Pupils make sound progress and, by the end of Years 2 and 6 reach the expected standards for their age. However, standards are not high enough and more could be done to challenge the higher attaining pupils in Years 3 to 6.
97. By the end of Year 2 pupils recount the order of events in the Great Fire of London in the sequence in which they happened. They understand why the fire fighting methods of that time were different to those of today. Pupils recognise the changes that have taken place at the seaside and understand that some things change whilst others stay the same. Pupils compare Romans and Celts at the time of the Roman invasion of Britain. This insightful work provides some extra challenge for all pupils as they distinguish the differences of development of the two cultures.
98. By Year 6 pupils adopt a consistent, questioning approach to topic material. They make effective use of timelines to sequence events over short periods of time. They begin to look at evidence of the past through contemporary sources, as in the life of the rural labourer. They explore the times through biographies of prominent people such as Lord Shaftesbury. They understand the motives of Tudor explorers, through the study of contemporary maps. In Year 6 pupils explore city life and rationing in Britain during World War 2 and, through descriptive writing, consider the role of the air raid warden. They explore life in Britain in the 1960's through the life and songs of the Beatles.
99. The quality of teaching and learning is satisfactory overall and sometimes good. For example, in a good Year 4 lesson, pupils investigate census data from 1851 and 1891 and compare the pattern of family life. After working with printed copies of the information they then look at handwritten copies of local data to find out living patterns in the locality. In Year 6 pupils are taught well to use their literacy skills, for example analysing the words to Beatles' songs and researching to gather information from various sources. However in another year group, the potentially challenging plan to teach pupils about Elizabethan explorers proved less effective because of the lack of preparation and sufficient, suitable written resources.
100. Pupils are very well behaved and very well motivated in their learning because of the very good relationships between them and their teachers. The overall responsibility for the subject lies with the headteacher. Whilst this is sufficient and provides effective leadership, more needs to be done to manage the provision. Resources are not carefully targeted to lessons, planning does not fully build upon skills that pupils already have and assessment data is not used effectively enough to set appropriate standards, especially for higher attaining and gifted or talented pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Attainment at the end of both Year 2 and Year 6 is above national expectations and pupils make good progress. By the end of Year 2, pupils have incorporated the use of a small programmable robot called 'the turtle' with their physical education work, learning about turning right and left. Using a painting program they have drawn their own faces on the computer. They manipulate the mouse dexterously and can choose and change letter sizes and styles when word-processing. They also change the colours in a painting program and print out their work in different colours. Pupils generate text by simple word processing and some use the keyboard well. They know how to handle information confidently and how to import it into a database.
102. By the end of Year 6 pupils each prepare a multi-media presentation of their history work on the Beatles. They know about technical terms such as 'hyper links' and 'hot spots'. Year 5 create a newspaper of Tudor times in their history, incorporating pictures from the Internet using the cut and paste command and selecting a variety of fonts and pictures. Year 4 use details from cereal packets to make a database about energy, proteins, carbohydrates, fibre and sodium. Pupils enter the nutritional values on the database and then sort and rank the information. For example, they asked the question, 'Which cereal has the highest sugar content in ascending order?' Such work represents a good link with numeracy. Year 3 worked effectively on sending e-mails with attachments.
103. Achievement in lessons is good. A pupil with special educational needs was seen to type exceptionally fast. Indeed, all groups of pupils achieve well in this subject. Those from minority ethnic groups achieve similar standards to their peers and pupils with special educational needs progress well. They learn how to control devices with increasing confidence as they move through the school. Skill in accessing what has been stored on a computer increases well with age and pupils use the mouse and keyboard effectively to operate a wide range of programs. They learn how to word process efficiently from an early age.
104. The response of pupils in lessons is excellent. They enjoy the use of technology and work with good concentration using the equipment with care. They work together well and share their knowledge and understanding. This helps them achieve well in their use of information technology. They are well behaved and have good relations with each other and with adults.
105. The teaching of information technology is good. Teachers' and classroom assistants' knowledge is good. The teachers undertake direct teaching and this is effective. Pupils acquire appropriate skills and knowledge so that they learn to work independently, with classroom assistants helping with any problems which arise. Teachers' expectations are high and cross-curricular work, which incorporates information and communication technology, reinforces each area of learning and challenges pupils. Planning is clear and ensures there is good coverage of national curriculum requirements. The use of equipment is well organised. There is good leadership and management of the subject by the headteacher helped by a co-ordinator who is developing cross-curricular links. The school has ambitious plans for the enlargement and development of the computer suite to enable wider use. Assessment procedures record pupils' achievement accurately across the school. Most of the National Curriculum programmes of study are covered but the school does not have the facilities for 'data-logging' and some aspects of 'control technology'.

MUSIC

106. By the end of Year 2 the level of attainment in music is well above expectations for pupils' age, especially in singing, and they make good progress. Pupils sing very well and remember songs off by heart. They control their breathing well, have a good understanding of rhythm and sing in tune. Pupils name a wide variety of musical instruments and keep the pulse and a rhythm using these instruments. They know the difference between pulse and rhythm. They know the meaning of pitch and dynamics. Pupils describe confidently how they make their sounds and listen well to the sounds others make. They have successfully taken part in public performances. Pupils learn to play recorders confidently. Different groups, such as those with ethnic minority heritage, achieve as well as their peers and are fully integrated into lessons. Pupils with special educational needs achieve similar standards to their peers. By the end of Year 6 attainment in all musical activities is also well above national expectations. Pupils make very good progress and sing confidently, quickly learning new songs and descants. Their pronunciation is good and variation in expression and phrasing are well above average. Pupils sing confidently and in harmony. They play both tuned and untuned instruments demonstrating control and rhythmic accuracy.
107. Pupils learn to play the recorder in Year 2 and continue in Year 3 as part of their weekly music lessons. Some pupils in Years 3 to 6 also have recorder lessons with a visiting teacher. About a third of pupils have individual instrumental lessons. They practise, rehearse and give performances to an audience. They have made a recording of their composition and performance of gospel music onto compact disc. Year 4 investigated mood and image in music through group compositions using keyboards and a variety of tuned and untuned instruments, contrasting the different moods in two verses of a poem. Their work is recorded by the teacher to use for assessment purposes. A Year 6 lesson based on pupils' knowledge of the African 'polyrhythms' enhances their understanding of African culture. Pupils worked independently in small groups, composing and then appraising each other's work. All pupils have good listening skills and an appreciation of a range of music.
108. Achievement in music is good with singing and composition being a strength. Pupils by the end of Year 2 increase their musical vocabulary and knowledge of percussion instruments. They achieve well in singing and recorder music. As pupils progress through Years 3 to 6, their ability to perform competently, to sing in harmony and to learn songs by memory increases. They build on and develop their music reading skills. Their composition skills are very well developed by the end of Year 6.
109. Pupils' attitude to music is very good. They behave well, listen attentively and enjoy joining in with the composition and performance. Pupils work well in groups and appreciate the need to co-operate in playing an instrument as part of an ensemble. Pupils treat resources with care, handling them well when carrying larger instruments to and from storage. Pupils prepare for performance, and in the choir work very hard. They attend three recorder groups and the ensemble in their own time and sing well in music assembly each week, the older pupils sustaining two-part harmony singing.
110. The quality of music teaching is very good. The enthusiastic specialist music teacher has secure subject knowledge, plans well and sets very high expectations of pupils' work. Lessons proceed at a brisk pace, following the setting of objectives for that lesson. Assessment opportunities such as recording of group works are regularly undertaken. Class management is good with praise for good effort.
111. Music is co-ordinated well and all aspects of the curriculum are taught. Most of the school music is taken by a specialist teacher who has designed her own scheme,

partly modifying a commercial scheme. There is emphasis on making cross-curricular links, for example with literacy, but not as yet with information and communication technology. Music often stems from word painting in poetry. Resources are adequate and include a suitable range of untuned and tuned instruments augmented by other instruments, for example, drums loaned by other schools. In the wider community the school has a good reputation for singing.

PHYSICAL EDUCATION

112. By the end of Year 2 and Year 6, standards in physical education are above those expected for pupils' age and pupils make good progress across the school. This subject is supported by a good range of extra-curricular activities including sport, which are well supported by parents. A full range of activities is covered including dance, athletics, games, and gymnastics. Pupils swim regularly. The great majority learn to swim 25 metres by the time they leave school and take part in water safety skills leading to an award. Many pupils swim 100 metres comfortably by the time they leave school, a good standard. All groups of pupils are fully integrated in physical education and achieve similar standards to their peers.
113. By Year 1 pupils change quickly and quietly for physical education into suitable clothing. They warm up enthusiastically by stretching and curling to loosen up ready for dance. They move about the hall in a co-ordinated and rhythmical way showing very good spatial awareness and awareness of others. They reflect on the way the music makes them feel, such as sad or scared and pupils of higher attainment demonstrate their feelings effectively through expressive movement, making good links with literacy and spirituality. By Year 2 pupils work well collaboratively in an outside games lesson that involves throwing skills. The teacher's constant reinforcement and encouragement means that they achieve a good standard and when they work in pairs with a bat and ball, skills are improving, leading to pupils being able to play small bat and ball games well. Pupils become aware of their own bodies, one pupil says 'I feel hot!' and the teacher explains what is happening to cause this.
114. By Year 6 pupils show various balancing and stretching techniques. The initial part of a lesson, the warming up, is taken by a boy and girl who make a very good job of demonstrating what they want other pupils to do. They had planned this part of this lesson themselves with some help from the teacher but the work set was challenging. Giving pupils this responsibility to teach part of the lesson recognised the maturity of the pupils concerned. All pupils taking part did so seriously and respected the instructions of the pupils chosen to take the task. During this lesson pupils were actively involved in developing their skills of throwing, catching, and batting. This developed the skills needed for large team games such as rounders and cricket but with more opportunity to be active in these smaller derivative games. The consistent improvement of skills is evident and pupils achieved well during this lesson.
115. The quality of teaching is good overall and often very good. Teachers have good subject knowledge, manage pupils very well and the excellent relationships established between staff and pupils and pupils themselves means that behaviour is very good. Pupils stay on task for long periods enabling the pace of lessons to be brisk and productive. This leads to high quality learning in lessons. Lessons are well planned and teachers have good subject knowledge. The subject is low priority in the school at present although the school is actively engaged in The National Healthy Schools Initiative, which encourages pupils to be more active. Good subject knowledge means the subject is taught well. The deputy headteacher leads and

manages the subject well and is available for advice and guidance. The school has a good range of equipment including large and small apparatus. It also benefits from a good sized grass area suitable for athletics and team games.