

# INSPECTION REPORT

## **POTLEY HILL PRIMARY SCHOOL**

Yateley

LEA area: Hampshire

Unique reference number: 116059

Headteacher: Mrs A Fletcher

Reporting inspector: S Tweddell  
1709

Dates of inspection: 9 – 12 June 2003

Inspection number: 247610

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Potley Hill Road Yateley
Postcode:	GU46 6AG
Telephone number:	01252 876106
Fax number:	01252 875187
Appropriate authority:	Governing body
Name of chair of governors:	Mr T Wickstead
Date of previous inspection:	20 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1709	Sandra Tweddell	Registered inspector	History Modern foreign languages English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievement How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9388	Anthony Mundy	Lay inspector		How high are standards? b) 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?
19388	Mike Williams	Team inspector	English Art and design Physical education	How good are the curricular and other opportunities offered to pupils?
22942	Jacqueline Cousins	Team inspector	Science Music Foundation stage Special educational needs	
18502	Vivienne McTiffen	Team inspector	Mathematics Design and technology Geography Information and communication technology Religious education Educational inclusion	

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

### **INFORMATION ABOUT THE SCHOOL**

Potley Hill Primary School takes pupils from the age of 4 until 11 and is situated in a relatively advantaged area. There are 306 pupils on roll, almost the same number of boys as girls although there are twice as many girls as boys in Year 1 and many more boys than girls in Year 4. The number of pupils entitled to free school meals is well below average. Children enter the reception class in the year in which they are five. Younger children attend part-time initially and by January, all attend full-time. The majority of pupils are from white British homes and a few come from other white or Asian backgrounds. Five pupils come from homes where English is the second language and a very small number of these are at early stages of learning English. The number of pupils with special educational needs and a statement of special educational need is below average at 8.5 per cent, but it has been above average until recently. The attainment on entry is above the national average but in line with the average for Hampshire.

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

Potley Hill Primary is an effective school in which pupils make good progress in many subjects and by the end of Year 6 attain standards that are well above average in English and mathematics. Their personal development is excellent. The school has gone through a period of significant change that has affected attainment in some subjects. Under the very good leadership of a new headteacher, attainment is rising. The headteacher is fine tuning the management systems and the overall leadership and management of the school are good. Subject co-ordinators lead effectively, and teaching is good. The school provides good value for money.

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

- Leadership and management are effective and governors fulfil their role well. The team work throughout the school is very good.
- Teaching is good and many lessons are very good.
- Attainment is well above average in English and mathematics by the end of Year 6 and pupils make good progress in many subjects.
- Pupils are very well behaved, have most positive attitudes towards their work and attendance is very good. Personal development and relationships are excellent.
- The curriculum for children in the reception class is very good.
- Excellent extra-curricular provision contributes to the high standards.
- The provision for moral and social development is excellent.

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

*The school has identified these areas for improvement and is working on them.*

- Assessment is not yet used sufficiently well to promote high standards in all subjects.
- There are differences in attainment between boys and girls.

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

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

The school was last inspected in October 1997. It has made good progress overall and very good progress on the issues that were identified for improvement. The provision for information and communication technology (ICT) has improved significantly and attainment is above average, whereas it was below average. The provision for special educational needs has improved. The strategic planning of the school has developed well and is clearly focused on maintaining high attainment. Attainment in English and mathematics has improved since the last inspection, as has the quality of teaching.

## 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	C	B	B	C
Science	C	B	B	C

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

The table shows that attainment at the end of Year 6 in comparison with all schools in England has been well above average in English for the past two years, and above average in mathematics and science. In 2002, in comparison with similar schools, attainment was above average in English and average in mathematics and science. At the end of Year 2, attainment in reading and mathematics has been well above average, and in writing above average. In comparison with similar schools, attainment in reading and writing in 2002 was average and in mathematics was above average. Boys have done less well in English than girls to start with, but by the age of 11 have done better. The school has been investigating why this is so, and is carrying out research into this, starting in September. The school missed its targets for 2002 by a fine margin. The trend in performance over time has been broadly in line with the national trend.

The inspection found that recent management action is increasing the rate of progress that pupils make, and it is now good overall. Pupils are prepared well in the foundation stage for entry to the main school and they maintain the good progress they make to reach well above average standards by the end of Year 2 and 6 in English and mathematics. Attainment in writing is not as high as in listening, speaking and reading. Although above average, attainment could be higher in science. Attainment in, history, art, design and technology and religious education is average and could be higher. Pupils make good progress in geography, ICT, music and physical education. Higher attainers make good progress as they are identified and are given work that challenges them. Lower attaining pupils are supported effectively by teachers and learning support assistants, so make good progress. The very small number of pupils for whom English is an additional language achieve well. Pupils with special educational needs also achieve well because of the high quality of support. The gap in the progress of boys and girls is closing as the school has focused on this, although more work is planned.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard, enjoy school and take part in a wide range of activities.
Behaviour, in and out of classrooms	Very good. Pupils are polite and treat one another with courtesy.
Personal development and relationships	Excellent. This contributes to the rising attainment. Pupils are prepared well to take a role in society.
Attendance	Very good.



## 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.*

Teaching is good overall and many lessons are very good or excellent. The teaching of English and mathematics is good overall and literacy and numeracy are taught well. All groups of pupils are beginning to be taught equally effectively as the school has successfully focused on this. There are many good examples of work being carefully planned for different abilities, although more needs to be done in science. Teachers plan well and use planning effectively so that pupils' learning builds on what they have learnt before. Work is always marked, by sometimes does not suggest how work can be improved. Most lessons proceed at a brisk pace, motivating the pupils. Learning support assistants, parents and teachers work cohesively as a team, guided well by the teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children in the reception classes is very good. Across the school, the curriculum is planned to take account of the needs of all learners. The provision for personal development is a key strength. The range of extra-curricular activities is excellent and contributes to high attainment.
Provision for pupils with special educational needs	Good. The provision is effectively managed and learning support assistants use their expertise skilfully.
Provision for pupils with English as an additional language	Good. The very few pupils are supported well by outside agencies and their teachers. The school uses its own resources well to support these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for moral and social development is excellent and for spiritual and cultural development is good. This is one of the reasons for the very positive attitudes and behaviour.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare are very good. Pupils are strongly encouraged to attend regularly and punctually and to behave. Assessment procedures are good, but they are not yet fully used to ensure that attainment is high across all subjects.

Partnership with parents is very good as staff try to involve them in their child's learning. Most parents hold the school in high esteem.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's very good strategic leadership is resulting in a rise in attainment. The two deputies support her very well. Subject co-ordinators lead and manage their subjects well. Their role is being developed effectively. Management systems have been reviewed and are being appropriately refined. The very good team work in the school is a key feature in its success.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They too work strategically and have a clear picture of the school's strengths and where it needs to develop. They give good support to the school.
The school's evaluation of its performance	Good. This is an area that has been under review and is developing well. Information from the analysis of data is being used to raise attainment in English and mathematics.
The strategic use of resources	Good. Governors and staff manage the finances prudently.

The match of teachers and support staff to the needs of the school is very good. Accommodation is good and the school is well resourced. Governors and staff apply the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children make good progress. They are taught well and expected to work hard.</li> <li>Children like school, they behave well and are helped to become mature and responsible.</li> <li>Parents would feel comfortable about approaching the school with any concerns.</li> <li>The school is well led and managed.</li> <li>There is an interesting range of activities outside school.</li> </ul>	<ul style="list-style-type: none"> <li>Twenty-two per cent of the 119 parents who responded are concerned about homework.</li> <li>Twenty per cent would like more information about how well their child is doing.</li> </ul>

Inspectors are in agreement with parents about the areas that parents see as effective. Homework is set by all teachers but it can be set irregularly. Parents receive satisfactory information about how well their child is doing, though there is little information in reports about what they need to focus on to improve their work. However, reports on children in the reception classes are of a high quality. Parents are invited to come into school to discuss their children's progress, and teachers are always willing to talk to parents if the parent has concerns about progress.

## **PART B: COMMENTARY**

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

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

1. Since the last inspection, the school has undergone major changes in staffing and in leadership. A national focus on literacy and numeracy has reduced the time for other subjects, so that although attainment in English and mathematics has improved and is now well above average, attainment in history, art, design and technology and religious education has dipped and is broadly average. In science, standards are above average but could be higher. The headteacher has recognised this and is making further changes to the management systems to improve progress. Attainment started to rise last year and the trend is continuing. Last year, the school was awarded the school achievement award for improving progress.
2. Children enter the school with attainment that is above average, but this masks differences between girls and boys, where in some years, there are significant variations between their attainment. For example, in the current Year 2, the attainment for girls on entry was much higher than the boys in language and the reverse was true in science. Attainment at the end of the current Year 2 in English is higher for the girls than the boys and, in science, is higher for boys.
3. Children in the reception class make good progress and most of them reach the outcomes that will prepare them well for entry into Year 1. They develop confidence, relating well to other children and to adults. This confidence extends into their physical development so that they are not afraid to try out large equipment and they move with good regard to one another. Their skills of literacy and numeracy are good and they enjoy reading and writing. Their creative development is a strength, fostered by their teachers. Many become interested in the world around them.
4. One of the changes introduced by the headteacher, building on previous practice, is the teaching of more able pupils and those of lower ability. Co-ordinators for both groups have reviewed their role and now provide advice and support; teachers have the responsibility of planning work to suit the ability of both ends of the spectrum. The introduction of *fast track* groups (where special provision is made for gifted and talented pupils), for literacy, art and numeracy is supporting the progress of these pupils. A few pupils with special educational needs achieve average standards in reading, writing, mathematics and science as a result of effective teaching.
5. The small number of pupils for whom English is not their first language are supported well by the provision that the school makes and they make good progress in learning English.
6. For a number of years, boys have outperformed girls at the age of 11, although at the age of seven in English, they have fallen behind the girls. The school has looked for the reasons for this and found nothing evident. The inspection team could find little explanation; teaching takes account of the needs of both girls and boys as do the resources that are used. Differences in attainment on entry is one possible explanation. Another is that the boys are always eager to respond and are frequently happy to take the lead; sometimes they are highly competitive. Some girls are more cautious and unwilling to take risks. Next year, a research project is taking place to look at this more closely.
7. Attainment in English is well above average by the age of 11; skills of speaking and listening are high for both girls and boys. Teachers are skilled at encouraging discussion and extending oral skills. Attainment in reading is also well above average, drama is used strategically to further oral skills and skills of reading. Attainment in writing is above average at the end of Year 2 for girls and average for boys. At the end of Year 6, attainment in writing is well above average. Staff have reviewed how they teach the national literacy strategy and are changing their approach to raise the attainment of writing to the levels of the other elements of English. Pupils apply their skills of literacy well in other subjects.

8. The inspection found that pupils' progress in mathematics is accelerating as the improvement in provision starts to have an effect. Attainment in mathematics is well above average and pupils make good progress, although this may not be reflected in national test results this year. Pupils apply skills of numeracy well in subjects such as art.
9. Attainment in science is above average and pupils make satisfactory progress, although attainment could be higher. One of the reasons for the lower attainment is the challenge of tasks for all pupils. Sometimes, there is little challenge so pupils do not learn as they should.
10. In geography, ICT, music and physical education, attainment is above average and pupils make good progress from their attainment on entry to the school. Most pupils confidently use ICT to support their learning in most subjects.
11. The school is well placed to raise attainment further under the effective leadership and the refining of management systems.

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

12. Pupils have very good attitudes to learning. Ninety five per cent of parents who returned the pre-inspection questionnaire confirmed that their children like school. Inspection evidence endorses this view. Pupils' attitudes have maintained the standard noted in the previous report.
13. Pupils come to school very enthusiastically, and they greatly enjoy lessons, informal activities and clubs. In all year groups they work independently, without needing close supervision. They listen attentively to their teachers and to each other, and respond eagerly to questions. During the inspection, excellent attitudes were seen in a very good Year 3/4 personal and social education lesson. In table groups, pupils listed changes to lifestyles or relationships that might affect them in the near future. Each group wrote quickly and legibly on a large sheet of paper, and then discussed their feelings about impending change. In this exciting, fast-paced lesson, pupils' behaviour was exemplary when writing, talking to each other or to the whole class, and they cleared away instantly at the teacher's request.
14. Behaviour in classrooms and in the open areas of the school is usually very good or excellent, and maintains the very high standards noted during the previous inspection. Very good behaviour contributes to pupils' very good progress because, without frequent pauses or distractions, teachers move lessons ahead at a good pace. Pupils with special educational needs behave very well because of the very effective management skills of teachers. In French lessons, pupils of all attainments listen carefully, speak confidently, and persevere to improve their reading skills. Pupils are thoughtful and mutually respectful. Incidents of aggression or bullying between pupils are very rare, and are managed promptly and sensitively when they do occur. There is mutual respect between staff and pupils; one example is pupils courteously standing back for teachers. When an inspector stood back to allow a Year 1 pupil to go through a door, the pupil, in an adult manner, thanked the inspector.
15. Pupils' personal development is excellent because the school makes very good provision overall for their spiritual, moral, social and cultural development. In each of these areas their responses are at least very good, and are often excellent. In assemblies, pupils participate fully to the extent required of them. They are reverential, and follow the examples of the staff when praying and singing. During the inspection, in a Year 2 music lesson, pupils listened attentively, then carefully drew patterns on paper to illustrate their feelings about the music. Pupils are generous of spirit, fund-raising enthusiastically for local and national charities. They regularly and enthusiastically visit and entertain senior citizens at an adjacent day care centre.
16. In all year groups, boys' and girls' interest in a wide range of dance, performance, sport and other activities enables them to work amicably together, without tension or embarrassment. During the inspection, mixed teams of boys and girls in Year 5/6 played a skilful, competitive after-school rounders match with admirable sportsmanship and good humour. In practical music lessons, pupils are lively and motivated. They have very good understanding of western culture, and some understanding of other faiths and cultures.

17. All pupils understand and apply the concepts of right and wrong. In the Reception classes, children know that they must not use 'bad' language; and they know how to respond if they find a child alone in school. Year 6 pupils are appointed as informal 'buddies' for younger pupils. In assemblies Year 6 prefects are positioned to observe and report on behaviour, and to award merits of equal value to a teacher's merit. Money and personal possessions brought to school are never misappropriated. Pupils accept a variety of responsibilities in their classrooms and as elected members of the influential and respected school council. Year 6 elected team captains have responsibility for selecting and organising teams for inter-house competitions. With minimal adult supervision, pupils maintain the school library. They use sophisticated technology to track book loans and returns. All year groups are interested in environmental care, and have responsibility for removing litter from the school's extensive grounds.
18. Pupils understand the importance of self-discipline, and they know that actions have consequences. When working in small or large groups they happily exchange ideas and share materials. They are very proud of their school, and are careful to avoid damaging the many attractive artefacts and displays. Pupils are co-operative, friendly and respectful to their peers and teachers. They are relaxed and adept with visitors. There were no exclusions in the school year 2001/02.
19. Attendance is very good, and is significantly above the national average for primary schools. No unauthorised absences were recorded in the school year 2001/02. Pupils arrive punctually each morning, and settle quickly to work. Regular attendance has a positive effect upon their attainment and progress.

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

20. Teaching across the school is good and about a third of lessons are very good or excellent. More than three-quarters of lessons are good or better. In Reception, Year 1 and Year 2, more lessons are very good or excellent; this is because the lessons sometimes have more sparkle; also the match of task to the ability of pupils is sometimes closer. Teaching of science, design and technology, history is satisfactory and of all other subjects except French is good. French is taught very well.
21. Teaching in the reception classes is good overall and there are many examples of very good practice. The teachers have a very good understanding of how young children learn and the pace, challenge and expectations of the children are appropriately demanding. Children's learning in all areas of the curriculum increases quickly. Teachers have high expectations of children's independence that supports the children's growing confidence.
22. Across the school, pupils with special educational needs achieve well in literacy and numeracy because of good teaching. Teachers carefully plan work that will interest these pupils and help them to develop specific skills. Class teachers use classroom assistants well to work with pupils who have special educational needs to ensure that basic skills are suitably developed in the middle part of lessons. However, teachers do not often use classroom assistants for assessment activities at the beginning and ends of lessons, nor do they always link comments about the pupils' progress to their personal targets. The teachers' effective organisational skills enable pupils with special educational needs to take a full part in lessons. Effective arrangements for the teaching of literacy and numeracy mean that there are small numbers of pupils in each class. This ensures that those with special educational needs receive considerable amounts of time from the class teacher and specialist teachers.
23. Likewise, the very small number pupils who are new to English are taught well. The school seeks external provision when it is needed and puts in its own resources to ensure that these pupils make the best possible progress. Sometimes, these children are withdrawn for specialist support which they need as they are very insecure with the language and the culture of the United Kingdom. In these sessions, the pupils flourish, greatly appreciating the support they are given and relating very well to their teachers. In class, the learning support assistants are assigned to ensure that the pupils can join in; in one example in mathematics, a pupil talked quietly to his helper about telling the time. The teacher noticed this and asked him for an answer which he got

- right. He, his helper and the teacher were delighted with this response. It gave him the confidence to put up his hand to another question. Where there is no support, teachers ensure that these pupils understand what they are expected to do.
24. There are differences in the attainment of boys and girls, and the inspection team tried to find out why. When the whole class is being taught, teachers ask questions of both boys and girls. Boys are often more eager to put up their hands than girls, but most teachers ensure that they bring the girls into the discussion. Some girls are more diffident, preferring to be correct rather than to venture a guess. In an art lesson, a girl wanted to try out her ideas on paper before using her sketch book, which is designed for trying out ideas. When working in groups and pairs, pupils often sit in gender groups. A few teachers try to mix the groups but when the groups are of the same sex, teachers again ensure that all receive equal attention. The resources that are used appeal to both boys and girls. There was no apparent reason for the differences as the school's own research shows. More work is planned to examine this.
25. Higher attaining pupils are given work that challenges them in most subjects, although there are some occasions when this does not happen. The school has been focusing on ensuring that all groups of pupils are challenged appropriately by their work and teachers are mostly successful. In one very good example in another art lesson, all pupils were taught the techniques for portraying perspective when painting buildings. A group of higher attaining pupils, which included gifted artists, were then taught separately and shown more advanced techniques, appropriate to their greater understanding. They produced work of a high quality as a result. In a few lessons in subjects such as science, geography and religious education, higher attaining pupils are not challenged sufficiently.
26. The teaching of literacy, numeracy and ICT is a focus of the school's development as part of the review into the curriculum. Generally, they are taught well and pupils are encouraged to use their skills in most other subjects, although in science, there was little evidence of numeracy and ICT being used to develop scientific understanding. Staff are starting to encourage pupils to use their skills of writing in subjects such as history, but there is some inconsistency. In the best practice, pupils are encouraged to explore their ideas, for example, about life in the second world war. Each class has lessons in ICT and teachers are confident to use it because they have good support from the co-ordinator.
27. The headteacher monitors the quality of teaching and this is why there is good consistency across all classes. Some of the strengths in the teaching are:
- Planning that ensures that pupils build on their prior learning and ensures that no time is wasted. Pupils are therefore motivated and want to learn. The planning also supports teachers' understanding of the subject, enabling them to teach it effectively.
  - Learning support assistants and parents work very effectively under the expert guidance of the teacher. This very good team work not only extends the pupils' learning, but acts as a good model for their personal development.
  - Teachers teach the basic skills of literacy, numeracy and ICT well so that pupils are consolidating and extending their use of these areas.
  - Questions often probe and extend pupils' learning.
  - Some teachers talk to pupils about what they are expected to learn in the lesson, particularly in literacy and numeracy. Pupils therefore know what is expected of them which focuses their learning.
  - All teachers have very good ways of managing the behaviour of pupils so that all can listen and learn.
  - Resources are to hand and used well so that interest is maintained and learning developed.
27. These features are present in many lessons. There are a few areas where teaching is not as consistent. Homework is set, but it can be irregular. Pupils spoke of sometimes receiving it all at once. Where homework was set, it extended the pupils' learning well. In music and art, pupils are not always encouraged to develop their skills of evaluation. Sometimes this is because time runs out. Years 1 and 2 have devoted a full afternoon to art which gives time to develop all the skills that are needed. Time in Years 3 to 6 is shorter as there is more to cover in the curriculum. Final sessions sometimes do not consolidate the learning that has taken place. These points are not present in all lessons.

28. In many lessons, all the good features of teaching came together to make very good or excellent lessons. In an English lesson with Year 5/6, pupils studied the pace and images of poetry. The purpose of the lesson was talked through with the class and the teacher's questions, particularly supplementary ones - such as, *Explain what you mean, Why?, Give us an example from the text* - were exceptionally effective in promoting intense discussion. Pupils responded with statements such as 'No, I don't agree - the spoken words speed up the text because you can say them'. Learning in this lesson was outstanding.
29. In another example, Year 1 pupils were using hockey sticks to develop their ball skills. The structure and planning of the lesson built on the pupils' previous skills and the pace of the lesson, coupled with the teachers' high expectations, led to most pupils moving from not knowing how to hold a stick to using it to hit a ball to a partner. The pupils met the challenge of this demanding lesson, because the teacher convinced them they could succeed.
30. Teaching is a strength of the school and has improved since the last inspection.

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

31. The school has maintained a high quality curriculum for children in the reception classes since the last inspection. It takes account of the new requirements for these children and provides a very good range of opportunities for children to make good progress across the six areas of learning. Teachers plan a rich and varied range of activities which use a balance of formal and practical approaches. Visitors are very effectively utilised. For example, farm animals were brought to the school so that children could learn about many aspects of these animals, from how to paint them to what they eat. All areas of learning are very well incorporated into the weekly tasks children undertake.
32. Provision for pupils with special educational needs is good overall. Curriculum planning takes into account their needs and support is provided both outside and inside the classroom. This ensures that pupils are suitably challenged and praised for their achievements. The pupils are encouraged to develop their thinking skills through answering direct questions as well as explaining what they understand. They are encouraged to think carefully for themselves. There is good provision for pupils with statements of special educational need. Care and attention to their needs are of good quality. For example, each pupil has an individual programme written against his or her very specific needs.
33. The curriculum for pupils in Years 1 to 6 is good, covering all the subjects of the National Curriculum statutorily required for this age group. Additionally, the school teaches French to pupils in Years 3 to 6. The provision for religious education meets the requirements of the local agreed syllabus. Personal and social education, including citizenship, health, drugs and sex education, are well provided for. The one significant weakness identified in the school's curriculum at the last inspection, the provision for information and communication technology for Years 3 to 6, has been successfully tackled. This is now a strong aspect of the curriculum.
34. The curriculum is broad, balanced and relevant. It is well planned over a two-year cycle to fit the demands of teaching mixed-age classes. Ability groupings are used to teach literacy and numeracy throughout the school. This is effective in helping to ensure that the provision is properly matched to pupils' abilities. All subjects have subject guidance. Virtually all of these have been recently revised to reflect the school's specific aims and circumstances. They are well planned. The history curriculum has not been reviewed recently and is insufficiently precise about the progression of skills to be taught to pupils from one year to the next. This affects pupils' progress. The guidance is due for review next year as part of a more extensive review of the school's curriculum overall.
35. Over the years, the school has steadily developed a curriculum rich in learning opportunities. The school has a strong musical tradition based on opportunities for pupils to learn to play a wide

range of musical instruments, and participate in regular musical productions. School drama productions also feature strongly. Educational visits to support the curriculum are extensive, including a week's residential visit to France for pupils in Years 5/6. Visits to museums and other places of educational interest are carefully planned into the teaching of many subjects. Extra-curricular provision is exceptional for a school of this size, especially in sport. The impact on standards of attainment in physical education is readily evident.

36. The school has effective strategies for teaching literacy and numeracy skills. Staff have received extensive training in both areas. Implementation of the national strategies for literacy and numeracy has been strengthened, especially in literacy, by initiatives designed to support particular groups of pupils, or particular aspects of the provision. Reading and writing have been the chief targets for such developments. The school has been concerned that the strong emphasis on literacy and numeracy in recent years has detracted from the quality of the curriculum overall. It highlights the need for improving the cohesion between literacy and other subjects, for bringing together the many strengths of the existing provision into a more creative and integrated curriculum for the school as a whole. Many good links already exist. Information and communication technology is well planned into many areas of the curriculum; speaking and listening skills are well promoted in religious education, design and technology and French, and the development of writing skills features prominently in provision for science and history in some classes, especially in Years 5/6. However, the school accurately assesses that these links are more the result of individual year group planning, or even individual teacher's plans, than the product of a school-wide strategy and plans. Tackling these issues has been appropriately identified as the main curriculum priority over the next two years.
37. The school's provision for personal, social and health education is very good. There is a separate guidance for this area of the curriculum which is taught as timetabled lessons alongside all the other subjects. Coverage of this area is also built into each subject's planning; for example, coverage of citizenship. Sex education, drugs education and health education are all very well provided for. The one lesson in personal, social and health education seen during the inspection confirmed the high quality of the provision.
38. All pupils have equal opportunity to take part in the full range of activities within the school. The occasions when pupils are withdrawn from lessons for extra-support are well managed so that pupils cover what they have missed in the lesson. The very small number of pupils for whom English is an additional language receive special support and have full access to the whole curriculum.
39. The community's contribution to pupils' learning is very good. The school takes full advantage of its position and circumstances in the community centre. There is a long tradition of links with the elderly, as visitors to the school and sometimes to participate very directly in pupils' learning; for example, in helping the Year 5/6 pupils with their history topic on war-time Britain. Links with the church, the local police and other community agencies are all carefully nurtured and effectively used to support the curriculum. The school's relationships with partner institutions are equally productive, not least with the secondary school with which they share the site. Links with local nurseries and play schools are also very strong, as are the connections with the local teacher training and further education institutions. All these links and the activities that arise from them add significantly to the life and work of the school.

### **Personal development**

40. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall, and has maintained the standard noted during the previous inspection.
41. Provision for spiritual development is good. Numerous displays of pupils' work include some thoughtful work in the style of famous artists. Assemblies and religious education lessons help pupils to gain personal insights, and to understand the feelings of others. In assemblies, they listen attentively to recorded or performed music. During the inspection, a guest speaker at assembly described the work of volunteers in a wild-animal sanctuary. Pupils were keen to learn more, but unfortunately, time ran out for their questions. A good relationship is established with a local church, and a clergyman is an occasional and welcome visitor. In lessons, teachers often



lead pupils to reflect on observations of the natural world. During the inspection, in a Year 5 art lesson, pupils expressed amazement at the familiar process of change as two colours mixed to make a new colour.

42. Provision for moral development is excellent, though never obtrusive. Pupils are encouraged to take responsibility for their own actions, and to make reasoned choices. The development of self-discipline is guided by a small number of school rules and by specific rules agreed in classrooms. In many lessons, teachers subtly introduce themes of friendship and difference, and explain why some actions by individuals have wider effects within the community. Pupils have great pride in their school, and show respect and affection for teachers and the other adults who help them every day. Pupils in Year 5/6 are appointed monitors for a range of duties, including playground leadership and lunchtime reception in the school office. Staff are very good role models, and the consistently good relationships between staff and pupils promote strong moral values in all year groups.
43. Provision for social development is excellent, as is the quality of the relationships overall. Year groups mix amicably in the playgrounds and, at lunchtime in the dining hall, boys and girls often choose to sit together. Older pupils are sympathetic to the needs and fears of children joining the Reception classes. In lessons, pupils are encouraged to work together, exchanging ideas and sharing equipment. Class discussions are usually structured to allow pupils of all attainments to contribute fully by speaking thoughtfully and listening carefully. Their comments are valued, and teachers often respond by inviting further discussion of issues. Each class elects two school council members, and the council meets monthly to discuss topics proposed by pupils or staff. The council is known to have influence on major decisions affecting the school community. In all classes, pupils have responsibilities for tidiness and taking care of resources. They enthusiastically raise money for local and national charities.
44. Provision for cultural development is good. Pupils visit local museums and places of interest, and sometimes travel to national centres in Portsmouth and London. Western culture is fully explored in performance, art and music. The school participates in the local May Fair. Each year, pupils in Year 5/6 are offered the experience of a residential week in France. The cultural heritages of Jews, Hindus and Muslims are discussed in religious education lessons, but are not reinforced by links with ethnic minority groups at home or abroad. No contact is established with schools in developing countries, and few visits are received from representatives of the wider domestic community. Staff are aware that more needs to be done in this area and are planning to extend opportunities for pupils to make contact with other cultures.

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

45. The safe and caring environment maintained since the previous inspection has a positive effect on the standards pupils achieve. Very good procedures are established for child protection and ensuring pupils' welfare. The teachers nominated as responsible officers for child protection are conscientious and well informed, but have not participated recently in formal training sessions. All staff, including teaching assistants and midday assistants, have good understanding of child protection issues, and are briefed regularly by senior managers.
46. The school has adapted and implemented the local authority's health and safety policy, including procedures for ensuring the safety of pupils on site and during out of school visits. Frequent fire alarm practices ensure that the complex, single-storey building can quickly be evacuated. Very good health and safety practice is supplemented by risk assessments for specific activities, and an annual whole-site risk assessment. In 2001 and 2002 pupils' efforts secured a national award and two regional awards in European Safety and Health Week events designed for adults in the workplace. The school site and buildings present no apparent risks to health and safety.
47. Two members of staff are qualified in aspects of first aid, and all teaching assistants have had some training. All staff are sensitive to the welfare needs of pupils. Very good supervision ensures pupils' safety in the vast area of playgrounds and fields at break times and lunchtimes. Midday assistants are conscientious and attentive, and are interested in pupils' activities.

48. Procedures for monitoring pupils' personal development are good, but informal. Although teachers have very good knowledge and understanding of individual pupils, the informal system does not provide a permanent and cumulative record, and staff leaving the school are unable to pass on information to their successors. Pupils of all attainments, and of all ethnic groups, and the small number of pupils with English as an additional language, are included fully in all activities. Pupils receive good individual care and support from class teachers and from the headteacher, who is affectionate and reassuring. Teaching assistants develop good relationships with pupils, and are skilled in curriculum and personal support.
49. The needs of pupils with special educational needs are identified early and external agencies are notified and involved as required. Class teachers and the special educational needs co-ordinator monitor pupils' progress termly and identify those requiring additional support. Some pupils attend specific activity sessions as appropriate. Individual education plans are satisfactory and are generally linked to targets for literacy and numeracy. Pupils do not have a copy of their targets, so they cannot refer to them in lessons. The school can demonstrate that these pupils make satisfactory progress in literacy and numeracy through the records that they keep. The school works effectively with a wide range of external agencies, including specialists, who support pupils with special educational needs.
50. A very good induction system settles pupils quickly into the Reception classes. Pupils joining other year groups settle quickly and happily into the school's routines. Very good procedures in Year 6 prepare pupils for transfer to secondary education. Pupils in all year groups are relaxed and happy in the school community.
51. Procedures are excellent for monitoring and promoting good behaviour, and teachers are skilled in behaviour management. A simple, effective system of merit awards acknowledges pupils' good behaviour, good work and effort. Outstanding achievement is recognised at weekly celebration assemblies, and by individual letters to parents. Examples of pupils' excellent work are displayed in the school's reception area. Each week, teachers nominate pupils to receive coveted invitations to the headteacher's tea party.
52. A very good anti-bullying policy includes clear definitions of bullying, and procedures for action. Parents and pupils have no concerns about bullying: they know that the very rare, reported incidents are promptly addressed by discussion and reconciliation. Staff and governors have not yet agreed a policy on the use of restraint by staff, and on procedures for noting incidents of restraint.
53. Systems for monitoring and promoting attendance are very good, but largely informal. Parents are aware of the importance of regular attendance, and families rarely take extended holidays in term time. A formal attendance policy is in discussion, to include first-day contact with home when a pupil is absent without explanation.
54. Procedures for assessing pupils' academic progress are good. In the Reception class, pupils are assessed through the local authority's baseline programme. Additional to the national tests in Years 2 and 6, the school uses similar test materials in other year groups to assess pupils' standards and levels of achievement in English and mathematics. Assessment is developing in most other subjects, but is still unsatisfactory in science. Standards of work are not evaluated systematically in all subjects within year groups.
55. The school's analysis and use of assessment information are satisfactory. Class teachers monitor the progress of individuals towards their targets, and subject co-ordinators amend overall planning in response to identified weaknesses. However, teachers do not discuss work in sufficient detail with pupils, and do not systematically talk to them about improvement. The assessment co-ordinator is currently studying the underachievement of girls in mathematics and science. She is working diligently to refine the current assessment system, but regular meetings for year group teachers are not yet established. Some teachers mark pupils' work erratically, and their comments often do not help to improve the standard of work. The provision of homework is inconsistent throughout the school.

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

56. Parents make a good contribution to their children's learning, and they have very favourable views of the school. This is a similar picture to that found in the previous inspection. At the pre-inspection meeting, parents' views were generally positive, and were confirmed by most responses to the pre-inspection questionnaire. However, 22 per cent of parents disagreed with a positive questionnaire statement about the provision of homework, and 17 per cent disagreed with a positive statement about the quality of information provided. The inspectors looked closely at these areas. They concluded that the quality of information is good, but the provision of homework is inconsistent.
57. The school has very good links with parents, and the inspection confirms very good relationships and very good two-way communication. Parents and friends helping in classrooms receive detailed guidance, enabling them to provide valuable help to groups of pupils and to individuals. The school has not recently enquired if parents have skills or interests to broaden the curriculum. Each year, the parents' association organises social events to raise money for school projects. The association has recently contributed to the development of the ICT suite, the infant courtyard and the library. Good co-operation is established between the parents' group and the governing body, and some families are active on both committees. Parents are well informed of the school's routines and expectations when their children enter the Reception classes, or join other year groups.
58. The quality of information for parents is good. The headteacher and her deputies greet parents daily in the playground. Teachers provide some curriculum outlines each term, and the school's regular newsletters are informative about events and important dates. A small number of parents attended a recent meeting to develop skills in supporting their children's reading. At two consultation evenings each year, parents are clearly informed of their children's progress. Annual written reports to parents in the Reception classes are highly informative, and are of satisfactory quality in other year groups. Reports show in some detail what children know and can do in the core subjects of English, mathematics and science, but do not always demonstrate how their attainment may be improved. The current report format provides inadequate space for teachers in Years 1 to 6 to write fully about foundation subjects. The prospectus and the governors' annual report to parents, 2002, include much useful information and conform generally with legal requirements. The headteacher is aware of these points and is planning to revise the reports next year.
59. Effective links are established between the school and parents who have children with special educational needs and those for whom English is an additional language. Regular meetings with teachers or the special educational needs co-ordinator means that parents are kept well informed about their child's progress. However, parents are not given a copy of the targets on their child's individual education plan. Staff are always available to discuss any concerns with parents before or after school.
60. Many parents want to be involved with their children's learning and help them at home. Parents confidently ask teachers for advice on general or particular issues related to their children's work.

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

### **Leadership and management**

61. The overall leadership and management of the school are good. The headteacher gives very good leadership. She has a very clear view of the strengths of the school and where it needs to develop, and she supports this view with careful strategic planning. She has a thoughtful approach to raising standards in the school and the very good team work is a result of her care for staff and pupils and her high expectations of them. Since her appointment a year ago, management systems have been reviewed and new approaches are gradually being introduced, based on a careful appraisal of where the school needs to grow. Some of the areas that are beginning to have an impact on attainment are:

- A review of the curriculum, particularly for mathematics and English;
  - Formal monitoring of teaching and feedback;
  - The place of assessment and its use to drive learning forward;
  - A review of the teaching of pupils with special educational needs and able pupils;
  - A close look at how teachers can ensure that work is suitable for the different levels of attainment;
  - Fast track groups for gifted and talented pupils;
  - The role of curriculum co-ordinators.
62. These developments are building on the work that was already taking place and which had begun to raise standards. All of these developments are supported very well by the two deputy headteachers and the very effective team work in the school. The deputies have major responsibilities for some of this work and they undertake their duties well. Staff are alert to the needs of each pupil in the school and take care to ensure all have the same opportunities to learn and to take part in activities.
63. Governors also have a strategic view of the school and their plans look ahead to five years. They fulfil their statutory duties well. They know the strengths of the school well and some of its development points. Many are frequent visitors to the school and some work in support roles, so they have a good knowledge of its work. They have undertaken a review of how they work and this has led to their allocating a class to each, to ensure that all classes have the support of a governor. Governors for special educational needs and literacy have monitored the provision formally. Apart from this, there are few formal systems - for example, to use their visits in a focused manner. They do however look for value in their spending in terms of rising attainment. Recent funding of the ICT suite is being reviewed formally with the success criteria being increased use and skills in ICT on the part of the pupils.
64. The leadership and management of children who are under five years of age are good. The co-ordinator is very familiar with the new curriculum and works diligently to provide a stimulating environment for children in their first year of school. There are good improvements since the last inspection in this area. Standards have improved in literacy and numeracy. The school has developed information and communication technology and reading resources. There is a more secure play area and increased time allocation of classroom assistants. Careful assessments are carried out as children start school but these are not yet being fully analysed and used effectively to tackle the imbalance between the standards achieved by boys and girls. More work is planned on this next year.
65. The role of the curriculum co-ordinators has been reviewed and all lead effectively. All have a regular schedule for reviewing their subject and a rolling programme has been set up to review curriculum areas in turn. Co-ordinators use the time allocated for the review of their subjects well. All regularly complete a formal review that feeds into the school improvement plan. They monitor planning and sometimes the work of pupils. Some have monitored the quality of teaching, but the headteacher has wisely decided to wait until all have had some training in observation, so that the time can be used productively.
66. In the last inspection, strategic planning was a weakness; it is now a strength. The school improvement plan has been reviewed to make the priorities more manageable and action plans for each priority clearly lay out the steps that are to be taken. Co-ordinators have judged the priorities for development in their areas of responsibility. Although these as yet have no action plans, the priorities that have been identified are appropriate. Staff are discussing how these might be included in the school improvement plan. The review of the work of the school is good.
67. The leadership and management of provision for pupils with special educational needs are good. Governors are kept very well informed about provision in this area. The co-ordinator has a good understanding of the needs of these pupils. She works well with the staff to ensure that the policy is implemented to pupils' benefit. The school has adopted the revised code of practice and all staff are aware of the terminology relating to pupils' levels of need.

68. The management of the provision for pupils who are new to English is also good. Care is taken to seek and to use external resources well, and the school funds some of the provision to ensure that pupils make good progress in learning English.

### **Staffing**

69. Staff in the school are well qualified and there is a good range of experience and subject expertise. Learning support assistants have been trained for their role. Staff are deployed well, for example, teachers who are skilled at physical education, music and French take these subjects for some colleagues who feel less confident. New staff receive good support to settle in. Professional development is given a high priority and is well managed, with a range of methods to disseminate widely the information that has been gained to all staff. Performance management is used well as part of this. In recognition of the school's approach to staff development, *Investors in People* has been awarded for a number of years.

### **Efficiency**

70. The previous inspection found that there were insufficient means of evaluating the cost effectiveness of spending. There has been a good improvement in this aspect of the management of the school. For example, the governing body are set to judge the impact on the quality of learning by recent spending on the ICT suite. Subject managers have carried out audits of their subjects and are responsible for purchasing resources. Their role is being more fully developed by giving them the responsibility to monitor the effect resources have on learning. Governors seek best value in their work, they compare the school's performance with that of other schools, seek competitive quotes before spending and undertake financial reviews to ensure that the school is achieving best value for money. They have looked ahead and have avoided a deficit by careful budgeting.

### **Accommodation**

71. Accommodation is good, although space in classrooms is limited for pupils in Year 5/6, and storage space is inadequate in some areas. Additional rooms are available for music and food technology. The junior library is a very pleasant room, well stocked with fiction and reference books. Classroom furniture is generally in good condition, and is suitable for all pupils in the primary age range. Very good displays of pupils' work enliven classrooms and open areas. Externally, the playgrounds and fields are in good condition. The school occupies a large section of a very large community site. The school's areas and building are free of vandalism and graffiti, and are commendably well maintained.

### **Resources**

72. Learning resources are good, and are very good in physical education. Resources for science are satisfactory overall, but are limited in some areas of electrical equipment. Although storage space is inadequate in some areas, most resources are accessible and well organised. The information and communications technology suite is a good resource. The number of computers available to pupils is above the national average for similar schools, and the quality is good.

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

73. Staff have identified what needs to be done to make the school even more successful. In order to achieve this goal, the headteacher, governors and teachers should carry out their plans to:
- (1) raise attainment in all subjects to that of English and mathematics by:
    - a. developing assessment and its use so that all pupils are appropriately challenged by their work;
    - b. ensuring that marking suggests ways in which pupils can improve their work and builds upon the targets that are set;
    - c. discussing work with pupils so they know how to make it better. (paragraphs 1, 9, 25, 27, 48, 54, 55, 93, 100, 103, 106, 107, 118, 123, 124, 140, 141)

- (2) ensure that girls learn as well as boys by continuing to use the methods that have been introduced and carrying out the plans to monitor more closely why boys do better. (paragraphs 2, 6, 24, 83, 86, 95)

Other areas that governors should consider in their action plan are:

- raising the awareness of pupils of the richness and diversity of a range of cultures (paragraphs 44, 113, 151)
- ensuring consistency in the setting of homework (paragraphs 27, 55, 56, 93, 100)
- letting parents know in reports how their child can improve their attainment (paragraphs 58)
- consolidating the work that has been done on the role of the subject co-ordinators (paragraphs 65, 66, 128, 137, 142)
- carry out the plans to review curriculum planning (paragraphs 26, 34, 36, 91, 94, 125, 128, 133)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	16	25	13	0	0	0
Percentage	7	28	43	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 one percentage point.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	306
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	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	21	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	23	23	23
	Total	40	41	42
Percentage of pupils at NC level 2 or above	School	89 (94)	91 (94)	93 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	21
	Girls	23	23	23
	Total	40	41	44
Percentage of pupils at NC level 2 or above	School	89 (85)	91 (94)	98 (98)
	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	32	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	30
	Girls	18	17	20
	Total	44	43	50
Percentage of pupils at NC level 4 or above	School	83 (84)	81 (74)	94 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	25	27
	Girls	16	15	16
	Total	42	40	43
Percentage of pupils at NC level 4 or above	School	79 (78)	75 (76)	81 (78)
	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	252	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	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	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	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	3	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***

### ***Financial information***

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

Total number of qualified teachers (FTE)	13.28
Number of pupils per qualified teacher	23
Average class size	27.7

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

Total number of education support staff	11
Total aggregate hours worked per week	193

*FTE means full-time equivalent.*

Financial year	2002/2003
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	£
Total income	725,723
Total expenditure	758,037
Expenditure per pupil	2,391
Balance brought forward from previous year	62,876
Balance carried forward to next year	30,562

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	306
Number of questionnaires returned	119

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	4	1	0
My child is making good progress in school.	42	51	5	0	2
Behaviour in the school is good.	52	47	0	0	1
My child gets the right amount of work to do at home.	24	55	17	5	0
The teaching is good.	50	48	2	0	0
I am kept well informed about how my child is getting on.	31	52	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	39	3	1	0
The school expects my child to work hard and achieve his or her best.	60	38	2	0	1
The school works closely with parents.	38	51	9	1	1
The school is well led and managed.	45	48	1	0	6
The school is helping my child become mature and responsible.	50	46	2	0	2
The school provides an interesting range of activities outside lessons.	45	48	4	0	3

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

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

74. The arrangements for children who are under six years old are good. The children join the school in the September before their fifth birthday. Children and parents visit the classroom and school before they start school. Parents have effective opportunities to discuss their children with the teachers. These arrangements successfully promote a very smooth transition between home and school and enable very good links with home to be established.
75. A large proportion of children in reception enter school with above average levels of knowledge and understanding for their age in many aspects. Overall the children's attainment on entry is above average. The teachers and classroom assistants work effectively to ensure that the class is calm and welcoming. This ensures that all boys and girls, including those with special educational needs, settle very quickly into school life and are very well motivated to learn. They make good progress overall and nearly all of the children are likely to achieve the nationally expected levels for five year olds. Over one-third of children achieve above average standards in literacy and numeracy. Therefore the overall standards of children who are under five years old are judged to be well above average as a result of effective teaching. This is a considerable improvement in standards since the last inspection when standards were above average. Teachers have developed standards by further raising their expectations of more able children.
76. The quality of teaching is good overall with very good features. A strong and effective team spirit is established between class teachers and the classroom assistants. This means that all children, including those with special educational needs, are well integrated and involved in activities. A significant strength of the provision is the teachers' very good knowledge and understanding of how to develop literacy skills using effective teaching methods. For example, children learn to identify and spell words when they write words on small white boards before they show them to the teacher. This means that basic skills are effectively taught and so children learn to read and write simple words accurately. Very effective teaching of basic skills and detailed planning successfully incorporates all the required areas of learning, so that children learn how to add single digit numbers accurately. The best teaching incorporates very good use of open-ended questioning. For instance, one teacher asks, "*What does that sound make you think of?*" means that children learn to vocalise their thoughts effectively. The teachers assess children's skills shortly after they start school, using the local education authority assessment guidance. The children's achievements are recorded throughout the year and are used to complete record sheets that track children's progress. The classroom is thoughtfully organised with a good range of resources to stimulate children's curiosity and encourage them to become independent learners. Children have effective homework including reading and learning to say their home address correctly. Less effective teaching does not use classroom assistants to assess children's involvement or attainment at the beginning or end of lessons. The ends of lessons are not always used to review what children have learnt and identify areas for further development.

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

77. Children attain very good standards of personal, social and emotional development. All children demonstrate a good degree of confidence in their approach to activities and daily routines. The majority of children respond very positively to instructions and move around the classroom effectively. They show a very good level of interest in their learning. For instance, they are very keen to talk about the Queen and what she might say if she came to visit. They settle quickly to their tasks and concentrate very well for short periods of time. They handle books and equipment carefully. When moving around the school - for example, when they go to the hall for assembly - they behave sensibly and co-operate due to teachers' very effective management skills. Children are patient and take their turn fairly. Teaching in this area is very good. The teachers take every opportunity to discuss moral issues such as being fair and saying 'thank you' when given items. Group discussion sessions successfully promote children's awareness of their feelings and their ability to express themselves. The teachers and teaching assistants value each child's efforts

and give lots of praise and encouragement. Children have opportunities to carry out particular jobs, such as feeding the guinea pigs. This successfully builds children's self-esteem and promotes their confidence in learning and in their relationships with others. Relationships are excellent between the teachers and children as well as between children. The children are thoughtful and kind to others. For instance, one child handed another a dinosaur toy so that they could have an imaginary adventure in the sand play area.

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

78. Children make good progress in acquiring communication, language and literacy skills and nearly all attain standards expected for their age. Attainment overall is therefore well above nationally expected levels because over one-third of children achieve above average standards. The quality of teaching is good. The teachers plan an effective range of opportunities for children to talk to adults and each other. For example, children are encouraged to talk in the creative play areas and they discuss going to different places such as the shops and what they would buy. The teachers take every opportunity to promote children's confidence and ask well-directed questions which successfully develop children's speaking and listening skills. As a result children make good progress in developing their communication skills, with nearly all achieving the national expectations for this age. The teachers carefully prepare activities that successfully stimulate children's interest in letter sounds, reading and writing. Children enjoy sharing stories and rhymes and they regularly take home books to share with their parents. They show developing confidence in handling books and many are in the initial stages of reading. They make good progress in associating letters and sounds. This is seen when children identify words beginning with 'th'. The teachers demonstrate their high expectations of children when they ask them to reorder simple words to make sentences. Children make good progress in learning to write and most achieve national expectations for this age because of the many opportunities the teachers plan. All children regularly practise writing simple words and forming letters correctly. They understand that writing conveys meaning. All children are beginning to write letters for themselves. More able and average children write simple sentences such as, "*In the holidays I saw my nanny. I played with nanny.*" Play areas consistently offer good opportunities for children to develop writing skills; however resources in the outside play area are rather basic.

### **Mathematical development**

79. Children make good progress in mathematical understanding and almost all achieve the national expectations for this age. Over one-third of children are achieving above average levels of attainment and so attainment is well above average because of good teaching. Most children develop a strong knowledge of number, order and sequence through regular counting routines. Some children count reliably to 20 and beyond. They know the names of colours and common two-dimensional shapes. Children are developing a good understanding of size when they compare similar shapes. They use vocabulary well such as 'bigger', 'smaller', 'more' or 'less'. The quality of teaching is good with some very good features. The teachers plan lots of practical activities to promote children's mathematical development. Every opportunity is taken by the teachers to reinforce children's counting skills and check their mathematical understanding through well-directed questions and assessment activities. More able and some average children can add two amounts of money together and find the change from a ten-pence piece accurately. One teacher uses very good questioning skills when she asks, "Which weighs the most?" There is a high emphasis from the teachers on developing children's understanding through play. For example, children learn to use numbers in a variety of games such as a 'Snakes and Ladders'.

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

80. Most children enter the school with average understanding of this area of knowledge and make good progress. By the time children are five years old they have an above average level of understanding of the world through well planned and stimulating topics. This means that nearly all children are in line to meet national expectations for this age group. The teaching of this area is good. They learn about the properties of materials such as sand, water and paint by handling and working with them regularly. They make good progress in finding out about the world through practical activities. For instance, the good knowledge and understanding of teachers means that

children learn to investigate how objects work such as animal water feeders. Resources are used well when children learn about how to describe different farm animals. Careful preparation ensures that many of the children's activities support their progress in other areas. This adds relevance to their work and successfully stimulates their interest. This is seen when children learn how to programme a small robot and make it travel accurately through a maze. Teachers have high expectations of children when they learn about Hindu animal stories and perform plays about the birth of Jesus. Children talk confidently about special days such as birthdays.

### **Physical development**

81. The majority of children achieve the national expectations for their age in physical development due to good teaching. They move safely and confidently in and around the classroom. Children have good opportunities for outdoor play because they have a courtyard area for children who are under six years of age. Using a satisfactory range of equipment, children learn to go shopping and write shopping lists in this area. Children enjoy regular opportunities to be active in physical education lessons, when all respond very quickly to instructions. They skip and run confidently. They demonstrate good levels of control when they chase and catch each other's fabric tails playing 'Cat and Mouse' games. The teachers give effective demonstrations so that basic skills are well taught. For instance, after watching the teacher skipping children learn how to skip around the square carefully without touching each other. Within the classroom, planned activities satisfactorily promote children's physical development alongside other areas of learning. Children fit together jigsaws and construction materials. They frequently use paintbrushes and simple tools such as scissors and often demonstrate good manipulative skills such as when they cut out the shape of a queen facemask.

### **Creative development**

82. Children's creative development is good. Almost all children are in line to reach nationally expected levels for five year olds. A considerable number of children achieve above average skills in creative development. The quality of teaching is good. These more able children paint detailed images of caterpillars. All children confidently use paint and create pictures. For instance, they explore colour and texture well when they paint beautiful butterflies. They investigate mixing paint shades of a variety of colours. This is seen when children paint the backgrounds to jungle scenes. Children have frequent opportunities to draw using pencils and a good range of materials. Creative skills are well developed when children make pictures of snakes and tigers using a variety of felt-tips. Children successfully combine materials together in a range of ways such as when they glue a variety of materials together to make a model of an insect. Effective learning methods are used when children learn about emotions and draw bad tempered trolls very expressively. All children enjoy listening to music and learning new songs such as 'Two Little Monkeys'. The teachers ensure that a good range of activities is planned to develop children's creative development. For instance, resources are used well when children play with animals in the animal hospital. Effective use of the classroom assistant allows children to learn how to rub fat and flour together to make savoury pastry biscuits. Good support from parents means that children learn how to combine materials and make model cats.

## **ENGLISH**

83. Overall standards in English are currently very good in speaking, listening and reading, and good in writing. The inspection found that at the end of Year 2, boys continue to do less well than girls, especially at the higher attainment level, Level 3. However, the assessments for this cohort of pupils on entry to the school at age five show that boys' literacy skills were significantly lower than that of the girls at that stage. This means that the standards most pupils reach, by age seven, represent good achievement, including pupils with special educational needs and those for whom English is an additional language.
84. Inspectors did not find any significant difference in the attainment between boys and girls in the current Year 6 cohort. They found a continuation of pupils' good achievement in all aspects of the subject. Attainment has improved since the last inspection when it was above average.

85. By Year 2, pupils have developed very good speaking and listening skills. The vast majority of pupils listen carefully to what the teacher has to say and to the questions they are asked. They reply thoughtfully and confidently. They are eager and willing to venture opinions of their own. Most pupils also possess very good reading skills. They enjoy books and reading. The higher attaining pupils, particularly the girls, read fluently, accurately and with good expression. Although lower attaining pupils read with less dash and expression, they read accurately and know how to work out the pronunciation and meaning of many of the words unfamiliar to them. All pupils know how to use a simple dictionary. They readily talk about what they have read, recalling the details of the story accurately. The more able venture opinions about characterisation and how the author has made the plot exciting.
86. Pupils' writing skills, by Year 2, are above average. However, very few boys achieve better than average standards, Level 2, for their age. A significant number of the girls do so. Their spelling and handwriting are usually very good, as is their construction of sentences and use of punctuation. Most boys achieve sound standards in these skills, and a few reach the same standards as the girls. Pupils know how to structure a story with simple beginnings and endings. The higher attaining pupils use a very good range of vocabulary, and imaginative thinking, to enliven their writing, as, for example, in one girl's description of her encounter with a dolphin:

*Then Splosky's tail went splash and water sprayed up at the cliff. "Wow, I didn't know you could do that."*

Virtually all pupils achieve the average level, in writing. Only a relatively small proportion of these pupils achieve the next level. Pupils use ICT well to produce a final draft of their work.

87. In Year 6, speaking and listening skills are well above average. Pupils are generally given plenty of opportunities to practise their oral skills, in lessons, assemblies and in school drama productions. When challenged to articulate their thoughts orally, standards are sometimes very high. This was evident, for example, in a class discussion on variations of pace in the poem, *This and That*. One pupil noted: *The pace increases when, occasionally, the poet uses rhyming sentences*. Another commented: *The pace of the poem is faster when the poet uses spoken words because we read "talk" more quickly than description*. Others disagreed, leading to a very mature discussion of the issue. Occasionally, teachers miss opportunities to push pupils to this level of oral performance. They over-direct discussions and focus too much on their own evaluations of the texts being studied.
88. Reading standards are well above average. Pupils read a wide range of fiction and non-fiction texts with great understanding and enjoyment. They know what books they prefer, and why. The school has worked hard to foster this enthusiasm for reading, particularly amongst the boys, by careful selection of texts to suit their interests. The emphasis placed on reading, and the support given to pupils of all abilities throughout the school, has paid rich dividends. The higher attainers make good progress. They confidently discuss how writers achieve humour and suspense through characterisation and use of language. Lower attaining pupils read fluently, but with less expression. They make good progress and achieve the targets set for them.
89. Attainment in writing is well above average by the end of Year 6. They know how to adapt their writing to different contexts and for different purposes; for example, when reporting on their science investigations on plants, or imaginatively reconstructing the terrifying ordeal of the wartime Blitz. They know how to use language to evoke mood and feeling, as evident, for example, in a pupil's poem entitled, *The City*.
- Anxiety in the air never ending,  
Misty smoke pouring from the polluted factories,  
Blinding reflection from the shimmering windows,  
Impatient horns honking,  
Fierce loneliness amongst busy people,  
Lonely alleyways where no-one visits,  
Flashing street lamps refracting in the raindrops,  
Expanding mist covering city like lots of tiny ants taking over,  
Fast food suffocating the midnight air trapped like a lost soul.*

90. These high standards are the result of very good teaching in the final year, and the impact of the extra support provided for high, as well as average and lower, attaining pupils. Standards in Years 3/4 are good, but not as high. Teachers model writing soundly and stress the need for appropriate sentence construction, spelling and punctuation. In this regard, pupils show good writing skills. On the other hand, pupils' writing frequently lacks spark and imagination. Pupils seem to find it difficult to use the good writing skills they have acquired to express their ideas and feelings.
91. The overall quality of teaching and learning is good. There is no unsatisfactory teaching and a lot of very good teaching. In one lesson, the teaching seen was excellent. In all lessons, teachers create very productive relations with pupils. They manage and organise pupils very effectively, leading to little needless loss of teaching time. Teachers have, in general, implemented the national literacy strategy well, leading to more effective teaching of phonic and writing skills. Decisions by the school to review its teaching of reading have led to changes that have enabled teachers to maintain the high standards of pupils' achievement in this area.
92. In the best lessons, the planning and preparation are very thorough. Teachers are very clear about what they want pupils to learn. They successfully match their plans to the needs of the different ability groups in the class. They use a variety of imaginative approaches to stimulate pupils, ranging from judicious questioning to dramatisation and role-play. The lesson in which Year 1/2 pupils role-played at being at the beach prior to writing postcards the following day offers a good example of this stimulation. A strength is also the way that teachers promote, and pupils benefit from, the very effective contributions of the learning support assistants, especially in enabling the lower attaining pupils, and the few pupils for whom English is an additional language, to make good progress. Pupils respond very positively to this very good teaching. Their behaviour is excellent. They concentrate hard and achieve well.
93. The occasional lesson would benefit from greater clarity of purpose, a little more pace and more opportunities for pupils to participate in their own learning. Teaching and learning, in general, would benefit from greater consistency in the use of homework from class to class and from a more forward looking approach when marking pupils' work. Currently the marking too often focuses solely on what the pupils have achieved at the expense of what the pupils might achieve.
94. The subject is well managed. The use of information from assessment and monitoring to raise standards is very effective, accurately identifying the school's strengths in English and the areas that need attention. Following a period of extensive innovation and development in its literacy provision, the school has rightly assessed that it is now time to bring all these developments together into a unified plan for all aspects of its English curriculum. It is in a strong position to achieve this.

## **MATHEMATICS**

95. In Year 2 standards are well above average, a trend which has been maintained over time and is an improvement since the last inspection. By the end of Year 6, standards are now well above those expected nationally. The effective implementation of the National Numeracy Strategy and a current focus on raising standards in mathematics has set a trend where standards are rising. Results from the national tests show that, in Years 3 to 6, boys do better than girls although whilst observing lessons inspectors could find no obvious reasons for this. The school is embarking on a research project to look in to reasons for these differences.
96. In Year 2 almost all pupils are highly skilled in the key area of number. They add and subtract numbers up to 100, show a good understanding of place value and work with simple fractions. They notice patterns and explain how they got their answers. They use number skills very well in work on money, where they can identify multiples of five and ten, total amounts using coins and know how to record money answers such as £1.45. Pupils recognise units of measurement such as kilogram, centimetre and litre and develop skills in telling the time, with more able pupils comparing analogue and digital time. They often reinforce their skills by using computer software



and internet websites to practise what they have learned. Pupils are very attentive and respond well.

97. In Year 6 pupils have a good knowledge of number. Their understanding of place value is secure and they add, subtract, multiply and divide accurately. Pupils work with fractions, can reduce them to their lowest term and recognise their relation to a whole. In work on shape, pupils can reflect on a mirror line. They recognise and name regular and irregular shapes and know about angles. More able pupils know the terms *radius*, *circumference* and *diameter* and follow instructions to construct a circle with precision, using pairs of compass. Pupils estimate sensibly. When interpreting data, they employ different methods such as Venn diagrams, graphs and tallies to display information for a survey on favourite foods or to show average hours of sunshine. Pupils enjoy the challenge of their mathematics work and co-operate well together.
98. Pupils' progress in the knowledge and understanding of number across the school is enhanced by regular practice in mental calculation and revision of number facts. All pupils make good progress towards the targets set for them. Pupils with learning difficulties are well supported by activities suited to their needs and often receive extra help from adults, whilst more able pupils receive work which enables them to extend their skills. The small number of pupils for whom English is an additional language make good progress because of the support they are given. An example of this is in the paragraph on teaching.
99. The quality of teaching is good overall, with some very good teaching throughout the school. There are high expectations of behaviour and what pupils will learn. Teachers and teaching assistants know pupils very well and work hard to help them achieve their learning goals. A very good lesson for six and seven year olds illustrates effective teaching, when pupils were involved in varied activities, to develop their understanding of time. The teacher used appropriate mathematical language and checked pupils' understanding, helping them to overcome any mistakes and giving them plenty of practice before they tackled their own work. One group worked on ordering the days of the week whilst others practised drawing clocks and setting times to o'clock and half past. Others extended their skills by talking about other positions on the clock and showing the teacher with clocks of their own. Higher ability pupils used the class computer to work with an internet site to sort and match digital and analogue times. Pupils responded very well to these activities and concentration was high. This lesson was well timed and taught. Efficient use was made of information and communication technology. Literacy was developed through mathematical vocabulary and ending with a story on 'Mr Wolf's Week' to reinforce learning.
100. In a lesson with older pupils who were lower attaining, the teacher's approach was lively and very supportive. Her firm but positive manner encouraged pupils to double-check answers and employ a variety of methods for their working. The task of solving real-life money problems to work out quantities of items was made interesting by the enthusiastic pace of the teacher's questioning. Individuals used the overhead projector to show how they would work it out and received spontaneous applause from class members when they got it right. This gave pupils a good sense of achievement before they tackled some problems on their own. The lesson encouraged pupils to choose comfortable methods of working and, as a result, they approached the main task with increased confidence in their own abilities. In both these lessons, good support was given by teaching assistants. Sometimes, where teaching is not so good, pace is slow. Opportunities are missed to extend pupils' thinking or encourage them to devise their own methods of working and tackling problems by allowing them to decide what strategies or resources they will use. Homework is not used consistently by all teachers.
101. The curriculum for mathematics is good. Across the school, work was seen that related to number, shape and space, measure and data handling. Although there was some evidence of mathematics use in other subjects, the focus in planning on mathematics across the curriculum is underdeveloped, although satisfactory. ICT is used very well to support mathematics through the school's range of software and identification of useful websites. The attention paid to the use of mathematical vocabulary makes a positive contribution to literacy development.
102. Management of the subject is effective. The National Numeracy Strategy has been successfully implemented and this is having a positive impact on standards. The school uses rigorous data

analysis very successfully to monitor progress and knows where pupils are in their mathematical development. Pupils with special abilities or learning difficulties are identified early and given the benefit of booster groups and extension work in class. Half-termly review of groups provides a fuller picture on how pupils are doing. Pupils' work in their books is marked regularly but is rarely used to extend thinking or involve pupils more fully in the targets set for them.

## SCIENCE

103. Standards are above average in Years 2 and 6. This mirrors the standards achieved in 2002 in National Curriculum tests results in Year 6 and teachers' assessments in Year 2. All pupils make satisfactory progress starting from an above average level of understanding. Standards could be higher if teachers used assessment and marking more effectively. During the inspection, a similar number of girls and boys worked in all ability groups. However, boys' standards are higher than girls in tests. This is because most boys who start at this school have greater knowledge of science than girls. Pupils who have special educational needs are well included in all activities and make satisfactory progress. However, few pupils with special educational needs achieve average levels of attainment.
104. In Year 2, pupils have above average knowledge and skills in all areas of the science curriculum. A significant strength of pupils' knowledge and understanding is in life and living processes. The majority of pupils know the main phases in the life cycles of human beings. More able pupils add a considerable amount of detail and label parts of a frog's life cycle effectively. The majority of pupils in Year 2 demonstrate a good level of understanding of materials and record well their observations from simple investigations. More able pupils use good observation and literacy skills when they write about what happens when water is cooled and ice is heated. Year 2 pupils do not often record predictions or give their reasons for their comments. Pupils' knowledge and understanding of physical processes is above average. Most pupils can draw a circuit diagram well. More able pupils label circuit diagrams effectively and add positive and negative signs to the battery. There was little evidence of pupils' numeracy or ICT skills being used to develop scientific knowledge.
105. In Year 6 pupils have above average investigational skills, knowledge of life and living processes, materials and physical processes. A considerable strength in pupils' knowledge and understanding is in how to carry out investigations. The majority of Year 6 pupils write predictions and conclusions giving reasons for their thinking. Some more able pupils write effective predictions such as *I think fur fabric will muffle sound best because it is very thick and absorbs sound waves*. Most pupils effectively name the parts of a flowering plant; many Year 6 pupils label accurately the stamen, sepal and stigma. An average pupil explains pollination well when she writes, *The stigma is sticky and pollen from bees' legs will come off onto it*. Most Year 6 pupils know about changes of state where water freezes, melts and evaporates. Year 6 pupils investigate and evaluate effectively what reactions occur when water is added to various solids. Numeracy skills are developed well through scientific studies. For example, most Year 6 pupils record the weights of objects accurately using a Newton meter. Pupils' results are recorded effectively when they investigate which material needs the most weight to move a block of wood across the floor. In Year 4 to 6 the majority of pupils incorporate scientific vocabulary well. Literacy skills are used effectively when pupils write about methods used for the testing of materials. Pupils' ICT skills are rarely used to analyse and interpret data.
106. The quality of teaching and learning is satisfactory. The best features of teaching include effective use of learning methods where teachers revise previous work at the beginning of lessons. For example, a Year 4 teacher placed effective emphasis on the use of scientific vocabulary, from the previous lesson, in her initial class discussion. This means that pupils learn to use key vocabulary such as *conductor* and *insulator* well. One teacher used open-ended questioning effectively when she asked, *Why is this one not such a bright light?* This ensures that pupils learn to use their knowledge and apply it to new situations. Basic skills are taught well when Year 2 pupils learn to describe observations carefully and say why we can see certain colours more than others. Resources are used effectively. For example, Year 5 and 6 pupils examine a range of plants and so learn about the ways that seeds are dispersed. Good social provision in lessons means that pupils work effectively together in pairs or groups. The provision for spiritual provision is good and pupils have opportunities to reflect about their thoughts when teachers ask them to draw conclusions from their experiments. Teachers' effective management skills ensure that pupils behave well and concentrate on tasks. Pupils who are learning to speak English as an additional language and those from minority ethnic groups make satisfactory progress and are integrated well in all aspects of science due to teachers' good organisation skills. However, teaching is less effective in other aspects. For instance, lesson planning does not consistently set specific extensions for more able pupils. These pupils are not regularly given extra challenges

in lessons at higher levels. Whilst classroom assistants are satisfactorily used in the main part of lessons, they are not always

used effectively at the beginning of sessions. Marking does not regularly explain to the pupils what they have done well specifically. Furthermore, teachers do not allow pupils time to identify areas for further development from their work.

107. The leadership and management of science are good overall. The subject leader has a good vision for the ways science could be further developed. Since the previous inspection, the school has made satisfactory improvements. Monitoring and evaluation have been developed. The attainment of pupils throughout the school is beginning to be tracked and analysed. The subject leader regularly monitors pupils' books and is aware of a need to develop extension activities for more able pupils in some classes. While teachers use assessment satisfactorily through end of unit tests, few teachers evaluate pupils' achievements on lesson plans so that the next steps are clearly laid out. Pupils are not given information about how to achieve National Curriculum levels of attainment, particularly with regard to scientific experimentation and investigation.

## ART AND DESIGN

108. Since the last inspection, art has had less attention because the school has focused on English and mathematics, in accordance with national directives. As a result, attainment is not as high as then and now is similar to what is expected. However, attainment in exploration of ideas, using skills of observation and producing pieces of art is broadly in line with what is expected by the end of the current Year 6 and is higher in Years 1 and 2 where more time is made available to explore ideas. In Years 3 to 6, the pressure of the covering the curriculum has reduced the time for art. Across the school, pupils' skills of evaluating their own work and that of others are less developed; nevertheless, they are in line with expectations because pupils bring the skills that they have developed in other subjects and, when prompted, can suggest how they could improve their work and what they like about it. Sometimes, time runs out before pupils have the opportunity to discuss their work in depth. The attainment of higher attaining pupils is above average as they are given work to extend their knowledge, skills and understanding.
109. Effective leadership by the co-ordinator is ensuring that progress is satisfactory across the school, particularly in monitoring pupils' work and supporting colleagues, sometimes by teaching alongside them. Progress is good for pupils with special educational needs as they receive much adult support that is carefully targeted to their needs. The very few pupils for whom English is an additional language are supported well in class by learning support assistants and their progress is satisfactory. Those who are new to English have difficulty with the language at this stage in their learning, which affects their ability to understand how to develop their work.
110. By the end of Year 2, most pupils use their skills of observation well and develop good skills in a range of techniques to portray their ideas. Paintings of trees show imaginative use of paint and brush strokes to create interesting images. Pupils mix colours well, sensitive to the effect they wish to create. Pupils in Year 1/2 used white very effectively to lighten colours. One girl painted an animal using different shades of brown. By the end of Year 6, pupils show good skills in creating paintings of woods and water. They have developed their techniques and many are able to create shadows in water, twisted trunks of trees, colour wash to hint at images and the use of line and shapes to achieve the effect they wanted. Lower attaining pupils use less detail and often do not use the space on the paper to best advantage. Higher attaining pupils make good progress as a fast track group is developing their skills in Years 3 to 6; in Years 1 and 2, careful planning ensures that they are challenged. The creation of *ugly mugs* by the fast track group is an explosion of colours and contorted shapes; clay is manipulated well to add three dimensional shapes. In a lesson with Year 1/2 pupils, those who are recognised as gifted and talented were shown how to create perspective by dividing up the paper before they began. Their finished work was of a high quality. Across the school, pupils use a range of materials to create the effects they wish.
111. The co-ordinator has introduced sketch books throughout the school, but some teachers are more confident about using them than others, a point recognised by the co-ordinator. In a Year 5/6

class, pupils are used to trying out and developing their ideas, although one girl preferred to work on paper first as she wanted it to look good in her sketch book. There is little difference in the attainment of girls and boys as the teaching appeals to both genders.

112. Almost all pupils enjoy art, as it is made exciting by the teachers. Girls and boys apply themselves well and some ponder hard about the effects they wish to create. They are eager to talk about their work and are often very proud of it. Their behaviour is very good as teachers expect this of them. Their attitude towards the subject supports the good learning environment. Teachers value their work, not only by their comments but by careful mounting of work to make it attractive. Art is used well in many classrooms, particularly in Years 1 and 2, to create a strong and exciting visual impact. Gifted and talented pupils are encouraged to play a big part in helping to ensure that classroom display is attractive. Many teachers encourage pupils to be independent by asking questions to extend the pupils' skills of observation. As a result, many pupils are independent and thoughtful about their work.
113. Although progress is generally satisfactory because of the time element, the teaching is good. Thoughtful planning ensures that teachers have a good understanding of the subject. They use this knowledge to teach and demonstrate techniques so that pupils are competent in using them. They support pupils well through discussion. Of particular note is the way in which parent helpers and learning support assistants work together in the classrooms of younger pupils to support their work. Good encouragement to discuss the work of artists supports pupils' understanding of how to create effect. ICT is used but not extensively. There is some teaching about art from different cultures, but mainly it is Western European, although hand paintings from India have been studied. In one lesson, attention was drawn to buildings from around the world, but little time was devoted to this.
114. The subject is well led by a knowledgeable and experienced co-ordinator. She has identified the areas that need improvement - the use of sketch books, the need for more evaluation by pupils, greater use of ICT - and these are planned to be tackled as part of a rolling programme of the school improvement plan.

## **DESIGN AND TECHNOLOGY**

115. From two lessons seen, an examination of teachers' planning, photographs and limited examples of pupils' work, indications are that standards meet expectations in Year 2 and Year 6. All pupils, make satisfactory progress.
116. In Year 2 pupils learn how to design by drawing simple sketches, labelling them to show the materials they need. They use a variety of methods for joining, such as split pins when making weather wheels and glue and sticky tape when making robots. They improve their products' appearance by finishing with paint, pencils and coloured papers. They develop their ideas by planning and designing on paper when imagining a bedroom of the future. Pupils follow recipes in cooking and know about hygiene and food safety. They are able to discuss the things they have made and ways in which they could be improved. Pupils express an enjoyment of their work.
117. In Year 6 pupils evaluate their work more fully. They consider the finished item and identify any possible improvements. Before making, they draw their designs, thinking about materials and often writing instructions on how to make. They work well together and share resources sensibly, coming to agreement about what they will use. Sometimes they apply skills they have gained from other lessons. For example, Year 4 pupils make working torches using electrical circuits, a skill they have learned in science. Year 6 pupils use information and communication technology to make controllable vehicles move. Pupils work with a variety of materials including wood and are aware of the safe use of tools.
118. During the inspection, no lessons were observed in Years 1 and 2 and only a small amount of pupils' work was available to view, so it is not possible to give an overall judgement on teaching. In the two lessons seen, teaching was satisfactory. Teachers were well organised and offered pupils a variety of resources. They encouraged them to be realistic in their design work. Management was good and safety was stressed. Often teachers link lessons to other subjects to

aid pupils' learning and reinforce skills. Evaluation sheets are designed to make pupils think about the effectiveness of their finished product although, from the work seen in pupils' books, these are not always completed. Since the last inspection, when tasks were seen as too structured, pupils are more challenged to think for themselves. Many still rely on the teacher to tell them how to organise their work and would benefit from developing a wider range of strategies to help them tackle their work.

119. The school plans to modify the commercial scheme and timetabling to allow younger pupils to produce a finished product more quickly. There is an effective system in place for tracking pupils' progress, which is well co-ordinated. The school intends to integrate information and communication technology more fully with design and technology to further enhance provision.

## **GEOGRAPHY**

120. Standards in Year 2 and 6 are above expectations. This is similar to the findings of the last inspection. All pupils, including those with special educational needs, make good progress. This includes those for whom English is a new language, who take interest in the subject, although not always yet understanding the ideas.
121. In Year 1 and 2, a structured programme of geographical topics allows pupils to make good gains in their learning. Pupils discover their local environment and undertake small scale fieldwork by making maps and plans of the school. They look at the school's pond area to learn about animals' habitats. By the end of Year 2, pupils identify places that are different to where they live such as seaside resorts and offer reasons for why those places are different. They know about maps and atlases and point out key features such as roads and rivers. They name the countries of the United Kingdom and some abroad. Pupils use a growing vocabulary of geographical words such as 'hills', 'mountains', 'streams', 'rivers' and 'lake'. They know about settlements, name some major towns and locate them on a map. They like to talk about their work and are interested in what they do.
122. By the end of Year 6, pupils show a good awareness of environmental issues such as pollution and suggest ways that human activity can spoil or improve environments. They engage in lively discussion about proposed use of local land and have a good understanding of sustainability. They explain their own views clearly and present arguments that are well reasoned. Pupils compare localities such as Camberley and Yateley and those further away in the Scilly Isles and France. They use co-ordinates to plot journeys. When working with maps they understand symbols used in keys and draw their own plans and keys well. Pupils learn about river systems and use geographical language such as 'source', 'mouth', 'delta' and 'tributary'. They enjoy their group work and contribute well, demonstrating confidence if chosen to speak for the group. They use ICT well.
123. No lessons were observed in Years 1 and 2 during the inspection but the level of pupils' knowledge by the time they reach the end of Year 2, teachers' planning and work seen show that teaching is good. Teachers often integrate geography with other subjects such as art and history and present pupils' work in colourful displays. Teaching in Years 3 to 6 is good. In the best lessons, teachers encourage group participation and steer discussions skilfully. Planning is clear and lessons develop well. Pupils' thinking is extended through searching questions although sometimes activities are not sufficiently challenging to move more able pupils on to further analysis. Timing is good and allows pupils to share their views with others before the lesson ends.
124. Leadership of the subject is effective. The school uses national guidance to ensure suitable content and to allow pupils to make appropriate gains in their knowledge, skills and understanding of geography. The subject manager is aware of teachers' planning and what is being done in class. Pupils' progress is appropriately tracked. However the quality of marking in pupils' books is variable and does not always provide feedback to pupils about the progress they are making. Geography learning is further enriched by visits from the Yateley Rangers who come to talk about the environment and also by the annual trip to France for Year 6 pupils. The recent focus on developing fieldwork and enquiry skills has increased the breadth and quality of the curriculum.

## HISTORY

125. Attainment at the end of Year 2 and Year 6 broadly meets expectations. This matches the standards found at the time of the last inspection. Pupils enjoy the subject and make sound progress. For a variety of reasons, the subject has not been a priority for development in recent years. Standards of teaching and learning, and of pupils' achievement, are not consistently as effective as they could be. In some classes, the work is challenging and develops pupils' historical knowledge and skills effectively. In others, it is less clear how the work planned is building on what pupils already know and can do. Similar variations exist in the way teachers use the subject to consolidate and extend pupils' literacy skills. Examples of carefully crafted links, resulting in high quality literacy work, are found in some classes, but less so in others. The school is aware of this and has plans to tackle these shortcomings.
126. By the end of Year 2, pupils understand what is meant by the past. In their work on the seaside, using photographs, they successfully identify similarities and differences between a typical beach scene nearly a 100 years ago, compared to today. They are good at playing the detective to spot the clues and to sequence the photographs into chronological order, explaining the reasons for their decisions. They know that the past is full of exciting stories of famous people, stirring deeds and notorious events; for example, Guy Fawkes, Florence Nightingale and the Great Fire of London. They make sound progress.
127. By the end of Year 6, pupils continue to make satisfactory progress. They learn about the Egyptians, Romans, Tudors and the Second World War, showing an appropriate knowledge of some of the main figures and events in these periods, but very little about others. They know all about Henry VIII and his wives, but little about the important events that were shaping the future of the church, or about Elizabeth I's reign. They make good progress in getting a real feel for people's lives in the past. Some of the imaginative writing that resulted from the Year 5/6's study of the Blitz was of a very high standard, both in terms of its historical reconstruction of the events and in terms of its literary qualities. In contrast, pupils make only sound progress in developing their research skills. They are good at using the Internet to find out information about the past. They are much less familiar with how the historian gathers evidence; *how* we know about the Tudors.
128. The quality of teaching is sound overall. Many of the lessons are well taught. Creative planning is a strength of the better teaching. The inspiration for the work on the Blitz drew heavily on a visit to the Imperial War Museum and on class role-play. Imaginative approaches to lesson planning were also features of the seaside work in Years 1/2. There is less evidence in teachers' plans, and in pupils' completed work, of a consistent approach to the teaching of historical skills in relation to pupils' prior knowledge and attainment. While pupils may be enjoying the lessons, it is sometimes not clear how the activities chosen by teachers are matched to the teachers' objectives, or to the pupils' abilities and needs. Teaching and learning in history are due for review next year. The subject is soundly managed and the school rightly assesses that it is time to reconsider the subject's role and contribution to the school's overall curriculum provision.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. In Year 2 and 6 pupils' standards are above what is expected for their age. This is a significant improvement since the last inspection when standards in Year 6 were below the national average. The establishment of an ICT suite, training for teachers and effective leadership of the subject have had a substantial impact on raising standards. All pupils use the ICT suite at least once a week and have access to computers in their classrooms, which has led to good progress in the subject. Pupils who are new to English make good progress in the subject. Less able pupils receive individual help and fast-track sessions are available for exceptional pupils. An ICT club develops talents further.
130. Overall the quality of learning is good. In Year 2 pupils are confident with computers. They know how to use the mouse and can make things happen by pressing the correct keys and following simple instructions on screen. Pupils develop word processing skills, compile simple books and

type and print out poems. They know about e-mail as a form of communication and have made contact with pupils living near the seaside in their geography work. Colour Magic is used to produce colourful postcards. With support, pupils visit websites to compare coastal resorts and print out pictures and information that interest them. They consolidate mathematical skills by using software and Internet sites to practise what they have learned. For example, in a lesson on money a group were able to use a website for counting and adding coins. They set their own targets and knew how to check results with confidence. Pupils in Years 1 and 2 enjoy talking about their work and are eager to visit the ICT suite.

131. In Year 6 pupils present information in a variety of ways. They use PowerPoint for presentations to promote their school. They enhance printed work by using a variety of fonts and styles. They display local traffic survey results in graph form using a database. Pupils use the mouse and keyboard with confidence. They access software for practice in symmetry work when they enter a sequence of instructions or to control what will happen when exploring touch sensors. Pupils use the Internet and CD-ROMs for research and evaluate the usefulness of the information available. They keep their work in folders on the network and display enthusiasm for what they learn.
132. Pupils of all ages show a good understanding of the use of ICT in the real world; many choose to word process their homework and often access the websites used in school at home.
133. The quality of teaching across the school is good. Since the last inspection, teachers' subject knowledge and confidence have improved and they have benefited from recent training. In the best lessons, teachers are well prepared and organised. They ensure all pupils have maximum 'hands-on' opportunity whilst using the computers by grouping pupils well and making good use of teaching assistants, who provide invaluable support. Teachers relate pupils' learning to everyday life. For example, during a lesson on money the teacher made each Year 2 pupil a 'credit card' and encouraged them to explain its uses. Careful selection of appropriate websites and software means that work in other subjects is well supported. During the inspection Year 2 pupils were looking at holiday resorts for their history/geography work whilst Year 4 pupils used software to compose music and record their performances with video and audio cassette. During shared reading time, groups of pupils use story tapes and headphones to listen to stories or access story software on the class computer. Generally, teachers make good use of resources. They record a great deal of pupils' work, assemblies and special events using video or digital cameras. However there is some under use of computers in class bases which the school is planning to tackle by ensuring that all equipment is compatible.
134. The subject is very well managed and led with competence. Since the last inspection the school has taken very positive steps to ensure that the requirements of the curriculum are fully met. Planning has been modified to ensure that all skills are being taught regularly and a more efficient system for keeping a record of the progress pupils make is being developed. There is a strong emphasis on teaching ICT through other subjects. The identification of websites to support learning is having an impact on the quality of provision.

## **MODERN FOREIGN LANGUAGES**

### **French**

135. French is taught to all pupils from Year 3 to the end of Year 6. Pupils have half an hour a week though the lessons are sometimes missed for other events. The inspection took place after a gap of approximately six weeks so many pupils had become rusty. However, with support from their books and adults, many were able to respond briefly to questions about themselves, using accents that are predominantly good. This is because the teacher has an excellent accent which acts as a good model for the pupils. Higher attaining pupils, many of whom attend the privately-run French classes on a Saturday morning, are more confident and do not have to resort to pictures or books for help. Almost all pupils listen carefully, although many require repetition before they can respond to a question. Pupils are taught to write French, mainly vocabulary and simple phrases. Their writing is accurate and well presented, boys and girls taking pride in their presentation. Reading words and simple phrases in French tends to be anglicised but, with support, pupils use a good French accent. Given the time allocation, most pupils make good



progress and are working at the lower end of the attainment that is expected in the National Curriculum. The lively, enthusiastic teaching motivates all groups of pupils, so there is little difference in achievement.

136. Most pupils love the subject as they are highly motivated and many relish the sound of the language. Most are confident to try to speak French and they persevere and try to use the language. This is due to the excellent relationships in the classes which give pupils confidence to try to speak. Higher attaining pupils are keen to extend their use; in one lesson when they discussed subjects they liked and disliked, a few pupils wanted to extend their sentences with conjunctions. The annual trip to France is looked forward to with great excitement, and those who have been talk with some knowledge about aspects of life in France.
137. The teaching is very good overall; the teacher has very good knowledge of the subject that is used to pick up errors in pronunciation or grammar. Great care is taken not to overload pupils with the teaching of grammar, but any mistakes are picked up and explanations sensitively given. High expectations lead pupils to give of their best. The planning is based on subject guidance, that is shortly to be reviewed. It is used well and covers appropriate topics for this age of child. ICT is not yet used, for example to e-mail contacts in France, but pupils use the Internet as part of their work and the teacher uses it to present information.
138. Since the last inspection, subject guidance has been finalised and is awaiting review. The subject is well led. Assessment is mainly ongoing, and the teacher uses it well to improve fluency and pronunciation of speech.

## **MUSIC**

139. Pupils achieve well and work at above nationally expected levels. The school places a high emphasis on the teaching of music and there are many good opportunities to create music in lessons. The tuition provided by teachers and specialist teachers is effective in developing pupils' achievements in composing and performing. The extra music sessions taught outside lessons enable many pupils, including more able pupils, to make good progress and achieve above average standards. These pupils learn to play a variety of pieces using piano, keyboard, guitar, recorders, clarinet, flutes, xylophones and hand chimes. These groups perform in termly concerts or plays. Many pupils from Years 3 to 6 perform in the Christmas concert. The majority of pupils from Years 1 and 2 sang and acted out 'The Wizard of Oz'. Children under five years of age perform the story of Jesus' birth. Boys and girls achieve similar standards in music. Through these activities many pupils are involved in rich musical experiences.
140. Older pupils compose well, using untuned percussion effectively. Year 5 and 6 pupils' compositions demonstrate thoughtful use of graphic symbols. Many of these pupils play a good variety of tuned instruments well but pupils do not record their tunes onto tapes or evaluate their work for themselves. The majority of pupils sing satisfactorily. "The Best Gift I can Offer" is sung in tune, but with little expression. Standards of singing in lessons and in school could be higher. However, pupils taking part in the summer production sing with great expression and appropriate volume. Pupils who are learning to speak English as an additional language are effectively included in all activities. Pupils in Years 1 and 2 use sound effectively in a variety of ways. They use a variety of methods well to make weather sounds. Year 1 pupils perform particularly confidently when they sing 'Pitter Patter Rain Drops'. They sing 'I Hear Thunder' with a sense of melody and in different moods. All pupils including those with special educational needs are well integrated into lessons and make good progress.
141. The standards seen indicate that the quality of teaching is good overall. Effective teaching contains many of the following features. Teachers' good subject knowledge means that pupils learn the correct names for instruments such as cymbals, cabassa and wood blocks. Effective methods are used, providing a wide range of instruments when pupils learn to create musical compositions. The provision for pupils' spiritual development is good. This is seen when pupils learn about what feelings various pieces of music create in their minds due to teachers' effective use of resources. Information and communication technology skills are used well when Year 3 and 4 pupils compose tunes on computers to represent the movements of animals. Literacy and numeracy skills are utilised satisfactorily to support pupils' learning in music. Pupils enjoy all

aspects of music tuition due to the positive approach of teachers. The pupils concentrate, behave well and co-operate in groups effectively as a result of teachers' good behaviour management and social awareness. Less effective teaching does not consistently give pupils specific comments about what they are doing well and so pupils do not know what they have done well in their work. Therefore pupils do not understand which aspects of their work they should repeat in the future.

142. The leadership and management of music are good. The action plan has been effectively drawn up and many of the tasks are planned to develop this subject effectively. The co-ordinator plans to develop the taping and recording of pupils' performances. There have been satisfactory improvements since the last inspection and above average standards have been maintained. Monitoring and evaluation are well developed through discussion with pupils and as a result of the co-ordinator's teaching many classes. Pupils' achievements are assessed at the end of each unit. A good range of resources is well organised. Although a rich range of music is played in collective worship sessions teachers do not discuss the music with pupils and so pupils do not gain very much from listening to it.

## **PHYSICAL EDUCATION**

143. Standards at the end of Year 2 and Year 6 are above average. The subject was a strength of the school at the last inspection and standards remain high, especially in games and athletics. The facilities and resources are very good. The range of extra-curricular activities in sport, and the opportunities provided to compete in events locally and regionally, contribute significantly to the high standards many pupils achieve.
144. By Year 2, the majority of pupils reach good standards in throwing and striking a ball. They show good technique when learning to play hockey, and understand that this is a necessary requirement for improving their performance. All pupils, irrespective of their ability, work very hard to master the skills they are being taught, both as individuals and in pairs or small groups. They begin to appreciate the basics of teamwork and competition, working well together.
145. By Year 6, the best performers achieve very high standards in games, athletics and swimming. Virtually all pupils achieve the national standard in swimming by the end of Year 5. In cricket and rounders, the vast majority of pupils throw, catch and strike a ball using appropriate techniques. Quite a number have developed very good technical skills for their age, both boys and girls, which they put to good use in the games they play. They benefit significantly from the extra coaching and practice provided in the after-school clubs. Similar standards are not achieved in dance. Attainment is sound, but pupils do not show the same levels of technical awareness that they display on the games field. The school recognises this and has already planned a programme of staff training in dance and gymnastics for next year.
146. The teaching is good overall and frequently very good. Most teachers have a good knowledge of what they are trying to achieve, either because they are themselves keen on sports, or because of the high quality of the subject plan. The stress on teaching pupils specific skills, and structuring lessons so that pupils are given the maximum time to learn and practise them, is a major reason why most pupils achieve so well. It is also a reason why pupils enjoy their lessons and are eager to participate. The resources and facilities are very well used. The subject is well managed. The school is justified in feeling proud of its achievements.

## **RELIGIOUS EDUCATION**

147. In Years 2 and 6 standards meet the expectation of the local agreed syllabus. This is in line with the findings of the previous inspection. Together with assemblies, religious education makes an important contribution to pupils' personal development. Pupils make sound progress as they move through the school. Pupils with learning difficulties play a full part in lessons and make satisfactory progress.

148. The quality of learning is good. Relationships are good and pupils feel secure. As a result, they are happy to express their views and listen to others. Younger pupils learn about Christianity and Hinduism and find out about the main characters through stories. They know about Jesus and some main elements of his life. They recognise that the Bible is an important book. Pupils develop empathy for others and their special things. They listen to music from other cultures and dress up in Hindu garments. They enjoy handling artefacts which they do with care and listen with interest as their teacher shows them items that play an important part in the Hindu faith. Sometimes they use ICT to help their learning.
149. Pupils in Years 3 to 6 extend their knowledge of Christianity and learn about Islam and Judaism. They develop the ability to reflect and identify their feelings towards the world and others. They celebrate personal achievements in work such as 'My Special Experiences' and imagine what Jesus might have looked like in their artwork. By Year 6, pupils' study has extended to comparing and contrasting elements of faiths such as Holy Communion and the Passover. They make books on Easter and learn about Christian pilgrimages. Pupils contribute well to class discussions and participate sensibly in group and individual work.
150. The quality of teaching is generally good and pupils make good progress in the lessons. In the best lessons, teachers encourage pupils to express their views and empathise with others. In a well resourced Year 2 lesson, pupils sat in a circle and passed around Indian handbells, a statue of Rama and Sita, hand drums, garlands and photographs of Hindus in traditional dress. Their interest was fully engaged by the teacher's enthusiasm as she showed them pictures of Hindus she knew and told them about her friends. She chose some boys and girls to dress in traditional costume and asked them how they felt and what they thought these outfits meant to Hindus. This lesson made a good contribution to pupils' understanding of other religions and cultures. In some lessons, however, teaching does not fully extend pupils' thinking by using a wide enough range of activities suited to ability.
151. Planning ensures the requirements of the syllabus are met. By collating work samples and keeping track of what pupils do, the subject manager has a good grasp of the progress pupils make. The school celebrates Diwali, Eid, Hanukkah and Christian festivals, often in the presence of visitors, and sometimes with video recordings being made. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development and is well resourced. The school has established links with local churches but needs to develop further opportunities for pupils to experience places of worship of other faiths to promote a better understanding of life in a multi-cultural society.