

## INSPECTION REPORT

### **SHOTTERMILL JUNIOR SCHOOL**

Shottermill

LEA area: Surrey

Unique reference number: 124979

Headteacher: Mrs Linda O'Boyle

Reporting inspector: Mrs E W D Gill  
17766

Dates of inspection: 17 – 20 March 2003

Inspection number: 248637

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:	7 – 11 years
Gender of pupils:	Mixed
School address:	Lion Lane Haslemere Surrey
Postcode:	GU27 1JF
Telephone number:	01428 642096
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Appropriate authority:	Governing body
Name of chair of governors:	Mr B Tindall
Date of previous inspection:	24 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17766	Eira Gill	Registered inspector	Mathematics, art and design, music and English as an additional language	How high are standards? How well are pupils taught? What the school do to improve further?
9770	John Baker	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21124	Ann Coughlan	Team inspector	Science, design and technology, information and communication technology, physical education, French and educational inclusion, including racial equality.	How well is the school led and managed?
23300	Lily Evans	Team inspector	English, geography, history and religious education and special educational needs.	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Shottermill is a community junior school which educates boys and girls aged between seven and eleven years. There are 262 pupils on roll and the school is broadly average in size. The social circumstances of the families whose children attend the school are more favourable than the national picture and the proportion of pupils eligible for free school meals is below the national average. The pupils' attainment when they start school is usually above average. The proportion of pupils with special educational needs is below the national average. The range of needs covers mostly moderate learning difficulties and complex speech and behavioural problems. The percentage of pupils from ethnic minority backgrounds is broadly average compared to national averages and there are very few pupils learning English as an additional language. Most of these pupils are bilingual. The new headteacher was appointed at the beginning of this term and had been in post for six weeks at the time of the inspection.

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

Shottermill is an effective school and it provides a good quality education for its pupils. The new headteacher has made a good start and was already aware of the areas of improvement the inspection found. These are largely to do with the management of resources and their impact on the curriculum, and are, to some extent, compensated for by the good teaching there is in the school and the very good personal development of the pupils. As a result, standards of attainment at the end of Year 6 in English, mathematics, history and music are well above average. The school gives good value for money.

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

- By Year 6, pupils attain well above average standards in English, mathematics, history and music.
- The good quality teaching has a positive impact on the pupils' learning.
- The very good provision for the pupils' moral and social development contributes to their very good behaviour and relationships.
- The school's partnership with parents is very good and this has a significant effect on the pupils' very positive attitudes to school.
- The school's links with the community are excellent and make a very significant contribution to the pupils' learning.

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

- The efficiency and effectiveness of the school's management of staffing resources and use of accommodation.

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

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

The school has made satisfactory improvement since its last inspection in November 1997 and has good capacity for further improvement. The weaknesses identified at that time have been addressed successfully overall. Standards have improved in English, history and music and the quality of teaching and learning has improved. Improvements in standards in English, in particular, are due to a tight focus on improving writing. In music, there has been a continued emphasis on ensuring that all pupils are able to learn to play an instrument. There are significant improvements in provision for books and information and communication technology (ICT) that are having an impact on raising standards. Although the new headteacher has been in post for only half a term, she has identified strengths and weaknesses within the school and has monitored teaching and learning in all classes. In addition, she has already made good relationships with pupils, staff, parents and governors, many of whom have expressed appreciation of her willingness to listen and to engage in professional discussions. Schools set targets for the proportion of Year 6 pupils they think should reach the expected standard in national tests. In 2002, Shottermill exceeded its target in English but not in mathematics. Future targets are challenging but

achievable. During the last five years, the school's results have improved steadily, in line with the national trend.

## 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	B	A*	A
Mathematics	A	C	B	D
Science	A	A	B	C

Key	
in the highest 5% nationally	A*
well above average	A
above average	A
average	B
below average	C
well below average	D
	E

The findings of the inspection are that in the current Year 6, standards are well above average in English and mathematics, and in science, standards are above average. Standards are well above average in history and music and above average in all other subjects except for ICT and physical education where standards are average. No judgement could be made in geography, as there was very little evidence available.

Achievement of pupils, including those few pupils from ethnic minority backgrounds, is good in English, mathematics, history, music and religious education. It is very good in French. In all other subjects, except geography where no attainment judgement was made, achievement is satisfactory. The achievement of pupils with special educational needs and those few pupils who speak English as an additional language is the same as that of all other pupils, except in mathematics, where achievement is satisfactory, and in science. Here, pupils' achievement is satisfactory overall although the pupils with special educational needs achieve well and most attain nationally expected standards by the end of Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are very enthusiastic. They have a confident approach to learning and listen very attentively. Pupils concentrate well and work hard over an extended period of time.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in most lessons and around the school. They usually pay close attention to the teachers and get on with their work quickly. Very good behaviour in the playgrounds helps everyone to enjoy school.
Personal development and relationships	Very good relationships between pupils and with adults support effective learning. Personal development is very good and older pupils take on a wide range of tasks. They enjoy being librarians and helping younger pupils. The older pupils organise their own lunchtime clubs and are expected to submit a six-week plan for approval.
Attendance	It is well above the level of most schools nationally.

## TEACHING AND LEARNING



<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	Good

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

The quality of teaching and learning is good overall. No unsatisfactory teaching was observed. Throughout the school, the teaching of English and mathematics, including literacy and numeracy, is good and has been maintained since the last inspection. Most teachers have very good skills in teaching basic skills in English and mathematics, such as tables, spelling and handwriting. Teachers manage pupils' behaviour well and little time is wasted in lessons. In science, the teaching of numeracy to ensure that pupils produce charts and graphs to show the results of experiments is good. Planning is usually effective and most teachers have good subject knowledge in several subjects and, for example, teachers ensure that pupils acquire good skills in researching in history using primary and secondary sources. The quality of teaching in the majority of lessons taught by the two class teachers in Year 6 was very good. The school usually meets the needs of all pupils well, including those with special educational needs and those pupils from ethnic minority backgrounds.

Where teaching is less effective, introductions to lessons are too long and a few pupils lose interest, for example in science and art and design. In addition, the teaching of experimental and investigative science is not consistent and this is a factor contributing to pupils not reaching such high standards in science as they do in English and mathematics. Occasionally, teachers are too directive in mathematics. A very few teachers rely heavily on the use of commercial worksheets. This results in the lower attaining pupils in Years 5 and 6 covering a narrower range of the mathematics curriculum. Although pupils' work is marked conscientiously, there is very little indication of what pupils have to do next to improve their work further.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. There is very good provision for English, history, music and French. Provision for extra-curricular activities and visits is good. Aspects of timetabling, planning and use of accommodation sometimes restrict pupils' curricular opportunities.
Provision for pupils with special educational needs	Sound. Provision is good for pupils who work in small groups with trained assistants to improve their social and reading skills. Sometimes, pupils miss introductions to lessons. The targets in pupils' independent education plans are focused well for reading and writing but not for behavioural problems where targets are too general.
Provision for pupils with English as an additional language	Good. Most pupils are bilingual and the very few pupils in the early stages of learning English are making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school develops pupils' personal skills very well through the day-to-day life of the community and in lessons. Very good provision for moral and social development and good provision for spiritual and cultural development. There are limited opportunities for preparing pupils for living in a culturally diverse society.
How well the school cares for its pupils	Good. The school provides a caring environment for the pupils and child protection procedures are secure.

How well the school works in partnership with parents	Very good. A number of parents help in school and on visits. The parent-teacher association raises substantial funds and the vast majority of parents contribute to their children's learning at home.
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Links with the community are excellent.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The recently appointed headteacher has made an effective start. She has identified some weaknesses that have emerged since the last inspection. The headteacher is supported well by the deputy headteacher. There is a lack of clarity in the role of the senior management team and this leads to some inefficiency.
How well the governors fulfil their responsibilities	Sound. Overall, governors fulfil their statutory duties well and give good support to the school. The chair of the governors takes a keen interest in the school and meets the headteacher regularly. A few governors visit classrooms and talk to co-ordinators. They have no clear strategies about assessing the effect of spending on standards.
The school's evaluation of its performance	Satisfactory. The school has analysed the results of end-of-year tests effectively and has identified priorities for improvement. Not all co-ordinators monitor their subjects in lessons.
The strategic use of resources	Satisfactory overall. The school uses specific grants appropriately and makes good use of new technology. The school has used surplus funds to sustain very high staffing ratios and these are now largely depleted.

The deployment of staff leads to some inequality in teaching quality and curricular opportunities. There is a lack of clarity about the roles and responsibilities of the large number of support staff, including the administrative staff. There are weaknesses in the use of accommodation and this limits the opportunities for learning. The school's accommodation is good. Resources are good overall with very good resources in music. The governing body applies the principles of best value appropriately but does not always ask challenging questions about spending decisions.

### 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>• Their children like school and are making good progress.</li> <li>• Behaviour is good and the school is helping their children to become mature and responsible.</li> <li>• Teaching is good and parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed and the school expects children to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The great majority of parents are happy with all aspects of the school and no significant items for improvement were suggested to the inspection team.</li> </ul>

The inspection team agrees with the positive views of parents.

## **PART B: COMMENTARY**

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

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

1. In the end of Year 6 national tests in 2002, standards improved significantly in English and showed that pupils' attainment was very high compared with the national average, and was among that of the highest five per cent of schools nationally. In mathematics, standards improved to above average but, in science, standards declined to above average from well above average in 2001. When compared to similar schools, the results were not so favourable and, in mathematics, standards were below average. Inspection findings for the current Year 6 are that standards are well above average in English and mathematics and above average in science and this is an improvement from the last inspection when standards in English were judged to be above average. Standards in mathematics and science have been maintained. In science, however, pupils make good progress in broadening their knowledge base but their investigative skills do not develop at the same rate. The inspection judgement of high standards in English rather than very high is not significant and is due to slight differences of ability in the year group. The difference in the inspection findings in mathematics compared to the national test results in 2002 is due to the focus on improving aspects of teaching and giving more emphasis to pupils learning better strategies for problem solving and how to calculate in different ways. Standards are well above average in history and music and above average in most other subjects. In physical education and information and communication technology (ICT) standards are average. No judgement could be made in geography, as there was very little evidence available from pupils' past work. The time given to geography is likely to be too little for effective progress. There has been a decline in standards in physical education from above average to average.
2. Achievement of all pupils, including those few pupils from ethnic minority backgrounds, is good in English, mathematics, history, music and religious education. It is very good in French. In all other subjects, achievement is satisfactory. No judgement can be made on achievement in geography. The achievement of pupils with special educational needs and those few pupils who speak English as an additional language is the same as all other pupils except in mathematics, where achievement is satisfactory, and in science, where it is good. The school achieved the targets it had set itself in English for the national test results in 2002, but did not achieve the targets it had set in mathematics.
3. The reasons for the improvement in attainment at the end of Year 6 in a few subjects are the result of a sharper focus on the teaching of English, particularly in writing and the very good teaching in Year 6. In music, the school has offered to new parents the opportunity of ensuring that their children play an instrument as well as being part of the orchestra. This has continued to be very successful and ensures that pupils improve their skills in music. In history, there has been an emphasis on teaching historical skills as well as knowledge and this has improved the pupils' research and investigation skills.
4. The pupils' high attainment in literacy and numeracy across the school is a result of all teachers focusing very well on teaching the basic skills. In particular, the strong emphasis on improving the boys' writing has led to an improvement in writing generally. In addition, the introduction of social skills teaching for the pupils with special educational needs has helped pupils to improve their listening and speaking skills. The well above average standards in numeracy have been maintained since the last inspection and this is due to the good implementation of the National Numeracy Strategy and the very good subject knowledge of the Year 6 teachers.
5. Pupils who have special educational needs achieve well, overall, by the end of Year 6 and make good progress in lessons due to the good support they receive from teachers and assistants. Teachers plan and provide appropriate work and challenges for those who need extra help and support. Small groups are given concentrated help. Pupils, for example, are withdrawn to work with a trained assistant to enhance their social skills and this organisation is having a good impact on the pupils' speaking and listening skills, which are improving significantly. Pupils who have a

Statement of Special Educational Need have their own designated classroom assistant and are supported well.

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

6. The attitudes, behaviour and attendance of pupils, including those with special educational needs and those from ethnic minority backgrounds, are very good. This is an improvement since the last inspection when these aspects were judged to be good. Very good relationships within the school have been maintained and pupils' personal development is now very good. This reflects the views of many parents who confirm that their children like school, consider behaviour to be good and feel that the school helps their children to become mature and responsible. The pupils with special educational needs are not involved with setting or reviewing their targets in their individual education plans. However, all members of staff ensure that these pupils are included in all activities and given every opportunity to succeed.
7. Pupils are very enthusiastic learners and show great interest in all that they do, both in lessons and in their extra-curricular activities. One reason for pupils' very good attitudes to learning is that teachers promote their sense of self-esteem and this is having a very positive effect on their progress and attainment. Virtually all pupils are keen to contribute to lessons, undertake tasks enthusiastically and enjoy all the experiences organised for them. For example, in a Year 5 physical education lesson, all pupils listened intently to the teacher and worked very hard putting together sequences of gymnastic skills. In a Year 6 mathematics lesson, the pupils' response to the teacher's questioning was excellent; they all enjoyed the high challenge given to them and worked exceptionally hard, quietly and effectively.
8. Behaviour is very good, overall, in lessons and in all other areas of the school. Pupils are aware of the high standards expected and respond very well to discipline and this creates an orderly environment which is conducive to learning. There was very little evidence of any inappropriate behaviour in lessons and, when a very few pupils were inattentive and fiddling with pencils and other articles, the teachers quickly intervened. All pupils play harmoniously together in the playgrounds and there were no signs of aggressive or even boisterous behaviour during the inspection. There have been no exclusions in the past year. Pupils show consideration towards others and this is clearly demonstrated by the courtesy they show in holding doors open for others. This is carried out instinctively. Pupils care for others and show awareness of others' feelings. A very good example of this was during the *'Roman Assembly'* when one Year 3 pupil became distressed and burst into tears. He was immediately comforted by the boy standing next to him.
9. Pupils' personal development is very good and is the result of being given opportunities to use their initiative and to take responsibility both for duties within the school and for their own work. The school's very good provision for social development helps the pupils to become well-rounded young citizens. Younger pupils take on responsibilities within the classroom such as handing out resources whilst Year 6 pupils take on a very wide range of whole school responsibilities. These include assembly duties, helping in the dining room, running lunchtime clubs for Year 3 and 4 pupils and running a wide range of fundraising games at the summer fair. The lunchtime clubs also involve considerable use of initiative since pupils have to come up with ideas for the club and submit a six week plan for approval. Pupils also take responsibility for their own work through involvement in setting their personal targets and getting out necessary resources for their work.
10. Relationships between pupils are very good. They play together harmoniously and work very effectively together in the classroom when in pairs or groups. Relationships between pupils and staff are also very good and, as a result, pupils are secure and confident in their relationships with other adults. Staff give a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.
11. Attendance is well above the national average, there is no unauthorised absence and pupils arrive on time. These factors make a very significant contribution to pupils' attainment and progress.

Registration is carried out in accordance with legal requirements and any un-notified absences are followed up on the same day.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching and learning is good overall. In their response to the questionnaire the vast majority of parents indicated that they believe teaching is good. The quality of teaching was good in seven out of ten lessons and very good in four out of ten. A small proportion of teaching was excellent. No unsatisfactory teaching was observed. This is a similar picture to the last inspection although the quality of teaching has slightly improved as a very few lessons were judged to be unsatisfactory in the last inspection. The quality of teaching and learning in the majority of lessons observed in the two Year 6 classes was very good.
13. The quality of teaching and learning for pupils who have special educational needs is good overall. Small groups are withdrawn regularly from lessons for well-focused and planned social skills training. Teachers and assistants usually use effective methods to support the pupils when they complete tasks during lessons. However, during the opening sessions of lessons the pupils often stay quiet when they could, with help, offer to answer questions. The quality of the support given to the few pupils from ethnic minority backgrounds and the pupils who speak English as an additional language is the same, overall, as for all other pupils.
14. Teaching is very good in music and French and good in most other subjects. In art and design, science and physical education, teaching and learning are satisfactory overall. No judgement could be made in geography as not enough teaching was observed to make a judgement. There are strengths in the quality of teaching. Most teachers throughout the school have very good skills in teaching the basic skills and in managing pupils' behaviour. Very little time is wasted in ensuring that all pupils are concentrating on producing good quality work. Most teachers have good subject knowledge and understanding of the subjects they teach and their methods are at least sound and often good. In English and mathematics, including literacy and numeracy, the basic skills are taught very well and most pupils are very secure in their knowledge of tables and calculate number quickly. Similarly, in English, the skills of spelling, handwriting and writing are taught very thoroughly and pupils' good progress is evident through Years 3 to 6. In science, the teaching of numeracy skills to produce charts and graphs to show the results of experiments is good. These skills support pupils' mathematical progress well.
15. In ICT, teachers have undertaken training and have developed their confidence and competence well. They give clear instructions to pupils and give them plenty of time to practise. As a result, pupils show keen interest and are well prepared to tackle challenging tasks in the computer suite. The teachers' use of ICT in other subjects is developing appropriately. Improved planning by the teachers in history since the last inspection has led to pupils acquiring high quality skills in using and interpreting historical sources. Teachers have very good subject knowledge in music and French and, in music, the quality of teaching is enhanced by the excellent subject knowledge of the visiting music teachers. As a result, the pupils make every effort both creatively and intellectually to improve their work in these subjects and reach high standards.
16. Where teaching is less effective in a few lessons, the introductions are too long, pupils lose interest and there is insufficient time available for pupils to produce work of quality, for example in science. Occasionally, teachers are too directive in mathematics and give pupils little opportunity to take part in discussion. Opportunities to explore ideas were limited in a mathematics lesson where pupils were expected to investigate a challenge in a very structured way rather than explore their own mathematical hunches. From a scrutiny of the past work of pupils and in a very few lessons in science and mathematics, it is evident that some teachers rely too much on commercial worksheets and do not select appropriate tasks to match the different needs of the groups of pupils they are teaching. In a few physical education lessons, there was a lack of demonstration and use of self-evaluation by the pupils. Although work is marked conscientiously by most teachers, few examples were seen of comments that help pupils to make the next step in their learning. When low attaining pupils were clearly not being successful in their mathematics

work in Years 5 and 6, for example, there were few comments from the teacher to encourage and give guidance.

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

17. The quality and range of the curriculum provided by the school are satisfactory with several strengths. The school enriches the curriculum well with very good provision in English, history, French and music. There is also a wide range of visits and visitors as well as two residential visits in Years 5 and 6. Provision is broad and meets the interests, aptitudes and special needs of all pupils and gives them a good preparation for the next stage of their education. The curriculum meets the statutory requirements of the National Curriculum and the agreed syllabus for religious education. Provision for extra-curricular activities is good and enriches the experiences of pupils, particularly in the older classes. Opportunities for younger pupils are more limited.
18. The balance of the curriculum is satisfactory overall but too little time is given to the teaching of geography during the year. Although adequate time is given to the coverage of art and design in the planning documents, the curriculum is rather narrow in some year groups. There is some inconsistency across year groups in planning when art and design will be taught. In design and technology, more importance is given to teaching pupils the skills of making their products and, as a result, their progress is not as good in knowing how to design and evaluate. There was very little evidence of pupils using their skills in ICT in other lessons. The school recognises the importance of ensuring that all pupils receive equal opportunities to learn and this is given good attention in subject and aspect policies. However, in practice, there is some inequality in curricular opportunities in all year groups due to the large number of part-time teachers. In mathematics, the curriculum is covered well generally and a wide range of mathematics is taught. However, there is no joint planning across the year groups and, as a result, the groups of older lower attaining and special educational needs pupils are not given a broad curriculum. In addition, opportunities are restricted in some curriculum areas for a few pupils due to the choice of accommodation, for example in science, where a large group in Year 3 is taught in a very small room and this limits the activities significantly. In art and design in Year 5, the timetabling of an art specialist means that only one class in Year 5 receives the benefit of her skills.
19. Provision for pupils with special educational needs is satisfactory. The school takes care to ensure that pupils of all levels of attainment learn successfully and the governors are considering how to meet the access and disability criteria. Small groups of pupils are withdrawn at various times of the day for specialist and other support and benefit from consolidating their skills, particularly in English and social skills. The school has a system in place to ensure that, on their return to the classrooms, pupils are given one-to-one help to catch up on what they have missed. This system was observed working well in some lessons but not in all and the timing of withdrawal is insufficiently varied to ensure that pupils can catch up and have the same experiences as others. Individual education plans are monitored regularly by the special educational needs co-ordinator. The teachers use the targets they set to guide lesson planning appropriately and classroom assistants record the pupils' progress in some lessons, but not all. Although individual educational plans are focused well for reading and writing targets, behaviour targets are often described without a specific measure of success. There are appropriate links with partner institutions particularly with regard to transfer of information about the pupils' specific needs.
20. The strategies in place for teaching literacy and numeracy skills are good overall, and literacy skills in particular, are used and developed across a range of subjects. The daily mathematics lessons are taught effectively overall and sound links are made to other subjects. The use of numeracy in science is good and enhances the pupils' learning.
21. The curriculum is enriched by a number of extra-curricular activities after school and at lunchtimes. Some clubs are led by teachers and others by paid specialists. A considerable number of pupils are learning to play a musical instrument. This, together with the choir, the recorder club and the school orchestra, makes a valuable contribution to the school's music curriculum. Sporting

activities, such as football, rugby and tennis coaching and netball clubs add to the school's provision for physical education.

22. A new scheme of work is in place for personal, social and health education that includes appropriate areas of citizenship. Studies for younger pupils include an emphasis on rules and developing a healthy lifestyle as well as keeping themselves safe. During the inspection, pupils in Year 4 were considering respect for property in the community and the consequences of vandalism. The social skills programme is a valuable addition to the curriculum and meets the needs well of identified pupils. Pupils learn, for example how to ask questions appropriately and to express their needs clearly.
23. Overall, the school's provision for the pupils' spiritual, moral, social and cultural development is good and the school develops pupils' personal skills very well through the day-to-day life of the community and in lessons. Provision is good in spiritual and cultural development and very good in moral and social development. This has a very positive effect on many aspects of school life. Although there appears to have been a slight decline in provision since the last inspection five years ago, there are now different demands upon schools, particularly in cultural provision.
24. Teachers provide good opportunities for the pupils to develop spiritually. In lessons, their praise creates an atmosphere in which pupils can flourish and feel confident. A good example of this was in an art lesson, when the teacher held up a partially completed watercolour painting and praised the artist pupil who had been very successful in creating a background of snow-capped mountains. Good opportunities are taken in assemblies and the vicar was very successful at creating a sense of wonder during his prayer and reflection. In literacy, many pupils have developed an enjoyment of poetry that they use to conjure up the imagery intended by the poet. Pupils in Year 3 were rendered speechless when a Roman centurion, legionary and standard bearer, complete with wolf-skin headdress entered their classroom.
25. The school's provision for moral development is very good. The school is a community where there are very high expectations of good and respectful behaviour. The school's strong moral code makes it a supportive and safe place to be and pupils rise to expectations and the challenges they have been set. Teachers and assistants respect individuality and the reward systems given to pupils in response to their achievements are effective in promoting good behaviour. Moral issues are explored through history and geography units of work and they are discussed and explored in lessons.
26. The school provides very good opportunities for social development. Relationships between pupils and pupils and staff are very good. The school identifies the pupils who need social skills training, gives them short focused training sessions and this helps to develop their confidence in social situations. The school encourages pupils to develop independence in their work, for example to develop their research skills in history. In classrooms, there is an ethos of co-operation in pairs and groups. The older pupils have responsibilities in the library and are very caring if they notice that other pupils are upset. The school encourages pupils to think of others through raising funds, for example for Action Aid.
27. The school's provision for cultural development is good. The pupils' knowledge of English culture is very successfully developed through the curriculum. For example, each class visits places of historical or geographical interest and Year 6 pupils examined the Victorian censuses to find out about the local residents in the nineteenth century. The school provides good opportunities to gain insights into other cultures and, for example, they have links with a school in France, have reciprocal visits and write to pen friends. The pupils' understanding of other faiths is deepened in religious education lessons and by visiting different places of worship within Christianity. However, the school provides limited other opportunities for pupils to learn about living in a diverse cultural society.
28. Since the last inspection, the excellent links with the community have been maintained and continue to make a very significant contribution to pupils' learning. There are very strong links with the local church. The vicar leads assemblies regularly, the church is used as an educational

resource and the church uses the school hall for its summer club. The choir sing at a local hospital, the collection at the school's carol service goes to a local charity and senior citizens attend the school's Harvest Festival and Easter show. Very good use is made of the school by local clubs and organisations, for example, the 'Fun after 3' club is run for all children until 6.00pm each evening. Many members of the community help to support pupils' learning across the curriculum. For example, helping with reading and helping the orchestra during concerts. In addition, the police and the Fire Service enhance pupils' awareness of personal safety and citizenship. Local shops strongly support the school's summer fair.

29. There are good links with partner institutions, which help to ensure that children transfer happily into the school and move on happily to their next stage of education. There is good liaison with the feeder, infant school and this includes infant children attending school productions and using the junior school's field for sports day. The school is part of a local cluster group of primary schools and there is good contact with these schools through regular football and netball matches and participation in local tournaments. Secondary school pupils undertake work experience at the school and the school attends productions at the local secondary school. There are also links with local independent schools who help to support the science and design and technology curriculum.

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

30. Since the last inspection, the school has maintained its standard of care for pupils and provision is good. Parents are pleased with the level of support in the school, seeing it as a caring community where the headteacher and teachers are approachable if there are any problems. The procedures for monitoring pupils' academic performance are sound and procedures for monitoring personal development are good. Procedures for educational and personal support and guidance are good. Strengths lie in the very good procedures to prevent bullying and the effective procedures to promote good behaviour. In addition, there are very good procedures for monitoring attendance. Since the last inspection, procedures for ensuring pupils' welfare, health and safety have been maintained and are good overall.
31. The good personal support and guidance pupils receive make a significant contribution to their personal development and effective learning. Looking after pupils' personal and emotional needs is the responsibility of class teachers who, together with most of the support staff, know their pupils well, are sensitive to their needs and are thus able to provide good personal support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have knowing that they will be dealt with sympathetically. Also, additional support is offered in a variety of different ways according to individual need, for example, through the social skills groups led effectively by a trained assistant.
32. Child protection procedures are good overall. The designated person and another senior member of staff are suitably trained and information from training courses is disseminated to all staff. All staff are aware of the procedures and their importance. Liaison with other agencies is good.
33. Procedures for promoting good behaviour are good with a strong emphasis on recognising and rewarding good behaviour. Each class has its own discipline plan, which includes class rules that have been discussed and agreed with the pupils. The class discipline plans also include consequences (or sanctions) and rewards. These are used consistently in the Year 3 and 6 classes and this has distinct advantages when the year group is divided into groups of ability. However, in other year groups there are variations in individual class sanctions and rewards and this occasionally has a negative impact on management and control in a very few lessons. Procedures for eliminating bullying are very good. The anti-bullying policy includes procedures for dealing with bullying, examples of good practice, raising awareness and giving advice to the victims of bullying. The only incidence of bullying in the last term was dealt with very successfully by implementing this policy.
34. Procedures for monitoring and promoting attendance and punctuality are very good. The school makes its expectations very clear to pupils and parents and parents are strongly advised not to take family holidays in term time. Attendance is recorded using a computerised system and



monitored regularly with persistent absence or lateness followed up appropriately. Parents are reminded about the importance of regular attendance and punctuality and pupils are awarded certificates for 100 per cent attendance at the end of the year.

35. Health and safety procedures are good and provide a safe working environment. All routine testing is up to date and health and safety checks are carried out once a term by the appropriate committee of the governing body. Any issues are rectified with appropriate urgency and the main governing body is kept fully informed about health and safety matters. Risk assessments have been carried out for all potentially hazardous areas of the school, for example, the swimming pool. Pupils' personal safety and general well-being are addressed well in the personal, social and health education curriculum which is enriched by talks from the local police and the Fire Service.
36. The care and support of pupils with special educational needs are good. The teachers know the pupils they work with well. The school ensures that pupils with special educational needs have good opportunities to take part in all school activities and their contributions are recognised and appreciated. The procedures for the early identification of special educational needs are effective and are guided by the information given by the pupils' previous school. The school has appropriate systems for tracking pupils' progress and reviews of pupils' targets are arranged appropriately.
37. The monitoring of pupils' academic performance and personal development is sound overall and has been maintained since the last inspection. The school has carried out a complete review of the assessment and reporting policy and has worked hard to ensure that all data is accessible to teachers on a computer program. The school has effective systems in place for assessing pupils' attainment and progress in English and mathematics. In religious education and all other subjects of the National Curriculum, assessment procedures are satisfactory. The school tracks the progress of pupils in English and mathematics at the end of each year when pupils complete the optional national tests as well as other standardised tests. These assessments enable the school to predict the targets for pupils in English and mathematics at the end of Year 6. In addition, the school routinely carries out spelling and tables tests and uses these to analyse evidence of progress. The identification of specific weaknesses has resulted in the school implementing procedures to ensure that teachers include those areas of weaknesses in their planning, for example improving the boys' writing. As a result, boys' writing has improved.
38. The use of assessment to guide curriculum planning is satisfactory overall although it is good in English and mathematics. Pupils have personal targets in those subjects that are attached to their exercise books and they know what they have to learn next. In religious education and all other subjects, evaluations of lessons and pupils' work are included in all the planning documents although these usually give a broad assessment and do not give details of the progress of every pupil. However, individual pupils are sometimes identified as needing specific guidance. At the end of units of work, a few teachers assess all pupils' achievement in their class informally on their own handwritten sheets, for example, comments about pupils' skills in research in history. The pupils' use of whiteboards in some subjects, but particularly in English and mathematics, gives the teachers instant knowledge of the pupils' understanding of the learning objective. There is clear evidence that in many lessons in all subjects, the teachers were assessing the pupils' progress and revising their planning if necessary. In history, geography and art the pupils make their own books to display the work they have completed in a particular unit of work, for example, the Tudors. The pupils' books are evaluated by the pupils, their parents and the teachers on a formatted document. However, apart from history, this system does not cover an evaluation of the skills the pupils have learned while collating their books and concentrates more on presentation and how much work has been completed.

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

39. Since the last inspection the partnership with parents has improved and is now very good. Parents have very positive views about the school. Their response to the pre-inspection questionnaire indicated their confidence in the school community. Virtually all consider that behaviour and teaching are good, would feel comfortable approaching the school with problems and consider that the school expects their children to work hard. The vast majority express satisfaction with all other aspects of the school except the amount of homework, information on children's progress and provision of extra-curricular activities where a very small number express some dissatisfaction. The inspection team fully supports parents' positive views but not the areas of concern. The team considers the use of homework to be good, information on children's progress to be very good and the provision of extra-curricular activities to be good.
40. Parents are very well informed about the school through the prospectus, the governors' annual report, monthly newsletters and other correspondence. Good information is provided to parents through annual information booklets issued in July in preparation for the next academic year. Information to parents about the curriculum is satisfactory. The prospectus gives a general outline for each subject and lists the topics to be covered each term in each year. However, there are no details of the work to be carried out in English and mathematics. The school is aware of this and is planning to better inform parents about the curriculum from the start of the next academic year.
41. Parents are very well informed about their children's progress through termly consultation evenings and good annual reports. Parents also have opportunities for informal discussion at other times and the school and teachers write to parents celebrating their children's successes as they occur. Parents of pupils with special educational needs are kept well informed of their children's progress. However, although parents of children with special educational needs are invited to review meetings, they are not invited to contribute towards the drafted targets on the independent education plans. Nor are they invited to review the school's policy for special educational needs. Pupils with Statements of Special Educational Need complete a self-evaluation report of their progress.
42. Parents make a very good contribution to their children's learning at school and at home and this has a significant effect on attainment and progress. There is very good support on trips and visits and parents help with costumes for school productions and special days such as "Roman Day". Parents also raise substantial funds for the school through the parents' association and provide practical help such as clearance of the wooded area. All parents help their children with their homework and their excellent attendance at parents' evenings and other events demonstrates to their children the importance they place on education. This was clearly demonstrated at the 'Roman Assembly' presented by Year 3 pupils where over 70 parents were present. This excellent level of support by the parents helps to instil very good attitudes to learning and to the school in their children.

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

43. Since the new headteacher had only been in post for half a term before the inspection it is not possible to make a judgement on the impact of her leadership. Nevertheless, she has made a good start, working with tact, skill and determination. She has identified accurately strengths and weaknesses within the school and has monitored teaching and learning in all classes. She is developing good relationships with pupils, staff, parents and governors, many of whom have expressed appreciation of her willingness to listen and to engage in professional discussions.
44. At the time of the last inspection leadership was very good and management of the school was good. Since then, some weaknesses have emerged in the deployment of staff, the use of the accommodation and in the clarity with which financial responsibilities are defined. The first two of these weaknesses have an impact on the learning opportunities offered to some pupils. However, overall, the school is still run well on a day-to-day basis and staff with responsibilities carry these

out conscientiously with a view to improving the school's provision. Overall, leadership is now good and management satisfactory.

45. The school has a suitable management structure. The deputy headteacher has a range of appropriate management duties, supports the headteacher well and is part of a senior management team. However, the composition, duties and pattern of meetings for this team currently lack clarity. This leads to inefficiency, because of the duplication of effort and lack of planning for the agendas for meetings. There is also a lack of clarity in the way non-contact time is allocated to senior staff and subject co-ordinators and their accountability for the way this time is used. As a result, some co-ordinators are short of time for essential tasks and others have time allocated but no set tasks to plan for. Co-ordinators carry out many aspects of their work well, such as supporting colleagues, developing schemes of work and auditing and purchasing resources. They bid for money and manage their budgets to support their annual action plans. However, these vary in quality and some pay more attention to maintenance rather than ways to raise standards.
46. The management of provision for the pupils with special educational needs (SEN) is satisfactory. The link governor for SEN has good relationships with the school and has observed lessons, although she has not yet observed any specific lessons for groups of SEN pupils. The link governor monitors the progress of the pupils by keeping an eye on the register and believes that pupils with SEN have made good progress in Years 3 to 6. The responsibilities of classroom assistants lack clarity. Assistants are sometimes referred to as special needs assistants or classroom assistants or learning assistants. It was evident during the inspection that several of the assistants were not clear about their role during lessons. Training for assistants is inconsistent and has yet to be standardised to ensure that assistants are confident in supporting pupils in lessons. The funds for pupils with special educational needs are used appropriately and the special educational needs co-ordinator has sufficient time to enable her to carry out her duties. Although the school does meet the needs of those pupils who are deemed to be gifted and talented in a few subjects, a formal system of identifying those pupils has not yet been organised.
47. The monitoring and evaluation of the school's work is satisfactory but is not always sharp enough or sufficiently rigorous. Although co-ordinators monitor some aspects of teaching and learning in their subject, not all have had sufficient opportunity to monitor work in the classroom. This is limiting their ability to evaluate and influence work in their own subjects and is leading to discrepancies in the use of accommodation and lack of balance in curricular provision. The headteacher has started to address this by organising a rolling programme for monitoring.
48. Governors support the school well and consider it important to maintain an ethos where pupils feel confident and enjoy learning. They have agreed an appropriate range of policies to underpin the school's work. The committee structure of the governing body enhances its efficiency in fulfilling its statutory duties well. The school fulfils its stated aims but these are expressed in terms that are too general to be really useful in helping the management of the school to assess how well the school is performing in relation to its aims. The chair of governors takes a keen interest in the school and meets the headteacher on a regular basis; they have established a good working relationship and this provides a useful channel of information for governors. Although the numeracy governor has observed mathematics lessons and the governor who oversees special educational needs provision liaises regularly with the co-ordinator, not many governors routinely visit classrooms. The governing body relies mainly on the headteacher's report for its information with some input, on occasion, from subject co-ordinators. Governors regularly review progress on the school development plan that appropriately considers improvement in the curriculum and other areas of provision and looks ahead over a suitable time-scale. However, governors have not yet established formal strategies for measuring success and subject co-ordinators' reviews do not focus clearly on outcomes.
49. Financial planning and control are satisfactory. The finance committee of the governing body is involved in making recommendations to the full governing body about the annual budget but receives monitoring reports on spending against the budget only once a term. Although the administrative officer provides sound support for financial control, there is some confusion about

the overall responsibility for the inventory of capital assets between her, the resources manager and the co-ordinator for ICT. This again is inefficient. The school uses specific grants appropriately. Over the last few years, the school has maintained staffing levels by making use of surplus funds. The headteacher has alerted governors to the fact that now the funds are largely depleted, budgetary difficulties may arise in the future and the governing body has invited a local authority finance officer to discuss the situation. The school satisfactorily follows the principles of best value. It compares its performance with schools in a similar context but has not compared its generous staffing levels with national averages. It consults parents on issues such as the format of annual written reports on pupils. The school is planning to introduce a school council to provide a means for pupils to express their views. The costs of services are reviewed and purchases are considered in terms of quality as well as cost by the school's resources manager. The school makes good use of new technology for financial control and monitoring attendance and is extending this to managing assessment data. Governors are also beginning to use e-mail for communication.

50. The school intends to be inclusive and has an appropriate equal opportunities policy and a policy about promoting race equality. The latter is implemented well but the deployment of the large number of part-time teachers leads to some inequality in teaching quality and curricular opportunities in all year groups, particularly for the lower attaining pupils. There is no overall policy about the use of part-time teachers.
51. Although mentoring arrangements for the part-time newly qualified teacher are sound she mostly teaches lower attaining pupils and has very few opportunities to teach a whole class. The school makes good use of specialist teachers in French and music but the timetabling of an art specialist means that only one class in Year 5 receives the benefit of her expertise.
52. There is a lack of clarity about the roles and responsibilities of the large number of support staff, including administrative staff. Learning support assistants support pupils with special educational needs well in literacy and numeracy lessons but the role of classroom assistants in lessons depends largely on how teachers plan for them. In several lessons during the inspection, they were under-employed. However, in better lessons the assistants are fully involved supporting groups with recorded work and activities. Further training would help them to be able to support groups with questioning and discussion, to make pupils' learning more effective. The training of teachers is linked suitably to the needs of the school and several teachers have also obtained bursaries to enable them to enhance their personal professional development.
53. The outside of the school provides a pleasant environment with satisfactory hard and grassed surfaces and parents are currently improving the wooded areas at the back of the site to enhance curricular opportunities. The school leases a field close by for team games and has its own outdoor swimming pool for use in summer. Overall, the school's accommodation is good and includes a large hall that provides well for physical education, assemblies, productions and performances. There are specialist rooms for French, social skills training and a computer suite. The school caretaker takes a pride in maintaining the school in a clean condition and during the inspection week attended a course on aspects of maintenance to enhance her skills. There is, however, considerable variability in the school's decorative condition. There are weaknesses in the use of some of the shared teaching areas including the Horsa building adjacent to the main school. For example, the use of the small room in Year 3 for English and science groups is unsatisfactory and restricts the opportunities of the pupils involved. One support group is not always sure where it will be taught week by week. The numbers of pupils involved are not always sufficiently taken into consideration when allocating teaching spaces. The school is aware that it will need to make alterations in order to make suitable provision for pupils or adults with a physical disability.
54. The school's resources are good overall and there have been recent improvements in the quantity and quality of books available in the library that are having a positive impact on pupils' literacy skills. The addition of a further nine computers in the computer suite with networking to computers in teaching areas is making teaching more efficient and already resulting in rising standards. The

resources for music are very good and help the school to maintain the very good learning in music throughout the school.

55. The school has taken satisfactory action to address the key issues from the last inspection. It has sharpened the learning targets in its medium-term planning and linked these to assessment procedures in English and mathematics and to some extent in science. The school is aware that further work is needed in other subjects. The role of the subject co-ordinators has been satisfactorily developed and the school has introduced and implemented a sound performance management policy for teachers.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to raise standards, the headteacher, governors and staff should improve the efficiency and effectiveness of the school's management and use of resources by:

- reorganising the grouping of pupils of different prior attainment for science, so that there is a curriculum rationale for the organisation of this in different year groups;  
(Paragraphs 47, 50, 53, 77, 78)
- ensuring that accommodation is allocated to different teaching groups in such a way that pupils' activities are not restricted, taking account of numbers of pupils and sizes of rooms;  
(Paragraphs 47, 50, 53, 72, 77)
- ensuring that specialist teaching is allocated to year groups and pupils of different abilities in an equitable way;  
(Paragraphs 44, 50, 51, 85)
- enhancing teachers' experience and the teaching expertise present in the school by ensuring that all teachers gain experience of teaching a range of ability groups;  
(Paragraphs 16, 44, 50, 51, 65, 68, 70, 77, 78)
- improving the clarity of duties of the senior management team and its composition and meetings, and the clarity of some financial responsibilities, and ensuring that senior managers and co-ordinators have appropriate time to carry out their defined duties, including monitoring; and  
(Paragraphs 44, 45, 47, 65, 68, 70, 71, 77, 86)
- reviewing the training, deployment and duties of classroom assistants in order to ensure that they are always fully effective when supporting individual pupils or groups of pupils.  
(Paragraphs 13, 19, 44, 46, 52, 61, 62, 68, 124, 127)

In addition to these points, there are lesser issues that the school should consider for inclusion in its action plan. These involve:

- Reviewing the balance of the curriculum and whole school approach to planning by developing a more consistent system to the allocation of time in all subjects and the balance of activities.  
(Paragraphs 18, 65, 82, 92, 94, 95, 97, 105)
- Review the heavy emphasis given to the use of commercial worksheets in mathematics and science in a few classes.  
(Paragraphs 69, 74)
- Formally identifying the gifted and talented pupils.  
(Paragraph 46)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	27	18	0	0	0
Percentage	2	23	45	30	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

<b>Pupils on the school's roll</b>	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	262
Number of full-time pupils known to be eligible for free school meals	10
<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	7
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	34	37	71

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	31	26	34
	Girls	35	30	35
	Total	66	56	69
Percentage of pupils at NC level 4 or above	School	93 (86)	79 (75)	97 (97)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	31	25	33
	Girls	35	31	35
	Total	66	56	68
Percentage of pupils at NC level 4 or above	School	93 (88)	79 (78)	96 (97)
	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	232	0	0
White – Irish	1	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	7	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes**

**Financial information**

**Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	11.42
Number of pupils per qualified teacher	23
Average class size	33

**Education support staff: Y3 – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	150

Financial year	2001/02
	£
Total income	556,200
Total expenditure	589,863
Expenditure per pupil	2295
Balance brought forward from previous year	44,112
Balance carried forward to next year	-7,119

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	260
Number of questionnaires returned	116

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	57	40	3	0	0
Behaviour in the school is good.	44	53	2	1	0
My child gets the right amount of work to do at home.	29	54	12	3	2
The teaching is good.	61	37	1	0	1
I am kept well informed about how my child is getting on.	41	46	10	2	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	0	1	1
The school expects my child to work hard and achieve his or her best.	59	40	1	0	0
The school works closely with parents.	40	49	7	2	2
The school is well led and managed.	51	39	2	0	8
The school is helping my child become mature and responsible.	56	38	3	0	3
The school provides an interesting range of activities outside lessons.	30	54	10	2	1

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

**ENGLISH**

57. Inspection findings are that standards of attainment at the end of Year 6 are well above average and the achievement of all pupils, including those with special educational needs and those who speak English as an additional language, is good. Results in the national tests in 2002 showed that pupils' attainment was very high compared with the national average, placing the school in the highest five per cent of schools nationally when compared to similar schools. This is good improvement since the last inspection when standards were judged to be above average. Standards have improved due to the successful implementation of the National Literacy Strategy and good teaching and learning. A close focus on monitoring and analysis of results has led to successful action to address areas for improvement. Although girls outperformed boys in their writing skills last year, this gap is now closing as a result of effective action taken by selecting more appropriate reading material and non-fiction texts that appeal to boys. The inspection judgement of high standards, rather than very high standards, is not significant due to slight differences in ability in the year group.
58. By the end of Year 6, the pupils' speaking and listening skills are very good and pupils are given many opportunities to speak and listen in pairs or small groups, to enter class discussions and to respond to the points made. There are regular opportunities to address an audience and pupils gain confidence through drama and giving presentations, such as the one at the end of the Roman theme day. They enjoy reading aloud their own poetry.
59. Pupils' reading skills are very good by the end of Year 6. Almost all pupils are reaching at least the expected level for their age and many exceed this. They read with understanding, fluency and great expression. Throughout the inspection it was evident that the library is constantly used by pupils, who can use the computerised system for identifying borrowers by thumb prints. Pupils from Year 6 enjoy their library duties and help the younger pupils to choose appropriate books. The library is well sited as all pupils pass it on their way into and out of school and there is a very good system for grading books. Valuable assistance from the voluntary reading helpers in the community helps those pupils who need that bit of extra practice. Pupils are encouraged to take books home regularly and parents and teachers contribute to the well-kept home-school reading records.
60. Standards of writing are well above average at the end of Year 6. Pupils' work is well presented, handwriting is fluent and joined and almost all pupils are secure in their use of punctuation and spelling. Sentence construction is often complex and pupils are using an imaginative vocabulary and tackling challenging writing tasks. There is evidence of a wide variety of writing forms including petition letters persuading teachers not to set half-term homework. Very good links with art and design were evident in the pupils' writing in Year 5 following their visit to Tate Modern. Pupils wrote booklets for children, 'A Child's Guide to Tate Modern', as well as booklets about different artists describing their techniques. In addition the pupils wrote biographies of their favourite artists and were able to recall their feelings when they first observed a particular painting, for example Dufy's 'Open Window'. In Year 5 also, the teacher's very good teaching and enjoyment of poetry has influenced the pupils who write their own poetry well, including alliteration with a fun element. By the end of Year 6, pupils produce a high standard of writing play scripts using narrative text as well as writing in a persuasive genre arguing the pros and cons of children having mobile phones.
61. The quality of teaching and learning throughout the school is good. In Year 6, teaching is very good. Throughout the school the basic skills of spelling, handwriting and fluent writing are very well taught and there is good emphasis throughout on correct grammar. Spellings are given for homework regularly and tested weekly. Teachers plan well at different levels so that all pupils practise the same skills using texts of appropriate difficulty. Good planning ensures that all the pupils make good progress throughout Years 3 to 6, and, for example in Year 3, pupils learn the basics of writing instructions for making fruit salad, and by Year 6 most pupils' writing skills have

developed very well and they can identify features of clear stage directions when writing a play scene. Good questioning skills assess and review pupils' learning effectively. Teachers use this assessment to plan further lessons and ensure that pupils grasp difficult concepts thoroughly. Good questioning is a feature of all lessons and effective discussions are developed that give pupils opportunities to respond, explain and interpret literacy texts. In a discussion on Garfield's version of *Macbeth*, for example, pupils accurately drew from inference that, 'Lady Macbeth thinks that Macbeth is scared'. The methods teachers use are generally good and are particularly effective with average and higher attaining pupils. However, where teaching is less effective, the methods used with lower attaining pupils and those with special educational needs is insufficiently varied to present work in stimulating ways, such as with computer software programs. Nevertheless, the progress made by the lower attaining and special educational needs pupils is good overall due to the good planning that meets their needs.

62. Most teachers have very good management strategies and there is very little time wasted in lessons as a result. The classroom assistants usually give good support to those pupils who have been identified as needing special help although their support for the lower attaining pupils is not always in evidence in long lesson introductions where pupils need encouragement to respond to questions.
63. The National Literacy Strategy has been well implemented. Teachers demonstrate good knowledge and understanding of teaching strategies because they have had ongoing training and support in planning teaching, for example non-chronological writing. Pupils use their literacy skills well in other subjects, such as art, history and religious education. Individual whiteboards are often used to jot down words and ideas. Drafting and redrafting skills are well practised, for example in planning leaflets persuading people to join clubs and in preparation for presenting research. Presentation of redrafted work is very good and uses word-processing skills and incorporates clip art.
64. The management of English is good. The action plan written by the co-ordinator details appropriate developments for different aspects of English. The co-ordinator is aware of standards across the school and helps teachers in different year groups to plan teaching of different aspects of the literacy programme. The range of reading and writing genres is closely monitored to ensure the widest experience possible. There are good procedures in place for assessing the progress of individual pupils and groups of pupils throughout the school. All pupils have small targets to meet that will move them on to the next level of attainment in national standards. Work is conscientiously marked with encouraging comments although they do not explain what pupils have to do next to improve further. The use of information and communication technology is satisfactory but needs to be developed further to promote literacy skills for the lower attaining pupils. English makes a very good contribution to spiritual, moral, social and cultural development. Pupils enjoy reading and composing poetry and this develops their own enthusiastic attitudes towards literature. They have good access to a well-chosen range of books about other cultures and use their personal feelings to present moral and social arguments.

## **MATHEMATICS**

65. By the end of Year 6, standards of attainment are well above average and in line with the judgements made at the last inspection. However, the results in the national tests since the last inspection have been variable and the inspection findings show an improvement from average standards in 2001 and above average in the 2002 national tests. When results were compared to similar schools in 2002, standards were below average. The difference in the inspection findings in mathematics compared to the national test results in 2002 is due to the focus on giving more emphasis to problem solving and pupils learning how to calculate in different ways. In addition, the school has appointed part-time teachers to join year groups for mathematics each day so that three ability groups in each year can be organised to enable teachers to be more focused and give an appropriate challenge to the higher and average attaining pupils. Achievement is good for most pupils by the end of Year 6, including for those who speak English as an additional language. However, achievement is satisfactory for the lower attaining and special needs pupils. The evidence gathered from observations of lessons and a scrutiny of pupils' books shows they have

covered a narrower range of the mathematics curriculum. The school did not meet its target in mathematics for the last two years but is likely to achieve the challenging target for this year.

66. The quality of teaching and learning is good overall and has been maintained since the last inspection. The basic skills in mathematics, such as learning tables and how to calculate problems quickly are usually taught very well. In an example of good teaching in Year 5, the pupils' learning improved when the teacher's effective methods resulted in pupils learning quickly how to multiply decimal numbers correctly. Good use of a counting stick in a Year 4 lesson and quickfire questioning from the teacher led to all pupils' skills in multiplication moving forward rapidly. In the same lesson, a lively discussion occurred between pupils and teacher about the rule for adding odd and odd numbers or odd and even numbers. The pupils showed confidence and good knowledge of number when offering their suggestions. In Year 3, good resources had been prepared for the lower attaining pupils in a small group who were exploring symmetry using shapes to draw around and brightly coloured paper. The teacher was able to give the pupils good support and all made progress in the lesson.
67. In the two higher ability groups in Year 6, the quality of teaching and learning is very good. Very high expectations at the beginning of one lesson ensured that pupils revised their very good knowledge of the language of averages. Pupils were expected to calculate quickly and give their answers to, for example, the mean or mode of a range of numbers. In the same lesson, the pupils' knowledge of pie charts and their use was moved forward rapidly. They have learned very effective strategies for problem solving and could explain their reasoning for calculations of the size of the angles. Very good relationships in this class led to confident, lively pupils able to 'have a go'. In a different Year 6 lesson, very effective methods using an overhead projector enabled the pupils to explore and discover how to sketch the position of a triangle after a rotation about a vertex. Pupils were able to explain and show physically, for example, how to turn one and three quarter full circles and could add up the degrees correctly as they did so. Very good use of mathematical language in this lesson, and the teacher's talent at making complex ideas accessible to all the pupils, pushed forward the pupils' knowledge and skills. In addition, the pupils' personal development was enhanced by the teacher's sensitive skills in ensuring that pupils, whose knowledge is not totally secure, have sufficient confidence to say so and be given additional help.
68. Less effective teaching was observed in a very few lessons and was related to the lack of the teachers' effective strategies for teaching number. In these lessons, the opening sessions were very short and lacked constructive interaction between the teacher and pupils. In addition, the teachers were over directive and did not give opportunities for pupils to explain their reasoning about number or shape. In a few lessons, it was evident that the classroom assistants were not fully briefed of their role and their support of pupils was not always effective. The excellent resources initiated by the numeracy strategy were not in evidence and more traditional methods were used. In an example of satisfactory teaching in Year 3, the pupils persevered to find out the measurements of an open tray with the largest capacity, but their natural curiosity and evident ability to explore this investigation were curtailed by the teacher's preferred, structured method. Progress in these lessons was satisfactory.
69. In most ability groups throughout the school, the mathematics curriculum is covered well and a wide range of mathematics is taught. However, there is no joint planning across the year groups and, as a result, the groups of older lower attaining and special educational needs pupils are not given a broad curriculum. In these groups there was little evidence in the pupils' books of work related to simple problem solving, how to make estimations, how to measure and how to communicate their findings in tables or block graphs. There is too much emphasis on using commercial worksheets that do not always move all the pupils' learning forward.
70. The National Numeracy Strategy has been implemented well overall and the daily mathematics lessons are taught effectively by most teachers. Good resources are used in most lessons, such as small whiteboards that enable the teachers to use quickfire questioning to assess the pupils' learning immediately. There is good coverage of the curriculum in most classes and clear evidence of pupils solving problems, such as 'If a shape has the same area, will it always have the same perimeter?' Most teachers have a good knowledge and understanding of how to teach

mathematics well, have good questioning skills, high expectations and have received all the training on offer. However, this is not the case for all members of staff and whose satisfactory, more traditional teaching methods reflect a lack of training. The use of numeracy in other subjects is good in science and satisfactory overall.

71. The co-ordinator provides satisfactory leadership for the subject. The school has experienced difficulties appointing and keeping co-ordinators in this subject and there have been seven managers in six years. However, the present co-ordinator has been in post for four terms and has had the opportunity to carry out two joint observations with the local authority link adviser. The areas noted for development following these observations will continue to be useful to the school for continuing improvement. The co-ordinator has sampled pupils' work and recorded and discussed her findings with colleagues at a staff meeting but these discussions have not yet had an impact on, for example, the overuse of outdated mathematical textbooks in a very few groups. The amount of time she is allocated for monitoring the subject is limited for the large number of ability groups. The co-ordinator intends to concentrate on improving planning for mathematics as there is more than one scheme of work in use in the school and different year groups are using those schemes in different ways.
72. Formal assessment in mathematics is good with all teachers recording in detail how their pupils perform in the authority tests, the end of year tests and the national tests. Predictions are made on the basis of the data collected and pupils' progress is tracked. All pupils have individual targets for mathematics and, on a daily basis, it is clear that most teachers assess the pupils' progress in lessons. Teachers are making a mental note of what their pupils know and do not know and their progress is recorded on an assessment sheet of numeracy strategy objectives. Marking of pupils' work is carried out conscientiously in most classes but few examples were seen of comments that help pupils to make the next step in their learning. There are good opportunities for pupils to use their numeracy skills in science and pupils use a variety of standard measures to measure length and weight, time and temperature. They learn to express their results in bar and line graphs. Pupils learn to read scales on instruments such as thermometers and Newton meters. The use of information and communication technology is satisfactory in the subject and pupils were observed working on a mathematics investigation in the computer suite. Mathematics makes a significant contribution to pupils' social development through the collaborative nature of much of the work they are asked to carry out. Accommodation for teaching mathematics is satisfactory overall. However, there are weaknesses in the use of the shared teaching areas and, for example the numbers of pupils involved are not always taken into consideration when allocating teaching spaces. One of the groups is not always sure where it will be taught week by week and another is required to move into the Horsa hut when there is insufficient accommodation in the main building of the school.

## **SCIENCE**

73. By the end of Year 6 standards are above average, as was found at the last inspection, and this reflects the results in last year's national tests for eleven-year-olds in relation to the national average. Achievement is satisfactory, although pupils make good progress in extending and broadening their knowledge. Their investigative skills do not develop at the same rate owing to inconsistencies in the teaching of experimental and investigative science and reduced opportunities for some pupils in Years 3 and 4. These factors also contribute to pupils not yet reaching such high standards in science as they do in English and mathematics. Pupils with special educational needs achieve well with most attaining average standards by the end of Year 6.
74. Scrutiny of pupils' work shows that pupils in each year group follow a balanced curriculum between the study of living things, materials and physical processes. They build well on previous knowledge and by the end of Year 6 have a good depth of understanding in all areas. They show an awareness of making predictions, fair testing, and drawing conclusions based on the recording and comparison of measurements. Although teachers encourage pupils to record results in a variety of ways and organise their accounts of investigations appropriately, insufficient attention is paid to developing good quality recording. Pupils' diagrams are not as good as might be expected

and the quality of labelling is variable. Most pupils write short accounts of what they have done in their own words but there is some copying of text provided by the teacher. This was also seen in a Year 5 lesson where the teacher wrote sentences on the board for even higher attaining pupils to copy and add a missing word. In pupils' written work insufficient attention is paid to giving reasons for predictions or conclusions. Pupils' past work also shows there is too much use in some classes of commercial worksheets.

75. From the lessons seen and pupils' past work, the quality of teaching and learning is satisfactory overall and in about half the lessons observed teaching and learning was good. A strong feature in many lessons is the effective introduction and reinforcement of scientific vocabulary across the curriculum. Teachers encourage pupils to use this vocabulary so that by the end of Year 6 pupils discuss their work in science using appropriate terminology. During the introduction to lessons, teachers question pupils skilfully and promote discussion that engages their interest and furthers their understanding. In addition, teachers challenge pupils intellectually and make them really think about what they are doing. This was evident in an example of good teaching for Year 6 pupils on the reproductive system of flowering plants. The teacher quickly assessed pupils' knowledge through use of individual whiteboards and ensured that the pupils were clear about the function of different parts of the plant as well as knowing the names. Through clear instructions and her own enthusiastic approach she engaged the pupils in discussion that helped them to relate their learning to broader ideas such as the similarities with human reproduction and the important role of green plants as the 'producer' at the base of food chains. The teacher clearly valued pupils' ideas and used these to reinforce their learning well but always maintained the focus on the particular objective for the lesson. Discussions in Year 5 helped pupils to consider the effects of sound in everyday life and how sounds that are too loud may result in loss of hearing owing to damage to delicate components in the ear. The pupils started to think about and test ways of minimising loud sounds.
76. There was also some good teaching of experimental and investigative science. For example, higher and average attaining pupils in Year 4 were trying to solve a problem of how to mend a broken circuit in a torch by finding out which everyday items were conductors and which were insulators. Pupils worked in groups to plan their experiments, decided on how to design their circuit and what to test. This involved practice of problem solving and negotiating skills and most understood how to make it a fair test and what was to be the variable. That their planning was successful was shown by the efficient way they carried out the tests. They showed a good understanding of electrical circuits. They found out that most of the conductors were metal but that not all metals conduct and that some non-metals also conduct electricity. Some also noticed that the level of brightness of the bulbs in their test was different with different conductors and this led them to pose further questions.
77. However, the teaching of experimental and investigative work is not consistent and the introductions to some lessons are too long and this leads to some pupils becoming passive or losing interest. In some classes practical work is too directed by the teacher who does not always involve pupils well at all stages of investigations. This was a weakness noted also at the last inspection. This was seen, for example, in lessons in Year 3 where pupils were separating a sample of soil to observe the different components. The pupils were not given sufficient opportunity to explore and find out things for themselves as they were told the method to use. Only the teacher conducted separation of a second sample so it was less easy for the pupils to make a true comparison. In addition, there was less opportunity for half of the class to carry out practical work. While one half has the advantage of working in a very large classroom, the other half works in unsatisfactory accommodation: a very small room with little space for pupils to be able to move round or select resources. The class teacher, who asked more searching questions, always teaches one half of the class, and a part-time teacher teaches the other half in the small room.
78. There is also some inequality of opportunity for pupils in Year 4 where the lower attainers are always taught in a separate practical area. Although the teaching seen was satisfactory, and setting can be effective, this arrangement only occurs in Year 4 and there is no rationale to justify its use. These pupils do not have the opportunity to learn from the ideas and skills of their higher



attaining classmates, for example when planning investigations. They showed less understanding of what constitutes a fair test.

79. Most teachers manage pupils well and good relationships encourage positive attitudes to learning so that pupils are keen to try and answer questions, and work well together at their tasks. Teachers have high expectations for pupils to carry out investigations sensibly, and to measure carefully. As a result, pupils co-operate well in pairs or groups to carry out practical work and check each other's accuracy. Teachers help them with this by reminding them to consider exactly what they are trying to find out. However, the conclusions to lessons do not always refer to this or encourage pupils to evaluate their learning, for example, by discussing what they have found easy or difficult. In the best examples of marking, comments refer to these objectives, showing that teachers are assessing pupils' progress and also informing them of what they need to do to improve, but this is not yet routinely carried out.
80. Work in science contributes satisfactorily to the development and use of pupils' literacy skills through extending their vocabulary well but there are few examples of extended writing. There are good opportunities for pupils to use their numeracy skills. Pupils use a variety of standard measures to measure length and weight, time and temperature. They learn to express their results in bar and line graphs. Pupils learn to read scales on instruments such as thermometers and Newton meters. Although some use is made of information and communication technology the school recognises this is an area for development. Pupils are beginning to use an interactive microscope and to search the Internet, though they need guidance on how to best make use of information from this source to support their learning. Pupils are also given opportunities to apply their scientific skills through work related to the school and the local environment. The school plans to develop newly cleared woodland at the rear of the site to provide different habitats in order to have an additional learning resource to the pond it already uses for study.
81. The sound leadership and management of the subject are having a positive influence on raising standards. The school bases its curriculum on national guidelines to ensure balance and the year group teachers do their medium-term planning together, including considering how to build in investigative work. The school provides satisfactory opportunities for pupils' personal development through co-operative practical work and a growing understanding of how their bodies work. Learning more about some well-known scientists could broaden their cultural understanding. The co-ordinator has a clear view of the strengths and weaknesses in learning through careful analysis of test results, sampling planning, pupils' work and she has monitored some lessons. She has provided training for some year groups in investigative work and plans to extend this to others. There is satisfactory assessment at the end of each topic. The reporting to parents is informative but does not indicate whether pupils are attaining expected levels or otherwise.

## **ART AND DESIGN**

82. By the end of Year 6, standards of attainment are above average and achievement for all pupils, including those with special educational needs and those who speak English as an additional language, is sound. The school provides a satisfactory range of opportunities for pupils to use their skills and knowledge, and strengths of the subject were evident in Year 5, for example, in activities which followed a visit to Tate Modern art gallery. The pupils' paintings and drawings, which were linked with literacy and which were made following this visit, are of a very high standard and demonstrate how they had been inspired by the paintings and objects they had observed and discussed. However, in Year 4, the curriculum planned by the school is rather narrow and limited to drawing self-portraits in the autumn term and making masks in the spring term. The self-portraits showed little progress from those on display in the Year 3 classrooms.
83. Above average standards were evident in Year 3 in the half-portraits pupils had created from cut out faces from magazines. The pupils' final results using pastels showed good observational skills and an ability to use their pastels softly to create the facial features of eyes and lips. Most of the artwork displayed in Year 3 is linked with the pupils' work in history and there was little evidence of pupils' painting skills being extended. In Year 6, much of the work on display and available for scrutiny concentrated on drawing, creating moving figures out of paper and painting. Nevertheless,

the pupils' observational drawings of bottles and animals using several different ways of drawing lines close together are very effective. Drawings of brass musical instruments showed above average skills with very good attention to detail, such as the curves of the pipes. There was also some work on display of well-constructed containers made of clay as well as effective fabric collages of portraits of Tudor courtiers.

84. The quality of teaching and learning in art and design is sound overall. The judgement on teaching is made mainly from the work on display as very few lessons were observed. In Year 3, the lesson observed was linked with the 'Roman Day' organised by the teachers to give pupils the opportunity to have a strong focus on the Romans and their way of life. Methods of teaching of how to work with clay in a Year 3 lesson were sound and the teacher ensured that the pupils were given several tips, such as how easy it is to smooth over any mistakes. It was the first time the pupils had experienced working with clay and they enjoyed the activities, trying their best to produce similar models to those prepared by the teacher. A very few used their imaginations to produce different designs on their disks, such as a seahorse or an elephant. The resources used in this lesson were good and well organised.
85. In Year 5, very good methods were evident in the way the specialist teacher immediately began the lesson with enthusiasm, good pace and very high expectations. She used the overhead projector effectively to show slides of several paintings by famous artists concentrating on how the artist had created the illusion of perspective. This was a very short lesson but it was surprising how quickly and thoughtfully the pupils approached the tasks of mixing their colours and creating the foreground and background in their watercolour paintings. The very good resources of many postcards of famous paintings helped the pupils to make decisions about colours and backgrounds. Very good links have been made with literacy in Year 5, when the group visited the Tate Modern. The displayed work includes the pupils' biographies of their favourite artists and written guides for children. The pupils have worked very hard and have been successful at reproducing the work of several famous artists shown at the Tate. This work is of a high standard showing very good observational skills and use of colour.
86. In an example of satisfactory teaching in Year 5, the teacher showed good knowledge and understanding of the slides of famous paintings she was showing the pupils and used good questioning skills when asking about the symbolism of the colour red in the painting by Copley, 'The Death of Major Pearson' and the clouds in Constable's 'Salisbury Cathedral from the Meadows.' The pupils were able to pick out other symbolic details, such as the twisted knobbly tree. However, this session was too long and pupils began to show signs of losing concentration. Planning indicated that this session would last ten minutes but it carried on for much longer. Pupils had little time to draw in their sketchbooks their own interpretations of famous paintings, such as Kandinsky's 'The Cossacks'. Only half of the pupils succeeded in this task in the time allowed.
87. Leadership and management of this subject are satisfactory with some strengths. The co-ordinator is knowledgeable about art and design and has had specialist training. She has been in post for six years. Although she does have non-contact time to monitor the development of the subject throughout the school, there has been no formal timetable of monitoring teaching or comparing standards in year groups. Nevertheless, the co-ordinator has regular slots at staff meetings to give staff training to update their knowledge and skills and focuses on the quality of printing or observational drawings throughout the school. Her action plan for the subject is mainly confined to maintenance rather than focusing on raising standards. The curriculum has been enriched by the visit of a local potter who took the Year 6 pupils to the museum to raise their understanding of how potters work. In addition, the co-ordinator arranges an art week in some years when local artists are invited into the school to demonstrate their skills and encourage the pupils to work in different media. There is no formal assessment to record the progress of pupils throughout the school but a few teachers do jot down their own comments at the end of a unit of work. The pupils' work is displayed effectively throughout the school and this aids ongoing assessment and progress through year groups. Resources are good and the kiln enhances the curriculum for three-dimensional work. There are good links with literacy and religious education. The use of

information and communication technology is satisfactory in this subject and pupils use the art programs available to reproduce the work of famous artists, such as Ben Nicholson's *'June 1937'*.

## DESIGN AND TECHNOLOGY

88. Only two lessons were seen during the inspection but evidence was also gained from examples of pupils' work, photographs and discussions with the co-ordinator and pupils. Pupils, including those with special educational needs, attain above average standards in this subject by the end of Year 6 and this is an improvement since the last inspection. Pupils' achievement is satisfactory overall but their achievement in making skills is good because teachers provide tasks that enable pupils to experience working with a wide range of materials and to use the tools and techniques appropriate to each.
89. Pupils show a keen interest in their design and technology work and apply themselves well. This is because of the wide variety of activities teachers offer them but also because of the close links to other subjects. In the lesson seen in Year 4, for example, pupils were able to make good use of their knowledge of electrical circuits from work in science to design alarms to protect items such as precious stones or exhibits in a museum. In Year 6 pupils are involved in a longer-term project, linked to work in history, to make a fairground. They had already undertaken an individual focused task and produced a carousel from a given design using plywood and reinforced card. Their work showed a high degree of accuracy in cutting and joining the materials and in the lesson seen they were applying an electrical circuit to power the carousel. Following clear instruction from the teacher on stripping plastic coating from wire and connecting a motor they were able to modify the arrangement of the circuit on the base to make it more effective. They also recognised the speed of turn produced was too fast and began to consider how they could regulate and reduce it. This is an ambitious project with plans for the pupils to make their own designs to place on the carousel and eventually use computers for control.
90. The quality of teaching is good overall. Although teachers direct much of the work closely, this results in pupils developing accurate measuring and careful cutting skills. They learn a range of joining skills and also how to stabilise and strengthen frames using triangular reinforcement of corners. Pupils are given opportunities for choice when, for example, they make musical instruments in Year 5 and in their designs for making masks from a mouldable material in Year 4. The school has a satisfactory food technology area in the Horsa building and Year 5 used this when making biscuits, an activity which was linked to their studies of Tudor times. Parents supported learning very well when their children in Year 3, using helpful instructions from the teachers, worked at home, designing, making and writing evaluations of a sandwich.
91. In the lessons seen pupils were enthusiastic and keen to contribute ideas. They worked well together, sharing resources and discussing their own work and that of others in their class. That pupils show considerable pride in their work is evident from the careful way they finish and present it. They have good opportunities to add detail so that the products look more realistic and the good colour sense they develop in their art and design lessons is put to good effect in, for example, the moving monsters using pneumatics made by Year 3 and the masks made by Year 4.
92. Pupils show a satisfactory understanding of the process of designing, making and evaluating but their designing and evaluating skills are not yet at the same level as their making skills. This is a similar picture to that found at the last inspection. Younger pupils, in particular, do not yet demonstrate in their work good enough awareness of the differences between drawings and designs and their annotations on designs are rather brief and not always altogether practical. As yet, pupils do not use computers to aid design. However, pupils successfully modify their work during making. Higher attaining pupils sometimes make well-focused comments on positive aspects of their work and how it could be improved but many evaluations are rather brief. They do not always answer questions such as 'Does it do the job I wanted it to do?' or 'Is it strong enough?'
93. There is sound management of design and technology. The co-ordinator for the subject is enthusiastic and has attended courses to enhance her own knowledge and understanding. She

arranged training for teachers following an analysis of their skills and although resources are good she would like to improve their storage and accessibility. She is aware that assessment is limited at present and needs to focus more on the full range of pupils' skills.

## **GEOGRAPHY**

94. Two geography lessons were seen during the inspection and owing to the limited quantity of other evidence it is not possible to make a secure judgement on standards or the quality of teaching and learning. The school does not allocate enough time for geography, with only one unit of work per year in Years 5 and 6. In addition, geography is seldom taught as a discrete subject and the lessons include links with other subjects, such as religious education when studying India. This means that the pupils are not given enough opportunity to develop their skills of geographical enquiry and interpretation. There was evidence to suggest that the pupils' skills of mapping, for example, are not being developed progressively due to the long gaps between units of work.
95. The quality of teaching and learning in the lessons observed in Years 4 and 5 was at least satisfactory. Both lessons were linked to history and focused on mapping skills. Good questioning and resources in the Year 4 lesson showed that the pupils' knowledge of map symbols is developing satisfactorily and the pupils' attitudes towards learning geography were very good as they worked to help each other find Saxon and Viking place names. The higher attaining pupils used their historical understanding to suggest why Viking place names are not so common in the south of England. In Year 5, the teacher's good methods of questioning ensured that the pupils had to think for themselves about the natural features on a map compared with features made by people. Good use of the overhead projector helped the pupils' learning move forward in understanding the physical and human geography of Egypt. The higher attaining pupils were able to interpret the map symbols and responded well to questions about the height of the land around the River Nile, for example 'It's quite low because it is less than 200 metres above sea level.'
96. When year groups do study geography, there are good opportunities for fieldwork. The pupils in Year 5 explored the River Wey and its features, comparing river flow, direction and depth at key points, erosion and river use for transportation. They compared key features with other rivers in the world. Information and communication technology skills moved forward when the pupils produced final drafts and tables to illustrate their findings.
97. The management of geography is unsatisfactory. Little attention has been given to the development of geography owing to the focus and emphasis given to history. The co-ordinator, who also manages history, is aware of this weakness and is introducing units of work from the national scheme. However, this initiative has yet to have an impact on pupils' skills. There is a system of formal assessment of pupils' progress in geography to inform planning when pupils compile their own books on a specific unit of work. Pupils self-evaluate the work and so do their parents and teachers. These evaluations focus mainly on presentation and the efforts pupils have made rather than on the progress the pupils have made in their skills of enquiry. Resources are satisfactory overall and the school intends to purchase class maps and atlases that need renewing.

## **HISTORY**

98. By the end of Year 6 standards of attainment are well above average and this is an improvement from the last inspection when they were judged to be good. The achievement of all pupils, including those with special educational needs and those who speak English as an additional language, is good. The school has made a good improvement in history through establishing a well-planned and broad curriculum, including many first-hand experiences for the pupils that bring the subject to life. Throughout the school pupils are building up a secure knowledge base of important historical periods, famous people and, in Year 6, social issues related to those periods. Pupils have a very good understanding of the distinction between primary and secondary sources of information. They use their knowledge and research skills well to examine changes in the local community in Victorian times and are able to hypothesise how and why the changes came about. Pupils studied the censuses of 1841 and 1861, compared the data that was available and

identified changes between the two periods of time. Pupils were able to explain how the population of Shottermill was affected by the growth of the railway system and the changes in jobs.

99. The quality of teaching and learning in Years 3 to 6 is good overall. Since the last inspection the quality of planning has improved and the scrutiny of pupils' work showed that the programme of study is well planned and good methods of teaching ensure pupils acquire high quality skills in using and interpreting historical sources. In an example of very good teaching in Year 3, visiting 'Roman soldiers' in full attire gave an excellent talk to the pupils about their uniforms and symbols of rank. The pupils, also dressed as Romans, were highly motivated by this role-play, responded very well and showed their very good knowledge of this period in history. They were able to explain to the soldiers, in answer to questions, that the auxiliaries are not Roman citizens but are from the empire and fight in the Roman army. Very good planning for this unit of work included a visit to Fishbourne Roman Palace and the pupils' experiences during their visit increased their knowledge of how Roman people lived. The pupils were able to explain to the visitors how a hypocaust was constructed and how bellows were used to circulate warm air. Good assessment was evident in this lesson and built into the planning. Pupils' response to their task of pretending to be a visitor to a bathhouse was very good and showed that they had improved their knowledge of the sequence of rooms.
100. In Year 5, the unit of work being studied this term is based on the Ancient Egyptians and the teacher's good methods of reinforcing the concept of time when researching secondary resources enabled pupils to explain the terms 'BC', and 'AD' and give a very good approximation to where we are now. The pupils showed good skills in using the timeline to explain the very long period in history between 3000 BC and 2000 AD. Most pupils were able to enter periods of history, such as the Tudors and the Roman Empire as well as single events like the discovery of Tutankhamen's tomb and good questioning and support was given to the very few lower attaining pupils by the teacher to ensure their good progress. Very good relationships between the teacher and pupils in this class lead to excellent attitudes and behaviour and pupils who are very keen to answer questions and waste no time.
101. Management of history is good and the co-ordinator monitors teaching and learning by observing and working alongside pupils in class. The curriculum is enriched by visits to places of historical interest and there are good links with literacy, art and design, geography and information and technology. At the end of the well-organised Roman day, the pupils, dressed in role, gave an excellent oral presentation to their parents and the rest of the school. This was a very good opportunity for pupils to practise their speaking skills. The use of assessment in history is sound and pupils assess their own work at the end of each unit of study and say how they could improve. Teachers add their comments and so do parents. However, there is an insufficient emphasis on the assessment of historical skills in teachers' comments. The subject makes a very good contribution to pupils' spiritual, social, moral and cultural development, and, for example, pupils comment on the practice of child labour in Victorian times and express strong feelings about slavery in the past. Pupils work co-operatively to prepare presentations, such as at the end of the Roman Day and enjoy being in role, having found as much as they can about their character for the day.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

102. Standards are average by the end of Year 6. Although this is similar to the standards found at the time of the last inspection it represents good improvement because demands have increased and the school has kept up well with these. Pupils suitably develop their knowledge of the variety of ways that information may be accessed including the use of books, videos, CD ROMs and the Internet. They also develop their understanding well on how information may be manipulated and combined using computers. Pupils' achievement is satisfactory across the ICT curriculum and standards are rising.
103. From displays around the school and work in pupils' books, it is evident that pupils' word processing skills are well developed and they confidently use a wide range of fonts and colours to gain the effect they want and combine pictures with text. Pupils are learning layout design and the use of mastheads. Older pupils develop these skills well when they make attractive computer generated presentations of their work, as for example, on crime and punishment related to their studies of the Victorians. They also make effective use of the good colour sense they develop in their art and design lessons. For example, following a visit to Tate Modern, in their design of booklet covers and work in the style of Mondrian by using a drawing and painting program.
104. Teaching is good overall; no comparison can be made with the previous inspection, as there was no judgement on teaching quality. There has been good improvement in resources since the last inspection and pupils are undertaking a wider range of activities. Nine new computers were added to the school's computer suite during the week prior to the inspection. This allows for whole-class teaching, with pupils sharing a computer in pairs, or for individual use when the timetabling is for half a class. These computers are networked to those around the school and to a smartboard facility in the suite. The latter enhances the quality of teaching in the suite and the networking provides for easy access of files around the school. The school makes good use of the computer suite as each class is timetabled for two sessions a week. The teachers have undertaken the training provided through national funding and as a result have developed their own confidence and competence well.
105. Pupils make good progress in their lessons in the computer suite because the lessons have clear objectives for developing particular computer skills. Teachers explain these clearly to pupils and the work is also normally related to increasing knowledge and skills in other areas such as literacy, numeracy, and art and design. For example, Year 4 pupils were using computers to undertake a mathematical investigation. As yet, the good progress made in these lessons is not sufficiently followed up in the classroom; little use of computers was seen in other lessons, except in Year 6, during the inspection. This means that ICT is not yet fully integrated as a tool for learning. This situation is likely to improve as a result of the new networking but this has not yet been in place long enough to have an impact. Also, pupils need more guidance on the appropriate use of information that they find on the Internet and how this can best be incorporated in their own work.
106. Pupils enjoy working with computers in the suite as they feel they are learning new skills well and they are keen to follow their teachers' instructions. They approach their work confidently, show considerable interest and concentrate well. They co-operate well when sharing a computer, discussing what they are doing and negotiating with each other. For example, in a Year 4 lesson where pupils were using a drawing and painting program to make a design using dots following study of Pointillism and the work of Seurat, several pairs of pupils produced successful results quickly because they considered each other's suggestions and discussed these. They were skilful in blending colours in the manner of the artist. A few pupils lacked interest initially as they did not understand the task but with help they made satisfactory progress.
107. Higher attaining pupils, however, consistently make good progress in lessons. This was seen in good and very good lessons for Year 5 pupils and for Year 6 pupils when both year groups were working on unfamiliar programs. A strong feature was the good management skills of teachers that created an atmosphere of all working and learning together. In a Year 5 lesson on data- handling

the teacher made good links for the pupils on how data-handling was slower before computer use and gave the example of how ICT is now used in the school library. Following clear instructions on how to operate the program she gave pupils plenty of time to practise and encouraged them to experiment. As a result they showed keen interest and were well prepared to tackle the challenge their teacher gave them later in the lesson. Year 6 pupils entering instructions to move a screen turtle responded well to the enthusiasm and clear direction of their teachers so moved quickly from simple commands to using procedures and developing these. Although currently at a below average level for their age, the rate of progress in these lessons indicates they will attain average levels by the end of Year 6.

108. Teachers are keen to develop pupils' independence in using computers and do this by providing good support and intervening appropriately when pupils encounter difficulties. Teachers manage their pupils well and make good use of the time in the computer suite. As a result pupils respond well by sharing ideas, making suggestions and are willing to modify their work and try new approaches. Nearly all pupils log on and select icons confidently; they can explain how they operate the programs. Although keyboard skills and mouse control are variable among the younger pupils, these skills develop well as pupils become older. Most pupils can save their work and with help, select files. Work on computers contributes well to pupils' personal development through broadening their experience of where and how to access information and by consideration of the ways to appropriately present information for different audiences. Pupils also experience data-logging of, for example, temperatures and are beginning to make good use of an interactive microscope.
109. The school bases its scheme of work on national guidance and provides a balanced curriculum where most of the programmes of study are being addressed consistently. The leadership and management of the subject are good. The co-ordinator has worked hard to ensure that the school has made good improvement through following a detailed and realistic action plan to extend resources. She is enthusiastic and knowledgeable and supports colleagues by helping them to increase their own expertise and by solving any difficulties. The co-ordinator acknowledges that assessment of the subject is currently unsatisfactory and this is her main priority for development, together with monitoring lessons and providing a portfolio of pupils' work. She has recently introduced a local authority individual booklet to help pupils and teachers assess ICT capability. The school's good capacity for further improvement is demonstrated by the way that both teaching and administrative staff are making good use of new technology to increase their efficiency. In addition, the school contributes to the Haslemere website.

## **MODERN FOREIGN LANGUAGES**

110. The school uses some of its discretionary time for teaching French to pupils in Years 5 and 6. Pupils have one lesson a week. During the inspection, Year 5 pupils were extending their knowledge of vocabulary for colour and Year 6 were building on their knowledge of numbers to learn and work out names for larger numbers. Taking into account the lessons seen, brief conversations with pupils, scrutiny of teaching materials and pupils' recorded work, standards are above those normally expected by the end of Year 6 and their achievement is very good. Standards have been maintained since the last inspection. Pupils understand a wide range of basic words, phrases and classroom commands. Standards of pronunciation are good overall as they are reinforced suitably through modelling and practice.
111. A part-time specialist teacher teaches French to half a class at a time; this allows plenty of individual attention and oral practice for all pupils. The quality of teaching is very good with the prime aim focused appropriately on developing pupils' speaking skills, with reinforcement in writing. The teacher provides pupils with good models of intonation and pronunciation and uses a range of audio and visual materials to enable pupils to access meaning and the lessons are well planned and carefully prepared. They proceed at a brisk pace with a variety of activities that motivate pupils and result in their good progress in lessons. The teacher's use of short videos from a commercial scheme is effective. Besides supporting the learning in hand, the videos give a flavour of everyday life in France to pupils. Together with the teacher's lively approach and

enthusiasm this leads to most pupils showing keen interest and they are attentive during lessons. Pupils relate well to the teacher and to each other and the teacher repeats work appropriately for those who have difficulty in understanding. Her use of gestures is an important factor in helping pupils to understand phrases, commands and new vocabulary. The majority of pupils, including those with special educational needs, achieve well.

112. The teaching of French takes place in a classroom set up for this purpose with a great deal of thought and care and a 'French' atmosphere is created that promotes learning. Only French is heard and spoken or sung in the classroom and the attractive displays of pupils work, with labels only in French, support current learning by providing important reference points. The teacher has a wealth of resources that includes cards providing visual clues and materials for playing simple games that reinforce learning. As a result, pupils respond well and develop confidence in using French words and phrases and taking part in games and answering questions. Pupils concentrate well on listening and speaking and encourage and help each other during activities. The lessons are well structured and following the activities pupils complete a worksheet that provides them with further reinforcement and allows the teacher to support individuals and assess their progress.
113. The school provides an extra-curricular French club that provides those pupils who attend with extra opportunities for practising and consolidating their skills and, from time to time, French features in school assemblies and events. Pupils correspond with pupils in a French school and hope to extend this to e-mail once the French school has its connection. There is an annual residential visit for Year 6 pupils to Normandy that gives them the chance to experience French life and culture at first hand and try out their language skills. Pupils' work in French provides a strong contribution to their social and cultural development and their knowledge of French artists has recently been extended by their visit to Tate Modern. The school's provision in French contributes well to pupils' speaking and listening skills and prepares them well for their language work in the secondary school.

## MUSIC

114. Since the last inspection, standards of attainment in music have improved by the end of Year 6 and are now well above average. The achievement of all pupils, including those with special educational needs and those who speak English as an additional language, is good. It was not possible to observe the teaching of music in Years 3 and 4 during the inspection as music is taught on Fridays in Year 3 and the subject is not being taught this half-term in Year 4. However, four lessons were observed in Years 5 and 6 as well as a session of the orchestra that takes place during the school day. Pupils were also observed singing in assemblies.
115. The quality of teaching and learning is very good. In an example in Year 6, the teacher had very high expectations of the pupils when they gave a performance of their group compositions using simple notation methods to indicate the tempo of their different contributions to the composition. Very good relationships in this class ensured that all pupils, despite several feeling a little nervous and needing more practice, played their various pieces with concentration and showed an understanding of their individual responsibilities. The teacher and other pupils gave an evaluation and suggestions for improvement and time was available for all groups to practise further. The pupils' response to this task was excellent. They showed maturity and a willingness to polish their performance. In addition, all pupils worked very well together in groups helping each other to improve. Most pupils play untuned instruments with control and rhythmic accuracy.
116. During the time when many of the Year 5 and 6 pupils attended the orchestra session, the remainder of the pupils were taught musical appreciation. Good planning ensured that pupils listened with attentiveness to the mood and atmosphere that Ravel's 'Bolero' creates. High expectations ensured that the pupils could identify the different levels of volume (dynamics) and could spot the ostinato (the repeated melody) used at the beginning of the piece. Most pupils have learned musical language and can use it confidently. In Year 5, the pupils are developing their listening skills very well. Good teaching and high expectations using a musical language ensured that the pupils developed a good knowledge of the meaning of tempo, pitch, dynamics, texture and duration. The teacher's very good knowledge and understanding of music guided the pupils well



into interpreting the music and they gave suggestions, such as 'At the beginning it sounds like droplets of water growing into a river.'

117. In assemblies, the pupils sang very well. They sang with sensitivity hymns and songs, such as 'There's a land where the animals roamed wild and free'. They sang the Jewish song, 'Shalom', in two parts without accompaniment. In a musical assembly, the 40 members of the choir performed their piece they are preparing for the Charterhouse singing festival with clear diction, good phrasing and musical expression. The song had difficult changing rhythms but the pupils coped with these very well and showed good listening skills. The choir meets regularly once a week at lunchtime and is taught by one of the teachers, a trained voice specialist.
118. Each week, the orchestra meets and is led by a visiting specialist teacher from the local authority. His knowledge and understanding of music are excellent and he ensures that all 39 pupils, who play a wide variety of instruments, including the cello and piano, are making very good progress in the lessons. The pupils' behaviour during the session observed was excellent and they managed to keep their eyes on the leader as well as managing to read their music. Most of these pupils are taught by a number of visiting teachers but the orchestra also includes pupils learning to play the recorder in a club organised by one of the teachers. The standards they are attaining are very high as all can read musical notation and a few have joined the county orchestra. Most pupils are also learning the technical language of music well. A few pupils are capable of improvising in jazz style on their instruments and a good example, during 'Boosey's Blues' was a trumpeter who managed to entertain with his own personal musical ideas.
119. The management of music is good. The co-ordinator is a talented musician and has been in post some years. She plays a vital role in school music and, in particular, in assemblies, where she plays her guitar or the piano as the pupils enter the hall. Pupils begin singing immediately on entering the hall. This creates a calm and, sometimes, spiritual atmosphere for the assemblies. The subject has back up materials to guide and help teachers to plan a good range of activities across the music curriculum. There is a designated room and this helps the teachers to move quickly to a venue with a reasonable space and instruments are readily available. Resources for music are very good. The music curriculum is enriched by the visiting teachers. The choir regularly sings at appropriate times of the year for parents or in church, as well as preparing for festivals. Parents reported at the pre-inspection meeting that the productions organised annually by the school are very good and all the pupils are involved. The use of information and communication technology is satisfactory in the subject and the pupils use tape-recorders in order to listen to music or to appraise their own compositions. Although there is no formal assessment system in place to record pupils' progress, a few teachers jot down informal notes at the end of a unit of work. Music contributes very well to the pupils' spiritual, social and cultural development. Spiritually, pupils are able to feel the pleasure of learning new skills and, socially, they enjoy contributing to group music. This has an impact on their self-esteem. The pupils' cultural development is developed well by learning songs from different countries, from the past and also those which concern the environment.

## **PHYSICAL EDUCATION**

120. During the inspection lessons were observed in dance, games and gymnastics floor work. Pupils are agile and well co-ordinated and by the end of Year 6 attain average standards overall and their achievement is satisfactory. However, the gymnastic floor work observed in Year 5 was above average. By the end of Year 6 pupils have a good understanding of the need to participate as a member of a team, whether playing games or preparing a dance routine. They display a satisfactory control of movement for their age, with a developing understanding of tactics and composition. Pupils begin to understand the effects of exercise on their bodies and the importance of keeping healthy and fit. Pupils throughout the school learn to swim as the school has its own outdoor pool for use in summer and pupils in Year 3 and 4 currently have lessons at a local sports centre. By Year 6 the majority have reached the expected standards in swimming. Pupils in Year 5 experience outdoor and adventurous activities such as abseiling, rock climbing and canoeing during their annual residential visit.

121. The overall quality of teaching and learning is sound and is sometimes good. Teachers plan and prepare lessons well with a suitable structure that ensures a good pace and maintains pupils' interest and concentration. Teachers appropriately start lessons with warm-up routines and give time for relaxation at the end. Pupils satisfactorily develop their ability to link movements in a sequence as shown in dance lessons where teachers provide music with appropriate mood and tempo. In a Year 3 lesson, pupils practised movements at different levels that they had learnt the week before and worked hard at linking three movements in a smooth action. Year 4 pupils practised country-dance movements and routines. In a Year 6 lesson pupils demonstrated confident movements representing machines and worked well with a partner. They made good progress in the lesson in matching their movements to the rhythm of the music and in sequencing movements in groups of four that, initially, they found quite difficult.
122. In a Year 4 games lesson pupils showed that they are aware of different ways to pass a ball, both when standing still and making running passes. They could organise themselves quickly into small group games but were rather noisy at times and lacked self-discipline, for example, bouncing a ball when the teacher was speaking. However, they responded quickly to their teacher's instructions and showed increasing awareness of the use of space and the need for strategy and rules, though marking skills were not well developed.
123. In the best lessons, teachers provide opportunities for pupils to observe and comment on each other's performances. In a few lessons, however, this evaluation was under-used and there was little demonstration by the teacher. In an effective Year 5 gymnastics lesson the teacher ensured good learning through demonstration, constructive comments from other pupils and her own interventions. All the pupils made good progress in sequences that included movements such as forward and backward rolls, handstands and cartwheels. When pupils are unable to take an active part in a lesson they observe and fill in evaluation sheets that include their suggestions for improvement.
124. Teachers generally have good relationships with their classes; pupils want to behave well and give of their best. However, in a few lessons management was less secure, and the time taken to correct behaviour interrupted pupils' learning. Learning support assistants are not always fully used in lessons; planning does not indicate how this support is to be effectively used, raising the question as to whether such support is always required in these lessons.
125. The management of the subject is sound with several strengths. The co-ordinator is enthusiastic and has arranged several improvements in provision since the last inspection. Planning for the subject is based on national guidelines that help to ensure the progressive learning of knowledge and skills. However, there has not yet been any rigorous monitoring of the subject. Assessment procedures have yet to be developed and there is no use yet of information and communication technology. Good extra-curricular opportunities, such as football, rugby and tennis coaching and netball clubs add to the provision. There are good opportunities for competitive sport through the school's sports challenge day, athletic tournaments and matches with local schools. All these activities contribute well to pupils' sense of fair play and social development.

## **RELIGIOUS EDUCATION**

126. Standards of attainment at the end of Year 6 are exceeding the requirements of the locally agreed syllabus and the achievement of pupils, including those with special needs and those with English as an additional language, is good. Standards have been maintained from the previous inspection. Pupils in Years 3 to 6 are encouraged to write in a thoughtful way, for example to write a story with a main character making a major decision based on faith. In Years 4 and 5, the areas of faith, worship and prayer are explored; for example, the question, 'What is faith?' and the concept of God in Islam, Hinduism, Judaism and Christianity.
127. The quality of teaching and learning is good overall. The strengths in teaching are the high expectations and challenge, particularly in Year 6, that lead to good opportunities for discussion and reflective response. A pupil responded during a discussion on the beliefs of Hindus, 'A man could put right genocide, but an Avatar would return at the time of a natural disaster because that

would be a worthy of his return.’ Very good relationships in this lesson led to pupils working very attentively and showing much interest in the discussion. A good pace and thought provoking questions resulted in pupils showing independence and making an intellectual effort in their timed, written task. The very few lower attaining pupils were well supported by the teacher. In a Year 4 lesson, the teacher persisted with her good questions about what faith means to different people and elicited interesting and thoughtful responses from the pupils. After a reading of the story of ‘David and Goliath’, the discussion centred on what pupils would do if they found themselves in a difficult situation. One pupil said she would think of what David did in the story and put her faith in God. In a less effective lesson in Year 5, the teacher’s challenge was too high for the lower attaining pupils and the classroom assistant was not giving enough support to the pupils. However, the choice of religious paintings to introduce symbolism and Christianity was imaginative and the higher and average attaining pupils profitably discussed the meaning of the scenes portrayed in the various reproductions. Pupils were able to recognise the symbolism of the colour blue and the Virgin Mary, for example, and the meaning of a dove as a symbol of peace.

128. The management of the subject is good. The co-ordinator has worked hard to put into place the new programme of study from the latest agreed syllabus, taking account of work in the infant and link secondary schools in order to ensure continuity. The co-ordinator has the opportunity to monitor the development of the subject in lessons and by sampling pupils’ work. Resources are satisfactory and need extending, particularly objects and books about world religions. There are good links made with literacy, history, art and design and strong links with music and personal and social education. There are planned visits to different places of worship within Christianity and Islam that enrich the curriculum. Assemblies contribute well to religious education and the local vicar is a regular visitor. There is satisfactory use of information and communication technology, which is a developing area. Individual teachers keep mark books and record in their own way whether pupils have met the learning intentions. Good achievement is rewarded with merits. Religious education makes a very good contribution to pupils’ spiritual, moral, social and cultural development. It encourages reflection on issues, helps pupils to understand right from wrong and promotes their understanding of the range of faiths within societies.