

INSPECTION REPORT

CONNAUGHT JUNIOR SCHOOL

Bagshot

LEA area: Surrey

Unique reference number: 125062

Headteacher: Mrs Vivien Armstrong-Smith

Reporting inspector: Mr George Crowther
18814

Dates of inspection: 14th – 17th October 2002

Inspection number: 248648

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Manor Way Bagshot Surrey
Postcode:	GU19 5JY
Telephone number:	01276 472489
Fax number:	01276 451316
E-mail address:	school@connaught.surrey.sch.uk
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Jane Marston
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
George Crowther <i>Registered inspector</i> 18814	Mathematics Art and design Music	What sort of school is it? The schools results and achievements. How well are pupils taught? What should the school do to improve further?
Elizabeth Dickson <i>Lay inspector</i> 19653		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?
Paul Ducker <i>Team inspector</i> 18488	Science Design and technology Educational inclusion, including race equality	How well is the school led and managed?
Marianne Harris <i>Team inspector</i> 23288	Geography History	
Patricia Kitley <i>Team inspector</i> 23487	English Physical education Special educational needs	How good are the curricular opportunities offered to pupils?
Anna Sketchley <i>Team inspector</i> 27225	Information and communication technology Religious Education	

The inspection contractor was:

e-Qualitas Limited, Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey. RH8 0RE Tel. 01883 723257

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager, Inspection Quality Division, The Office for Standards in Education, Alexandra House, 33 Kingsway, London. WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Connaught is a large, community junior school for boys and girls who are 7-11 years old. It has 305 pupils organised in 11 classes. It is a popular school and pupil numbers are rising. The school is situated in the town of Bagshot, but draws pupils from a range of infant schools over a wide area. It serves families whose social circumstances are largely more favourable than the national picture, and the proportion of pupils eligible for free school meals is below average. Overall, pupils' attainment when they join the school is well above average, as shown in the results of their national assessments taken at the end of Year 2. Across the school, 46 pupils have been identified as having special educational needs, for a variety of learning and behavioural difficulties, and six have a statement outlining their particular needs. Overall, the proportion of pupils needing additional support is below average. Almost all pupils are from white ethnic backgrounds; very few are learning English as an additional language, and none is at the early stages.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. In the national tests taken at the end of Year 6, pupils reach well above average standards in English, mathematics and science, and this was reflected in the work seen during the inspection. Pupils are very keen to do well and the great majority learn quickly. Pupils' achievements during their time at the school are satisfactory overall, but inconsistent because the quality of teaching varies significantly between classes. During the inspection, the quality of teaching was good or better in almost three-fifths of the lessons observed. Evidence from pupils' recorded work, however, and from the lessons where teaching was satisfactory but had weaknesses, shows that many pupils are not always challenged sufficiently. The leadership and management of the school are sound and have ensured that standards have improved markedly over the last few years. However, the school does not identify weaker aspects of its work precisely enough so that effective action is taken to make improvements. The school provides satisfactory value for the funding it receives.

WHAT THE SCHOOL DOES WELL

- By the end of Year 6, pupils reach well above average standards in English, mathematics and science.
- The curriculum is rich and varied because there is a very good range of activities both in and outside lessons.
- Pupils' achievements are good in science, art, information and communication technology, music and physical education.
- The quality of teaching was good or better in almost three-fifths of the lessons seen.
- The school creates a positive environment in which pupils are very keen to learn.
- The headteacher's effective leadership has enabled the school to improve.

WHAT COULD BE IMPROVED

- In some lessons, the teaching does not have enough pace and challenge to enable pupils to make the progress of which they are capable.
- Evaluation of the quality of teaching and learning is not systematic or rigorous enough. As a result, the headteacher, year leaders and curriculum co-ordinators are not identifying and

tackling weaknesses effectively.

- Plans for improvement are not precise enough about how, and by how much, standards will be raised.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school was last inspected in February 1998. Although it was judged to provide an education with many positive features within a caring environment, there were serious weaknesses in aspects of its work, particularly the quality of teaching in some classes. The school has made good progress since then and no longer has serious weaknesses. Pupils' achievements have improved, so that standards of attainment at the end of Year 6 are now well above average. The school has also made good progress in addressing most of the action points from the last report. The quality of teaching was unsatisfactory at the last inspection; it is now satisfactory overall, and good or better in a significant proportion of lessons. However, there are still weaknesses in some classes. Standards in information and communication technology (ICT) have improved significantly, owing to better staff expertise and resources. The school monitors the quality of teaching, but this is still not systematic enough to identify weaknesses precisely and tackle them. Much more data is collected about pupils' attainment and progress, and is beginning to be used more effectively to ensure that work in lessons is well matched to pupils' needs. The school is continuing to improve, and has a sound capacity to raise standards further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	C
mathematics	B	B	A	A
science	A	A	A*	A

Key

highest 5% of schools A*

well above average A

above average B

average C

below average D

well below average E

Attainment on entry to the school is normally well above average, as shown in the results of assessments carried out at the end of Year 2 when pupils are at infant school. During their time at Connaught, pupils' achievements (the progress they make in relation to their initial attainment) are satisfactory overall in English and mathematics, and good in science. In all three subjects, achievement is better in some classes than in others. In 2002, the results of national tests at the end of Year 6 showed attainment in science that was in the top five per cent of schools nationally. In mathematics, attainment was well above the national average, and in English it was above the national average. Pupils' performance in mathematics and English was reversed compared with 2001, and the school had already predicted this through their assessments of pupils' particular strengths. Schools set challenging targets for the proportion of pupils reaching the expected level of attainment in English and mathematics. In 2002, the school fell short of its target for English, and just reached the target for mathematics. Between 1997 and 2001, the overall improvement in the school's results was broadly similar to the national trend, but improvement in English was better. Pupils who have special educational needs achieve well, owing to the good support they receive in lessons.

Inspection evidence shows that attainment in the current Year 6 is well above national expectations in English, mathematics and science. There are very few low attainers and many high attainers. In English, standards in speaking and listening are particularly high. In mathematics, whilst standards in most aspects are well above expectations, pupils' skills in using and applying their knowledge are comparatively weaker. Pupils' skills in literacy and numeracy are well above average throughout the school, and they are used and developed well in other subjects. In art, information and communication technology, music and physical education, pupils' achievements are good, largely owing to the richness of the curriculum and the effective use of staff expertise. As a result, by Year 6, standards in these subjects are above national expectations. In all other subjects, pupils' achievements are satisfactory so, by the end of Year 6, they reach standards that are similar to those expected for their ages. Overall, attainment is higher than reported at the previous inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and like the wide range of activities. They are very enthusiastic about their learning and keen to contribute their ideas. They generally concentrate well in lessons and want to do well. This provides a very good basis for learning.
Behaviour, in and out of classrooms	Very good. Pupils are polite, friendly and behave very well around the school. Their behaviour is very good in most lessons, but very occasionally they become restless when the teaching does not keep them interested. There have been no exclusions in the past year.
Personal development and relationships	Very good. Relationships between pupils, both boys and girls, and with adults are very positive, which supports pupils' learning. Pupils thrive on opportunities to take on responsibility and carry out tasks sensibly.
Attendance	Excellent and in the top 10 per cent of schools nationally.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	sound

Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

The quality of teaching was good or better in almost three-fifths of the lessons observed, and has improved significantly since the last inspection. However, marked variations in the quality of teaching between classes, and weaknesses in pupils' learning shown in their recorded work, result in the quality of teaching being judged satisfactory overall. The pupils are good learners, eager to take part in lessons, quick to grasp new concepts and diligent with their work. Teachers do not always capitalise on these strengths. Teachers generally plan lessons thoroughly and ensure that there are clear objectives for learning. This helps the pupils to know exactly what they are trying to achieve. Teachers have good relationships with their pupils and usually manage behaviour effectively. There were examples of good subject knowledge enabling teachers to demonstrate new skills and explain new knowledge effectively so that pupils made good gains in learning. Teachers use a good range of methods and provide a variety of activities that interest the pupils. Where teaching was good or better, teachers also had high expectations of what pupils could achieve, and injected pace and challenge into the lesson so that pupils' learnt quickly and completed a good amount of work.

Only one lesson was judged unsatisfactory but, in many of the satisfactory lessons, the pace of learning was too slow, activities were not interesting enough, and pupils were allowed to work well within their capabilities rather than being challenged. In these lessons, it was often the pupils' good attitudes that ensured satisfactory gains in learning. Teaching of English and mathematics, including literacy and numeracy, is sound. Teaching meets the needs of all pupils satisfactorily, and is good for those with special needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned to include all subjects of the National Curriculum. It is enriched by additional features such as French for the older pupils and Activities' Afternoons. These use the specialist skills of teachers and the school's good facilities effectively in art, design and technology and environmental studies. Booster and extension groups are used well to help pupils reach higher levels in national tests. An excellent range of extra-curricular activities further strengthens provision. Curriculum time is not always used as effectively as it could be because some lessons are too long so pupils lose concentration.
Provision for pupils with special educational needs	Good. The special learning needs of these pupils are identified carefully and they receive appropriate support. Work is generally well matched to their needs so they make good progress in many lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The ethos of the school supports pupils' personal development effectively because it encourages their social and moral development particularly well. Pupils' cultural development is fostered successfully through subjects such as art, religious education, music and French. Provision for pupils' spiritual development is satisfactory, but assemblies and work in lessons do not make sufficient contribution.
How well the school cares for its pupils	Good. The school makes good provision for pupils' health, safety and welfare though an effective range of policies and procedures.
Assessment	Satisfactory. The school assesses pupils regularly in English, mathematics and science. At present, however, the information is not used effectively by all teachers to ensure that work in lessons is at the right level of challenge.
How well the school works in partnership with parents	Good. The school works hard to involve parents in many aspects of its work. Parents respond by being interested in their children's learning and supporting school activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides good leadership and management for the school, which have enabled the staff team to improve standards considerably since the last inspection. However, key staff such as year leaders and subject co-ordinators are not sufficiently involved in identifying priorities for improvement in their areas, and seeing through action to achieve them. The school development plan is

	not sufficiently focused on raising standards.
How well the governing body fulfils its responsibilities	Satisfactory. Although a number of governors are new to the role, they are supportive of the school, well organised, and provide considerable expertise. They fulfil their statutory responsibilities. Many have increased their knowledge of the school through purposeful visits, and all have an appreciation of the strengths of the school. However, governors are not involved sufficiently in planning for further improvement.
Aspect	Comment
The school's evaluation of its performance	Unsatisfactory. The school gathers information about its performance, including data about pupils' attainment and the quality of teaching and learning. As yet, however, monitoring is not systematic or purposeful enough to enable the school to identify the highest priorities for improving its work. The school uses the principles of best value satisfactorily, for example to compare its performance with similar schools.
The strategic use of resources	Financial planning and management are good. The school has managed tight funding prudently and ensures that funds are used to improve provision and hence standards, for example in information and communication technology.
The adequacy of staffing, accommodation and learning resources	The school is adequately staffed. Teachers and classroom assistants are a committed, enthusiastic and hard working team. The building and grounds provide very good facilities for learning, including specialist rooms that are well used for a number of subjects. Resources for learning are sound for most subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Their children enjoy going to school and make good progress. ▪ Teaching is good. ▪ The school is very approachable if parents have concerns. ▪ The school expects children to work hard, achieve their best, and helps them to become mature and responsible. ▪ The school provides an excellent range of activities outside lessons. ▪ Behaviour in the school is good. ▪ The school works closely with parents. ▪ The school is well led and managed. 	A number of parents have concerns about the amount and variability of homework, particularly in Year 5.

Just over half of the parents returned the questionnaire, and 21 attended the meeting. The great majority of these parents are pleased with all aspects of the school's work, and inspectors' judgements support most of parents' positive views, but found that the quality of teaching and pupils' progress are satisfactory rather than good. Some parents expressed concerns about the amount and variability of homework set, particularly in year 5, but inspectors found that, overall, the arrangements for homework are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

*(Pupils' **attainment** is what they know, understand and can do at a particular point in time e.g. at the end of Year 6. Pupils' **achievements** are the progress they make in relation to their initial attainment. Therefore, a child starting school with low attainment may achieve well but still not reach the nationally expected standard of attainment by the end of Year 6.)*

Overall, pupils' achievements are **satisfactory**.

Strengths

Standards of attainment have improved since the last inspection
Pupils do very well in national tests at the end of Year 6
In English, standards in speaking and listening are particularly high
Pupils' achievements are good in science, art, information and communication technology, music and physical education
Pupils who have special educational needs make good progress

Areas for development

The consistency of pupils' progress during their time in each class

1. In the 2002 national assessments for pupils at the end of Year 6, results in English were above the national average. They were slightly lower than in the previous three years, but the school had already predicted that this year group was stronger in mathematics and science than in English. In mathematics, results were well above the national average, and well above average compared with those gained by similar schools (those with a similar proportion of pupils eligible for free school meals). Almost all the pupils reached the expected Level 4 of attainment, and about twice as many pupils as nationally reached the higher Level 5, with one gaining Level 6. The science results were in the top five per cent of schools nationally. This was a further improvement on the well above average standards pupils had reached in the previous three years. Three-quarters of the pupils reached the higher Level 5 of attainment, and three gained the very high Level 6. Boys and girls did equally well in

all the tests. The school gains very good results because the quality of teaching is sound, pupils are very keen to learn, and the curriculum is well planned and organised to enable them to learn the necessary skills.

2. When pupils join the school in Year 3, their attainment is well above average overall, as shown in the results of national tests taken at the end of Year 2. Therefore, it would be expected that they should reach high standards by the end of Year 6. The school is successful in ensuring that, in English and mathematics, pupils' achieve in line with their initial attainment. In science, pupils achieve well and reach high standards by the end of Year 6.

3. Standards of speaking and listening are high. Pupils listen actively to their teachers and to other pupils so that they can answer questions or make constructive comments. When asked, they explain their thinking articulately. For example, in science, pupils accumulate a very good subject vocabulary, which enables them to explain their experiments and conclusions in considerable detail and with precision. Teachers encourage the development of pupils' speaking and listening skills through lively discussions, by emphasising the correct vocabulary to use in subjects, and by giving pupils opportunities to explain their views at length. For example, in English, Year 6 pupils discussed the language used by Dickens in 'Oliver Twist' and explored the ways in which his descriptive phrases add quality to his writing. Pupils' very good skills in speaking and listening support their learning and achievement in all lessons.

4. Pupils' achievements are good in a number of subjects. In science, pupils build well on the good skills they have when they join the school, so their scientific knowledge and their ability to carry out experiments reach a high standard by Year 6. In art, pupils produce high quality work in observational drawing, water colour, pastel and clay work. For example, the Year 6 water colours of autumn fruits show exceptional attention to detail and skilful use of paint to capture the glistening seeds of blackberries. Teachers' enthusiasm and good subject expertise are two of the main reasons for pupils' success, and the organisation of the curriculum to include *Activities' Afternoons* provides an extended lesson when pupils can develop their ideas and skills. Pupils' achievements in information and communication technology (ICT) have improved considerably since the last inspection when standards were low. Better resources, increased teacher expertise, and good leadership of the subject have ensured that pupils now reach standards that are above national expectations. For example, Year 6 pupils use ICT confidently to draft, redraft and present their stories, poems and reports, and they use the *Powerpoint* program to create a multi-media presentation of findings from their work.

5. Pupils' good achievements in music are the result of the wide range of musical activities provided by the school and the good skills of the specialist teacher who teaches all classes. Singing and instrumental work are particularly strong features. As well as good achievement in music lessons, a large proportion of the pupils is involved in the school's two choirs and learning a musical instrument. This leads to high standards from singing in assembly to competing in music festivals. Achievement in physical education also benefits from the wide range of extra-curricular activities provided by the school. As well as a broad and well-planned curriculum for lessons, many pupils reach high standards in sports, representing their school and the local district.

6. The proportion of pupils identified as having special educational needs is below average, and they make good progress in lessons. Work is generally well matched to their needs, particularly in English and mathematics, and they receive good support from both teachers and classroom assistants. The well-judged support provided by classroom assistants who work regularly with particular pupils enables those pupils to play a full part in the lesson and to make good gains in learning. The school does well to ensure that pupils who have special educational needs are fully included in all aspects of school life.

7. Observation of lessons and scrutiny of pupils' recorded work showed that there is an inconsistency in pupils' achievements between classes. In some classes, the quality of teaching is always good or better. In other classes teaching is satisfactory, but there are weaknesses in the pace and challenge of lessons. In these classes, expectations of the amount and quality of work that pupils can complete are not high enough. A matching pattern was seen in pupils' recorded work. Often within the same year group, one class had completed considerable work since the start of the school year, whilst another had completed much less. It was this inconsistency in pupils' achievements between classes that led the inspection team to judge that, overall, pupils' achievements during their time at the school are satisfactory rather than good, even though pupils are clearly making good, sometimes very good progress in a number of classes. The leadership and management of the school are aware of some of these weaknesses but have not done enough to remedy them.

8. Since the last inspection, pupils' achievements in English, mathematics and science have improved and this has been reflected in the results gained by pupils in national tests. Better teaching and a greater focus on raising standards have been the main reasons for these improvements. Similarly, in art, geography, history, ICT, music and physical education, standards of attainment are now higher than reported at the last inspection. Building on this good improvement, the school has a sound capacity to raise standards still further.

Pupils' attitudes, values and personal development

Overall, standards are **very good**.

Strengths

Pupils have very positive attitudes to school
Pupils' behaviour is very good
Pupils and staff get on very well with each other
Attendance is excellent

9. Pupils have very positive attitudes, demonstrated by their keenness to come to school and in their behaviour in lessons. They listen attentively to their teachers and take part in discussions with interest and enthusiasm. In most classes, they settle down to work quickly and sustain concentration on their tasks. During the inspection there were many occasions when pupils showed a high level of involvement and enjoyment in lessons and were fully engaged by the teaching. For example, in a Year 4 ICT lesson, all the pupils paid close attention to the teacher's clear explanations, gave very articulate answers to her questions, and shared the computer equipment sensibly. In an art lesson, pupils from Years 5 and 6 were keen to discuss their work and appreciate others' efforts. Pupils' very good attitudes help them to learn effectively.

10. Pupils' behaviour is very good in all situations, and enables them to enjoy their time in school. Teachers set high expectations for good conduct and pupils respond positively to these. They follow instructions diligently and have the confidence to ask if they do not understand. Occasionally pupils become restless when the teaching does not keep them interested, or when the teacher does not make expectations for their behaviour entirely clear. Pupils move around the school in an orderly way without fuss. For example, they are aware of how to come in to assembly quietly, and they line up for lunch sensibly. In the playground they are lively but well controlled and play together harmoniously, making use of the play equipment and apparatus. At wet playtime they amuse themselves in classrooms, reading, playing games, writing or drawing. Pupils' very good behaviour supports their learning.

11. Relationships between pupils and with adults are very good. Pupils respond well to each other and show respect for adults who work in the school. They are polite and friendly to visitors, and show a degree of maturity beyond their years. During the inspection pupils routinely held doors open for adults and directed inspectors round the school. Pupils thrive on opportunities to take on responsibility, for example as librarians. Older pupils particularly value their roles as house and sports' captains and mentors to younger ones. All pupils appreciate and support the considerable range of extra-curricular activities the school offers.

12. Attendance is excellent, averaging nearly 96 per cent, which is in the top 10 per cent of schools nationally. There is very little unauthorised absence. Pupils enjoy school and most arrive promptly for registration in the morning.

HOW WELL ARE PUPILS TAUGHT?

Overall, the quality of teaching and learning is **satisfactory**.

Strengths

Pupils are good learners; they are very interested in their work, concentrate well and try their best

In a number of subjects, teachers have good expertise

Planning for lessons is of good quality

In many lessons, teachers use a good range of methods and strategies

The very good teaching has both pace and challenge

Pupils make good progress in many lessons

Good use is made of homework to extend pupils' learning

Areas for development

The pace of teaching and learning in some lessons

The degree of challenge in some lessons

The marking of pupils' work

13. The quality of teaching was good in 25 of the 56 lessons observed, and very good in eight. Very little unsatisfactory teaching was seen. However, there are marked variations in the quality of teaching between classes, which lead to inconsistencies in pupils' achievements. Nonetheless, the quality of teaching has improved significantly since the last inspection when it was judged to be a serious weakness because about a fifth of lessons were unsatisfactory.

14. The pupils are good learners, particularly where the content of lessons catches their interest and the pace and challenge of teaching motivates them. For example, in a history lesson for Year 4, the teacher began with a 'brainstorm' to find out what the pupils knew about Henry VIII, noting their ideas, but insisting that they refer to the source. Individual pupils were asked to read further facts from

a text book, whilst the teacher constantly questioned the class to check their understanding. Selected pupils acted out the events surrounding the divorce of Catherine of Aragon, which led skilfully into the pupils considering and writing about her feelings. Through all this, the pupils rarely lost concentration, contributed their ideas articulately, and persevered with any tasks they were given. This is typical of the pupils' response to teaching and contributes a great deal to the good progress they make in many lessons.

15. In a number of subjects, teachers' good expertise enriches their teaching and stimulates pupils' learning. In English, mathematics and science, all teachers have competent knowledge, and some are particularly strong. For example, in an English lesson for Year 6, the teacher explored Dicken's use of adverbs in passages from *Oliver Twist*. He read the text in a lively, entertaining fashion, providing an excellent role model for the pupils' efforts, and selected good examples to test the pupils' understanding. In a mathematics lesson for Year 5, the teacher's good knowledge supported the pupils' exploration of the pattern of diagonals in two-dimensional shapes, gradually posing more challenging problems. In other subjects too, particularly art, music and French, teachers' good expertise is a key strength of their teaching. In ICT, where teaching was judged unsatisfactory at the last inspection, subject expertise has improved considerably and is now satisfactory. The school's organisation of the curriculum, including *Activities' Afternoons* in which pupils experience a variety of subjects, makes the best use of teachers' strengths. Teachers also make good use of their skills in the many extra-curricular activities provided for the pupils. As a result of teachers' good subject expertise, pupils make good progress in many lessons and other activities.

16. Teachers plan individual lessons in some detail, based upon good longer-term plans. For example, in a science lesson for Year 3, it was the very clear learning intentions set out in the teacher's planning that focused the pupils' thinking. They investigated which, of a range of materials, was the most hard-wearing and suitable for a rock climber. A very practical and motivating lesson included a number of activities, each well planned by the teacher to extend the pupils' understanding. The teacher kept returning to the key point of the lesson, so the pupils achieved the objective. Similarly good planning supported the great majority of the lessons observed.

17. Teachers use a good range of methods and strategies to promote learning. They work with the class as a whole, explaining new concepts or leading lively question and answer sessions that extend pupils' learning. The pupils particularly enjoy these sessions because they have very good skills in expressing their ideas. For example, Year 4 pupils in the ICT suite were learning how to use a program that would draw shapes, if given the right commands. The teacher reviewed previous work through quick-fire questioning, asked selected pupils to give commands to the rest of the class, and explained the task for the lesson very clearly. As a result, the pupils were motivated, clear about what they had to do and made very good progress during the rest of the lesson. Where teaching is good or better, the lessons have a variety of activities that hold pupils' interest. For example, in a Year 4 mathematics lesson about finding the perimeter of shapes, the teacher questioned the pupils to find out what they knew, then used a high-quality *Powerpoint* presentation to re-inforce their understanding, explored quick ways of calculating perimeter, before setting the pupils the challenging task of finding quadrilaterals with a perimeter of 24 cm. The variety of activities ensured that the pupils remained eager to learn, and they achieved a lot during the lesson. Teachers' well-chosen strategies usually ensure that all pupils, whatever their ability or background, are able to learn.

18. Where teaching was very good, the lessons had a pace and challenge not seen in some classes. These lessons started quickly, often before other classes had settled, and the teaching had a sense of urgency throughout. A lot was expected of the pupils, both in terms of their attentiveness and in their commitment to activities. Pupils' involvement in their learning was high, through targeted questioning, imaginative methods, or partner and group work. Pupils were not quite sure what would happen next,

and this kept them riveted to the teaching. In these lessons, pupils' very good learning skills matched the challenging teaching so that they made very good progress.

19. Throughout the school, teachers make good use of homework. It is linked sensibly to learning that is taking place in lessons. Pupils say they know exactly what is expected of them and that they think the amount of homework is reasonable. Although parents have varying views about the amount and consistency of homework, most understand the school's policy and are supportive of pupils getting a good grounding in working at home, before they go to secondary school. A few parents said that the pattern of homework in Year 5 is inconsistent, but inspectors found no evidence to support this view.

20. In some lessons observed, whilst the overall quality of teaching and learning was satisfactory, the pace was too slow. Introductions lasted too long, or pupils were not sufficiently involved in this part of the lesson and, as a result, they began to lose interest. In a few lessons, pupils lost concentration, and the teacher had to spend too much time regaining their attention. Where teaching was good or better, the transition between parts of the lesson was very crisp, but this was less organised in the satisfactory lessons, so time was lost. The pace of these lessons had been given too little thought in the planning, so there was often no indication of timing or, where there was, teachers did not stick to it. Where teaching was good or better, teachers reminded pupils of the amount of time they had to complete tasks, but this was a weak feature of satisfactory lessons. Some lessons last for 90 minutes, which does not help teachers to sustain the pace of learning.

21. Weaknesses in the pace of teaching and learning often resulted in a lack of challenge for pupils. Also, in a few lessons, the tasks that the pupils were asked to complete were not challenging enough. For example, in a few mathematics lessons, the pupils could complete orally work they had been asked to record on a worksheet, so their knowledge, skills and understanding were not being extended. Often, a 'closed' task (e.g. complete 10 calculations) did not provide sufficient challenge, when an 'open-ended' task (e.g. finds all the ways to ...) would have been more appropriate. In these lessons, it was often the pupils' own motivation that enabled them to make satisfactory progress.

22. Whilst pupils' work is marked regularly, teachers seldom take the opportunity to assess its standard or to suggest ways in which it might be improved.

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

Overall, the quality of the curriculum is **good**.

Strengths

A well-planned curriculum enriched by additional features such as French and Activities' Afternoons

An excellent range of extra-curricular activities

The local area and community make a very good contribution to pupils' learning

Good provision for pupils' moral, social and cultural development

The quality of the ICT curriculum has improved significantly since the last inspection

Areas for development

Teaching time is not always used efficiently

Pupils make better progress in some classes than others

Pupils miss important work when they are withdrawn from lessons for other activities

23. The well-planned National Curriculum is enriched by additional features that provide a wide range of activities. French for the older pupils, extension groups for more able pupils and Activities' Afternoons all contribute to a curriculum that offers much more than is seen in many schools. In art, the curriculum has particular strengths in clay work, pencil drawing and water colour painting. Drama productions, choir, and the playing of musical instruments thrive because of strengths in the performance elements of music and literacy. Literacy and numeracy skills are developed well as part of the curriculum in many subjects. The school's good facilities are used effectively by staff, who have a wide range of expertise. Pupils enjoy their lessons, and as a result reach high standards in a many subjects and activities.

24. Staff give of their time generously and they have developed an excellent range of extra-curricular activities that further strengthens provision for expressive arts, thinking skills and physical education. Activities are planned to take place before, during and after school and are not restricted to pupils known to have a particular strength. Parents receive a timetable of the activities and all pupils are encouraged to take part. Singing in assemblies is of a high standard because the choir is open to all. The choir takes part in the Woking Music Festival and gives many other public performances. A thriving chess club meets after school. Pupils have been chosen to represent Surrey at chess, athletics and football, and teams from the school regularly take part in a wide range of sporting competitions. All these activities motivate pupils to do well in the rest of their work at school.

25. Very good use is made of the local area to provide pupils with a meaningful basis for their learning. For example, pupils visit the studio of an artist who regularly works with them in school. Visits from authors and drama groups, and visits to places of interest, support work in literacy, history, geography, environmental studies, music and religious education. Pupils also take part in Junior Citizenship activities run by the local emergency services. The very good facilities in the school are also used by many local clubs.

26. Provision for pupils' moral development is good, as it was at the time of the last inspection. The school strengthens pupils' sense of right and wrong. The 'Code of Conduct' is displayed throughout the school, and class rules are negotiated with pupils. Most teachers are consistent in their expectations of pupils' behaviour in lessons, but not all use the recommended strategies to control noise and the occasional unacceptable behaviour. Weekly 'celebration' assemblies reinforce good behaviour and the efforts of individuals. The school has a tradition of fundraising for charity, which encourages pupils to think of others less fortunate than themselves. Opportunities are provided in Circle Time and personal and social education lessons to remind pupils how to behave towards others.

27. Social development is good. Lessons are often organised to give pupils experience of working in pairs or groups, and they respond well. The excellent range of extra-curricular activities provides pupils with a wealth of opportunities to develop their social skills and sense of teamwork and fair play. A residential visit to France for pupils in Year 6 encourages independence and presents them with new challenges away from home. Older pupils have a variety of responsibilities such as house captains, sports' captains and librarians. Pupils in Year 6 act as mentors to Year 3 pupils, which helps to foster positive relationships across the school. Each year the school holds a Charity Week where pupils run stalls and then decide which local, national and international charities will receive the money raised. The annual Christmas production involves pupils of all ages throughout the school and gives them opportunities to develop self-confidence and skills in performing to others.

28. The school provides well for pupils' cultural development. They learn about other countries, times and cultures through history and geography, for example through their studies of the Tudors, Ancient Greeks and the Victorians. They are encouraged to appreciate different styles of art and, through music, learn about the works of various composers and instruments from different cultures. Through

their French lessons, and visit to France, older pupils learn, at first hand, about the language and culture of another European country. Other educational visits, for example to Fishbourne Roman Palace and to the theatre, provide pupils with cultural experiences. Links with the local church and with local organisations strengthen pupils' understanding of their own culture.

29. Responding to a weakness identified at the last inspection, the school has improved significantly its provision for ICT through the introduction of new schemes of work, better resources and improved teacher expertise. By Year 6, pupils now reach standards that are better than those expected nationally.

30. Curriculum time is not always used as effectively as it could be because some lessons are too long so pupils lose concentration. For example, in overly long English and mathematics lessons, pupils listen to the teacher rather than being involved practically in their learning. In science lessons that last two hours, tasks are not broken down into manageable segments that build into each other, and pupils flounder because they are given too much work to do independently. Some sixty minute gymnastics lessons do not include enough progression of activities to ensure that pupils are faced with increased demands. The effect of this is that pupils with higher levels of attainment do not put enough effort into their work and their concentration levels suffer.

31. The school has adopted new national guidelines for meeting pupils' special educational needs. In most lessons they cover the same range of work as other groups of pupils, and their learning is well supported by teachers and classroom assistants. Work in mathematics and science is often modified and well matched to their needs. The school has begun to identify pupils with particular talents and seeks to meet their needs. While all pupils receive a similar curriculum, there is a variation in the progress made by pupils in different classes, linked to weaknesses in the quality of teaching. Another weakness in ensuring that all pupils receive a balanced curriculum is the lack of monitoring of withdrawal of groups of pupils for additional literacy or numeracy support, and music lessons from outside specialist teachers. The school has not considered the impact on learning of pupils missing the same ICT, science or history lesson every week.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Overall, provision is **good**.

Strengths

The school provides effective care for pupils

Pupils who have special educational needs are well supported

Effective policies and procedures safeguard pupils' welfare and encourage good behaviour

The school has improved procedures for assessing pupils' attainment and progress and is making better use of the information

Area for development

There are inconsistencies in what is assessed and the method of recording results

32. The school provides effective care for all its pupils. Teachers and other staff know pupils well, treat them with respect and promote the development of their self-confidence. This is reflected in pupils' very good behaviour and the very good relationships between staff and pupils. Monitoring of pupils' personal development, though largely informal, is effective. The good partnership with parents forms a positive and co-operative basis for the welfare of pupils. As a result of these strengths, pupils are secure and confident in school, which supports their learning effectively.

33. The school identifies pupils who have special educational needs carefully and supports them well. Assessment and record keeping for the six pupils who have a statement are of good quality and enable appropriate targets to be set for future progress. There are also good examples of monitoring the progress of pupils identified as needing some additional support in lessons, but this is not done consistently. A particular strength is the work done by classroom assistants with pupils who have statements. The effective support the school provides for all pupils who have special educational needs enables them to play a full part in activities and to make good progress.

34. The arrangements for health and safety are good and governors are involved in carrying out regular checks of the building and site. An appropriate number of staff are qualified in first aid and all incidents are properly recorded. Staff have a good awareness of the pupils with specific medical needs so that they can respond immediately, if necessary. Good child protection arrangements are in place. The headteacher, who has lead responsibility for this area, has received appropriate training, and procedures are known to staff.

35. There is a clear policy for encouraging good behaviour. A succinct code of conduct sets out expectations, and pupils know the code well and generally abide by it. There is a good reward system involving the award of certificates. Being selected as class 'Star of the Week' is a particular source of pride to the pupils achieving it. Sanctions are also clear, and parents involved where necessary. In lessons, however, not all staff apply the behaviour policy consistently, and give varying messages about acceptable behaviour.

36. Since the last inspection, the school has made good progress towards improving assessment procedures, and they are now satisfactory. Pupils take the optional, national tests in English, mathematics and science each year, so the school is able to compare progress in broad outline with national standards and predict pupils' likely performance in the national tests at the end of Year 6. Progress in science is tested at the end of each unit of work. Procedures are best in these subjects. The results of the most recent national tests in English and mathematics have been analysed to identify the adjustments necessary to the curriculum and teaching methods to raise standards further.

37. The use made of assessment information is improving. The school has begun tracking the progress of identified pupils in each year group. Individual teachers are using new technology to help them measure pupils' progress regularly rather than at the end of the year. Other successful initiatives include self assessment booklets in the creative arts and ICT. These, and the literacy record sheets, have clear statements linked to National Curriculum expectations and will enable teachers to identify targets for improvement in these subjects every term with each pupil. In mathematics, teachers use the key objectives set out in the National Numeracy Strategy to assess pupils' progress. At present, however, the information is not used effectively by some teachers to ensure that work in lessons is at the right level of challenge. Tasks are generally most appropriate for pupils with average attainment, and those with lower attainment are often given additional adult help, so they make good progress. The same tasks do not always challenge pupils with potentially higher attainment.

38. There are still inconsistencies in what is assessed and the method of recording results. Teachers are responsible for deciding what to assess and how to record pupils' performance. Because teachers award effort and attainment grades when they mark pupils' work, records do not give comparable information on pupils' performance across the full range of National Curriculum subjects, including the core subjects of English, mathematics and science. The lack of standardisation makes it difficult for senior management to monitor the impact of teaching in parallel classes, and the progress that pupils make in key elements of each subject as they move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

The school has a **good** partnership with parents.

Strengths

Parents think very highly of the school
Parents' contribute effectively to their children's learning
The school provides good information for parents

39. Parents say that they think Connaught is a good school. In their response to the questionnaire sent out before the inspection, and at the meeting held to seek parents' views, they were very positive about most aspects of the school's work. For example, over 90 per cent of parents say that the school expects their child to work hard and achieve his or her best and that, as a result, their child is making good progress. Parents are also very positive about the standard of teaching, the quality of leadership and management and the ease with which they can approach staff if they have concerns. Parents appreciate the wide range of activities outside lessons. A small number of parents expressed concerns about the amount and variability of homework set, particularly in Year 5, but inspectors found that, overall, the arrangements for homework are good.

40. The school encourages parents to be involved in their children's learning. The vast majority of parents have signed the home/school agreement. This helps them understand the importance of assisting their children at home and ensuring they attend regularly. Most parents are involved in helping their child learn at home through support for homework tasks or listening to reading. Many parents are involved in an active parent teacher association, which arranges frequent fundraising events. Over the past year, the association raised nearly £10,000, some of which has been used to buy sports and computer equipment and atlases for each class. Several parents help regularly in classrooms or serve as parent governors. Each year the school canvases the views of parents new to the school to assess how it can improve its partnership with them, and is responsive to their views.

41. Parents are given a good range of information in the school prospectus, the annual governors' report and frequent newsletters. When pupils join the school, parents receive a helpful induction booklet. All these documents inform and assist parents in understanding what goes on in school and how they can continue their children's learning at home. The school also provides informative meetings, such as the recent one for Year 6 parents about the national tests. Parents receive an annual written report on their child's progress, which gives them a clear picture of what their child knows and can do. Reports are discussed with the pupil, and the school provides an opportunity for parents to respond. In many cases the reports provide parents with suitable advice about how they might help their child improve. Parents are invited to meet teachers formally on two occasions each year. The response of parents is very good, with nearly all parents taking advantage of the opportunity to discuss their child's progress. The good partnership with parents makes a positive contribution both to the life of the school and to the progress their children make.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Overall, the standard of leadership and management is **satisfactory**.

Strengths

The good leadership and management of the headteacher ensure a purposeful approach to teaching and learning

The school has improved considerably since the last inspection
The very good accommodation and facilities enhance pupils' learning

Areas for development

Key staff are not sufficiently involved in initiatives to raise standards

Monitoring and evaluation of the quality of teaching and learning are not rigorous enough

School improvement planning does not set out precisely enough what needs to be done to raise standards

42. The headteacher leads the school well and is aware of its strengths and the aspects that still need to improve. She manages the day-to-day life of the school in an organised and efficient manner. She has built very good relationships with the children, parents, staff and governors, which have enabled her to establish good management systems and shared values that shape the educational direction of the school. She promotes a caring, supportive and ordered environment in which all pupils are valued and are encouraged to contribute to the life of the school. Daily administrative routines are well established and adhered to. The senior management team meets regularly, and weekly staff meetings form a good basis for discussion and decision making. The effective leadership of the headteacher has been a key factor in the good improvement made since the last inspection.

43. Since the last inspection, the school has made considerable improvements in a number of aspects of its work which were regarded as serious weaknesses in 1998. The quality of teaching is far better, standards in ICT have improved markedly, and the monitoring and evaluation of performance, whilst still having weaknesses, is more extensive. As a result, pupils' achievements have improved in most subjects and they reach higher standards than was the case five years ago. The leadership and management of the school have achieved this success through steady and often targeted measures to raise standards.

44. Although the senior management team and subject co-ordinators are positive and hard working, they do not yet carry out their roles effectively enough. Insufficient attention is paid to the systematic monitoring and evaluation of pupils' attainment and the quality of teaching and learning. The monitoring that is carried out is not focused enough to identify the causes of weaknesses precisely so that an appropriate plan of action can be devised to rectify them. Subject co-ordinators are beginning to evaluate samples of pupils' work but only have a limited amount of time to observe colleagues teaching. One of the results of the weaknesses in monitoring is that inconsistencies between the progress of pupils in different classes, and within aspects of subjects, have not been identified and measures put in place to seek improvements.

45. The schools' evaluation of its overall performance is also inconsistent because there is too little rigorous analysis of the quality of teaching and standards achieved. Staff have analysed pupils' performance in national tests at the end of Year 6, and the results on nationally recommended tests for other year groups, to identify weaker aspects of pupils' attainment. This is good practice. In general, however, the school knows too little about the progress of pupils as they move through the school, and the value that is being added. The school plans to use a computer program to track pupils' progress more closely. At present, however, the standard of work in some subjects is not as high as it could be and examples of good practice that exist within the school, such as in physical education and science, are not used to improve the overall quality of teaching.

46. Whole school development planning consists of an annual improvement plan that identifies a range of targets within a number of broad headings, such as teaching and learning. Whilst the areas for improvement are appropriate, the action suggested and the targets for measuring success are not precise enough or linked to raising standards. For example, whilst the plan includes action to meet the

needs of more able pupils, it does not specify what the desired outcomes might be in terms of their achievements. The plan also lacks a perspective beyond the current year to show that the school is taking a longer-term view of raising standards. Governors have limited involvement in drawing up the plan, which means that they miss out on important discussions about priorities for school improvement. As a schedule of termly and annual jobs or tasks, the development plan is effective. At present, however, it is not providing the clear direction needed to ensure that the efforts of staff and governors result in measurable success.

47. The school has very good indoor and outdoor facilities for learning. Staff make good use of the specialist rooms for design and technology, food technology and art and, as a result, pupils' achievements are often good. Facilities for physical education are also good and ensure that everyone can be involved. Further planned building projects will improve these facilities and accommodate the schools' rising roll.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to improve further the work of the school, the headteacher, staff and governors should now:

- ◆ Improve consistency in the quality of teaching and learning, by:
 - ensuring that all lessons move at a good pace so pupils' learning is maximised;
 - planning activities that provide sufficient challenge for all pupils, especially for the most able;
 - improving the quality of teachers' marking of pupils' work.

(paragraphs 7, 13, 20-22, 55, 59, 61, 68)
- ◆ Monitor and evaluate the quality of teaching and learning more systematically, by:
 - involving the senior management team and all subject co-ordinators in a systematic programme of monitoring and evaluation;
 - having a particular purpose for monitoring so that the evidence to be gathered is specific;
 - using the evaluation of monitoring evidence to feed directly into the school improvement plan.

(paragraphs 7, 44-45, 56, 63, 83, 87)
- ◆ Improve the effectiveness of the school development plan, by:
 - involving staff and governors more fully in the formulation of the plan;
 - identifying how the action taken will raise standards;
 - monitoring more carefully the impact of actions intended to improve aspects of the schools' work, to ensure that they are being successful;
 - including a longer-term view of school development.

(paragraph 46)

In addition to the key issues, the following less important weaknesses should be considered for inclusion in the action plan. Each is followed by a reference to the paragraph(s) in which it is discussed.

- Review the structure of the school day and the allocation of teaching time to subjects so that best use is made of the time available. (30)
- Review arrangements for the withdrawal of pupils from lessons, to take part in other activities, in

order to ensure that they do not miss important learning. (31)

- Continue to improve procedures for assessing pupils' attainment and progress, in order to eliminate inconsistencies between classes. (37-38)
- Address pupils' underachievement in religious education. (95-97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

56

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

29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		8	25	22	1		

Percentage		14	45	39	2		
------------	--	----	----	----	---	--	--

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 about two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	305
Number of full-time pupils eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils identified as having special educational needs	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

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	39	38	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	37	39
	Girls	33	34	36
	Total	63	71	75

Percentage of pupils at NC level 4 or above	School	82 (95)	92 (82)	97 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	34	35
	Girls	32	32	34
	Total	63	66	69
Percentage of pupils at NC level 4 or above	School	82 (90)	86 (83)	90 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
288		
12		
2		
2		
1		

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

Teachers and classes

Qualified teachers and classes: YR– Y4

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23
Average class size	28

Financial information

Financial year	2001-2002
----------------	-----------

£

Education support staff: YR– Y4

Total number of education support staff	12
Total aggregate hours worked per week	156

FTE means full-time equivalent.

Total income	619,366
Total expenditure	623,984
Expenditure per pupil	2053
Balance brought forward from previous year	- 12,650
Balance carried forward to next year	- 17,268

Recruitment of teachers

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

306

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	1	0
My child is making good progress in school.	45	46	2	1	5
Behaviour in the school is good.	37	58	1	1	4
My child gets the right amount of work to do at home.	28	55	10	5	2
The teaching is good.	44	46	1	1	8
I am kept well informed about how my child is getting on.	26	55	10	2	7
I would feel comfortable about approaching the school with questions or a problem.	59	34	5	1	1
The school expects my child to work hard and achieve his or her best.	60	35	2	0	4
The school works closely with parents.	33	54	7	1	6
The school is well led and managed.	60	37	1	0	2
The school is helping my child become mature and responsible.	52	40	2	1	6
The school provides an interesting range of activities outside lessons.	72	26	1	0	1

Twenty-one parents attended the meeting and they were very positive about most aspects of the school's work. All are generally pleased with the progress their children are making, and they feel that the school encourages pupils to be happy, confident and caring. They commented particularly on the excellent range of extra-curricular activities and the variety of work in lessons. Parents said that they are kept well informed about events in school, and about the progress their children are making, but information about what their children are learning in class is not always sent consistently. However, if there are problems, parents said that the school responds sympathetically and quickly. A few parents help in school, and many support the parent/teacher association. Parents said that the school promotes positive values, and behaviour is good. A number of parents at the meeting were unhappy about the amount and consistency of homework, particularly in Year 5. Overall, however, most parents feel the school is a good school, and they are happy that their children go there.

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

ENGLISH

49. Results in the national tests at the end of Year 6 improved steadily up to 2001, at a better rate than the national trend. In 2001, the results of both boys and girls were well above average compared with the national picture and much better than those gained by similar schools. The 2002 results were slightly lower, but showed attainment above the national average. The school fell short of the challenging target it had set itself for the proportion of pupils reaching the nationally expected standard, but almost a half of the pupils reached the higher Level 5 of attainment, which shows the significant proportion of very able pupils in each year group.

50. Inspection evidence from the work of pupils currently in Year 6 showed attainment well above national expectations in speaking and listening, reading and writing. Pupils enjoy English. They are keen to learn and give of their best. When pupils join the school in Year 3, standards are normally well above average. The current Year 3, however, has a higher proportion of lower attaining pupils than in previous years. Throughout the school, pupils with special educational needs make good progress because well-judged support from adults enables them to make relevant contributions to lessons. For example, in Year 5, a teacher's good questioning skills enabled a pupil to select appropriate information for her answers, to meet the targets on her individual educational plan. Overall, pupils' achievements during Key Stage 2 are satisfactory in relation to their initial attainment in Year 3.

51. Attainment in speaking and listening has remained high since the last inspection. Pupils listen attentively, speak clearly and give detailed answers. Where teachers have good subject knowledge and are skilled at asking questions there are high quality discussions. For example, in a lively, well paced start to a Year 3 lesson, pupils reviewed what they had learnt about prefixes, explained the meaning of other words that they have thought of since, and linked features of the non-fiction text they were reading to work in history. Through good discussion, younger, lower attaining pupils gain confidence in explaining their answers before having to write them down. Learning support assistants are skilled at helping pupils with special educational needs so that teachers can reinforce their sense of achievement by calling on them to answer. By Year 6, pupils are confident in making presentations to wider audiences, and some make very good use of *Powerpoint* for this purpose.

52. As at the time of the last inspection, standards in reading are well above those found nationally. Pupils enjoy shared reading times in the literacy hour where materials are well chosen for their high interest and carefully graded for difficulty. As a result of the good example teachers set, pupils read these books confidently, fluently and with good expression. Pupils with special educational needs are given additional support with a programme of study that is planned to build on success. Higher attaining pupils in Year 3 know how to skim read and scan, and explain why this is important. Pupils in Year 4 select relevant information from a text and turn it into a set of instructions. Year 5 pupils read a poem carefully to guess its title. By Year 6, most pupils, including those with special educational needs, explain how and why 'a sickly time of the year' would please undertakers in 'Oliver Twist'.

53. The school has satisfactory resources for guided reading, although some texts are out of date and, therefore, less appealing to pupils. It is evident from pupils' reading diaries that parents enjoy sharing books with their children at home and this has a positive impact on maintaining high standards. Most pupils have favourite authors, are confident in talking about their reading preferences and correct their own errors. There are, however, inconsistencies in the number of times that pupils

are heard reading by adults in school, and in the usefulness of comments to improve pupils' independent reading skills. While some, especially lower attaining pupils, are heard reading several

times a week, other pupils have only read to an adult once this term. As a result, some pupils were reading books that were much too hard, while books chosen by older, higher attaining pupils were too easy. Pupils in Years 5 and 6 are confident in finding books in the small non-fiction library and undertake research for a variety of topics using non-fiction, CD-ROMS and the Internet.

54. In response to comments in the last report, standards in handwriting have improved and are now good. By Year 6, most pupils have developed a fluent style and present their work well. The school has also improved its use of ICT and pupils are using a wider range of skills in word-processed final drafts of their work. Standards in writing in Years 3 to 6 are consistently well above the national average. Pupils' knowledge of spelling, grammar, the use of punctuation and language develops well as they follow the National Literacy Strategy. Pupils are successfully using the characteristics of various kinds of writing. For example, in Year 4, pupils describe a character in a Harry Potter novel from the points of view of two other characters. Good opportunities are taken to develop pupils' writing skills in many other subjects such as science, geography and history. In Year 6, pupils' first person accounts of life as a child labourer in Victorian England are made more convincing with the use of cockney dialect from 'Oliver Twist'. Pupils' writing is displayed in classrooms and corridors but, as some display boards are old, the work does not look as attractive as it could.

55. The quality of teaching is satisfactory overall, and was sometimes good or very good. In these lessons, effective learning takes place because work is well planned, resources carefully prepared and pupils know exactly what they are to do. For example, in Year 4, all groups of pupils selected relevant information from texts that were well matched to their attainment levels. Pupils were not only challenged, but also supported and most made good progress in writing accurate instructions. Planning in some lessons does not take sufficient account of pupils' existing attainment. For example, in a Year 3 lesson, only a few higher attaining pupils were able to understand the questions in an exercise to pick out features of non-fiction texts. As a result, most were unable to work independently and their progress in this lesson was unsatisfactory. Some tasks are suitable for pupils at all levels of attainment, but many of the tasks in lessons observed were more appropriate for pupils with average attainment. Those with the lowest attainment are helped by teachers and support staff so that they make good progress. However, the higher attaining pupils do not always reach their potential because they are not given a more challenging version of the task. The literacy strategy is in place in the school, but some lessons last longer than the recommended sixty minutes and, on occasions, pupils spend too long listening to lengthy explanations and start to lose interest. The weaknesses observed in lessons where teaching was satisfactory overall, were by and large due to these overly long sessions. Pace was slow and there was no extended challenge for pupils to justify the extra-long sessions.

56. The management of English across the school is satisfactory. The co-ordinator is enthusiastic, knowledgeable about literature and leads by example. Since his appointment he has developed staff confidence in teaching literacy and, as a result, literacy opportunities in other subjects are well linked to English. The curriculum is extended through a range of visits and visitors to raise pupils' interest and enjoyment. Assessment procedures are satisfactory and have improved since the last inspection. Work is marked regularly, teachers' comments are positive and the best practice gives points for improvement. The co-ordinator undertakes some classroom monitoring and reviews planning, but there is little monitoring of how plans are implemented across the year groups, which is a weakness. Overall, there has been satisfactory improvement since the last inspection.

MATHEMATICS

57. Results in the national tests at the end of Year 6 have improved considerably since the last inspection. In 2002, they were well above the national average, and well above average compared with those gained by similar schools. The school reached the challenging target it had set itself for the proportion of pupils gaining the expected Level 4 of attainment; almost twice as many pupils as nationally reached the higher Level 5, and one reached Level 6. Girls and boys did equally well.

58. Inspection evidence from the work of pupils currently in Year 6 also showed that standards of attainment are well above national expectations. Pupils' understanding of number is particularly strong. They carry out a range of mental calculations with ease, such as doubling and halving three-digit numbers, or multiplying and dividing by 10 or 100 using their knowledge of decimal fractions where appropriate. Written calculations show a similar security. This forms a good basis for other work in the subject. During the inspection, the current topic was the properties of two-dimensional shapes. Year 6 pupils showed that they have a firm grasp of types of quadrilaterals, describing them in terms of parallel sides, angles and symmetry. Their very good oral skills in explaining their thinking support work in mathematics effectively. Discussions with pupils revealed that they are less confident in tackling investigations involving numbers and shapes and, though the school has rightly increased the emphasis on this aspect of mathematics, it is still an area for development.

59. When pupils join the school in Year 3, the standards they attain in mathematics are well above average, as shown in the results of national tests taken at the end of Year 2. In relation to these prior levels of attainment, pupils' achievements are satisfactory overall. For example, most pupils in Year 3 carry out calculations to 100 accurately and they have a good grasp of the place value of digits, and shown in their work adding or subtracting 10 from a range of numbers. By Year 5, most pupils multiply and divide three-digit numbers by a single digit, and they show various methods for reaching the answer. They also have a good understanding of the relationship between fractions and decimal fractions. Pupils' understanding of shape also develops steadily. For example, Year 3 pupils described shapes and recognised lines of symmetry, whilst Year 5 pupils carried out a challenging investigation into the increasing number of diagonals in regular two-dimensional shapes. Across the school, however, pupils' achievements vary significantly between classes, particularly in the amount and quality of work they have completed during the current year.

60. There are relatively few lower attainers, including pupils with special educational needs. They are given appropriate work in lessons, and often supported by a classroom assistant so that they make the same progress as others. Each class has a significant proportion of higher attainers and, whilst teachers usually make whole-class work challenging enough through targeted questioning, the individual work that follows is sometimes not challenging enough. For example, these pupils may be given a number of calculations or examples to complete when an open-ended task would provide a sterner test of their skills and understanding.

61. In the ten lessons observed, the quality of teaching and learning was very good in three, good in three and satisfactory in four. This is a considerable improvement since the last inspection when a number of lessons were judged unsatisfactory. Whilst, on the basis of lesson observations alone, the quality of teaching could be judged good overall, the work in pupils' books did not show consistently good learning in all classes. As a result, teaching is satisfactory overall. In some of the lessons observed, it was the pupils' very good attitudes to learning that ensured good progress. All teachers plan lessons methodically and they share the learning intentions with pupils, who then know exactly what they are trying to achieve. Teachers use praise and encouragement effectively, so pupils are eager to offer their ideas. The first part of each lesson, where the teacher works with the whole class, is usually good, with clear explanation and well-targeted questioning. Where teaching was very good, the lessons had added pace and purpose. For example, a lesson for Year 4 pupils about perimeter began with a very brisk review of previous learning and then explored quick ways of calculating the

perimeter of a rectangle, drawing on the pupils' knowledge about doubling and halving numbers. The teacher introduced the challenging task of finding shapes that have a perimeter of 24 cm, and this really made the pupils think. The independent tasks were well matched to pupils' needs, and the teacher kept the pupils working hard by setting time targets, working alongside them and praising effort. There were weaknesses in some lessons, even though pupils' learning was satisfactory overall. Whole-class sessions were rather slow and lasted too long, and it was only pupils' good concentration that ensured satisfactory learning. Too little time remained for independent work, and some of this was too easy for the pupils. For example, in one lesson, many pupils were able to carry out the tasks on a worksheet orally, so the time spent recording was largely wasted. On occasion, the lack of pace and challenge in a lesson led to the pupils becoming restless, and this slowed their learning. The quality of presentation of pupils' work, and teachers' marking of it, varies considerably between classes. Homework supports pupils' learning effectively.

62. The curriculum is well planned, by year-group teams of teachers working together effectively, and generally covers all aspects of the subject. Good use is made of national initiatives such as *booster* groups and *springboard* to raise the attainment of some pupils. Although there has been a greater emphasis recently on tasks that encourage pupils to use and apply their skills, pupils' past work showed relatively few opportunities for them to investigate and explore numbers, patterns and shapes, which would have added extra challenge. Apart from a few simple number programs, there was little evidence that the use of ICT is an integral part of mathematics work. A positive feature, however, is the way in which numeracy skills are used and developed through work in other subjects such as science and geography where a number of good examples of counting and measuring were seen. Systems for regular assessment pupils' attainment are good, and the information is analysed to detect weaker aspects of their skills. However, procedures for tracking individual pupils' progress, and setting targets for improvement are just developing.

63. Management of the subject across the school is satisfactory. The co-ordinator has observed teaching and learning in all classes but, whilst this has been useful, there are no clear plans to tackle some of the inconsistencies found. Since the last inspection, the school has remedied the serious weaknesses in mathematics that were noted. It now faces the demanding task of raising standards further, from a higher starting point.

SCIENCE

64. Results in the national tests at the end of Year 6 have been consistently well above average over the last few years, and have improved since the last inspection. In 2002, they were very high, in the top five per cent of schools nationally, and much better than those gained by similar schools. Three-quarters of the pupils exceeded the nationally expected standard, Level 4, and a few reached the very high Level 6 of attainment. Girls and boys did equally well.

65. Inspection evidence from the work of pupils currently in Year 6 showed that standards of attainment are well above national expectations. Pupils have particular strengths in their knowledge and understanding of science. For example, they explain in detail the names and functions of different parts of a flower and the role each plays in reproduction. Year 5 pupils explain sound as a pattern of vibrations and they know how different musical instruments are used to make sounds. More able pupils explain changes in pitch and volume and devise tests to investigate these ideas. They record their results accurately using tables and graphs, and provide the correct explanation, using scientific vocabulary. This use of scientific language is a particular strength and pupils talk in great detail about their work.

66. By Year 6, all pupils show that they understand the concept of a fair test. They make predictions based on their existing very good knowledge, and draw conclusions skilfully from the evidence they have gathered from experiments. They do not, however, make enough use of investigative work to develop a more complex understanding of science. The majority of pupils' work is neat and well presented, though there are some inconsistencies in the way it is recorded. Some lower attaining pupils have weaker recording skills, which is sometimes not taken into consideration when they are asked to make written observations. On occasions, more able pupils are not provided with enough challenge, particularly when opportunities for scientific investigation are not utilised to develop independence and pace in their learning.

67. All pupils are enthusiastic about science and are keen to do well. When they join Year 3, pupils' attainment is well above average overall. In relation to these prior levels of attainment, their achievements are good, and teachers do well to maintain and build upon high standards. Pupils with special educational needs generally complete the same work as others, but they are well supported so that their achievements are also good. All pupils made good progress in most of the lessons observed. These lessons were well paced and challenging, and pupils were encouraged to make and test predictions. Focused investigations enabled pupils to set up and carry out fair tests with confidence and independence. This was particularly evident in Year 3 and 4 classes, and some Year 5 classes. Pupils' very good speaking and listening enhance progress. In good lessons this is encouraged and supported by sensitive and skilful questioning by teachers. Where lessons are too long or the pace of the lesson is slow, progress is satisfactory, largely owing to the very keen attitudes of the pupils.

68. In the lessons observed, the quality of teaching was good overall. Teachers' planning and preparation is detailed and identifies precise learning objectives, which are made clear at the start of the lesson and re-visited at the end to identify whether or not they have been achieved. For example, in a Year 4 lesson investigating salt dissolving in water, the teacher had all the necessary resources ready for pupils, and led a brisk introduction setting out clear expectations. She explained carefully what the pupils had to do and set a time target for the initial activity. This ensured that all pupils were able to start the investigation quickly and make good progress, allowing the teacher to focus on those pupils requiring support. Teachers have a good knowledge of the subject, which enables them to explain concepts clearly and question pupils carefully, consolidating and developing their understanding. For example, in a Year 5 class investigating sound, the teacher used questioning to enable the pupils to think about the best way to set up equipment for the experiment. Several possible difficulties were discussed and analysed. As a result, the pupils made good progress, setting up their test quickly and using their time efficiently. Where teaching was satisfactory, but nevertheless had weaknesses, time was not always well used. The teacher dominated the discussion or led the investigation, so not enough demands were made on pupils and there was little opportunity to develop independence or initiative. As a consequence, pupils lost their initial enthusiasm and became restless. Resources are always well prepared and well used, and classroom assistants make a valuable contribution to pupils' learning, particularly those pupils with special educational needs. Marking of pupils' work is good overall and is most effective when teachers suggest how pupils' scientific development can improve. Some use is made of ICT for accessing information. Some teachers utilise computers as teaching aids, using them to introduce lessons or to assess pupils' knowledge in a lively and interesting way.

69. There is an appropriate programme of work in place, which supports teachers' planning and has enabled the school to ensure that all elements of the science curriculum are covered. Assessment of pupils' achievements is developing alongside the scheme in the form of end of topic tests. Although progress has been made in gathering more data on pupil performance and setting targets, this information is not yet being used consistently to help teachers plan work at an appropriate level, particularly for the middle to higher attainers. The co-ordinator gives support to colleagues and is beginning to monitor the quality, range and attainment of work completed by pupils. There has,

however, been little monitoring and evaluation of the quality of teaching in order to identify strengths and weaknesses. As a result, the co-ordinator is not fully aware of inconsistencies in the quality of teaching and this has not been used to form plans to raise standards further. The science curriculum was enriched by a successful science week held last year. All those involved, including parents, pupils and teachers, believe that it was particularly beneficial in further raising enthusiasm for the subject across the school. Effective organisation and improving standards of attainment mean that the co-ordination of science work across the school is good. The school has made sound progress since the last inspection and is well placed to raise standards further.

ART and DESIGN

70. Pupils' achievements are good and, by the end of Year 6, standards are above national expectations. This represents good improvement since the last inspection. Attainment is particularly strong in certain aspects of art, such as observational drawing using a range of media, work in water colour and clay work. There was less evidence of pupils' skills in printing, fabric work and three-dimensional art. One of the main reasons why standards are above average is that pupils experience a rich and well-planned curriculum during the *Activities' Afternoons*. These sessions make maximum use of staff expertise and capitalise upon the school's very good facilities.

71. Work by pupils in Years 3 and 4 shows good attention to teaching basic skills, as well as to activities that enable pupils to express their ideas. For example, work on colour mixing has encouraged pupils to consider how different colours can be 'warm' or 'cold', and their carefully painted patchworks of colours are striking. They have combined their skills and ideas in painting a large desert landscape inspired by African art, and in their paintings of sunflowers, after the style of Van Gogh. Abstract chalk and charcoal drawings show pupils developing skills in a challenging medium. There is some outstanding water colour work by pupils in Years 5 and 6. Carefully observed and sensitively painted autumn fruits are exceptional in quality, capturing the glistening light on the seeds, and almost all the pupils have reached this standard. Pencil sketches of shoes show good use of shading and attention to detail, clay work making a lighthouse or a Victorian house is of good quality, and pastel drawings of autumn leaves, inspired by the work of Georgia O'Keefe, show a good appreciation of colour and tone.

72. In the three lessons observed, the quality of teaching was good. Teachers have very good subject expertise. This enables them to use the work of artists and craftspeople to enrich pupils' learning, to demonstrate skills, and to lead useful evaluations of pupils' work. Teachers have high expectations of what pupils can achieve and they provide the right resources and encouragement to help them succeed. Collaboration with local and visiting artists enriches pupils' experiences. For example, a portrait artist has led sessions in school, and pupils have visited his studio, resulting in some high-quality charcoal portraits. The use of sketch books, however, is inconsistent, so pupils do not always have the opportunity to experiment and develop their ideas.

73. Art is used well to support work in other subjects. For example, pupils in Years 3 and 4 have painted portraits of the wives of Henry VIII, and Year 5 pupils drew pastel illustrations after reading Nicola Bailey's *The Mousehole Cat*. Art makes a good contribution to pupils' cultural development because they are introduced to the work of a wide range of artists and craftspeople. Assessment of pupils' attainment and progress is satisfactory, with teachers making a brief note of pupils' achievements at the end of each unit of work. Management of the subject across the school is good. Although the co-ordinator has had little opportunity to observe lessons, he has a good grasp of the quality of provision through examining pupils' work. The school is well placed to build on current strengths.

DESIGN and TECHNOLOGY

74. Too little evidence was available to make a secure judgement about pupils' attainment at the end of Year 6. They design, make and evaluate an appropriate range of products, and use a good variety of materials, tools and components, including textiles, plastics, wood and food.

75. Pupils undertake a major design task each year. In Years 3 and 4, they make models with a moving part, using cams and pneumatics. In the process of designing and making clocks or shoes, Year 5 and 6 pupils design their products, evaluate the choice of materials and assess the best way to approach the construction process. Pupils are encouraged to discuss with one another ways in which the design might be improved, such as by selecting a material that is harder wearing than another one. They confidently select and use tools to cut and shape materials. A number of finished clocks and shoes on display showed good skills in shaping and joining materials, and decoration.

76. In the few lessons seen, the quality of teaching was good. There are strengths in the way pupils have access to good quality materials and tools, and the use of specialist technology rooms. They have learnt how to follow the technological process and have been shown how to make best use of the good resources that are available to them. Tasks are well planned and, in addition to the major design themes undertaken, there are a number other design tasks linked to history, geography and science, such as designing and making hand puppets, Tudor houses, torches, periscopes and football shirts. Although no direct use of ICT by pupils was observed, in the one lesson seen, the class teacher used a *Powerpoint* presentation effectively to reinforce the overall aims and objectives of the lesson and to review important health and safety requirements. As a result, the pupils were enthused, aware of what was expected and involved practically in activities. Pupils have opportunities to develop their numeracy skills, such as when making accurate measurements.

77. Management of the subject is satisfactory overall. Good resources and the planning process are organised and managed well by the co-ordinator. As yet, there are no whole-school systems for assessing pupils' progress or evaluating the quality of teaching and learning in lessons. However, the co-ordinator is enthusiastic and provides helpful support for colleagues. He is beginning to monitor standards through teachers' planning and evaluation of finished work. Priorities for improvement have been identified, including a systematic approach to the monitoring and evaluation of the subject.

GEOGRAPHY

78. No geography lessons were seen during the inspection, so judgements have been made by looking at pupils' work and talking to the co-ordinator. Pupils in Year 6 attain standards that are above those expected for their ages and their achievements are satisfactory across the school.

79. Particular strengths in the teaching of geography are the promotion of mathematical and computer skills. A good example of this is the work of pupils in the Year 5 classes who have carried out street surveys. The pupils used their ICT skills to draw graphs representing a variety of data and they interpreted this information to draw conclusions. They have used a digital camera to photograph various locations and printed these pictures to illustrate their work. Pupils in Year 6 discuss the differences between mountain ranges and chains and use a variety of geographical terms. Coverage of the curriculum is good and pupils make steady progress. Work in books is marked well, with teachers giving good evaluative comments to the pupils who then know how to improve their work. However, in the work seen, there was a reliance on printed worksheets and this meant that pupils tended to carry out the same work, regardless of their ability.

80. Management of the subject across the school is satisfactory. The co-ordinator is newly appointed

but has carried out an audit of learning resources and has clear plans for the future development of the subject. There has been good improvement since the last inspection when teaching was judged to be unsatisfactory. Although no overall judgement can be made about the current quality of teaching, the work seen shows that coverage of the subject is good and that cross-curricular skills are promoted well.

HISTORY

81. Judgements are based on the four history lessons observed, the quality of pupils' recorded work and discussion with the co-ordinator. This evidence showed that pupils in Year 6 attain standards that are above those found normally, and that pupils' achievements are satisfactory. Coverage of the curriculum is good and pupils learn about a range of historical events and eras.

82. In the lessons seen, the quality of teaching was satisfactory overall. Teachers generally have high expectations of the pupils. For example, children in Year 4 were expected to discuss the reasons why Henry VIII married Catherine of Aragon, and not simply learn facts about the Tudors. Many could express mature views based on the reading and research they had carried out. These opportunities for discussion and research contribute significantly to the standards achieved in history, and encourage further development of pupils' speaking and listening skills. Teachers paced their lessons well so the pupils made steady progress. Pupils with special educational needs are well supported in lessons and this results in them making good learning gains. Work in books is marked well, with teachers giving good evaluative comments to the pupils who then know how to improve their work. There are instances, however, where all of the pupils do the same tasks in lessons, questions are unchallenging for more able pupils and learning slows. The curriculum is enriched by visits out of school. The current Year 6 pupils are soon to visit a Victorian school and will experience first hand what lessons were like for pupils at that time.

83. Management of the subject across the school is satisfactory. The subject co-ordinator is new in post and has managed to achieve much in a short space of time. She has been unable to monitor the quality of teaching and learning in lessons, but knows exactly what will be taught throughout the school. She has looked at some pupils' work and has clear plans for the future development of the subject. Resources support learning effectively, and were generally used well in the lessons seen. There has been satisfactory improvement since the last inspection.

INFORMATION and COMMUNICATION TECHNOLOGY (ICT)

84. By the end of Year 6, attainment is above national expectations and has improved considerably since the previous inspection. Pupils use computers extensively for word processing and data handling. For example, Year 3 pupils have good mouse and keyboard skills. In their word processing, they change fonts, size and colour, and copy and paste. Good links with other subjects enable pupils to practise these skills. In art, they use Andy Warhol pictures as a model for their own work. They select pictures from *Clipart* and use copy and paste to complete their work. By Year 6, pupils are organising and improving upon their work, competently redrafting and presenting it imaginatively. They use such features as underlining, bold print, borders and graphics programs for their stories, poems and reports. They present findings in a high quality format, showing an awareness of their audience through multi-media presentations and the use of the *Powerpoint* program. Extra-curricular activities contribute significantly to the standards pupils attain. For example, when visiting Collingwood High School pupils learn control technology using computer assisted design and electric sewing machines. As a result,

they produce high quality pencil cases. Lunchtime clubs for each year group are very well attended. Pupils have the opportunity to use the Internet for personal interest and research purposes, and the school has clear arrangements for Internet safety. Year 6 pupils speak confidently and articulately about the use of computers in the outside world and understand the importance of learning with them in school. They use other related technology such as digital cameras and scanners. Many have access to technology at home which supports their learning.

85. Pupils achieve well. In a lesson where pupils were using information collected whilst doing a traffic survey, they learned to use a new program to organise their data. Although the skills needed were challenging, most pupils made good progress with their learning. Less able pupils were paired with more able and this supported them throughout the lesson, allowing them to make good progress. The high level of challenge involved in using three different programs to collate, explain and display their results stretched all pupils and demanded their full concentration. Pupils successfully brought prior skills and knowledge to this task demonstrating that they make good progress over time. This is very good improvement since the last inspection when progress was reported as slow throughout the key stage.

86. In the four lessons seen, the quality of teaching was good, occasionally very good. This is a great improvement since the last inspection when nearly all the teaching seen was unsatisfactory. Teachers plan carefully and build considerable challenge into lessons. They display good subject knowledge and demonstrate and explain clearly to pupils what it is they want them to learn. They question pupils carefully when reviewing skills from a previous lesson, preparing them to tackle new tasks with confidence. In a very good lesson using *Superlogo* to draw shapes, the teacher used the projector and large screen to demonstrate how to write a procedure for drawing a shape. This focused the pupils' attention, and skilful questioning encouraged them to remember the instructions they had used the previous week for drawing a different shape. Teachers sum up lessons well inviting pupils to explain what they have learned. This helps teachers to assess pupils' understanding and plan carefully for the next lesson. Tasks are interesting and demanding and, as a result, little time is wasted. Teachers provide good opportunities for pupils to practise their speaking and listening skills. Pupils also use their number skills when handling data.

87. The management and resources for the subject are good. At the time of the last inspection resources were poor and not used effectively. The school now has an up to date computer suite and new machines in each classroom, as well as supporting technology such as a projector for demonstrating skills during lessons and two digital cameras. The co-ordinator, who joined the school soon after the last inspection, is enthusiastic and knowledgeable. All staff have received special training through a government grant and the co-ordinator, with the help of a technician, continues to offer them good support. As a result, pupils' learning has benefited and standards have improved considerably. The curriculum has been carefully mapped out to offer pupils opportunities to build and use information communication technology skills in real situations. It is also carefully linked to other subjects. Some tracking of pupil progress has begun and a new system for pupils to assess their own learning is ready to be introduced. During the inspection, computers in classrooms were not seen to be used effectively on a daily basis to support lessons. At the present time, the co-ordinator does not monitor the quality of teaching and learning in a systematic way. She does have a list of actions for each term, but these are not in the form of a prioritised action plan to ensure that standards continue to rise and that all resources are effectively used at all times.

MUSIC

88. Pupils' achievements are good and, by the end of Year 6, standards are above national expectations. This represents good improvement since the last inspection. Attainment is particularly

strong in singing and instrumental work. There was little evidence of pupils composing music, which is a weaker aspect of attainment. Good achievement is encouraged by the wide range of musical activities provided by the school, and by the good skills of the specialist teacher who takes all classes for music.

89. The pupils' singing in assemblies is impressive. Quality is not sacrificed for the volume achieved, and the pupils sing lively and more sombre hymns with appropriate feeling. The emotion prompted by the children's singing is felt by all present and makes a significant contribution to their spiritual development. Only two lessons were observed, but the singing in these was of equally high quality. Year 5 pupils also had a good knowledge of the elements of music, such as pulse, rhythm and dynamics, when they were questioned about pieces of music to which they had listened. Higher attainers used terms such as crotchet and minim to describe the beat. In performing a West Indian song, pupils showed that they could combine singing, and the playing of percussion instruments with a calypso rhythm, measuring the parts against each other to achieve a harmonious effect. Year 4 pupils combined music, dance and their work in History to learn the Pavane. They listened intently to an unaccompanied piece of Tudor singing and were able to comment on the way in which the harmonies sounded like there might be instruments playing.

90. In the two lessons seen, the quality of teaching was good. Plans for lessons are clear and contain a suitable balance of listening to and appraising music, learning basic skills, and performing. The subject expertise of the teacher is very good, as are the links that are made with other subjects, such as introducing French songs or linking music to dance. The pupils really enjoy the lessons, as was clear when Year 5 pupils cheered spontaneously when the teacher said they would sing one of their favourite songs. Lessons provide a good variety of activities, so the pace of learning is enhanced. A choice of music from many parts of the world supports pupils' cultural development well.

91. The extra-curricular musical activities provided by the school are excellent. About a third of the pupils are involved in the junior or senior choirs. During the week of the inspection, the senior choir was rehearsing for a local music festival, and their singing in two parts was of high quality. About 60 pupils learn a musical instrument, taught by visiting specialists. The school also organises a very good range of musical productions, visits to theatres, and workshops by visiting musicians. All this fuels the pupils' evident interest in music, and pupils say that they really enjoy the range of opportunities. At present, not enough use is made of ICT to explore composition of music. Management of the subject across the school is good and, though the co-ordinator does not have the challenge of evaluating teaching and learning in all classes, she draws effectively on the expertise of colleagues to organise the wide range of musical activities from which the pupils benefit.

PHYSICAL EDUCATION

92. Pupils of all abilities make good progress and, by the end of Year 6, reach standards that are above those expected for their age. The school has made good improvement in provision since the last inspection, and pupils' attainment has risen accordingly. Pupils experience a wide range of activities including gymnastics, dance, field games, swimming and outdoor activities. Most pupils achieve the national expectation in swimming and non-swimmers are offered extra sessions.

93. Pupils enjoy lessons and most work sensibly. Teachers plan carefully to ensure pupils' safety. Appropriate adult support enables pupils with special educational needs to be involved fully in lessons. In the most successful lessons seen during the inspection, good teaching focused on building skills and allowing pupils time to practise, evaluate and modify their performance. As a result, pupils were challenged and worked hard within their existing capabilities. In some overly long lessons, teaching is more concerned with carrying out the task rather than with increasing the challenge; pupils put less

effort into their work and their concentration levels suffer. In the few lessons seen, the quality of teaching shows good improvement since the last inspection when it was unsatisfactory.

94. Pupils' achievements in lessons are extended by the excellent range of extra-curricular clubs and activities. Many staff hold coaching qualifications and their enthusiasm, combined with visits from coaches from local rugby, football, cricket and hockey clubs, means that there is a strong sporting ethos in the school. There are good opportunities for pupils to develop their social skills as they work in pairs, groups and teams. They represent their school and district in competitive events, and use their literacy skills well in witty match reports written for *Chatterbox* at the end of each year. The co-ordinator has been active in developing provision since the last inspection. She has built good practice into planning to support non-specialist staff more effectively. Assessment sheets are used to monitor pupils' progress against national curriculum levels. In spite of having little non-contact time, she has built up a portfolio of video lessons to enable her to moderate levels and monitor progression through the year groups. The leadership and management of the subject are good.

RELIGIOUS EDUCATION

95. Standards of attainment have been maintained since the last inspection and are close to those expected nationally. Pupils have a satisfactory knowledge and understanding of a range religious beliefs and practices through the study of Christianity and three other world faiths. For example, Year 3 pupils learn about the leaders of the Jewish faith in biblical times, how they were guided by God and about the promises he made to them. Through this study, they practise formulating opinions and making predictions about whether or not God will keep his promises to the Jewish nation. By Year 6, pupils understand the symbolism behind the Christian idea of the Trinity and can express their understanding in writing and in symbols. Pupils learn to respond positively towards others and to be sensitive when comparing their own and others' ideas and experiences. Discussion with older pupils revealed that they felt strongly that studying religions helped them to understand and be tolerant of other peoples' points of view. Pupils' achievements are satisfactory during their time at the school, but this varies between classes and, therefore, they do not always make the progress of which they are capable. Some teachers do not capitalise upon the good skills shown in other areas of the curriculum, for example in speaking and listening.

96. The five lessons seen during the inspection, together with pupils' recorded work and discussions with them, indicate that teaching is satisfactory overall. Where teaching is good, pupils are encouraged to take a pride in their recorded work, to be thoughtful in their writing and to make full use of their good literacy skills. Some teachers use a variety of ways to help pupils learn through a good choice of appropriate resources and techniques. For example, in a good lesson about Moses and the giving of the Ten Commandments, pupils were shown an appropriate video which told the story. This was broken down into small parts by the teacher so that pupils could be questioned carefully, checking their understanding after each part. They were then encouraged to work together and listen to each others' point of view. The teacher made it clear to them that they would be expected to explain and give reasons for their choices about the order in which they had placed the Commandments. All the pupils' thoughts were successfully valued and gathered together well at the end of the lesson by the use of an overhead projector. Teaching is less challenging where pupils are asked to write a sentence and draw a picture or where they have copied information from the board or used a worksheet. Tasks are not specifically tailored to meet the needs of less able pupils. Standards of presentation are also variable, and particularly poor in some Year 3 and 4 classes. Pupils' work is not always marked in such a way that they know what to do to improve.

97. Management of the subject is unsatisfactory, even though the co-ordinator is enthusiastic and knowledgeable. There are good resources which support both teaching and learning, but there is

currently no systematic monitoring of the quality of teaching or of pupils' work. There is no regular assessment of pupils' attainment in the subject. This was reported at the last inspection and still remains to be put into place. Consequently the co-ordinator does not have a clear view of standards across the school. A list of things to be done exists but this is not prioritised or accompanied by any formal action plan. Therefore, there is currently no vehicle through which improvements in teaching could be made.