

# INSPECTION REPORT

## LAKESIDE PRIMARY SCHOOL

Frimley

LEA area: Surrey

Unique reference number: 125132

Headteacher: Mrs Sarah Thorpe

Reporting inspector: Mrs Christine Huard  
27290

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> May 2003

Inspection number: 248665

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Alphington Avenue Frimley Camberley
Postcode:	GU16 8LL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C. Allen
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	Art and design, Information and communication technology (ICT)	How well the school is led and managed.
19693	Mrs Sally Hall	Lay inspector		Pupils' attitudes, values and personal development. How well the school cares for its pupils. How well the school works in partnership with parents.
31222	Mrs Sue Croft	Team inspector	Geography, religious education. Educational inclusion.	
27654	Mrs Robina Scahill	Team inspector	Science, music, English as an additional language.	
27225	Mrs Anna Sketchley	Team inspector	Areas of learning for children in the Foundation Stage, Design and technology	The school's results and pupils' achievements. How well pupils are taught.
31192	Mr John Stewart	Team inspector	Mathematics, physical education.	The quality of the curricular and other opportunities offered to pupils.
23048	Mrs Diana Wilkinson	Team inspector	English, history, Special educational needs	

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Lakeside is a large Community Primary School and provides education for 462 boys and girls in between the ages of 4 and 11. Thirty seven of these attend part-time in the nursery. The school is situated in a pleasant area of Surrey and in socio-economic terms it is generally above average. However, there is a very wide range of housing in the area varying between large owner occupied detached and an estate of social housing close by. Most pupils who attend live in the immediate area, although a substantial minority come from farther afield. The school has fairly high level of pupils entering and leaving the school each year. Slightly more boys than girls attend the school. Only a small proportion of pupils is eligible for free school meals, about five per cent, which is below average. Most of the pupils are of a white ethnic background and only 32 pupils come from a home where English is not the first language. Of these, only 6 pupils are at a relatively early stage of learning English. One hundred and eleven pupils, 25 per cent, are identified as having special educational needs. This is above average. Sixteen pupils receive additional support relating to dyslexia, moderate learning difficulties, speech and communication difficulties and mobility problems. Six pupils (one and a half per cent) have a statement of special educational need, this is about average. When children first enter the school, their levels of attainment are broadly average but this reflects a very wide range from well above average to very low.

### HOW GOOD THE SCHOOL IS

Lakeside School is a good school with many strengths. Although standards fell slightly in last summer's national tests inspection evidence shows that they have risen again and are above average at the end of Year 6, particularly in English and mathematics. Pupils' work is of a consistently good standard and they benefit from good teaching which enables them to learn effectively and make good progress. The school has appropriate strategies to ensure that all pupils have the chance to do their best and achieve well whatever their capability. The leadership and management of the school are good. The headteacher has set a clear direction for the development of the school and has identified appropriate areas for further improvement. She is well supported by the senior management team and school governors. The school provides good value for money.

#### What the school does well

- Standards in English, mathematics, art and design, design and technology are above average, and music is well above average.
- Teaching is good and enables pupils to learn effectively.
- Pupils form very good relationships and their personal development is very good. These, together with good attitudes and behaviour have a positive impact on pupils' learning.
- The curriculum is broad, stimulating and enhanced by French and a wide range of activities outside lesson times.
- The school cares effectively for its pupils and monitors their personal and academic progress well.
- The leadership and management of the headteacher are strong and she is well supported by the senior management team and governing body.

#### What could be improved

- The provision and teaching in Reception and Years 3 and 4 are not as good as in the rest of the school.
- There are too few opportunities for pupils to develop their extended writing skills.
- Too little time is spent doing science in Years 3 to 6 which means that some areas of the curriculum are not covered in enough depth to enable pupils to reach the highest standards of which they are capable.
- Assessment procedures are not consistently applied and used in all the foundation<sup>1</sup> subjects which means that tasks are not always matched closely enough to pupils' capabilities.

*The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.*

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

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<sup>1</sup> The foundation subjects are all subjects except English, mathematics, science and religious education.

The school was last inspected in February 1998. Since then it has made sound progress and addressed all the issues identified at that time. Attainment in information and communication technology (ICT) now meets expected standards and the curriculum is fully covered. Pupils' personal and social education benefits from a well thought out and developed programme which prepares pupils well for life outside of school. The science and technology block is used appropriately. After the last inspection the school's performance in national tests slipped to an all time low and fell below local authority expectations. It has recovered since then, although results declined slightly last year because staffing difficulties led to some disruption of the education of pupils in Year 6, which had a negative impact on the progress they made. The quality of teaching has improved overall since the last inspection because the school has taken action to identify weaknesses and provide support where it is most needed. There is a good commitment to improvement amongst staff and management and a good capacity for further improvement.

## STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In 2002, the school's results in the national tests at the end of Year 6 were average in English, mathematics and science. In comparison with similar schools<sup>2</sup> they were below average in all three subjects. However, when compared with pupils' prior attainment they were average, which indicates they had achieved satisfactorily overall. These results showed a fall over the previous year which was largely due to considerable staff disruption in one of the Year 6 classes which affected pupils' progress adversely. The overall trend of improvement over time is broadly in line with that seen nationally. The school did not meet the targets set for either English or mathematics in 2002. Standards in Year 6 have risen during the current year and children are generally achieving above average levels in English, particularly in reading, speaking and listening, and mathematics. The targets set for 2003 are particularly challenging in both subjects and inspectors thought that, although results would be above average this year, the targets were over-ambitious and unlikely to be met.

Pupils at the end of Year 2 in 2002, attained results in national tests which were above average in reading, and average in writing and mathematics. Teacher assessments in science showed standards to be well above average. When compared to similar schools results were average in reading and below average in writing and mathematics. In science they were well above average. In the Reception year children achieve satisfactorily and attain standards which show they are likely to reach the standards expected in all six areas of learning described in the Early Learning Goals<sup>3</sup>.

Pupils with special educational needs achieve well because class teachers take good account of the targets set in their individual education plans when planning work for them, and pupils receive good support in the classroom. Pupils for whom English is an additional language achieve well because they receive good support when it is required, and teachers ensure they understand all activities enabling them to participate fully.

Evidence from the inspection shows that pupils achieve standards which are good in relation to their attainment when they first enter the school. At the end of Year 6, standards are generally above average in English and mathematics, although pupils do not have enough opportunities for extended writing. Standards are average in science because although nearly all pupils meet the expected standards there is not enough time allocated to science to allow it to be taught in enough depth to enable them to progress further. Standards in music are well above those expected and this

<sup>2</sup> Similar schools are those which have a similar percentage of pupils who qualify for free school meals.

<sup>3</sup> Early learning goals are the standards set for the children to attain in six areas of learning by the time they are five. These are: personal and social development, language literacy and communication, mathematical development, knowledge and understanding of the world and physical and creative development.

is a particular strength. In art and design, and design and technology, standards are above those expected and pupils show considerable flair and familiarity with the design process. In all other subjects, standards are well in line with those expected. In some subjects, such as history and geography, pupils show a good depth of knowledge and the development of skills is enhanced by the school's policy of teaching the subjects in two-weekly blocks. Standards in religious education meet those required by the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They have good attitudes to their work, are enthusiastic and keen to learn.
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils are generally friendly, polite and show respect for each other and adults in the school. However, there are some instances, such as in assembly, when behaviour is not so good because not enough staff are present to keep an eye on the pupils. In addition, some pupils behave inappropriately when teachers' behaviour management skills are not as good as they should be.
Personal development and relationships	These are very good overall. Pupils help around the school and accept responsibilities willingly. Relationships between pupils and between pupils and adults are very good.
Attendance	This is good and above average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Sound	Good	Good

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

The teaching seen was good overall, although some very good and excellent teaching was observed particularly in Years 1, 2, 5 and 6. In these classes, tasks are well matched to pupils' abilities and they are challenged appropriately. Lessons proceed at a brisk pace and teachers are secure and confident in their subject knowledge. Most teachers try to provide activities which enable individuals to achieve well in their academic work and, most notably, in their personal development. Where teaching was satisfactory, although the initial introductions to the lessons were often of high quality, teachers' previous marking and assessment of where individual pupils were in their learning was sometimes too general, which meant that some pupils, particularly the higher attaining ones, were insufficiently challenged by the tasks set. In the very few unsatisfactory lessons, poor behaviour management, lack of challenge and inappropriate tasks were all features that contributed to pupils making insufficient progress. For all pupils, teaching in the key skills of literacy and numeracy is good. Teaching for pupils in the Foundation Stage is satisfactory. In the nursery, teaching was good overall. Children were provided with a wide range of activities and were stimulated and challenged by the tasks set. In the reception classes pupils consolidated their learning appropriately. However, tasks were not as interesting and stimulating as in the nursery and teachers often missed opportunities for extending children's thinking further. Teaching for pupils with special educational needs is good. Learning support and teaching assistants give appropriate help and are well briefed by class teachers. Pupils at an early stage of learning English are well supported and teachers ensure they understand what is being taught through careful questioning and assessment.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a suitable balance of subjects with an emphasis on the teaching of literacy and numeracy. The curriculum is enriched by French, a variety of activities outside lesson times, and a range of visitors to the school who share their expertise with pupils.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs have access to the full curriculum and are supported very well by teachers, learning support and teaching assistants. The individual education plans for these pupils contain the necessary detail and



	appropriate targets. They help teachers to plan work that takes account of individual needs.
Provision for pupils with English as an additional language	Good overall. There is well focused support for these pupils. Suitable work is planned and the school ensures that these pupils are included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Good opportunities are planned for pupils' spiritual and moral development. Pupils are taught right from wrong and are very aware of issues affecting the lives of others. The very good provision for social development is effective in helping pupils to play and work together constructively. Provision for cultural development is also good and the pupils are prepared well for living in a culturally diverse society.
How well the school cares for its pupils	Good. The school has good procedures for monitoring the academic and personal development of its pupils and cares for them effectively. The school has effective procedures for assessing pupils' progress. However, these are inconsistently applied in the foundation subjects.

Parents have positive views of the school. They are comfortable about approaching the school and are kept well informed on matters relating to school life.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear direction and steers the school well. However the contribution made by some of the senior management team is not as strong as it needs to be in order to drive the school forward. The leadership provided by the subject co-ordinators is good.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory requirements. They are fully involved in the life of the school and have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The school evaluates its own performance effectively and sets appropriate targets for improvement. The monitoring of teaching is good and has identified some weaknesses enabling appropriate action to be taken to redress these.
The strategic use of resources	Good. Financial resources are used effectively to support school initiatives. Educational and financial decisions are carefully considered to ensure that the school provides best value.

The school is well staffed and pupils benefit from specialist teaching in music and French. The well-trained learning support staff enhance pupils' learning. The accommodation is good and provides good access for those with disabilities. Resources are good, overall, and are used well. The new computer suite has helped to raise standards in information technology.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The children behave well.</li> <li>• The school has high expectations of what their children can achieve.</li> <li>• The teaching is good and this enables their children to make good progress.</li> <li>• The teachers are approachable and tackle any problems willingly.</li> <li>• The school helps their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Many parents felt that the giving of homework was too inconsistent</li> <li>• Many parents felt they did not receive enough information about the progress their children were making.</li> <li>• Some parents thought there were not enough activities outside lessons.</li> </ul>

The inspection team agrees with most of the positive points, although it does feel that the school's targets for pupils' achievement in this summer's national tests are rather unrealistic. There is some justification for the concern over homework. The amount of homework set is satisfactory and appropriate for pupils of this age. However, it does sometimes vary between classes in the same age group. The inspectors disagree with parents' views concerning information and extra-curricular activities. The quality of information provided about pupils' progress is good and clear. There are termly consultations and the quality of pupils' annual reports is good. There is a wide variety of extra-curricular activities and inspectors think that pupils have a good range of activities to choose between. They are held at lunchtimes as well as after school and some are available for younger pupils in Years 1 and 2.

## **PART B: COMMENTARY**

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

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

- 1 Children enter the nursery with attainment that is broadly average in nearly all aspects of early learning. However, tests conducted when children first enter the nursery show that there is a very wide range of attainment – between well above average and very low. They make good progress in the Nursery and consolidate this learning satisfactorily in the Reception classes. By the age of five, most pupils' attainment is in line with that expected and the majority will meet the expected Early Learning Goals,<sup>4</sup> by the time they join Year One.
- 2 Results in national tests at the end of Year 6 have fallen over the last two years. Standards in English and mathematics in 2000 were well above average and in science they were above average. By 2002 standards in all three subjects were average. When compared to schools in similar circumstances results were below average. However, during the inspection standards of work for English and mathematics were found to be above national expectation but remain average for science.
- 3 Results at the end of Year 2 in 2000, in English and mathematics were above average but had fallen to average by 2002. When compared with similar schools in 2002, results for reading and mathematics were average although writing standards were below average. Teacher assessments in science in 2002 showed an improvement with all pupils gaining at least the expected level 2 and a well above average percentage attaining the higher level 3. During the inspection standards were found to be above average in all three subjects.
- 4 Pupils achieve well in most aspects of English and overall standards are above average. They make good progress in speaking and listening and reading. Pupils speak with confidence in a range of situations due to the good relationships that exist and the way in which individual contributions are valued. Reading skills have been particularly well promoted and many pupils reach levels above those expected for their age in both Years 2 and 6. This is because teachers build consistently upon reading skills as pupils move through the school. This means that pupils develop good attitudes and enjoy reading for pleasure and this is, in turn, supporting their learning well in other subjects. Due to the school's focus upon writing over the last year achievement is now satisfactory overall with considerable strengths. There has been a good improvement particularly in vocabulary and style. However, there has been less improvement in their presentation skills and this detracts from the quality of their written work. Despite the improvements made attainment in writing is still only average because not enough time is dedicated to allowing pupils to write at length to practise and demonstrate the skills they have learned.
- 5 Pupils of all abilities make good progress in mathematics throughout the school. The school's focus on improving mental mathematics is having a very good impact upon standards and as a result this is developing pupils' confidence in the subject. For example by Year 2 they have a good grasp of number, multiplying quickly and accurately and by Year 4 they have built on these skills and know their tables well. Pupils are set for mathematics from Year 4 to Year 6 and this strategy is helping all pupils to work at the appropriate level for their ability. Higher attaining pupils make very good progress, especially in Year 6. They are methodical in their working out and can explain well how they have solved complex problems. Work seen during the inspection suggests that standards in the 2003 tests will show an improvement over last year.
- 6 In science, pupils achieve well by Year 2. In Year 6, although nearly all pupils do achieve satisfactorily and reach the expected standard for their age, many science topics are not covered in

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<sup>4</sup> Early Learning Goals are the standards set for children to attain in six areas of learning by the time they are five. These are: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development.

sufficient depth for them to attain the higher level 5 of which they are capable. This is because too little time is allotted to it. However, standards in the science investigation skills of setting up experiments and understanding about conducting fair tests are good throughout the school. Pupils' good attitudes to learning and the very good relationships that exist between them and adults in the school are also a very important factor in supporting their achievement. They enjoy their lessons, want to learn, and make a good effort with all the tasks they are given.

- 7 Since the last inspection standards in design and technology, and music have risen across the school and in history they have risen in Key Stage 1. Standards in information and communications technology (ICT) have risen at Key Stage 2. The quality of both the process and the finished articles in design and technology are now above that expected nationally. The teaching is consistently good across the school and this supports pupils, encouraging them to try hard and attain well. Specialist music teaching and instrumental lessons bring expertise to the teaching which results in the overall standards in music being above those expected by the end of Key Stage 1 and well above those expected by the end of Key Stage 2. Younger pupils in Years 1 and 2 attain standards in history that exceed expectations because they are taught good skills in identifying similarities and differences about the past and the present. They use interesting ways of recording their work especially when using their literacy skills to write "eye witness" accounts. In ICT much improved facilities and equipment as well as increased staff confidence and subject knowledge mean the quality of teaching has improved and pupils learn more effectively. Standards in art are above average at the end of both Years 2 and 6 and the pupils have the opportunity to develop their skills well. In geography standards are in line with those expected at the end of Years 2 and 6. In religious education, pupils achieve what is expected in the agreed syllabus by end of Years 2 and 6. Pupils are gaining a good understanding of the basic principles of different faiths.
- 8 Most pupils who are identified as gifted and talented are well provided for and make good progress. Where it is appropriate they work at a higher level. However, in some classes the work does not challenge them sufficiently and their progress is not tracked and monitored carefully enough.
- 9 Pupils with special educational needs achieve well because of the good support they receive. They achieve especially well in reading where regular opportunities to practise and improve their skills are having a positive impact on the progress they make.
- 10 Pupils with English as an additional language make good progress and attain standards that are similar to other pupils. They receive appropriate support in school and teachers ensure they understand tasks set and have full access to the curriculum.

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

- 11 The pupils' have maintained their good attitudes and behaviour found at the time of the last inspection. The pupils' personal development and relationships have improved since the last inspection. They are now very good and a strength of the school. Attendance is good, but levels are not quite as high as at the time of the last inspection.
- 12 The pupils' attitudes to school are good and this has a positive impact on their attainment. The parents say that their children love coming to school and the vast majority of pupils are enthusiastic learners. As found at the previous inspection, pupils' attitudes are at their best when they are given interesting and challenging work. This was particularly evident in most mental mathematics sessions when the fast pace of the teacher's questions and challenge of problem solving inspired the pupils to listen attentively, think carefully and try hard to do their best. In some lessons, when the pace is not as snappy, pupils are reluctant to answer questions and work more slowly. The pupils appreciate the wide range of extra-curricular activities and take part with enthusiasm.
- 13 The behaviour of the pupils is good and the school operates as a happy and harmonious community. There have been no recent exclusions. Well-focused individual education plans, together with the good relationships seen throughout the school, benefit pupils with behavioural needs well. These pupils are making good progress towards the targets set. Behaviour in lessons is

usually good, but varies because of the differing approaches of individual teachers. When teachers have high expectations and praise good behaviour, the vast majority of pupils respond well. They enjoy receiving rewards such as golden time, house points and stickers. Younger pupils are proud when their name is added to the Friendship Tree. In a very few lessons the teachers struggle to maintain discipline. For example, in a Year 6 music lesson, the teacher tried to talk to the class over a background noise of chatter, inappropriate playing of instruments and general disrespect from the pupils. Their behaviour was poor and consequently they hardly learnt anything. A few pupils behave inappropriately in assemblies and the disruption is not checked as too few staff are present. This has an adverse effect on the atmosphere for worship. The pupils show respect for property and there is very little litter and no graffiti. The gardening club work hard to maintain and improve the school grounds.

- 14 The pupils' personal development and relationships are very good. The school's very good provision for social development helps the pupils to become mature and well rounded young citizens. The pupils are eager to take responsibility and are willing to help in the classrooms. Older pupils enjoy helping the younger pupils at lunchtime and acting as house captains. Pupils also look after the play equipment. The school council members take their duties very seriously and have brought about improvements to school life such as reviewing the uniform and installing clocks in each classroom. The pupils' relationships are very good. In lessons the pupils work particularly well together in mixed gender pairs and groups, sharing ideas and supporting each other. They generally have very good relationships with their teachers and feel confident to ask for help if they are unsure about their work.
- 15 The pupils' attendance is good. The attendance rate of 95.3 per cent for 2002/03 is above that found in similar schools. The unauthorised absence rate of 0.2 per cent is broadly in line with national averages and is mainly due to parents not giving a reason when their child was away from school. The vast majority of parents bring their children to school on time and the school day starts promptly.

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

- 16 The quality of teaching is good overall. In lessons seen during the inspection it ranged from excellent to poor. Sixty nine lessons were observed of which 20 per cent were very good or better with over 67 per cent being at least good. There were only two lessons that were not at least satisfactory, which is a significant improvement since the last inspection. In the Foundation Stage, teaching observed was satisfactory. This ensures that children in Nursery and Reception make a sound start in their learning. Pupils in Year 1 and 2 enjoy consistently good teaching. Teaching in the junior years is good although less consistent in Years 3 and 4. The greatest strengths were in Years 5 and 6 where nearly half the lessons were very good and this is the main reason why standards have improved during this year.
- 17 Standards of teaching and learning in the Nursery are good and have been maintained since the last inspection. Teaching and learning in Reception classes is satisfactory overall with strengths in fostering personal, social and emotional development. In this area of learning, children are provided with a wide range of opportunities to develop their personal and social skills. Through the "Golden Rules" all adults make their high expectations of good behaviour clear to children and this creates a firm foundation for good attitudes to school in the future. Reading is particularly well taught and begins in the Nursery with learning the sounds of the letters of the alphabet. Teachers and classroom assistants are good at questioning children in a way which encourages them to develop their thinking skills. Whilst practising a sound when sharing a book, Nursery children were challenged to think of other words that began with the same sound. Teachers plan lessons very carefully and organise the time well. However, although assessment of where children are in their learning is meticulous, as at the time of the last inspection, it does not always inform future planning for lessons. Therefore, although tasks in Reception are productive, and they consolidate what children have already learned, they do not always include enough challenge to take new steps with learning. In a mathematics lesson almost all children could already identify the shapes the teacher introduced and completing the prepared activities made no further demands upon them. Teachers and assistants give good support to children with special educational needs, as in a writing session

when they were helped to shape their letters by practising with play dough before writing with a pencil.

- 18 Very good behaviour management strategies in Key Stage 1 characterise good teaching in almost all lessons and contribute considerably to pupils' good attitudes to their learning. This results in pupils making very good relationships with teachers causing them to work hard and enhance their progress. Some very good and excellent teaching was observed where lessons were well planned and organised and started promptly with clear explanations of what was to be learned. This means that no time is wasted, lessons move at a brisk pace and pupils begin to participate immediately. Teachers are skilful at putting challenging questions and asking for explanations which probe pupils' understanding. For example in a good history lesson the teacher encouraged pupils in Year 2 to give their reasons for allocating pictures to different eras when learning to identify features of "now" and "then". Teachers' good subject knowledge supports teaching and learning and enables them to select appropriate activities and resources. Pupils engaged in an excellent music lesson in Year 1 benefited from the song about Sukkoth which related very well to the religious education topic being followed. The teacher selected particularly apt instruments that the teacher chose, such as the tambour, claves and various shakers. They were deceptively simple but their skilful use and very good organisation meant that all pupils participated to the full with great enjoyment and enthusiasm throughout the lesson, learning new skills quickly.
- 19 Throughout Key Stage 2 most teachers continue to plan and organise lessons well, making very good relationships with all pupils. Support assistants are very well used, especially for pupils experiencing special educational needs. Lessons observed in Years 5 and 6 were particularly well taught, some being very good and excellent. In a very good Year 6 mathematics lesson pupils were repeatedly challenged and their learning extended by the systematic way in which the teacher approached the task. The introduction of a time limit on tasks meant that the pace was swift. The teacher constantly asked pupils to explain their methods and encouraged them to use the correct vocabulary. However, in Years 3 and 4 lessons are mostly no more than satisfactory and, on one occasion, unsatisfactory. Where teaching is satisfactory the introductions to lessons were often of a high quality but follow up tasks were not matched closely enough to pupils' ability and so did not present sufficient challenge to their learning. This was particularly true for the more able pupils. In the very few lessons which were unsatisfactory or poor, teachers set inappropriate tasks which made very low demands upon pupils. They had low expectations of pupils and their behaviour management strategies were less effective. This resulted in pupils becoming disinterested and restless and therefore not making the progress of which they were capable.
- 20 The marking of pupils' work is inconsistent across the school and in many cases does not tell pupils what they can do to improve their work. Teachers do not always use what they know about pupils' work and ability to plan future learning tasks and this all contributes to tasks which are not always as challenging as they could be for higher attaining pupils. The use of homework to help pupils to consolidate their learning and to support work carried out in class is satisfactory, but what is set is not always consistent between classes. However, many pupils practise their reading, spellings and tables at home to good effect.
- 21 The National Strategies for Literacy and Numeracy have been well implemented and the teaching, learning and use of, basic skills across the curriculum are good. Reading and writing are particular strengths, although there are currently not enough opportunities for pupils to write at length. The school has focused recently on the teaching of mental strategies in mathematics and the inspection found this to be markedly improved. Overall, the teaching of English and mathematics throughout the school, was good.
- 22 Teaching in all other subjects was at least satisfactory and often good. Science teaching was found to be good overall although standards in science are only average in Key Stage 2 because not enough time is given to the subject, especially in Years 5 and 6. Opportunities for pupils to learn the skills for scientific enquiry are well taught across the school. This enables pupils to investigate and set up their own experiments and learn from drawing their own conclusions. There are particular strengths in art, design technology and music. Although the quality of teaching in music is good overall there were some specific weaknesses in a very few lessons which caused concern. The

management of behaviour in these lessons was poor which meant that the behaviour of a minority of pupils adversely affected the learning of all. In addition, class teachers did not always stay in the room during music lessons thus missing the opportunity to develop their own musical knowledge and expertise. A particular strength in the teaching of design and technology is the attention paid to the design process and pupils' evaluation of their work. In art, although only one lesson was observed it is clear that pupils are taught well, learning a wide range of skills and techniques which enhance the quality of their work.

- 23 The overall quality of teaching for information and communication technology is good. Pupils' skills are built systematically and they are given opportunities to use these in other areas of the curriculum. Staff expertise, including support assistants, is good, they teach with confidence, using the new resources in the suite well and this enables pupils to make good progress. Staff are confident in the use of the interactive white board and the use of this successfully motivates the pupils.
- 24 The teaching for pupils with special educational needs is good. When pupils work individually or in small groups with a teacher or learning support assistant, teaching is often very good. In whole class activities most teachers are careful to include these pupils in discussions, directing questions that pupils are capable of answering and sensitively probing to help them to give the correct answer. This helps the pupils to develop confidence and make good progress. On some occasions well thought out group activities allow pupils with special educational needs to work with other pupils of different attainment levels. This allows pupils to concentrate on what they are learning rather than having to think about how they will record it, which many find difficult. Teachers ensure that learning support assistants are well briefed and this leads to their contribution being of a high standard.
- 25 There is good provision for pupils with English as an additional language. The school has identified these pupils well and each class teacher plans appropriate support with the teacher assistants for those who are at the earlier stages of learning English. Teachers, together with a support teacher from the local authority are developing written language in such areas as idioms and metaphor. For example, a language support teacher worked in partnership with a Year 4 teacher in Literacy lessons. This was successful in boosting the confidence of the pupils and developing the writing skills of the whole class.

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

- 26 The school provides a good curriculum that is broad and balanced with appropriate coverage of all subjects of the National Curriculum and religious education. The curriculum is enhanced by the provision of French in Years 5 and 6. All pupils have equal access to all that the school offers.
- 27 All foundation subjects and science are taught in rotation according to the time allocation for that unit of work so that, for example, a history unit could be blocked every day for two weeks. The school has organised and thought through the planning well and successfully implemented it. In general terms the strategy has been very successful and pupils' learning is benefiting from the concentrated effort put into one area of learning. However, in science it means that there is not enough time allocated to the subject and too much time is left between units. This has a negative impact on standards achieved by the pupils as they are not covering sufficient work at the higher levels of which they are capable.
- 28 The National Literacy and National Numeracy Strategies have been well implemented. In literacy, this has particularly benefited reading where pupils' skills are very good, especially the development of more complex skills in Key Stage 1. However, writing skills are not so well provided for, especially opportunities for extended writing. There are some good cross – curricular literacy links throughout the school. For example in Key Stage 1 studies of the Great Fire of London are used to provide writing opportunities. In Key Stage 2, pupils write information leaflets for a river study in geography. The curriculum for mathematics has a very strong focus on mental strategies which are used very effectively in all lessons. There has been a significant improvement in mental mathematics since the

last inspection. Pupils also have good opportunities to use numeracy skills in other subjects. For example, in design and technology in Year 1 pupils use their knowledge of sets to sort fruits and in Year 5 they measure very accurately.

- 29 The provision for pupils' personal, social and health education is good. Pupils in Key Stage 1 learn about self-respect in circle time. They talk about playground fall-outs, have good ideas about supporting people who are feeling sad and "pass smiles" round the group. Sex education and drugs awareness are well covered and supplemented with input from the school nurse and community police officer. The majority of teachers use circle time effectively and there are some good opportunities for role play to re-inforce ideas being discussed.
- 30 The school ethos is one which values all children for their contribution to the whole school community. This ethos is appreciated by the children, who say that the staff are the best aspect of the school. This appreciation is echoed by the governors who value the efforts that the school makes on behalf of its pupils.
- 31 The school has full disability access and caters well for a wide range of special need. More able children are sometimes not so well catered for because they are not sufficiently challenged to move their thinking forward. Racial and religious difference is celebrated rather than accommodated so that every child feels valued for his/her unique qualities. All pupils are fully included in every area of school life.
- 32 Good individual education plans meet the needs of pupils with special educational needs well and very good use is made of advice and support from visiting professionals. In English and mathematics lessons, activities are well matched to pupils' prior attainment and this, together with the good support they are given, helps these pupils to reach the targets set. In other subjects, different activities matched to the pupils' needs are not always provided. Careful arrangements have been made to withdraw pupils from class sessions when their needs will be better met in specialist teaching. The school has also made very good arrangements to meet the specific needs of pupils who require extra support for speech and language or physical development. These sessions are often led by very well qualified and committed support staff. Very good arrangements are in place to provide a curriculum to support pupils who have special educational needs for behavioural or social development. This allows them to play a full part in school life.
- 33 The school has made good provision for the small number of pupils for whom English is an additional language. Support is given on planning an appropriate programme of work from the local authority support service and the teacher is also available to give support to colleagues in meeting the needs of pupils with English as an additional language. Pupils receive good additional support in lessons from the learning support assistants.
- 34 The provision of extra – curricular activities is very good, offering all pupils opportunity to take part in a wide range of clubs. All teachers are involved and teaching assistants also provide very good support. In Years 1 and 2 pupils learn to play the recorder and there is a very popular gardening club involving some pupils in Year 3. Sporting opportunities are very good and during the inspection an after – school athletics club attracted more than 50 pupils. There is a school orchestra which takes part in a local music festival, and other clubs for sewing, board games, judo, art, cooking and ICT. Pupils in Years 5 and 6 also get good opportunity to experience residential trips linked to learning in geography, science and ICT.
- 35 The school has maintained its good links with the community found at the time of the last inspection. Visitors such as a sculptor and a Jewish storyteller enrich the curriculum. The school welcomes the community police officer, school nurse and other safety organisations into school to share their specialist knowledge with the pupils. The school arranges a good range of visits, for example to the Sea Life Centre and the British Museum. A group of neighbourhood engineers works with Year 6 pupils during a block of design and technology lessons and this gives the pupils valuable insights into the world of work. The sporting links with clubs and other local schools enrich pupils' experiences of teamwork and competitive sport. The school has established links with a local home



for senior citizens, enabling pupils to develop their social skills. The school encourages the pupils to think of others by donating items and raising funds for charities.

- 36 The school has established good links with its partner institutions. Early years teachers visit the local pre-school groups and induction arrangements for new children are good. The curriculum is enriched by the addition of French lessons for older pupils, taught by a specialist teacher provided by a local secondary school with language expertise. There are also good links with the other local secondary schools and staff ensure that the transfer from one stage of education to the next is as smooth as possible.
- 37 The provision for the pupils' personal development is good. That for spiritual, moral and cultural development is good whilst opportunities for social development are very good. Overall, these aspects have a positive effect on many areas of school life. The school regards this as an important area and has highlighted it for further development in the current improvement plan.
- 38 The good provision for spiritual development found in the last inspection has been maintained. Assemblies are well planned and pupils generally have a positive attitude towards them. Teachers encourage celebration and reflection and children are made to feel valued members of the whole school community. Teachers capitalise on opportunities for spiritual development in the curriculum. For example, the introduction of chime bars into a percussion piece in a year 1 lesson caused a 'magical moment' within the class. In a Year 5 science lesson on plants, pupils were amazed and fascinated at the size and extent of the roots of one particular plant.
- 39 Opportunities for moral development are also good. The school is clear about what it expects from pupils. Pupils understand what is right and wrong. Their good behaviour shows that they recognise the difference. The rules are regularly and consistently reinforced by teachers through their own example, during general teaching and through discussion time with younger pupils. Pupils are taught to respect the views of others and value each others' contributions. A lesson in Year 2 on personal, social and health education focused helpfully on self respect. In a Year 6 sex education lesson, sensitive issues were discussed in a mature manner. The pupils responded in an articulate thoughtful way so that none felt threatened by taking a risk.
- 40 The provision for social development is very good. There were no examples of challenging or aggressive behaviour in the playground and pupils are polite and respectful towards each other and adults. Teachers plan many opportunities for group and paired work within the curriculum. Residential visits in year 5 and 6 extend the pupils' social awareness further still. The School Council has a powerful voice and believes that it makes a difference. Friendship buddies in the play ground help ensure that no pupils are unwillingly left on their own during playtimes. Older pupils have a chance to develop their responsibilities further by becoming house captains. All pupils value procedures such as circle time, Golden time and worry boxes. They appreciate how the school works for their benefit.
- 41 The provision for cultural development is good. The distinctive art work on display makes an instant impression on visitors. Pupils study art from a range of styles and cultures. Music also makes a strong contribution to pupils' cultural development. Music from a range of periods, styles and cultures is studied. The opportunity to learn French makes pupils more aware of the European society in which they are growing up. The school takes many opportunities for visits and visitors. Parents are appropriately involved and enrich the cultural development of all the pupils. In one class, a geography display on India has been annotated in several different languages with the help of the parents. Religious differences are celebrated through encouraging pupils to talk about significant festivals. In Year 6 a display on headdresses and their function developed cultural ideas in an interesting way and the pupils had obviously enjoyed their studies. Although living in a largely mono-cultural community the pupils are developing a good awareness of the rich cultural heritage of this country's diverse population.

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

- 42 The school continues to provide the good level of care found at the time of the last inspection. The school's strengths lie in the very good support for pupils' personal development and the intolerance of bullying. The school's assessment procedures are good overall although they are too inconsistent in some of the foundation subjects.
- 43 The school provides good educational and personal support for its pupils. Parents value the way in which staff care for their children and some pupils said that the best thing about school is the teachers because *'they understand us' and 'they are kind'*. The procedures for monitoring and supporting pupils' personal development are very good. The staff know the pupils well and two learning support assistants have special responsibilities for identifying and monitoring any pupils who are upset or have particular difficulties. They meet regularly with senior staff to discuss sensitive pastoral support. Other learning support assistants are trained to give assistance with speech therapy and lead beneficial social skills groups.
- 44 The school pays good attention to health and safety. Supervision at breaks and lunchtime is good, and the school has worked hard to create a safe but stimulating environment in the playgrounds. For example pupils are allowed to bring their own toys, but the school ensures they are used responsibly and has drawn up suitable guidelines, for example in the conker policy. The governors make regular checks of the premises and the caretaker is vigilant of potential hazards. However, a formal risk assessment of the buildings and grounds has not been undertaken, although action has been taken to rectify this. The school has drawn up a satisfactory health and safety policy and appropriate procedures are in place for emergency evacuation and testing of electrical equipment.
- 45 The school has satisfactory arrangements in place for child protection and a sound policy is in place. The headteacher is the designated member of staff with responsibility for child protection and carries out her duties effectively. Three other members of staff have had specific training and all staff are aware of the schools' procedures and know to report any concerns to the headteacher. The appropriate arrangements have been made for pupils in public care.
- 46 The arrangements for first aid are good. Although no members of staff have a formal qualification most have received basic training. Pupils who are ill or injured receive good care and attention in well-equipped medical room. There are very good procedures for recording treatment, informing parents and administering medication.
- 47 The school's arrangements for monitoring and improving attendance are good. Registers are marked correctly and the staff follow up any unexplained absences. The office staff make good use of the computerised registration system to monitor attendance and the headteacher works with families on the rare occasions where attendance or punctuality is cause for concern. The school discourages parents from taking their children on holiday during term time.
- 48 The school's procedures for monitoring and promoting good behaviour are good. The school has worked hard on developing strategies to promote good behaviour, but not all teachers are using these methods and consequently, behaviour in a very few classes is not as good as it should be. In nearly all lessons, behaviour is managed well and rewards are effective. However in a few music lessons, the teacher is unable to effectively control the pupils and if the class teacher is either absent or passive, the pupils' behaviour is sometimes poor.
- 49 The procedures for monitoring and eliminating oppressive behaviour are very good and there is a clear anti-bullying statement within the behaviour policy. The pupils particularly appreciate the opportunity to voice their concerns anonymously through the 'Worry Boxes' situated in each classroom. These are then sensitively dealt with by class teachers during whole class discussions. Pupils say that rare incidents of bullying are sorted out effectively.
- 50 The school has good procedures for assessing pupils' attainment and progress. Children are tested when they enter the school in the Reception class and each year thereafter. Each pupil has an individual record file that gives a clear picture of their personal development and achievement in

each subject. The detailed information allows the school to track individual pupil's achievement. Their portfolios of samples of work are not annotated or levelled against National Curriculum expectations but celebrate pupils' achievements and give an indication of the progress each child makes as they move through the school. The assessment coordinator keeps a careful record of the levels that pupils attain and tracks their progress effectively. The information is also helpful in identifying those pupils who would benefit from extra support. Procedures for identifying gifted and talented pupils are in place and an action plan has been developed detailing the provision for these pupils.

- 51 Data in English, mathematics and science are analysed to look for trends and areas needing improvement. For example, due to careful analysis of test papers in mathematics last year, particular emphasis has been placed on improving mental mathematics. This has proved to be very effective and helped to raise standards in this aspect throughout the school. Another result of this analysis is that pupils in Years 4, 5 and 6 are set in ability groups for English and mathematics. Individual targets are set for pupils in these subjects so they know what is expected of them to achieve the next level of work.
- 52 Each class has records of the work covered and skills acquired in ICT and physical education. Records of other subjects are rather ad-hoc and inconsistent across the classes. Although nearly all teachers assess the progress pupils make in these other subjects, some is minimal and in these instances not enough account is taken of the information when planning future learning or of the needs of pupils with different attainment. All subjects in the curriculum are assessed at the end of each year. Progress is related to National Curriculum levels and reported to parents. The marking of pupils work is, again, inconsistent. Although work is marked, in some classes it gives pupils insufficient guidance on what they need to do to improve their work.
- 53 Assessment of the attainment and progress of pupils with special educational needs is very good. Good early identification of pupils' needs means that help is speedily given, often allowing pupils to be removed from the register before they leave the school. Progress towards the targets set in individual education plans is very carefully monitored and analysed and this allows the class teachers, guided by the special educational needs co-ordinator, to plan effectively for the next stage in learning. Very good use is made of guidance from visiting professionals and this ensures that both the guidance given and the activities provided for these pupils are effective. The care and support given the statemented pupils is very good. These pupils are included very well in the full range of activities offered by the school

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

- 54 The school has maintained the strong partnership with its parents found at the time of the last inspection. The school has very effective links with its parents and provides them with good information. The parents have positive views of the school and their involvement in their children's education is good.
- 55 The parents and carers generally expressed positive views through the Ofsted questionnaires and the pre-inspection meeting. The vast majority of parents consider that teaching is good and staff are approachable. They say that their children like coming to school, are expected to work hard and are making good progress. The parents are pleased about the good standard of behaviour and feel that the school helps their children to become mature and responsible. The inspection team share these positive views.
- 56 The school links with the parents are very good. The school works hard to reach out to parents and staff are generally available to talk with parents at the end of the school day. Parents whose children are about to start school are offered valuable home visits by staff. The school invites parents to share their concerns and suggestions at an annual open forum meeting where issues such as uniform and mixing the classes are discussed and followed up. The head teacher also ensures that she is available to talk with parents on a set afternoon each week and useful parenting courses are

offered to families. Annual open days enable the staff to celebrate the pupils' work with the pupils and their families.

- 57 The information which the school provides to parents is good. New parents are well informed through meetings and visits. The prospectus is informative but the governors' annual report to parents does not contain the required information on access for disabled pupils. Monthly newsletters keep parents informed about future events and celebrate the school's successes. The school invites parents to beneficial information evenings at the beginning of the academic year to inform parents about classroom routines and how to help their children at home. There are helpful information sessions on the statutory tests, but the school recognises the need to improve the information given to parents about the topics their children will be studying. A significant minority of parents feel that the school does not keep them well informed about how their children are getting on, but the inspection findings are that the information is good. Termly consultations with teachers offer parents good opportunities to discuss their children's progress. The pupils' annual reports are good. They contain detailed information about what the pupils can do, how well they are doing and most reports give detailed information about how the pupils can improve their work.
- 58 The parents' involvement in the work of the school is good. Parent governors are supportive of the school and help to shape its future. The active Friends of Lakeside School raises considerable funds for educational purposes as well as organising social events. Parents enjoy supporting events such as the open evening, and working parties regularly maintain and improve the grounds. The vast majority of parents have signed the home-school agreement.
- 59 The parents' contribution to their children's learning is good. The school values the help offered by nearly 30 parents who assist in the classrooms each week. They are given useful training in listening to pupils read and this has a positive impact on standards. The parents are very interested in their children's education and attendance at parent consultations is very high. A significant minority of parents have concerns about homework. Whilst the inspection team judges that homework is generally satisfactory, the school recognises that there are some inconsistencies in homework between classes and this limits some parents involvement with the work their children do at home.
- 60 Parents whose children have special educational needs receive good information about their progress. As soon as a concern is raised parents are invited to discuss this with the class teacher and special educational needs co-ordinator and to be fully involved in how their child's needs should be met. Good arrangements are in place to consult with parents on termly reviews and this consultation is very good for statemented pupils.

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

- 61 The headteacher provides strong leadership. She has managed the school's response to the last inspection purposefully, by adopting appropriate management strategies to ensure that all key issues have been successfully addressed. The areas identified then as needing improvement have been tackled appropriately, and other priorities, such as the monitoring and development of teaching and learning have been diligently undertaken. She has a clear vision for the further development of the school and the staff generally have a shared commitment to raising the quality of education still further. Academic standards fell in the year immediately following the last inspection but subsequently rose to a level well above expectations by the time pupils left the school. Although standards fell in 2001 and 2002, actions taken to address weaknesses in teaching identified through the school's rigorous monitoring systems have proved to be successful. Standards have risen again and are now above those expected. The school has made a sound improvement overall in the last six years. There is a good commitment to, and capacity for, further improvement.
- 62 There is a successful and comprehensive programme of monitoring. This includes examining teachers' planning, regular lesson observations, and the regular scrutiny of pupils' work. These activities have contributed to the on-going improvements in the curriculum and quality of teaching and learning as well as enabling the school to identify priorities for future development. Teachers

receive good quality feedback on their work and are able to develop their practice. The curriculum is generally well planned, and the National Literacy and Numeracy Strategies have been implemented successfully. The headteacher has a clear picture of the school's strengths and weaknesses and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve high standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school, and the development of all children as individuals. A positive environment has been developed and maintained. This, combined with pupils' good attitudes and behaviour, makes a significant contribution to their learning. The senior management team provide good support but not all are fully involved in contributing ideas, procedures and strategies instrumental to the on-going development of the school.

- 63 Teachers with management responsibilities are involved in the monitoring programme. The senior management team generally work closely together to ensure that good communication exists between staff, and procedures are followed consistently. However, some issues such as the use of marking and assessment have not been followed up rigorously enough and in a few classes school policy is not implemented effectively which leads to weaknesses in teaching. Co-ordinators have a good understanding of the strengths and weaknesses in their subject. They use monitoring activities well, to identify what needs to be improved, and draw up action plans for their subject with a view to raising standards. The professional development of staff is well supported by regular interviews. Performance management procedures have been implemented effectively, with agreed targets linked to both personal development and school priorities. There are very good systems in place for the induction of new staff. Newly qualified teachers receive good support and guidance from their mentors and have become effective members of the team. The staff generally exhibits a good commitment to their work and the school's aims and values. The aims provide the basis of learning for the whole school community and are generally reflected well in the work carried out.
- 64 The co-ordination of special educational needs is very good. Very good records are maintained and the co-ordinator also has an extremely good knowledge of all children on the register. Her monitoring and management of the provision is of a particularly high quality and this has ensured a consistency of approach throughout the school, which benefits pupils. She also manages the work of learning support and classroom assistants, offering in-service training and planning the activities for individual or group withdrawal as well as guidance in planning for their deployment in classroom activities. This is a major reason why the assistants are having such a positive effect on helping the pupils to make good progress. The accommodation is good, providing a number of rooms or areas where pupils can work individually or in small groups. Classroom sizes allow good arrangements to be made for the pupils to work in a group on different activities. Resources are good and are very well managed. Pupils with special educational needs have access to laptop computers to help record their work and a good range of reading material helps the pupils to achieve well in this aspect. Teachers and classroom assistants have had training for teaching pupils with English as an additional language and a co-ordinator has been appointed to develop this area of the curriculum.
- 65 The governing body is strongly supportive of the school, and fulfils all its statutory duties effectively. There are many new members since the last inspection and some governors are comparatively inexperienced. They receive good information through reports from the headteacher and regular submissions from teachers and subject co-ordinators. They operate effectively in committees, which deal with issues relating to staffing, finance, curriculum and premises. As well as governors responsible for literacy, numeracy and special needs, other governors have a special interest in other subject areas such as ICT. The governors analyse and discuss the results of tests, and use this information to make comparisons with other schools, and are becoming more involved in the setting of the school's targets for literacy and numeracy. However, they do not review these at regular intervals to ensure they are still relevant. If they had they would have realised that the targets set for this year were over-ambitious and unrealistic for the pupils now involved. They carry out their role as a critical friend to the school effectively. They question and challenge appropriately. They are directly involved in school development planning, reviewing progress made towards targets, and helping to ensure that key priorities receive sufficient funding.
- 66 Whole school development planning is good. The improvement plan has a suitably long-term perspective, and takes appropriate account of priorities for the next few years. The school's

monitoring programme clearly identifies priority areas for development. Action plans are drawn up, taking into account staff training needs, associated costs, and relevant success criteria. The senior management team reviews the progress made on targets through their cycle of monitoring, with progress reports given to the governing body at meetings. The plan incorporates appropriate development points for all subjects for the school year. The plan runs for three years with appropriate targets identified for the end of each academic year, which is highly appropriate, and budget implications are fully built in.

- 67 The school's financial planning arrangements are well organised, as they were at the time of the previous inspection. There is good liaison between governors, the headteacher and staff in formulating the budget. Governors take an active part and have ownership of the budget and the strategies behind it. They take decisions with confidence because of the objective information provided to them by the headteacher. The budget is properly considered and approved by the full governing body. The specific funds element of the school's finances is well targeted. The funds are used effectively to raise the attainment of those pupils with special needs, and the school supplements these monies out of its own funding to ensure that provision is maintained at a high level. There is effective corporate decision making to ensure that the financial resources available to the school, which are below those for similar schools, are properly targeted to improving standards. Financial reserves are currently at a low level despite a stable roll as funding to the school is below average. Class sizes are relatively high and the school is keen to retain its specialist teaching for music and support for subject leaders' non-contact time.
- 68 The school's overall administrative arrangements, and the day-to-day control of its finances are sound. The school makes satisfactory use of new technology in support of its management systems. There have been some problems encountered by the administrative officer in unravelling the complexities of the school budget since she took over, not least in trying to ensure the school does not run into a deficit situation. The administrative staff undertake their administrative and financial monitoring duties conscientiously. However, the number of hours they are employed is very high for a school of this size. They provide good support to the school community, liaising well with the pupils, staff, parents and visitors.
- 69 The headteacher and governors are very aware of the need to obtain value for money in the use of the financial resources available to the school. They implement the four principles of compare, challenge, consult, and compete well. They have some good procedures in place. There is a systematic analysis of assessment results and other statistical information and good procedures for seeking the views of parents, pupils and staff. The effective implementation of these procedures means that the school's spending is properly evaluated and targeted to ensure that the quality of education provided for the pupils is as high as possible.
- 70 As a result of the high priority given to staffing levels, the school is well provided for in terms of teaching and support staff. Teachers are suitably qualified to meet the needs of the curriculum. All teachers have responsibilities in addition to their teaching commitment. There is a suitable range of teaching experience, although many of the teachers are relatively new to the school. Support staff are very well trained and work closely with class teachers. They make a valuable contribution to children's learning and all have specific responsibilities in addition to their classroom support role.
- 71 The accommodation is good. The building is welcoming and enhanced by colourful displays. The caretaker and cleaners work hard to achieve good standards of cleanliness. Classrooms are generally spacious and the shared areas are used well for group work. There are lively, imaginative and informative displays of pupils' work, both in classrooms and communal areas. These make the school an exciting place in which to be. The useful specialist rooms for learning support, music, art and technology enable the curriculum to be taught effectively. However, the nursery is small and cramped which makes it difficult for pupils to be presented with as varied range of provision as would be desirable. The nursery has a good secure play area which has been imaginatively created to provide a range of levels and pupils enjoy the variation and experiences of playing up and down the hill. The lack of covered play area for reception children limits the opportunities for physical and social development during inclement weather. There is appropriate provision for pupils who may be disabled. The building is well maintained and kept clean and tidy.

- 72 The two halls, extensive playgrounds, playing fields and adventure play equipment allow pupils to experience a good variety of physical activities. There is provision for pupils to sit and read or to talk quietly amongst themselves. Well maintained, courtyard areas and an environmental area enhance the outdoor facilities provided by the school.
- 73 Provision of learning resources is good overall. It has improved since the time of the previous inspection when there were weaknesses in resources for history and religious education. Only art resources were judged to be good whereas now they are good in English, mathematics, science, design and technology and art and design. Resources for children at the Foundation Stage are also good. There are satisfactory resources for all other subjects. There has been a considerable improvement in the provision of computers and further improvements are planned and there is an ample supply of CD-ROMs.

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

74 Lakeside is a good school but in order for it to improve further the governors, headteacher and staff should:

- 1 Improve the standards of provision for teaching and learning particularly in the foundation stage and Years 3 and 4 by:
  - Increasing the level of challenge and expectations of what the pupils can achieve,
  - Improve the quality of marking so that pupils know more clearly what they need to do to improve their work.
  - Ensure that tasks for higher attaining and gifted and talented pupils match their specific needs.(paragraphs: 4, 8, 17, 19, 20, 79, 82, 89, 96, 106, 112.)
- 2 Increase the opportunities for pupils to develop their extended writing skills.  
( paragraphs: 4, 28, 90, 94-96.)
- 3 Ensure that sufficient time is devoted to science to enable the pupils to cover the curriculum in sufficient depth to allow them to progress to higher levels of attainment.  
(paragraphs: 6, 22, 27, 110, 112, 114.)
- 4 Ensure that assessments are planned for in all the foundation subjects. These should be monitored on a regular basis to guarantee that:
  - the systems are implemented consistently throughout the school.
  - the information gained from the assessments is used to guide planning in all subjects so that the needs of all pupils can be effectively met.(paragraphs: 20, 52, 64, 112, 125, 131, 137, 155.)

In addition the governors should also consider the following minor issue:

- 1 Re-structure the senior management team to ensure that all members play a full part in the drive for further improvement.  
(paragraph: 63.)

## **PART C: SCHOOL DATA AND INDICATORS**

## Summary of the sources of evidence for the inspection

Number of lessons observed

69

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

25

## Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	30	21	1	1	0
Percentage	3	21	43	30	1.5	1.5	0

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

## Information about the school's pupils

### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	407
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	111

### English as an additional language

	No of pupils
Number of pupils with English as an additional language	32

### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	30

## Attendance

### Authorised absence

	%
School data	4.5
National comparative data	5.4

### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	31	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	28
	Girls	28	27	29
	Total	54	53	57
Percentage of pupils at NC level 2 or above	School	92 (92)	90 (92)	97 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	28
	Girls	28	29	31
	Total	53	57	59
Percentage of pupils at NC level 2 or above	School	90 (89)	97 (97)	100 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	26	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	27
	Girls	22	15	22
	Total	45	41	49
Percentage of pupils at NC level 4 or above	School	83	76	91
	National	75 (75)	73 (71)	86 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	27
	Girls	22	15	22
	Total	45	41	49
Percentage of pupils at NC level 4 or above	School	83	76	91
	National	75 (75)	73 (71)	86 (86)

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	283	0	0
White – Irish	2	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	5	0	0
Asian or Asian British - Pakistani	3	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	10	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	23	0	0
Any other ethnic group	57	0	0
No ethnic group recorded	2	0	0

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

### ***Teachers and classes***

### ***Financial information***

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

Total number of qualified teachers (FTE)	18.14
Number of pupils per qualified teacher	24.4
Average class size	33

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

Total number of education support staff	21
Total aggregate hours worked per week	334

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Financial year	2001/2002
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	£
Total income	895899
Total expenditure	895000
Expenditure per pupil	1939
Balance brought forward from previous year	10000
Balance carried forward to next year	0-00

Total number of education support staff	1
Total aggregate hours worked per week	21
Number of pupils per FTE adult	18.5

FTE means full-time equivalent.

### Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

### Results of the survey of parents and carers

#### Questionnaire return rate

Number of questionnaires sent out	444
Number of questionnaires returned	208
Percentage of questionnaires returned	47%

#### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	46	6	1	0
My child is making good progress in school.	43	49	7	1	0
Behaviour in the school is good.	37	58	4	1	0
My child gets the right amount of work to do at home.	31	45	19	4	1
The teaching is good.	43	50	4	0	3
I am kept well informed about how my child is getting on.	32	46	20	1	1
I would feel comfortable about approaching the school with questions or a problem.	53	38	7	2	0
The school expects my child to work hard and achieve his or her best.	50	43	6	0	1
The school works closely with parents.	31	50	15	2	2
The school is well led and managed.	32	46	12	4	6

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

No other issues were raised by parents.

38	55	5	0	2
39	43	11	3	4

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

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

- 75 Children enter the Reception year at the age of four at the start of the school year in which they are five. Younger children attend mornings only to begin with and as they become used to school they attend full time. Approximately half of the children in Reception have attended the school Nursery and the majority of others come from a variety of pre-school provision, therefore not all have had the same experiences before joining the school.
- 76 Assessment on entry to Reception shows that pupils' attainment is average. From observing pupils and looking at their work standards are in line with what is expected in all areas of learning with the exception of personal, social and emotional development where most will exceed the goals set for the end of the Foundation Stage. Pupils of all abilities make satisfactory progress.
- 77 Standards of teaching in the Nursery are good and have been maintained since the last inspection. Teaching in Reception is satisfactory overall. From the ages of three to five, children experience a well balanced curriculum across all six areas of learning and staff work well together in both settings to create a calm atmosphere. They are good at questioning children in a way which encourages them to develop their understanding. Children in the nursery are offered challenging activities and by the time they transfer to Reception all recognise their name and most initial letter sounds and are beginning to count. This lays a particularly good foundation for future learning and attitudes to school. In Reception, although reading is particularly well taught, children are often insufficiently challenged by other activities offered them, especially in writing and mathematics. Classroom assistants are very skilled in offering support, so those with special educational needs are well provided for. An emphasis on routine and high expectations of behaviour has a positive impact on children, resulting in very good relationships between them and the adults around them. Assessment procedures and records of children's learning are very good in both Nursery and Reception.
- 78 The Nursery is well organised and resources are adequate. However, the space is small and cramped for the number of children that attend each session. Despite the very best intentions of the school it has been unable to carry out planned improvements to the accommodation due to recent financial constraints. The accommodation in Reception is spacious and well organised.

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

- 79 Teaching is good in this area of learning and as a consequence standards are above those expected. Children make good progress and most will exceed the Early Learning Goals by the end of the year. The Nursery area and Reception classrooms are organised in such a way that children have good opportunities to make choices and decisions from the variety of activities planned for them. They are encouraged to be independent and organise their personal belongings by hanging up their own coats and being responsible for their lunch boxes. They work and play together constructively, share and take turns and tidy up well at the end of an activity. Adults have high expectations of children's behaviour and expect them to be polite and obey the "Golden Rules" of helping one another, being kind, gentle and helpful, working hard, listening to each other and looking

after property. They are reminded to put their hands up, not to call out but to listen carefully to each other. This creates a good foundation for behaviour in school in the future. During a mathematics lesson in Reception, a child who gave a correct answer was rewarded by a “pat on the back” from the child next to her. In the outside areas children respond well to organised games with adults, and sharing the “big” toys and equipment well. Whilst playing a game with children in the Nursery, the teacher taught children to take turns by asking who had not yet had a go and then asking the children to choose those with their hand up. During playtime, they are very well supervised and taught to use the “hippo” litter bin for their rubbish.

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

80 Teaching in this area is satisfactory overall. The teaching of reading, and speaking and listening is good and children make good progress with these parts of literacy. They are provided with a variety of opportunities to write, read, speak and listen and are taught their sounds very well indeed in both the Nursery and Reception. This makes a valuable contribution to their good progress in reading. Children are often invited to speak and explain clearly through the teacher’s carefully phrased questions. A child in the Nursery had taken ‘Chloe the Bear’ home and articulately told other children about Chloe’s antics. By the time children leave the Nursery, many know the sounds of the alphabet and can write their first name and make other recognisable letter shapes. During the inspection children in Reception were seen writing their own postcards to a friend. About a quarter of the class could write some regular words independently using their knowledge of sounds to help them spell, and were exceeding the level expected for their age at this particular activity. Many more could do this with some help and were meeting the expected level. Only a few children needed to make the letters using play dough before beginning to write. The activity was appropriate but lacked challenge, especially for the more able pupils who could have written more than was required of them in the lesson. Reading books go home on a regular basis and all children have a book bag and visit the school library every week. Many have a good sight vocabulary and are beginning to build words. They often use the pictures to help them to tell the story. Some can correct their own mistakes. By the end of Reception most children will have attained average standards and met the Early Learning Goals in this area.

### ***Mathematical development***

81 Teaching in this area is satisfactory overall and children are making sound progress by the end of the Reception year. Most will meet the Early Learning Goals by the end of the year and some will exceed them. By the time they leave the Nursery most children can count to at least five and many can count beyond. This good start is built upon in Reception when, through a variety of activities, they become more confident and demonstrate the ability to count backwards as well as forwards. They are beginning to develop an understanding of the language of number such as “less than” and “more than”. Children’s work shows that some can add and take away numbers to ten. When playing a mathematical game, children of varying abilities could all take turns, count the numbers of animal pictures accurately and match these to the numerals on the spinner. In a lesson about shape all children could identify a circle, square, triangle and rectangle. A few could explain the difference between a square and a rectangle and knew a little about solid shapes such as a cube. Overall, good organisation and questioning skills make a valuable contribution to children’s mathematical development, but on occasions activities do not present enough challenge so that children are consolidating what they already know rather than extending their learning further. They show good attitudes and are keen and enthusiastic.

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

82 In this area of development, adults support children well in investigating their surroundings and standards of teaching are sound overall resulting in sound progress. Most pupils will meet the Early Learning Goals by the end of Reception and many will exceed the Goals for the use of ICT. Children in the Nursery are currently involved in experiences to do with their topic about “Gardens”. This includes making their own gardens to take home, as well as the “Lakeside Garden Centre” role play area. Pupils’ work and displays show that previously they have also enjoyed a visit from a mobile farm as well as from the police and the fire brigade. This helps them to appreciate all the people that

help them from day to day. A delightful display about how they like their eggs cooked makes very good links with mathematics through the creation of a huge pictograph. Reception children, in their study of "Journeys", have looked at different forms of transport, past and present. During the week of the inspection children were studying trains and enjoyed making a train in the outside area, playing the parts of the driver, guard and passengers and extending their speaking, listening and social skills. In the lesson the teacher showed a picture of a steam train and through skilful questioning developed children's thinking about the reason for the coal tender. The "Travel Agent" role play area was a particular favourite with the children as they arranged holidays and issued tickets. This role play made a significant contribution to the development of writing and speaking and listening.

- 83 Children work with perseverance and sustained concentration in the computer suite. Whilst in a lesson using a program in connection with "Journeys" they exhibited very good mouse control when clicking on quite tiny icons. They can drag a picture and use delete when word processing. They are beginning to develop good key board skills and know how to use the print icon. The teacher's good subject knowledge and clear demonstrations resulted in the children being especially attentive and enthusiastic and succeeding well. Children's previous work showed that they used the shape icon and click and drag effectively to decorate Easter Eggs using the "Colour Magic" program.

### ***Physical development***

- 84 The teaching in this area is satisfactory overall and a wide range of outdoor equipment and other physical education activities helps children to make satisfactory progress in the development of their physical skills. Most children will meet the Early Learning Goals by the end of Reception. Planning for physical education shows that they experience stretching, jogging and jumping as well as throwing and catching. They learn to work as a team and play fairly. A satisfactory selection of "Ride on" toys and good climbing apparatus helps them to balance, run, jump and climb showing an awareness of space and those around them. In the Nursery the outside area is attractively arranged with both a hard and soft play area. Pupils have opportunities for adventurous play on the slide, with holes to climb through and places to hide. A good size sandpit, play house and large rubber tyres provide further experiences for role play and exercise. In both settings, through a variety of construction equipment, pencils, crayons, brushes and scissors, they are encouraged to practise and develop the finer movements necessary for writing, cutting and sticking. Play dough is a particular favourite with the less able children in Reception, helping and encouraging them to make letters as well as to develop manipulative skills. Children in the nursery were given a good opportunity to use finer movements when making and baking carrot cake.

### ***Creative development***

- 85 Teaching and children's progress are satisfactory overall in this area of learning. In the Nursery children's creative and cultural development were enhanced by their vegetable print paintings using Arcimboldo's painting "The Gardener" as a stimulus. They had the opportunity to select from a good range of materials for their fruit collages which illustrated "The Very Hungry Caterpillar". In Reception children built on these skills to create pictures of ships using a printing technique involving the use of polystyrene tiles and made links with mathematics when painting their symmetrical butterflies.
- 86 Children are keen to sing and enjoy action songs. They sing tunefully and have a good recall of words. In a singing lesson using the "Music Box" programme, children in the reception class learned the song quickly and were then challenged to be the backing group whilst the song was sung by the presenter. However, not enough opportunities were taken by the teacher to stop the tape to rehearse songs and rhythms and to ensure that all children participated fully.
- 87 Overall, the Foundation Stage classes provide a sound foundation for Year 1. The Foundation Stage curriculum is firmly in place and much learning is consolidated for children during their year in Reception. Many reach the Early Learning Goals in some areas of learning well in advance of the end of the year. However, opportunities are then missed to offer more challenging and demanding tasks more closely related to the National Curriculum.

## **ENGLISH**

- 88 Standards of attainment in the national tests last year were average. Since then they have improved and are now above average overall. Standards in speaking, reading and listening are higher than those in writing. The school has identified this as a specific area requiring further improvement in order for it to match attainment in the other areas.
- 89 When pupils enter Year 1 their language skills are in line with most pupils of their age. Across the school, pupils make good progress to achieve well in speaking, listening and reading. Their achievements are satisfactory in writing. This is supported by the 2002 Year 6 test data, which showed that these pupils had made satisfactory progress in developing their skills and knowledge in this aspect since they took the tests in Year 2. Pupils with special educational needs receive high quality support which ensures that they achieve well.
- 90 Pupils are confident speakers and listeners. Pupils in Year 2 pay good attention to their teachers and to each other in the many whole class and paired discussion activities. Teachers are very good at directing questions to individual pupils at the levels at which they are working and this allows them to answer confidently. Teachers have good relationships with pupils and any mistakes are sensitively corrected so pupils are keen to put their views forward. Good promotion of vocabulary helps pupils to explain things clearly and to discuss issues in a way that interests other pupils in the class. As pupils move on into Key Stage 2, teachers make very good use of opportunities to encourage speaking and listening, especially in 'Circle Times'. Year 6 pupils take part confidently in a range of different situations, for example in debating issues which closely affect them. Pupils know that they will be listened to sensitively even if they are putting forward a minority view. The respect that both the teachers and pupils show for others, also means that pupils with special educational needs talk confidently in these situations. Pupils are used to having to explain the reasoning behind their answers and this helps them to explain their ideas clearly. Good opportunities are provided for pupils to take on the character from a story or novel and to answer questions 'in character'. This they do well, some using the correct colloquial language.
- 91 Reading is very well taught throughout the school and this has resulted in the vast majority of pupils reaching the expected levels for their age in both Years 2 and 6. Many pupils reach levels above this and achievement in this aspect is good. A good promotion of reading skills has meant that Year 2 pupils confidently read texts that they have not seen before. They know a good range of words and all pupils, including those with special educational needs, build new words through using the sounds. All pupils use the pictures and context of the story to help their understanding. Good teaching of this feature means that pupils confidently look up information in non-fiction books by using the contents and index pages as well as the glossary. Teachers build well on these skills as pupils move through the school. By Year 6, most pupils have a good understanding of the importance of a story setting and characterisation in helping to understand the plot and what might happen next. Most pupils have a good understanding of different genres and confidently talk their preferences. The vast majority of pupils enjoy reading and the higher attaining pupils read more challenging literature such as 'The Hobbit'. Pupils have well-developed skills in using books and the printed word to find out information to support their learning in many subjects.
- 92 Standards in writing have improved since last year, particularly in the use of vocabulary and in using an effective style well suited to the audience and type of writing. Less improvement has been made in the presentation of pupils' work in spite of a good focus on handwriting and spelling. This is because teachers do not have high enough expectations that pupils will apply the skills they have learnt in all their written work. By the end of Year 2, pupils' writing skills are average overall. They write simple stories, instructions and letters that show an awareness of the audience and appropriate vocabulary. Most pupils can use sentence vocabulary correctly and spell simple common words accurately although they do not always do so in all their written work. The strength of their writing is in the quality of descriptions used due to teachers' good promotion of vocabulary. The effect of the school's focus on improving writing skills is seen well in the work produced in Year 1 where the pupils' spelling and sentence construction is above that seen in most pupils of their age. They organise their work well. During the inspection they were writing non-fiction books for the reception children, making decisions such as which facts to include and whether to write them as bullet points or labels for the picture. In this activity, the higher attaining pupils produced work of a high standard.

- 93 There is evidence that standards in writing are improving in Years 3 to 6. Year 3 pupils write reports, instructions, letters and stories with a good understanding of the appropriate language to use. However, untidy presentation detracts from the quality of their work. By Year 5, standards are above average and most pupils write interestingly across a wide range such as book reviews, fact files, play scripts, stories and poetry. Average and higher attaining pupils are beginning to write in an interesting way which engages the reader's interest. Higher attaining pupils use interesting vocabulary very effectively to set the mood in both prose and poetry. However, lower attaining pupils still make simple grammatical errors, for example in their use of verb tenses. In Year 6, standards in writing are still average although there is evidence of good improvement. Pupils have experience of writing for a wide range of purposes and audiences including letters of complaint, leaflets, biographies and diaries. However, pupils do not have enough opportunities to develop their skills through writing at length. They have a good understanding of how to use formal language and, as in other year groups, the quality of their vocabulary and the use of complex sentences is good. Weaknesses in teaching in the past have meant that errors in basic skills such as use of punctuation and poor grammar are limiting the achievement of the lower attaining pupils. Presentation is sometimes untidy, which detracts from the overall quality of pupils' work and sometimes makes it difficult for the reader to understand. Teachers do not always point out these errors so the pupils continue to make them
- 94 Teaching is good overall. No unsatisfactory teaching was seen. In the best lessons pupils have a clear understanding of their learning because the teacher shares the objective with them. The work set is challenging and pupils are given tasks well matched to their level of attainment. When teaching is less good introductions to lessons are over-long and work is not always sufficiently challenging to pupils. Reading is very well taught throughout the school. Not only is there a good emphasis on teaching the basic skills, but many activities help pupils to understand what they are reading and, by the time they leave, to have a good understanding of different themes and genres. These strengths help pupils to develop good attitudes, read regularly and to make good progress. Speaking and listening skills are also taught well throughout the school through the very many opportunities provided over a range of subjects. Teaching and learning in this aspect are also enhanced by the very good relationships seen and the sense of trust and value of individuals, which gives pupils the confidence to speak in a range of situations. From the evidence of pupils work it is clear that the teaching of writing has improved this year. Pupils now have more opportunities for extended writing and redrafting of their work. However, the amount of extended writing is rather limited. The main weakness in the teaching of writing is the low expectations teachers have of pupils' presentational skills. This has meant that, despite a good focus on spelling and handwriting, pupils are still not applying these skills in much of their work. The quality of marking is variable. At its best, teachers clearly identify what pupils have achieved, point out errors and suggest strategies for improvement. However, some work is merely ticked or a brief comment such as 'well done' added with no indication as to what was good about it.
- 95 Good arrangements are in place to support pupils' progress in developing their literacy skills in a range of subjects. This gives good support to reading skills, including the use of the Internet for research. Although staff identify writing opportunities in different subjects these are not always used to best effect. On some occasions teachers direct the work of the older pupils too much and this limits the development of pupils' independence. However, the major weakness is that teachers do not emphasise the importance of presentation in the written work in other subjects and this detracts from the quality.
- 96 The curriculum has improved over the past year with a greater emphasis on writing skills and this is leading to higher standards. The arrangements for assessing pupils' work and monitoring their progress are good overall despite some weaknesses in marking. The subject is well managed by two experienced and enthusiastic staff. Resources, especially for reading are good.

## **MATHEMATICS**



- 97 Standards of attainment in national tests for pupils in Year 2 were well above average in 2000 and 2001, slipping to average in 2002. Although an above average percentage of pupils achieved the expected level 2, only an average percentage achieved the higher level 3. When compared to similar schools results are below average.
- 98 Results in national tests in Year 6 have fallen from well above average in 2000 to average in 2002, though staffing difficulties and insufficient emphasis on mental strategies contributed to the downward trend and these problems have now been resolved. Although standards in 2002 were average the percentage of pupils achieving the higher level 5 was above average. Pupils made satisfactory progress against their prior attainment but results were below average when compared with similar schools.
- 99 Overall standards are above those expected at the end of Years 2 and 6. Pupils make good progress and achieve well. The schools' focus on improving mental mathematics is having a very good impact on standards and on pupil confidence. Pupils' with special educational needs and those for whom English is an additional language make good progress. Support that is given to pupils with special educational needs in lessons is good. There is no noticeable difference in the achievement of boys and girls.
- 100 By the end of Year 1 pupils know the appropriate vocabulary and the value of coins when working practically with money to add amounts up to pounds and pence. They understand the different ways to express the value of items such as cost, worth, total and exact amount when playing games or choosing items in the class shop. Pupils can count on and backwards in tens up to 100 from different starting points. They are very quick in answering questions correctly showing good recall of place value when asked "How many tens are there in 90?, 40?" Mental strategies are good when they are challenged to give answer to questions such as "1 more than, 2 less than?" One boy shows he has understanding of negative numbers when he gives the correct answer of "minus one" to the question "What is one less than zero?"
- 101 Good progress is made by the end of Year 2 and pupils recalled 2, 5 and 10 times tables quickly and accurately when playing "Tables Bingo". They used and understood a good range of vocabulary when playing the game and did not ask any questions when the teacher asked them to multiply, times, double, find ... groups of or... lots of. White boards were used very effectively to enable pairs of children to add coins together to pounds and pence and to show the coins that could be used to buy items such as bubble bath or biscuits costing more than £1. They identified a number of different ways of selecting coins to make £2, 50p or 10p in activities that were well prepared for different groups according to their level of attainment. Pupils recorded their work by drawing round the coins or showing sums in their own way. The amount of work in some books was limited as white boards are used extensively but pupils record sums involving addition using two digits accurately.
- 102 In Key Stage 2, Higher attaining pupils in Year 3 are confident of place value and adding and subtracting up to 1000 and others know multiples of 5's and 10's. Pupils in Year 4 build on this knowledge and are very confident with tables. They recall these facts using money and refine their written methods to solve addition and multiplication problems. Very challenging mental starters in Year 5 show that pupils have good knowledge of metric measures, equivalent fractions and the relationship between fractions, decimals and percentages. Vocabulary used by pupils is good and they can explain the strategies that they used to solve problems. Pupils in Year 6 make very good progress and can explain the strategies that they use to solve complex problems. In the higher attaining group the standards are well above average and pupils show good strategies to find permutations of four or five items. They solve open number sentences and number walls in different ways and are methodical in their working. Half of the higher set are working at level 5 and more than 80 per cent of all pupils are working at least at the level expected in these tasks suggesting that standards in 2003 tests will show an improvement over 2002 tests.
- 103 Teaching is good overall, with many strengths, ensuring that pupils make good progress in their learning. In Key Stage 1 teaching and learning are at least good and in almost half of lessons are very good. In Key Stage 2 the quality is more varied. In over half of lessons teaching is very good but

in one lesson seen was unsatisfactory. Teachers plan lessons well using the structure of the National Numeracy Strategy alongside the county scheme of work. Mental starters and practical, enjoyable tasks and games are very well used so that pupils gain in confidence whilst still being challenged. However, in a small number of lessons opportunities to challenge higher attaining pupils are not taken. Teachers explain tasks and strategies very well so that pupils know what they need to do to answer questions and solve problems. Expectations are high and pupils, as a result, display good attitudes and behaviour and work hard in all lessons. The pace of lessons is brisk and keeps pupils on task and enjoying their work. Tasks are well suited to different levels of attainment so that pupils are able to apply their learning effectively. Relationships are very good and teachers are very positive in the vast majority of lessons. Teachers give good opportunities for pupils to explain their answers and methods of working. For example in Year 6 pupils working in pairs had to explain to others groups how they solved their problem. Teachers ask open questions which challenge pupils to use appropriate vocabulary and gain understanding. In Years 2, two higher attaining pupils used the computer to add amounts of money but the use of ICT in mathematics is limited. When teaching is unsatisfactory, it is as a result of lack of pace, unsatisfactory organisation and the use of a loud voice that disturbs pupils who are working hard.

- 104 The subject coordinator has only been in post for a year after joining the school from overseas the year before. Although there are still areas in need of development the coordination of the subject is good. The numeracy strategy has been introduced successfully and planning is monitored carefully. The procedures to assess pupils' progress are in place and, as a result, the coordinator can track pupils' progress. Teachers have had good support through training to enable them to become more confident in providing opportunities to use mental strategies.

## SCIENCE

- 105 Results of the teacher assessments at the end of Year 2 have improved since the time of the last inspection. In 2002, they were well above both the national average and when compared with similar schools. All pupils attained the required Level 2, and a high proportion of them achieved the higher Level 3. Standards are currently above average and pupils' achieve well. Younger pupils learn about plants and seeds by growing them themselves. As they watch them grow, they learn about the various conditions that plants need to help them develop. This is recorded regularly in booklets such as, 'My Bean Diary' and through the excellent displays they learn about the plant cycle. Pupils learn to consider fair testing and use different methods to record their work. For example, when considering differences between themselves Year 2 pupils recorded eye and hair colour in Venn diagrams and the size of their hand span was recorded on bar graphs.
- 106 Results in the national tests at the end of Year 6 have fallen over the last four years although they are higher than the results following the last inspection, and remained in line or better than the national average throughout. In 2002, they were close to the national average but below average when compared with similar schools. Standards are currently in line with those expected and learning and achievement are satisfactory. Over time there has been no significant difference in the performance of girls and boys. Pupils with special educational needs are making good progress because of the support they receive in lessons.
- 107 Pupils study a full range of appropriate scientific topics with an increasing emphasis on practical investigation and experiment. They are encouraged to predict the outcomes of their investigations and older pupils understand the necessity of controlling variables and evaluating the results. However, there is less emphasis on consolidating their learning and although books show that in some classes experiments are written up methodically in the pupils' own words, some areas are not followed up nor studied in sufficient depth.
- 108 Overall the quality of teaching is good. Practical lessons are well organised and managed, resources are well prepared and pupils are all involved in these lessons. In the best teaching, lessons moved at a brisk pace and little time was wasted. The teacher's good subject knowledge meant that activities were well planned and secured the pupils' interest. For example, in a Year 3 lesson, pupils were given the opportunity to see that water is transported through the stem by

observing what happened to a piece of celery that had been standing in a red dye. They were able to examine the different parts of plants, name them and make careful observational drawings. Basic skills are taught through observations and investigation but in some cases, conclusions are not reinforced; this is particularly the case for the lower attaining pupils. Teaching assistants give valuable support in lessons but many books have unfinished work. Lessons are carefully planned but teachers do not take sufficient account of higher attaining pupils, especially for them to set up their own experiments or work independently. Year 6 pupils benefit from the tuition of the school nurse when covering sex education and a community police officer's introductory talk about the correct use of medicines and the dangers and misuse of drugs. These lessons were supported by good preparation and planning with the class teachers who followed them up with suitable work. Pupils showed interest, discussed the issues sensibly and were all fully involved in the lessons.

- 109 In all Years except 2 and 5, the amount of recorded work is limited because not enough time is allocated to science. The quality of presentation in pupils' books is not always as good as it could be. Whilst the quality of some marking is good, it is inconsistent across the school. In a few classes it does not correct, reinforce or challenge pupils and there is not enough emphasis on comments which help pupils understand what they need to do to improve. Assessment overall is satisfactory but is not always used rigorously enough to identify the needs of higher attaining pupils.
- 110 The good displays of scientific vocabulary and of pupils' work, in most classes, remind pupils of the work they have covered or are observing over time. For example, several classes were growing seeds and plants to find out the best conditions for germination and growth. There are good links with other areas of the curriculum such as geography and mathematics. The pupils' high standards and good understanding of music were used particularly well when studying units on 'sound'. Information and communication technology is used well when presenting display work. However, as yet, it is not used enough for internet research or in using sensors to measure sound or temperature changes.
- 111 Curriculum arrangements, whereby Science is not taught continuously throughout the year, are having a detrimental effect on standards because the good teaching through investigation and experiment is neither consolidated nor, in some cases, followed up because there is insufficient time in which to do so. The subject is well managed, with a clear strategy for future improvement. The curriculum leader sees teachers' plans of work but has only been given time to observe one lesson. This does not allow her to see how the subject is being taught across the school. However, she monitors pupils' books and interviews pupils about their work. She keeps staff informed and up to date with new developments by attending local co-ordinator meetings and feeding back to them at staff meetings.

## **ART AND DESIGN**

- 112 Inspection evidence showed that the standard of work attained at the end of both key stages is above national expectations. This broadly reflects the position at the time of the last inspection. Teachers continue to teach pupils' skills to develop in a logical and structured way.
- 113 The curriculum is developed systematically. For example, the pupils in Year 1 learn how to draw a portrait. The teacher encourages them to study each other, noting the position and comparative sizes of the features of the face. They learn how to observe carefully and then draw each other using a reasonable size paper and are encouraged to be bold using the whole space. In nearly all cases the learning objective was achieved and pupils had correctly positioned not only the eyes, nose and mouth but also the ears. By the time pupils reach Year 6 they are exploring the finer proportions of the whole human body and exploring ways in which to represent lines of movement in their sketches. Sketch books are used well to refine skills in this area before pupils go on to represent movement in their work using a variety of techniques and media.
- 114 A wide range of skills and techniques is taught as pupils go through the school, and it is easy to see the progress made by pupils in developing these. For example, in Year 3 pupils experiment with simple block printing; by Year 5 this has developed to incorporating art into a topic on the Ancient

Greeks and printing geometric patterns following the design process through. Pupils used string to create an original print card using this to print directly onto fabric.

- 115 The use of ICT is well developed and there is evidence of pupils learning to use a wide range of programs and experimenting with a variety of techniques such as flood fill, spray, to obtain different effects. Younger pupils use these to good effect when creating their own pictures in the style of Mondrian. In one class in Year 5 pupils were deciding which of the programs would fulfil the objective of the lesson most effectively and eventually decided on one by common consensus as it would allow greater flexibility. Sketch books are used appropriately for note taking, experimenting with different techniques before applying them to a larger project, and for learning new skills. For example, Year 6 pupils were using them to record their early attempts at sketching lines of movement.
- 116 When pupils start school in nursery, the standards they attain in art are satisfactory. In relation to these prior levels of attainment, Key Stage 1 pupils' achievement is good. When pupils join Year 3, the standards they attain are above average and this is sustained through until the end of Year 6. In relation to these prior levels of attainment, pupils' overall achievement is good.
- 117 It is not possible to make an overall judgement on teaching because too few lessons were observed. However, during the inspection the lessons seen were good. The school makes good use of the expertise of the co-ordinator and useful portfolios of pupils work have been collected. The co-ordinator clearly has given advice on the teaching of art. There is good coverage of the curriculum. The pupils study the work of a range of artists and use their knowledge well to create their own works of art. The range of skills taught is good and a good deal of expertise is shown. It is evident from the work seen that pupils work hard and gain great enjoyment from creating their own art works. They pay good attention to detail and show sensitivity when working. The expertise they are gaining has carried over with benefit into other subjects so that in history, for example, illustrations are carefully executed.
- 118 Management of the subject is good. The co-ordinator manages the subject enthusiastically and effectively. She has very good subject knowledge. The co-ordinator monitors the quality of teaching and learning systematically and has a very clear view of where improvements in teaching and learning still need to be made. The displays around the school are also monitored and are invariably vibrant, interesting and often reflect art from a range of cultures. The subject action plan reflects this monitoring and sets challenging targets to raise standards. As a result, the school is well placed to continue to improve.

## **DESIGN AND TECHNOLOGY**

- 119 By the end of Year 2 standards are above national expectation. This is an improvement since the last inspection. The time spent on this subject is very well managed and standards are enhanced by the very good way in which it is organised. Pupils have the opportunity to follow through their ideas and build skills over consecutive afternoons. This ensures that work is fully completed, has a high quality finish and is properly evaluated. The design process, overall, is very well developed. When beginning a project pupils are involved in research before making careful notes and drawings of their own ideas. When making a fruit salad Year 1 pupils spent some time examining, drawing, tasting, cutting and slicing different fruits before deciding what to put in their own salad. They were encouraged to think about who might eat it and what it would look like. Year 2 pupils were encouraged to use their literacy skills to produce well reasoned evaluations of their work after making a puppet. All pupils achieve well.
- 120 Standards are maintained by the end of Year 6 and pupils exhibit work that is above national expectations. Older pupils work with precision from their own very detailed plans when making moving toys in Year 5. They have a very good understanding of how different types of cam are suitable for different toys and how it will affect the movement. This helps them to select appropriately. These skills are built upon in Year 6 when pupils design a Theme Park. The "rides" that they make include the use of friction and gears. Very good links are forged between this subject

and science and mathematics. In Year 4, whilst making a variety of purses and wallets, pupils made “mock-ups” of their designs in an attempt to solve problems before making. A wide variety of topics presents pupils with many opportunities to choose, and work with, many different types of materials. They select and learn to use tools correctly and safely. Pupils of all abilities achieve well.

- 121 Overall, the teaching observed was good and this is an improvement since the last inspection. Several very good lessons were seen and a sample of pupils’ work was evaluated. Year 5 pupils were seen making a cam mechanism for a moving toy. The teacher’s very good subject knowledge, clear explanations and searching questions ensured pupils’ understanding of the principle involved. Demonstrations using well made working models supported them in their choice of cam and in their construction work. The lesson provided good opportunities for pupils to practise accurate measuring skills and the teacher’s high expectations contributed considerably to their success. Good organisation resulted in a good pace. This meant that all pupils stayed on task exhibiting good concentration skills, enabling them to complete tasks in the required time. Pupils with special educational needs were very well supported especially when using their literacy skills to record their design. Pupils making purses and wallets were successfully helped to understand how to evaluate their work. The teacher illustrated the idea of a “production line” by using the recent Honda advert from the television. All pupils immediately identified with the example and grasped the idea. They were supported by a “Manufacture Record Sheet” introduced by the teacher around which they built their evaluations. This made very good use of their literacy skills and pupils who found writing difficult were well supported by classroom assistants. Pupils of all ages take a pride in their work and as a result it is completed to a high standard. They enjoy the challenges offered by the subject and because of this they work hard.
- 122 The subject is very well lead and managed. Lessons and samples of work are regularly monitored which helps the school to keep a check upon standards. Assessment of pupil progress is made at the end of each unit of work although this is not yet consistent across the school. However, the very well developed pupil evaluation process means that they have a good knowledge of their own learning and are able to steadily improve upon their work as their skills develop. The curriculum is very well planned and there is an up to date policy in place. The spare classroom dedicated to design and technology is well used and organised and good quality resources contribute significantly to the high standards in the subject. There are very good links with local companies who assist the school during the Year 6 “Theme Park” project. An action plan to ensure further development of the subject is in place and forms part of the overall school development plan.

## **GEOGRAPHY**

- 123 In the last inspection, attainment was judged to be in line with national expectations and this is still the case. Scrutiny of work and display demonstrates that pupils cover all necessary aspects of the Key Stage 1 and Key Stage 2 curriculum. There is consistency across all year groups. For example, in Year 2, both classrooms displayed work outlining the advantages and disadvantages of living on the Isle of Struay and comparing such a lifestyle with pupils’ experiences in Frimley.
- 124 Pupils make sound progress in each key stage and throughout the school. For example, in a Year 1 classroom there was evidence of good work on the local environment – studying roads. The display covered key words, explanatory digital photographs and challenging questions to engage the interest of the children. The local theme could be traced through to Year 3, where the pupils looked at maps and plans of Frimley, and ultimately to Year 5 where pupils devised a questionnaire to find out whether Frimley High Street should be closed to cars after extensive research.
- 125 There are some effective cross curricular links. Pupils use graphs and tallies to display their findings in a local study and compare facilities in Mickleham and Frimley in a literacy lesson. These links are not always made clear to the pupils through the learning objective and their impact is therefore limited. The use of ICT is limited although the school is starting to incorporate ICT into programmes of study.

- 126 It is not possible to make an overall judgement on teaching as too few lessons were observed during the inspection. The school places a strong emphasis on care for the environment and it was this geographical aspect which was under study in the few lessons observed during the inspection period. In looking at the work provided for scrutiny, it was clear that the standard of presentation is sometimes good but more often mediocre. The work is not always challenging enough for more able pupils.
- 127 Teachers encourage enjoyment and development of the subject through ongoing themes in each Key Stage. In Key Stage 1, Barnaby Bear encourages children to write about travels they undertake during the course of their life at school. 'What's In The News?' in Key Stage 2, raises issues of topical and geographical interest, thus developing global awareness
- 128 Leadership and management in geography are sound. Assessment is in the early stages and is an area identified for development. Resources are satisfactory.

## **HISTORY**

- 129 It was only possible to observe one lesson during the inspection. Evidence is therefore taken from the scrutiny of pupils' work, photographs and teacher's files. Standards by the end of Year 6 remain as they were at the time of the last inspection, in line with national expectations and pupils achieve satisfactorily. At the end of Year 2 pupils achieve well and exceed the standards expected.
- 130 In Years 1 and 2 pupils are becoming skilled in identifying things about the past by looking at photographs or different objects. A good homework activity set Year 1 pupils a task of writing about their favourite toy and then asking a parent or grandparent to describe their favourite. This helped the pupils to identify similarities and differences and to ask questions about why things were different in the past. Good activities for recording their work helped the pupils to identify what was different about household utensils in Victorian times. Year 2 pupils compared photographs of the seaside today with some of 50 and 100 years ago. The good knowledge they had gained about beach activities and clothes helped them to accurately place the photographs on a timeline.
- 131 Very good use has been made in promoting literacy skills through work in history. This helped Year 2 pupils to gain a good knowledge and understanding through researching in books and to write letters pretending to be a soldier in Florence Nightingale's hospital in Scutari. Very vivid 'eye witness' accounts were written about the Great Fire of London. These good opportunities to apply their literacy skills continue through Years 3 to 6 although the arrangements to promote this aspect are too recent to have had enough impact on the work of Year 6 pupils which remains in line with expectations.
- 132 Year 6 pupils can use photographs to identify features in the past, but there was no evidence that they were comparing apparently conflicting evidence and testing this out to find out which if any was correct. They are gaining a good knowledge of some aspects of social conditions in Victorian times and how these were affected by the work of philanthropists such as Lord Shaftesbury. Some good work had been done in comparing ancient maps in a study of Tudor exploration and in this aspect pupils' knowledge and understanding was above expectations. Pupils in other year groups also have a good understanding of some aspects of different eras, for example, the Tudor period and the wives of Henry VIII or how the Ancient Olympics compare with those of today. Less progress has been made in building on and extending pupils' history enquiry skills, although Year 3 pupils effectively analysed portraits of Henry's wives, painted at the time.
- 133 It is not possible to make an overall judgement about teaching in Years 3 to 6 as no lessons were observed. However, the scrutiny of work and teacher's planning shows that they have secure subject knowledge and plan appropriately. In Years 1 and 2 teaching is good. The activities are challenging and well planned. Teachers clearly enjoy the subject and learning is interesting so pupils respond positively, making good gains in knowledge and skills.

- 134 The curriculum is good throughout the school, ensuring an effective balance between promoting historical knowledge as well as the development of skills such as using primary and secondary sources. Especially good links have been made with reading and writing skills which is having a positive benefit on pupils' learning in English as well as in history. For example, pupils in Years 1 and 2 are using non-fiction books to discover historical facts for themselves. They also write letters and descriptions. In Years 3 to 6, pupils conduct individual research although too often they just copy what they have found. They are encouraged to record a chart showing similarities and differences and to write in diary form as in a ship's log for a Tudor voyage. The curriculum is enriched by visits; for example, to local and national museums and by visitors who plan a Roman or Greek day for pupils to experience 'living' in the past. The main weakness is that assessment is too informal and this means that teachers do not have sufficient information when planning the next stages in learning.
- 135 The subject is well led by an enthusiastic and knowledgeable co-ordinator who provides good advice and support for colleagues. She has had some opportunities for monitoring teaching and learning as well as teacher's planning and pupils' work. Resources, including a wide range of artefacts and a variety of books and pictures, are good.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- 136 At the time of the last inspection, standards attained at the end of Key Stage One were average although at the end of Key Stage Two they were below average. Standards now meet expectations at the end of both key stages because of the very significant improvements in the provision of equipment and the expertise of the staff. These ensure that the full range of the National Curriculum is taught. As a consequence the pupils throughout the school are making good progress overall as ICT skills and use are taught in a systematic manner.
- 137 A wide range of equipment has been purchased, and the whole staff has received extensive training to ensure their confidence and competence in teaching. The National Curriculum guidance is now fully implemented and is reflected in the teachers' effective planning, assessment, and recording arrangements. The installation of new equipment and staff training have only been completed comparatively recently. Nevertheless, pupils, particularly those in Key Stage Two, make good progress and there is no difference in the progress made by girls and boys. All the pupils are taught in the computer suite each week, and this re-inforces their progress in the skills of ICT. At the same time they can also use some of the programs taught to support curricular work in other subjects. The work in the suite is well supported by additional staff and this enhances pupils' progress. The contribution made throughout the school by the staff supporting those pupils with special educational needs and English as an additional language is very effective in ensuring the pupils' individual progress. ICT is used effectively to support work in other subjects and there is a wide range of software available all of which is easily accessible.
- 138 Most of the work observed took place in the computer suite. Here, Year 2 pupils show that they are familiar with much of the language of ICT. For example, the great majority of pupils understand and use vocabulary such as, *mouse, delete, cursor, and insert*. They work positively on an art program to create an abstract picture, using appropriate tools to create a wide range of coloured shapes and then using a flood fill. They can log on and off, find and use the appropriate icons, to progress the program, and create a pictogram to illustrate the range of ways in which they travel to School.
- 139 At Key Stage 2 the computer language is developed and re-inforced further. This is evident when the pupils in Year 6 are preparing to create a multi-media presentation to support the current work being undertaken in PSHE. This enables them to combine graphics, and a range of images with text, leading up to the importing of sound into the finished presentation. Pupils in Year 5 link their work with art to compare a range of images based on the work of Matisse and to create their own, using an appropriate graphics program. Pupils in Year 4 understand that databases are useful, but that on occasions they can be flawed and contain errors. There are good examples of work in the classroom, where the pupils in Key Stage 1 use mathematical programs to re-inforce their work in basic number and shape. The impact of the good teaching and learning in the computer suite is

also evident in the classroom, where Year 6 pupils were doing research work using the internet, to prepare for a multi-media presentation related to their health education project.

- 140 The overall quality of teaching is good. The teachers have very effective subject knowledge and are confident in their teaching. Their lessons are carefully planned so that the pupils systematically build up their knowledge, skills and understanding in structured ways. For example, teaching takes good account of the need for regular re-inforcement of the appropriate vocabulary necessary to make progress. There is a good balance between teacher demonstration, and the pupils' activity, so that lessons proceed at a good pace. The teachers plan challenging lessons with effective opportunities given to consolidate the pupils' previous learning, and to build on it to promote new learning. The management of the support staff is good and they are always well briefed. This means that the pupils are kept well on task during lessons. The pupils have good attitudes, and work well in pairs, taking turns and supporting each other as they take mutually agreed decisions. The pupils enjoy their work, listen attentively to instructions, are enthusiastic and keen to learn. They are generally confident, and are focused and attentive in lessons.
- 141 The quantity, quality and range of the resources to support the teaching and learning are very good overall and are beginning to have a positive effect on standards. The excellently equipped computer suite is very well used, and enables teachers to work with whole classes effectively.
- 142 The co-ordinator is knowledgeable, well organised and extremely enthusiastic. She has developed effective planning and assessment systems, and she ensures the teachers receive effective support through school based, and other training. As a consequence of their training the teachers show good levels of competence and confidence in their teaching, for example, when they demonstrate the skills required to progress programs, using the interactive whiteboard in the computer suite.

## **MUSIC**

- 143 The school makes very good provision for teaching music by employing a music specialist to teach and organise music in Years 3 to 6. Pupils are introduced to a high standard of music when they enter Year 1 and all pupils attain standards higher than those expected for their ages. The youngest pupils maintain a steady beat using a variety of percussion instruments, learn simple word to a song and know the correct names of the instruments they play. By the end of Year 2 they recognize an ascending and descending scale and follow the pitch of a tune on a graphic score. By the end of Year 6, many pupils reach a high standard. They attain very good standards and achieve very well in performing, singing and playing a wide range of instruments before an audience. A high proportion of pupils have instrumental lessons and these pupils are encouraged to play in class lessons which raises the overall standard of music.
- 144 The quality of teaching and learning seen was good overall, varying from excellent to one lesson that was poor due to the behaviour of the pupils not being managed well. All lessons were very well planned, but the more successful lessons were delivered at a brisker pace by teachers with good musical knowledge. In an excellent lesson in Year 1, the teacher reminded pupils of what they were going to learn, which linked with their work in religious education. She made good use of the resources and made sure that all the pupils had a turn of playing. She maintained a brisk pace throughout the lesson developing ideas and involving everyone. The pupils all joined in enthusiastically and were sorry when the lesson ended. The specialist teacher is responsible for the music teaching in classes 3 to 6. She has very good subject knowledge and involves all the pupils, but in some lessons pupils are not sufficiently challenged and do not respond appropriately to directions. In a satisfactory Year 4 lesson, pupils were keen to join in but their enthusiasm ran away with them and they did not listen either to the teacher or each other when they were all playing together. Pupils tend to ignore the school's high expectations of behaviour in music lessons. The class teachers do not always stay for the lessons and consequently are not involved and do not reinforce the normally high expectation of pupils behaviour. Opportunities to gain from the good



subject knowledge of an experienced specialist teacher are also missed and lessons are not followed up.

- 145 A great strength is the wide variety of experiences and opportunities including three recorder groups for the younger pupils and a Key Stage 1 choir. Many older pupils have brass, woodwind, string or keyboard lessons from visiting specialist teachers. The outstanding orchestra supported by some staff, perform a variety of pieces arranged by the music co-ordinator. The very good choir, meet regularly to practice a wide repertoire. More pupils are involved in this at Christmas to sing in carol concerts at Church. Pupils are encouraged to perform in concerts and at assemblies and the performances helps to develop the pupils' confidence and ability to work collaboratively and as soloists.
- 146 Music is well used to enhance the curriculum. Lessons are planned to fit in with other subjects of the curriculum such as the Tudor music Year 4 pupils are studying in relation to their history topic. The very knowledgeable subject co-ordinator has introduced a good new scheme of work. She is well supported by some very talented musicians on the staff. Instrumental teaching is well organised so pupils do not miss the same lesson each week. The school is well resourced and good use is made of the music hut in which there are lively informative displays relating to each class. Information and communication technology is not used to develop pupils' musical ideas but good use is made of tape recorders and CDs to record pupils' performances. Music is a source of great pleasure and cultural development throughout the school.

## **PHYSICAL EDUCATION**

- 147 During the inspection not enough lessons were seen to make a judgement about standards in Key Stage 1. However, in a Year 2 games lesson observed the standards were good. Pupils showed good running and dodging skills when playing "Pass the tag" and were able to identify good strategies to avoid being caught. When warming up they could describe the effects of exercise on their bodies and knew that the heart beats faster when they are very active. Three quarters of the class could pass and catch satisfactorily in non - competitive activities and a quarter of the pupils could use the skills in small group games to find space and outwit an opponent.
- 148 Standards in Key Stage 2 games lessons are in line with those expected nationally and pupils achieve satisfactorily. Pupils in one Year 4 lesson made sound progress when acquiring new skills of hitting a ball to a partner from a hand feed. Two or three of the boys showed very good control when they were challenged to keep the ball bouncing on the bat though, generally, there were no differences in the standards of the boys and girls. In another Year 4 lesson, the pupils played Kwik Cricket learning, and abiding by, the conventions and structure of the game. Attainment was varied but half of the pupils could strike the ball, chase it, pick it up and return it satisfactorily. In Year 6 almost all of the pupils can catch, throw, strike and field the ball at a satisfactory standard, though the introductory fielding activities were fairly basic and did not offer great challenge. Pupils play small - sided games of rounders and have a good understanding of the rules and tactics of the game.
- 149 The overall quality of teaching is satisfactory, though the teaching in the Year 2 lesson was good. This ensured that pupils, including those with special educational needs and English as an additional language, made good progress. In this lesson the teacher gave clear instructions so that pupils knew what to do. Expectations were high and the teacher used questions effectively to ensure that they learned the reasons why they warmed up. Activities were well planned with clear objectives and progressions and resources were varied to enable all pupils to succeed. Teaching in Key Stage 2 is satisfactory overall. Lessons were usually planned with clear progressions and objectives. In two out of three lessons demonstrations were well used to ensure that pupils to knew what they had to do. For example, in rounders, teachers emphasised the development of specific skills so that pupils were aware of how to improve. Organisation of pupils, space and equipment was good in the majority of lessons. However, in a minority of lessons the organisation was loose and pupils became confused. Pupils in Year 6 were provided with skills' activities in striking and fielding games which were not always sufficiently challenging for their level of development.

150 Leadership and management of physical education are good and are having a direct impact on teaching and learning. The good scheme of work to support teachers is in place and there are good strategies in the action plan to further develop the scheme in order to improve teacher confidence and competence. The coordinator ensures that resources for the subject are good and all activities have sufficient equipment which is of good quality. Very good contributions from the Parents' Association have been well used to supplement resources. The coordinator monitors teaching and has led lessons throughout the school in order to support teachers. Pupils' progress is monitored systematically and recorded at the end of each term so that teachers are aware of how well pupils are doing against levels of attainment. The range of extra curricular activities is very good and during the inspection the after school athletics club had more than 50 pupils taking part, helped by teachers and teaching assistants. Pupils in the school have good success in soccer, netball, cricket and cross country. There are good links with local sports clubs. Accommodation is good except that the drainage on the field prevents much of it being used when wet. However, the coordinator is working very hard to secure grants to provide an all weather surface.

## RELIGIOUS EDUCATION

151 Attainment in religious education is in line with the expectations of the locally agreed syllabus, as it was during the last inspection. Coverage at Key Stage 1 is comprehensive; at Key Stage 2 it is thinner but still satisfactory. The school blocks the teaching of religious education in the same way it does most of the foundation subjects. This is proving to give a more consistent coverage across the school. The school is at present implementing a new locally agreed syllabus and work seen demonstrated aspects of both old and new.

152 Pupils demonstrate a sound knowledge of Christianity, Islam, Hinduism and Judaism. They are familiar with the writings, beliefs and festivals associated with each faith and know the importance of symbolism at an early stage. They understand the significance of food in religion and make Eid biscuits to celebrate that festival. Each year group learns about a different aspect of Easter, encouraging deeper understanding. Pupils learn appropriate vocabulary for each religion. For example, in a Year 1 lesson on Shabbat, the teacher held up a scroll and there was a flurry of hands eager to tell her that this was a Torah.

153 The school makes use of visits and visitors to supplement religious studies. In Year 4, the children visit Baptist, Roman Catholic and Church of England churches, using their findings to make comparisons. The local Imam has visited the school to share his expert knowledge with the pupils. ICT is appropriately incorporated into pupils' learning. For example, pupils make a virtual tour of a synagogue on a website. This tour is one of several, and each time the children explore the synagogue in more depth. Parents with specialist knowledge are encouraged to contribute to pupils' learning.

154 Too few lessons were observed to be able to make an overall judgement on teaching. However, during the inspection, RE was being taught in Year 1 and the quality of teaching was good and pupils learned effectively. The theme was the creation story with particular focus on the day of rest. This was linked to the children's perception of rest and to the Jewish Shabbat. The next day a Jewish parent laid the Shabbat table and recounted the happenings of a typical day to the children, lighting the candles and allowing the children to handle the Kiddush cup. The children were highly motivated by this and made rapid progress in their learning, asking perceptive questions.

155 Leadership and management of religious education are satisfactory. The coordinator has just completed the religious education diploma with Surrey and has provided her with new knowledge and ideas for improving standards in the school. The school is well resourced with books and artefacts although the new syllabus will require more resource which demonstrates religious education in art. Training in the effective use of artefacts is planned. Some cross curricular links are established. Assessment is very ad-hoc at present and this is an area for further development.