

INSPECTION REPORT

HORSELL CE (AIDED) JUNIOR SCHOOL

Woking

LEA area: Surrey

Unique reference number: 125201

Headteacher: Yvonne Lawrence

Reporting inspector: Peter Lewis
21351

Dates of inspection: 31 March – 03 April 2003

Inspection number: 248677

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary aided
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Meadway Drive Horsell Woking Surrey
Postcode:	GU21 4TA
Telephone number:	01483 761531
Fax number:	01483 776219
E-mail address:	head@horsell-junior.surrey.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lesley Templeman
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21351	Peter Lewis	Registered inspector	Design and technology Physical education	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements English as an additional language
9769	Carolyn Webb	Lay inspector		Special educational needs How high are standards? b) pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
31819	Shirley Duggins	Team inspector	Science Geography Art and design	How good are the curricular and other opportunities offered to pupils?
18283	David Morgan	Team inspector	Mathematics History Music	
32727	Andrew Read	Team inspector	English Information and communication technology	Educational inclusion

The inspection contractor was:

Full Circle division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than most junior schools with 348 pupils. There are more girls than boys currently attending the school, and the majority are of white UK heritage. Over time there is a relatively high proportion of pupils who leave or join the school during the school year. Evidence of fixed term exclusions, children in need, numbers of families on council tax and housing benefits, and the index of deprivation indicate that the socio-economic status is above average. The proportion of pupils known to be eligible for free school meals is below the national average, although there is evidence that there are more pupils eligible for free school meals than are officially known to the school. There is a comparatively low proportion of pupils who are at an early stage of acquisition of English. The proportion of pupils with special educational needs is above average, and three benefit from Statements of Special Educational Need. Most children start school with standards in the core subjects of English, mathematics and science that are above national averages. Evidence shows that this continues the trend of previous years.

Following an unsettled period, after the last inspection, the school has begun to re-establish a stable teaching staff that is working well together as a team. There has been a comparatively high turnover of teaching staff. These factors have contributed to the challenges faced by the school.

HOW GOOD THE SCHOOL IS

The school gives its pupils a good and broad education. Standards in English, mathematics and science are high and are continuing to improve. Most of the teaching is good and enables all pupils to learn rapidly. Leadership and management are good. Because of these features, the school provides good value for money.

What the school does well

- Standards in English, mathematics and science are high and are well supported by the good, and frequently very good, quality of teaching in the school.
- Pupils who are particularly able are very well supported in developing their knowledge, skills and understanding, particularly in mathematics and science.
- The school promotes very positive attitudes amongst its pupils through careful monitoring of their personal development and the very good relationships that exist.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good.
- The headteacher ensures that there is a very clear direction for the development of the school.
- The school works well with parents, which enables them to make a very good contribution to their children's learning.

What could be improved

- Standards in information and communication technology (ICT) and in design and technology (DT) are not high enough.
- Teachers' use of assessment in planning work for all pupils in the non-core subjects of the curriculum is inconsistent.
- There is no consistent mechanism to enable subject leaders to find out about standards, strengths and weaknesses in the subjects for which they are responsible.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and overall has made good improvement since then as well as managing a relatively high level of turnover in its teaching staff and the effects of disruption to its leadership caused by the resignation of the deputy headteacher. Since the time of the last inspection a number of successful initiatives have been put in place, which have already had a positive impact upon standards and provision within the school. Standards in English, mathematics and science have improved consistently since the last inspection. The roles of co-ordinators have been re-organised and clarified, allowing them to begin to evaluate the effectiveness in the subjects for which they are responsible, and further developments are planned to assist them in this role. The quality of teaching overall is good, which enables pupils to make good and frequently very good progress in their learning.

The headteacher has worked hard with the support of the acting deputy, senior managers and the governing body to review the school improvement plan and to set appropriate priorities for the longer term. These have had a positive effect and the school is very well placed to improve still further.

STANDARDS

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

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

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

In all three subjects, the proportion of pupils reaching the higher Level 5 in the tests was above or well above average, and this has been maintained in the standards seen during the inspection. While attainment is below expectation in ICT and in DT, standards are above those expected in history and music and well above in art. Attainment is broadly in line with expectations in geography and physical education. Pupils enter the school with attainment that is above average, although a proportion of these are barely secure in their knowledge, skills and understanding at this level when they start in Year 3. Taking this into account, pupils make good and often very good progress, except in ICT and in DT. Pupils with special educational needs make good progress, as do those with English as an additional language. The school, in consultation with the local education authority (LEA), has set challenging targets for the proportion of pupils reaching the expected level in English and mathematics which should be achieved this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, and are confident and happy there. They are enthusiastic learners.
Behaviour, in and out of classrooms	Good. Pupils concentrate well in their lessons. There are rare occasions when the standard of behaviour slips where tasks are insufficiently challenging.
Personal development and relationships	Very good. Pupils grow in maturity and enjoy the many opportunities they have to make a contribution to the school. Relationships consistently reflect the Christian ethos of the school.
Attendance	Good. Although most pupils attend regularly and on time, despite the school's best efforts a small proportion arrive after the start of the school day.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. This has a positive impact on the improving standards achieved and on pupils' attitudes to their learning. In 80 per cent of lessons teaching was good, including 25 per cent where it was very good or excellent. A very small proportion of unsatisfactory teaching was seen during the inspection.

Strengths of the very good and excellent teaching include high expectations of what pupils can achieve linked to detailed planning which meets all of their individual learning needs. Teachers' planning for and use of learning support assistants are well considered and make a positive contribution to pupils' learning, especially those with special educational needs. Successful management of pupils is a strong feature of teaching, which contributes well to pupils' positive attitudes to learning.

The teaching of the key skills of literacy and numeracy is good, and frequently very good. Teachers have a clear understanding of the National Literacy and National Numeracy Strategies, which are implemented well. Expectations are high, with the result that many pupils achieve very well.

The teaching of pupils with special educational needs is good, as it is for pupils with English as an additional language. The co-ordinator works well and in close partnership with teachers and support staff to help pupils in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Throughout the school the curriculum is well planned and includes a wide range of activities to motivate and engage all pupils fully.
Provision for pupils with special educational needs	Good. The needs of these pupils are provided for well and, as a result, they make good progress in their learning.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. The provision for pupils' moral and social development is very good, and that for spiritual and cultural development is good, allowing pupils to celebrate the wide diversity of cultural backgrounds in the wider community.
How well the school cares for its pupils	Well. This is a very caring school that, through formal and informal means, knows its pupils well and enables them to develop maturity and responsibility.

Overall, the school's partnership with parents is very good and this has a positive impact on their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's very clear vision of the ways in which the school needs to improve and of the ways in which this is to be achieved is well supported by the acting deputy headteacher and other key staff. This has resulted in the development of a strong and successful team who are fully committed to providing the best for their pupils.
How well the governors fulfil their responsibilities	Very well. The governing body is very well led by a committed and very supportive chair of governors. Members of the governing body have a clear awareness of the school's strengths and the areas in which it should improve, and organise their work well to achieve a clear view of the effectiveness of developments.
The school's evaluation of its performance	Good. The school goes to considerable lengths to evaluate its effectiveness and this is well reflected in its development planning.
The strategic use of resources	Good. All resources, including personnel, are deployed well to benefit pupils' learning. Funds are targeted carefully at areas of identified need, and their impact monitored well. The school applies the principles of best value well.

The match of teachers and support staff to the needs of the pupils is good. Accommodation is well maintained by the premises officer. Overall, learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress. • Behaviour is good. • Teaching is good. • Staff are approachable. • Children are expected to work hard. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The information the school provides on their children's progress. • How closely the school works with parents. • The range of activities the school provides.

Of 348 questionnaires sent out, 165 were returned. The inspection team supports the positive views expressed by the majority of parents who responded and recognises that the school works closely with parents and keeps them well informed about how their children are learning. There is an unusually large range of activities provided by the school. At a meeting held by the registered inspector, 43 parents were present. The views that they expressed about the school were generally positive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards within the school are above average at the end of Key Stage 2, except in DT and ICT where they are below those expected.
2. At the end of Key Stage 2 in 2002, the school's results were well above the national average in English, mathematics and science. When compared to those in schools in similar contexts, however, although high standards were high in English and above average in mathematics, they were only average in science. In comparison with these pupils' attainment at the end of Key Stage 1, standards appeared to have reduced further to average in English and science, and below average in mathematics. As part of its development of its assessment procedures, the school has analysed the attainment of pupils on entry to Year 3 and through the school. The national analysis of pupils' prior attainment measures gains that are made in the proportion of pupils achieving Level 2 in national tests. When the analysis is refined, however, it is clear that a significant minority of pupils achieve at the lowest end of Level 2, which has necessitated targeted support when they start in Year 3 to consolidate their knowledge, skills and understanding. Taking this into account, it is clear that the progress made by the majority of pupils is consistently good
3. The trend in the school's results over the last five years is broadly in line with the national trend, although this disguises the variations that have occurred between subjects over that time. Standards in English dipped from the year 2000, following a similar fall in mathematics from 1999. In both subjects, standards rose in 2002 to match the above-average attainment recorded in science which reflected the emphasis that the school has placed upon them. The school now has a management structure that is effective in raising standards of teaching and learning. Training has been focused on improving teaching and assessment in English and mathematics and the introduction of setting in mathematics throughout the week has enabled teachers to plan lessons that are targeted at pupils' abilities. These features have already had a positive impact upon standards and have the potential to raise them further.
4. Currently, standards in English at the end of Key Stage 2 are well above average, with a significant proportion of pupils attaining well above average levels in reading and in writing. Pupils enjoy writing in a range of styles, and this is supported by the written work that they undertake in other subjects. Pupils are given tasks that are well matched to their abilities in reading and writing, and as a result make good and frequently very good progress.
5. In mathematics, standards are above average at the end of Key Stage 2. The progress made reflects that seen in English. The introduction of setting throughout the week has had a positive effect, and the school's practice of regularly reviewing pupils' progress ensures that they are taught in groups that are well matched to their abilities.
6. Pupils attain standards in science that are well above the national average, with a significant percentage attaining the higher Level 5. Inspection findings show that standards of attainment remain well above average. Pupils of all abilities throughout the school make good progress in acquiring new knowledge and understanding and in applying investigative skills.

7. Standards in geography and physical education are in line with those expected nationally at the end of Key Stage 2, while standards in art, history and music are above expectations. In ICT and DT, standards are below those expected nationally at the end of Key Stage 2. Pupils have insufficient experience across the required range of skills in control and data-logging, in ICT, and design and evaluation in DT. This is largely as a result of weaknesses in teachers' understanding and application of curriculum requirements in these subjects. The school has identified these issues and has begun to implement appropriate plans to improve standards in ICT. That these have the potential to succeed is seen from the fact that standards in the first two years of the school are broadly in line with those expected.
8. Across the school, pupils identified as having special educational needs and those for whom English is an additional language make good progress overall as a result of the focused support that is provided by teaching assistants and by the LEA support staff. Additional support is planned for the highest attaining pupils, particularly in mathematics and science, and as a result they make good progress.

Pupils' attitudes, values and personal development

9. The school continues to promote the very positive attitudes and values, underpinned by the strong Christian ethos, recorded at the time of the last inspection and valued by parents. Pupils like coming to school and the majority arrive on or before time in the mornings. These features have a positive impact on pupils' learning. Their attendance is good and above the national average but a few persistently arrive late, and during the inspection week a significant number entered the building up to ten minutes after the start of the school day. Teachers and teaching assistants are effective at including these pupils in activities that have already begun, so there is little discernable impact on their learning.
10. Pupils are eager to learn and demonstrate this enthusiasm through their concentration during the majority of lessons and their determination to do well. Year 3 pupils tried very hard in their music lesson to follow the 'rap' rhythm and sang 'Dr Knickerbocker' with gusto as their finale. In a Year 6 history lesson all entered into a lively discussion on what life was like in the seventies, fascinated to note how, for example, tennis rackets had changed as well as to hear of food rationing during the three-day week. Those in Year 5 gave honest evaluations of what they had learned and where they felt they had done well during their physical education lesson, when 'Game, Set and Match' was much enjoyed.
11. Behaviour in school and outside in the playgrounds is good overall, only occasionally slipping when pupils become bored because the tasks set for them are inappropriate. Pupils know the rules, appreciate that sanctions are fair, and quickly develop a strong sense of natural justice. There have been no exclusions, but when the occasion arises internal exclusion, ie separation from other pupils for up to three days, is used well to contain inappropriate behaviour.
12. Pupils' personal development is very good and they grow in maturity during their time at junior school. Year 6 pupils act as 'buddies' for those in Year 3, and are entrusted with many other responsibilities which they carry out cheerfully and well. Dirty plates and cutlery are sorted at lunchtime, at the end of which pupils clear and wipe the tables. Those operating the sound system and overhead projector during assemblies are very efficient. Elections for the school council take place every six months and membership is important to representatives. House captains administer the team points and prefects are appointed to take responsibilities in other areas. Discussions

following assemblies and during Circle Time sessions raise moral and social issues as well as enabling difficulties to be resolved. Very good relationships are evident throughout this close, inclusive church-school community, where all are well supported by their peers.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good overall. Although there is a very small proportion of teaching which is unsatisfactory, of more significance is the fact that eight out of ten lessons are good, with a smaller proportion very good or excellent. This level of skilled and effective teaching ensures that the great majority of pupils move forward rapidly in their learning, particularly in the core subjects of English, mathematics and science.
14. The standards of teaching are very good in English and science, and good in mathematics, largely as a result of teachers' clear planning and the high expectations that they have of their pupils. Literacy and numeracy teaching is generally characterised by the confident application of the national strategies for these areas. As a result of this, and the good understanding that teachers have of their pupils, appropriate targets are set that stretch pupils well.
15. The teaching of pupils with special educational needs and those for whom English is an additional language is good. Teachers ensure that methods and resources match the needs of these pupils as specified in the good individual education plans, and teaching assistants work well with them individually and in small groups. Assessment is used effectively to plan appropriate tasks and, as a result, these pupils make good progress.
16. Teaching assistants make a positive contribution in lessons and their support is valued by teachers. The work they are to do is included in teachers' planning, which enables them to be fully involved throughout. As a result, good use is made of their time and expertise, particularly for English, special educational needs, English as an additional language and ICT, which results in good progress being made by pupils when supported in these areas.
17. All pupils are carefully included in all aspects of the majority of lessons, in which tasks are appropriately planned to ensure that they are accessible to pupils of all attainment. In mathematics, and to a lesser extent in science, the school makes good provision for its highest-attaining pupils through well-established liaison with the local high school in which they are given specialist teaching at an extended level. This practice enhances their enthusiasm for the subjects and contributes to their learning, as well as ensuring a smooth transfer at the end of Year 6.
18. Across the school where teaching is good or better, lessons begin energetically and with good pace because of the clear understanding that teachers have of the subjects. Pupils know what they will learn and the stages that they will go through in order to do so. An excellent example of this was in a Year 6 English lesson in which expectations were set from the outset, and pupils were reminded of what they were to learn, were given confirmation of when they had learned it and moved rapidly on to the next stage. Their motivation and interest were maintained by questioning and discussion that constantly challenged their understanding. As a result, all pupils made very clear gains in their understanding of the differences between narrative and spoken forms of writing. Teachers make these lessons interesting through imaginative presentation of information, and the success with which they plan for the

full ability range that is present. High standards of work and behaviour are set and achieved as a result of the good quality of relationships that prevail.

19. In the minority of lessons that are less successful, including those which are unsatisfactory, there is often a lack of subject expertise which prevents the teacher from providing work that is precisely targeted at the range of abilities that are present. This is particularly the case in ICT. The effect of this is often heightened by a lack of emphasis on the learning objective for the lesson, with the result that pupils are uncertain of how to recognise their success.
20. Teachers' planning is clear and, particularly in English, mathematics and science, is well focused on the needs of individual pupils. In a similar way, there is generally a good continuity of approach within and across year groups that is well managed by the year group leaders. This has been particularly beneficial in the middle of the key stage where appropriate support has been provided for teachers new to the school or to this phase of education. In the other subjects of the curriculum, the use of assessment in planning is much less consistent, particularly in the degree to which activities are matched to the individual needs of pupils.
21. Teachers mark pupils' work carefully and, in English and mathematics, in a useful and informative way which has a positive impact on their learning. In other subjects, while there are good examples of marking that is effective in helping pupils to improve, there is a lack of consistency between teachers and between subjects. Teachers' use of assessment information in English, mathematics and science is good overall, and the accuracy and range of targets that are set reflect the work that has been undertaken recently to improve this aspect of the school's work. The school recognises that there is much less consistency in the effectiveness with which teachers use assessment information to plan work in the other subjects of the curriculum, and plans are in place to address this issue.

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

22. Since the last inspection the school has made good progress towards addressing the identified issues and maintaining the good aspects of curriculum provision. The quality and range of learning opportunities are good overall. The curriculum is well planned for the core subjects of English, mathematics and science. Planning is firmly based on what the pupils can and cannot do. The ability of pupils is taken into account in the organisation of mathematics groups for all year groups, in which pupils are set work and given effective support to enable them to reach their full potential. Good links are established with the secondary school so that the most able pupils have weekly specialist tuition. These sessions are very challenging and effective in raising pupils' standards well above those expected for their age. Similar links are established for science where 15 Year 6 pupils have the opportunity to work in the secondary school using more sophisticated science resources. This enables a large proportion of Year 6 pupils to reach higher than expected levels of attainment.
23. The school makes good provision for pupils with special education needs and those for whom English is an additional language. The co-ordinator for special educational needs, in conjunction with the headteacher and governors, has just reviewed the school's policy. Early identification and well targeted support, mainly through withdrawal from class for additional literacy, numeracy or social skills enhancement, ensure that all are helped to reach their potential. Pupils make good progress in these small, well-focused group sessions. External agencies are consulted at

appropriate times and meetings are arranged when necessary with representatives, teachers and parents to discuss targets and the advice given.

24. The curriculum is appropriately broad, balanced and relevant. Each area of the curriculum is allocated appropriate time and there is a good emphasis on the teaching of literacy and numeracy through the recommended strategies. The topic approach adopted by the school means that areas are 'blocked' into units of work. This successfully allows an appropriate period of time for study and enables the subject to be covered in depth. However, there are some inconsistencies in planning for all elements of ICT and for DT that result in the statutory curriculum not being fully met. This was also an issue in the last inspection. Teachers' planning for the non-core subjects does not always identify provision for different levels of work to match the needs and abilities of pupils throughout the school because of inconsistencies in the assessment of work. Pupils with special educational needs receive good support to enable them to make good progress. Overall, the school's medium and short-term planning is sufficiently precise and monitored by the headteacher and, to a lesser extent, by subject co-ordinators to ensure proper coverage and links between subjects. Good subject policies and schemes of work are in place across the curriculum. These are regularly reviewed and adapted to address new initiatives and the particular requirements of the pupils. They assure that an appropriate range of basic skills is developed across the curriculum. The skills and use of ICT are not yet effectively developed to support work across the curriculum or sufficiently raise pupils' standards. The teaching of French throughout the school enhances curricular provision.
25. Pupils have very good opportunities to take part in an exceptional range of extra-curricular activities. These opportunities are strengths of the school's provision and have been deliberately extended by the headteacher to enrich the curriculum. Pupils experience a variety of sports, games and crafts, and musical and other activities. The diversity of visits every term enriches the curriculum and helps build pupils' confidence over time. They visit museums, art galleries, places of interest and the locality to support their learning. A variety of visitors come into the school to share their expertise and experience; for example, the police and the local nurse talk about their work in the community. This provision is a positive means of broadening and enhancing pupils' knowledge and understanding of the world outside school.
26. Provision for pupils' personal, social and health education is a developing feature across the school. The strong ethos of the school stresses the importance of encouraging pupils to care for each other and to learn to work and play co-operatively. School life is characterised by a caring and mutually supportive atmosphere. Pupils and teachers respect each other and pupils are encouraged to develop a sense of self-esteem. The provision of a formal programme of personal, social and health education has not been in place long enough to judge its effectiveness for pupils' learning. Some aspects of the work are already proving to be very positive in developing pupils' knowledge and understanding of personal and health matters. For example, the nurse is available on a weekly basis for pupils of any age to talk to confidentially on any matters of concern. Drugs awareness and healthy eating are covered through science and personal, social and health education. Overall, the curriculum successfully promotes the intellectual, physical and personal development of the pupils. It prepares them well for the next stage of their education.
27. The overall provision for the pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the last inspection where provision for spiritual and cultural development was found to be satisfactory, moral development

was good and social development was very good. There are now strengths in the very good provision for pupils' social and moral development. As a result, they have a clear understanding of the difference between right and wrong, and most demonstrate this in their daily activities and relationships within the school. The school has an effective policy for promoting good behaviour. It places a high priority on equipping pupils with a clear set of moral values and an understanding of the importance of good behaviour. The adults in the school present very good role models and clearly demonstrate respect for pupils, including those with special educational needs. They take every opportunity to promote pupils' self-esteem. Pupils are encouraged to respect each other, to form constructive relationships and to work together collaboratively. There are a range of opportunities for pupils to take responsibility and develop social confidence; for example, the school council, the prefects system, house captains, the social communication group and the 'buddy' system between Year 3 and Year 6. Their visits to places of interest and the residential visits for older pupils play a significant part in developing social and interpersonal skills and self-confidence.

28. Provision for pupils' spiritual development is good. An ethos of caring and sharing, learning from mistakes and nurturing forgiving natures is well established. There is a good range of opportunities throughout the school for the pupils to reflect on feelings, achievements and the wonders of the world in which they live. Pupils spontaneously delight in the achievements of others and genuinely share in their successes. Music is used well to create periods of quiet reflection on the work of the day. Pupils are encouraged to reflect on and respect the feelings of their peers and others, and there are opportunities for them to talk about their feelings on current issues.
29. The provision for pupils' cultural development has improved since the last inspection and is now good. Good provision is made for them to develop an understanding and appreciation of their own and other cultures. Through English, for example, pupils' cultural awareness is successfully developed. There are opportunities to empathise with characters from different cultures in traditional stories. In music, pupils listen to and sing a range of works from different composers and countries. However, the study of an economically disadvantaged country through geography is not so well developed and does not give sufficient opportunity for pupils to compare everyday life in that country with their own and become more aware of the similarities and differences. The teaching of French throughout the school successfully develops this by including a discussion of the French way of life, monetary system and food, as children learn the language. Pupils talk very enthusiastically about visits to a museum in London. These visits are effective in the way they enhance the curriculum and support pupils' knowledge, understanding and appreciation of their own culture. The religious education programme gives pupils opportunities to become familiar with religious beliefs and practices other than their own. This successfully builds their perception of Britain today as a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has good procedures for promoting the welfare, health and safety of pupils and pastoral care is one of many strengths. Risk assessments are carried out once a term and findings carefully recorded and monitored. All staff have received first-aid training, and practice is good. The school follows good procedures for child protection, and the head, as the designated teacher, has recently updated her training. All staff are aware that they should speak to her if they have concerns.

31. The special educational needs co-ordinator (SENCO) has a good knowledge and plans well for pupils needing additional help, as well as managing the work that is planned for pupils with English as an additional language. Their progress is tracked but, although individual education plans contain achievable targets and are reviewed every six months, regular monitoring is not always systematically recorded or dated. Well-trained, experienced and committed teaching assistants (TAs), as well as the SENCO, work effectively with pupils in small withdrawal groups or on a one to one basis. They record targets reached, assess progress and note any significant personal development during these sessions, as they do in lessons when they work alongside pupils. At the end of each day TAs discuss the information gathered with teachers, who adapt the following day's lesson planning if necessary.
32. Effective procedures ensure that good attendance is promoted and monitored. First-day-absence telephone calls are made to parents. After two late arrivals they receive a letter reminding them of the importance of punctuality to their child's education and the effect of time lost. The education welfare officer visits the school regularly to scrutinise registers and is appropriately involved when necessary to promote good attendance.
33. The school has very good systems for promoting and monitoring good behaviour. Class rules are negotiated at the beginning of the academic year. Pupils know what is expected and few need the sanctions which follow if they transgress. The rare bullying incidents or racist remarks are dealt with immediately and the offender writes a letter of apology. Exclusion has not been used.
34. The school's procedures for promoting and monitoring pupils' personal development are very good. Group and individual targets are set by class teachers and, when achieved, are celebrated in assemblies. The annual reports always record pupils' personal development. They are expected to take on responsibilities and to carry them out well. Those elected to the school council conscientiously consult their classmates before meetings and quickly report back to them the decisions taken. Pupils know they can effect change through council decisions and wear their new fleeces, one result of their deliberations, with pride. Through assemblies, personal, social and health education lessons and Circle Time, as well as visiting speakers, they learn of the problems and dangers they may face outside their school environment, and how to cope with these and to resolve their difficulties. The weekly 'drop in' session with the school nurse is valued and well used. Pupils are well prepared for the next stage in their education.
35. There are good arrangements in place for the assessment of pupils' academic achievements in mathematics and English and the tracking of their progress through the school. Teachers make good use of the knowledge gained to review planning regularly in order to more closely meet the needs of groups of pupils and individuals. Teachers know the pupils well and understand the particular needs of all groups, including those with special educational needs and pupils of high attainment.
36. The school thoroughly tests the pupils soon after they enter Year 3 in order to identify those for whom extra help is required. The results of these assessments indicate that many of the pupils who attained the lower range within Level 2 at the end of Key Stage 1 will require targeted support in consolidating their knowledge and understanding. During the inspection, these results were examined and the inspection findings concur with those of the school. This information is used to set the children for mathematics and to group the children appropriately for English and other subjects. They continue formal assessment in the way of annual non-statutory tests throughout the school.

37. On a regular basis during lessons, teachers collect data relating to how the pupils achieve in English, mathematics and science, and record it to facilitate accurate tracking of their progress. The teachers' long and short-term targets for each pupil reflect this data realistically, and are reviewed regularly. Teachers in each year group meet weekly to review pupils' achievements in current units of work and adjust their daily planning in response to pupils' successes and failures, to ensure that they have a secure understanding of what is to be learned and progress at a rate appropriate to their ability. Pupils with special educational needs and those for whom English is an additional language are quickly identified and arrangements made for them to have appropriate support. The school is entirely compliant with the new Code of Practice. The detailed records of each pupil's work accumulate through the school to provide an effective profile of progress and achievement.
38. Assessment in subjects other than English, mathematics and science are less effective. Some subjects, particularly music, have begun the process of assessment, but, as yet, it is not consistently applied through the school to provide an accurate record of pupils' achievements. The school plans to continue its improvement of assessment procedures through all subjects. At present, portfolios of evidence are incomplete for all subjects and therefore do not provide the necessary examples of work to enable the teachers to accurately assess pupils' work against National Curriculum requirements. This is an important area for development.
39. The teacher designated to co-ordinate assessment is on a year's secondment and, in conjunction with the headteacher, has a good overview of assessment procedures. They have worked with the heads of each year to raise standards by:
- improving the feedback given to pupils about their achievement and progress, in order to encourage a good response from them;
 - improving the monitoring of pupils' progress to ensure that it is consistent through the year, and to ensure that all pupils are progressing well;
 - improving the identification of the particular needs of the high and low attainers, and ensure that appropriate provision is made for them. These areas were identified in the last inspection, and good progress has been achieved towards their fulfilment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school is very much a part of the local community, and many of the local residents as well as parents and friends enjoy the Christmas and summer fairs. The church is used as both a place of worship and a place to help pupils learn about Christianity. The vicar takes assemblies, and news of past and forthcoming school events is recorded in the parish magazine. Visiting speakers include representatives from the police, the fire brigade and other agencies. Local residents, including grandparents and neighbours, help in classes and provide pupils with assistance as well as local and historical knowledge which has a positive impact on their learning. Small businesses give generously for raffles at events of the parent-teacher association (PTA).
41. The school has established very good links with other schools in the locality. The majority of pupils come from the local infant school, staff meet for reviews and high school pupils come back to talk about their experiences. The PTA shared with the infant school, raises considerable sums of money for both and liaison between the two is good. Workshops are held at the high school for science, lessons take place in the school for mathematics and staff from local secondary schools come to speak

to Year 6 pupils before transfer. Having already visited the high school, these pupils approach the next stage in their education with confidence.

42. Parents work very well in partnership with the school and fully support its aims and ambitions for their children. All have signed the home-school agreements. In Years 3 and 4, fathers, mothers and grandmothers regularly assist teachers and other parents help with extra-curricular clubs. Good use is made of the home-school reading diaries which are an effective means of communication between teachers and parents. Almost all help their children with work at home, making a very valuable contribution to their academic achievement and to the school's work in continuing to raise standards. Attendance at parents' conferences, when children's targets are discussed, is very good and parents find the curriculum meetings useful. Whenever school productions take place the small hall is filled to capacity, with everyone eager to see what 'their' child can do.
43. The school continues to enjoy a very good relationship with the majority of parents, although a significant number queried, through the parent questionnaires, whether the information they received was sufficient and indicated that they wanted the school to work more closely with them. Inspectors determined that the information they are given is good, although some targets for improvement in the annual reports are not specific enough. The brochure, governors' annual report and 'Weekly Wonders' bulletins detailing future events and happenings at the school are readable and informative. Parents of children with special educational or other needs are involved in their individual education plans and encouraged to attend the six-monthly reviews. Those who speak English as an additional language are well informed and supported. Friendly office staff are always ready to assist parents who do not understand or need help with letters or forms.
44. The very enthusiastic and active PTA, shared with the infant school, raises considerable sums of money through their exciting and well-supported events. These include the very popular and successful Summer and Christmas Fairs. Annual 'core' events such as the second-hand uniform shop and 200 Club provide a regular source of income, and the recent Health and Beauty evening made over £700. Money is allocated to both schools on the basis of bids submitted by the headteachers and which are closely linked to raising standards. For example, the sensory garden, the school's latest improvement, was created as a result of PTA funding. Decking, benches, the projector and whiteboard are amongst other additions they have provided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school are good, overall, and with elements that are very good. The headteacher, ably supported by the acting deputy headteacher and the senior management team, has a very clear vision of what is needed for the school to develop further. Her very good leadership has created a committed and enthusiastic team that is mutually supportive and shares a good capacity to succeed.
46. Much has been achieved since the headteacher's appointment, shortly after the last inspection. Schemes of work have been developed for all subjects, assessment information is used well to inform planning in the core subjects of the curriculum, and whole-school development planning reflects a systematic analysis of the school's effectiveness over an extended period. As a result, the high standards that were present at the last inspection have been maintained.

47. In common with many schools in this area of high housing costs, the school has faced a relatively high turnover of staff in recent years. A key skill of the headteacher is the way that she has managed this situation for the benefit of pupils. The appointment of skilled and experienced teachers as year-group leaders has ensured that appropriate support is available for newly appointed or temporary staff. In this way issues, for example, of teachers' confidence in teaching the full range of subjects, are identified at an early stage and good support can be and is provided rapidly. In a similar way, performance management is used well to ensure that all staff have access to personal and professional development which is well linked to priorities identified on the school development plan.
48. The role of subject leaders has been clarified since the last inspection. Time has been allocated for them to undertake some monitoring and management tasks and, as a result, their understanding of the effectiveness of their subjects has improved. At present the headteacher has a good understanding of teachers' planning through her own regular review. Issues arising from this are well communicated, but she recognises that the school is now in a position to fully use the skills of its subject leaders; for example, in systematically monitoring teachers' planning, pupils' work and the work of other teachers in lessons so that they are able to build a clear understanding of standards and provision in their subjects across the school.
49. The school's appointment of year-group leaders has made a positive impact on the quality of teaching by ensuring continuity of approach within and across year groups. They ensure consistency in teachers' planning, particularly in English and mathematics, and are effective in identifying the need for extra support where, for example, there are weaknesses in subject expertise or knowledge of the school's practice. This has been particularly beneficial in the middle of the key stage where appropriate support has been provided for teachers new to the school or to this phase of education.
50. The management of special educational needs and of the support for pupils with English as an additional language is good. The co-ordinator organises her department well and is ably supported by trained teaching assistants. The governor with this responsibility has a good understanding and knowledge of the statutory requirements and of the school's work, and works effectively to support the co-ordinator for special educational needs. Good support has been acquired from the LEA in assisting the school with its provision for pupils with English as an additional language.
51. The school is very well served by knowledgeable and committed governors, who bring a wealth of experience to their roles. The two main committees, covering staffing/personnel and finance, meet regularly and their terms of reference have been reviewed. In addition, two working parties report to the main governing body on curriculum, premises and health and safety matters. All governor training is well organised by the diocese. Governors work very well with the senior management team to create a strategic vision for the school, have a very good understanding of its strengths and weaknesses and monitor all developments. They come into school when they can to support staff and offer their expertise. All are now 'linked' with subjects and all receive presentations from the subject co-ordinators on new policies at governors' meetings.
52. Very secure systems for financial management and control are in place. Day to day administration is very good and the office runs smoothly, acting as a very good first point of contact. With the assistance of the financial consultancy of the LEA the

budget for staffing is set. Subject co-ordinators bid for money within the curriculum budget. Priorities in the school development plan are considered and the finance committee is appropriately involved in budget decisions. Monitoring of expenditure against budget projection is effective and best-value principles are followed for all purchases. Grant monies, such as funds specifically allocated for teaching assistants and funds for special educational needs, are appropriately allocated and carefully monitored in relation to the positive impact that they have on standards.

53. Set within attractive, well secured grounds the main school building is appropriate for the numbers on roll. The well appointed and well used library, containing the computer suite, is inclined to overheat when the weather is warm despite the installation of blinds and fans and appropriate plans are being put in place to rectify this issue. Good use is made of wall displays of both information and pupils' work in corridors and classrooms. All is well cleaned and maintained. All areas are easily accessible whatever physical disability pupils may have.
54. Outside the grass and tarmaced play areas are in good condition, and are well marked for children's games. The swimming pool area, including heated changing rooms, is well secured. The sensory garden, designed by pupils, is an attractive feature amongst the very well planted and well maintained flower beds and grassed areas. These areas provide good support for curriculum activities. The support provided by the site manager and by the administrative staff is very good. Overall, the range, quality, access and management of learning resources for all subjects is at least satisfactory and often good.
55. Taking into account the standards attained, the quality of teaching and learning, and the impact of the school's leadership in raising standards, the school offers good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The headteacher, staff and governors should:
1. raise standards in ICT by:
 - (a) ensuring that the full range of curricular requirements are planned and taught consistently throughout the school;
 - (b) providing teachers with appropriate training to increase their knowledge and skills in the subject;
 - (c) developing effective assessment of pupils' knowledge, skills and understanding in all aspects, and using this to ensure that teachers' planning is set at an appropriate level for all pupils;
(paragraphs 1, 7, 19, 24, 75, 97)

 2. raise standards in DT by:
 - (a) ensuring that teachers' short-term planning includes the design aspects that are identified in medium and long-term planning;
 - (b) providing each pupil with a means by which their designs and subsequent evaluations can be collated, and tracked to ensure appropriate progress;
 - (c) ensuring that planning for the subject includes specific opportunities to apply pupils' knowledge, skills and understanding from other subjects, particularly English, mathematics, science and ICT;
(paragraphs 1, 7, 24, 89, 92)

 3. improve the use of assessment in the non-core subjects of the curriculum by:
 - (a) developing and implementing a policy that describes the strategies that will be used in the assessment of pupils' achievement in all subjects;
 - (b) establishing a resource of examples of work exemplifying achievement at different National Curriculum levels for all subjects using national and school-based resources;
(paragraphs 19, 21, 24, 38, 88, 98, 107, 116)

 4. improve subject leaders' accountability for standards and provision within their subjects by:
 - (a) developing, agreeing and applying a whole-school recording system whereby a full range of information relating to standards and provision in all subjects can be collated and regularly updated;
 - (b) ensuring that subject leaders are responsible for actively monitoring teachers' planning in their subjects;
 - (c) ensuring that the management time allocated to subject leaders is directly related to priorities identified in the school development plan.
(paragraphs 48, 67, 77, 83, 88, 93, 98, 102, 112)

All of the above issues have already been identified in the school's own development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

59

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

53

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	32	9	3	0	0
Percentage	5	20	55	15	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

348

Number of full-time pupils known to be eligible for free school meals

11

FTE means full-time equivalent.

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs

3

Number of pupils on the school's special educational needs register

72

English as an additional language

No of pupils

Number of pupils with English as an additional language

56

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

18

Pupils who left the school other than at the usual time of leaving

10

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.25
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	37	50	87

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	34	37
	Girls	47	43	49
	Total	78	77	86
Percentage of pupils at NC level 2 or above	School	90 (88)	89 (69)	99 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	33	36
	Girls	46	49	49
	Total	76	82	85
Percentage of pupils at NC level 2 or above	School	87 (n/a)	94 (n/a)	98 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
281	0	0
0	0	0
16	0	0
0	0	0
0	0	0
0	0	0
6	0	0
5	0	0
29	0	0
0	0	0
1	0	0
0	0	0
7	0	0
0	0	0
0	0	0
3	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	21.75
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	248

FTE means full-time equivalent

Financial information

Financial year	2001 – 2002
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	£
Total income	625,390
Total expenditure	590,159
Expenditure per pupil	1,672
Balance brought forward from previous year	61,271
Balance carried forward to next year	47,274

Recruitment of teachers

Number of teachers who left the school during the last two years	5.66
Number of teachers appointed to the school during the last two years	9.66
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
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 47.4%

Number of questionnaires sent out	348
Number of questionnaires returned	165

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	7	1	0
My child is making good progress in school.	33	57	7	0	3
Behaviour in the school is good.	38	59	2	0	1
My child gets the right amount of work to do at home.	21	66	11	2	0
The teaching is good.	37	56	2	1	4
I am kept well informed about how my child is getting on.	18	52	24	2	3
I would feel comfortable about approaching the school with questions or a problem.	55	36	8	1	1
The school expects my child to work hard and achieve his or her best.	54	39	2	1	4
The school works closely with parents.	27	53	16	1	3
The school is well led and managed.	59	37	1	2	1
The school is helping my child become mature and responsible.	43	50	4	0	3
The school provides an interesting range of activities outside lessons.	39	43	13	2	2

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

ENGLISH

57. Overall standards in English are well above average by the end of Key Stage 2, with a significant proportion of pupils attaining standards in reading and writing that are well above. This judgement is in line with the 2002 test results, which were well above the national average in reading, writing, speaking and listening. The standards achieved by the end of the key stage indicate that the teaching and learning of English for all year groups is good and in many cases very good.
58. All pupils are provided with an equal opportunity to develop their literacy skills. For example, there is good additional support for pupils for whom English is an additional language and for those of lower attainment. That there is little variation between the performance of boys and girls in national test results at the end of each key stage reinforces this view. The recent introduction of an able-pupil register acknowledges the need to improve the monitoring of strategies used for teaching and learning of the more able pupils, and has already made a positive impact upon teachers' planning for the full ability range within their classes.
59. Standards overall in English show consistent improvement since the last inspection. This is mirrored by the national test results over the last three years. Such improvement reflects the emphasis the school has recently placed on improving provision in this subject; for example, in the introduction of detailed target-setting cards across all year groups. This focus on raising standards is evident in the school development plan and the school targets recorded in the planning documents produced by the English co-ordinator.
60. Standards of speaking across the school are above national expectations. Pupils make good progress in extending their speaking skills throughout the school. This was exemplified in the whole-class collaborative sessions observed during literacy time, when children were forthcoming and articulate in their answers to questions. These skills are maintained as children progress through the school and were seen to be reinforced in other areas, such as whole-school assemblies, history and science, where detailed explanations are encouraged and valued by teachers. In Year 6 good opportunities are provided for debate, using a clear framework that encourages all children to express their views.
61. As a consequence of the importance placed by the school upon valuing the views of others the standards of listening are above average in the school. This facilitates high levels of interest and good discipline. Pupils are attentive to their teachers, responding positively to direct instructions. They show confidence when invited to interact with their peers. For example, good use of drama was observed with Year 6 pupils re-enacting fairy-tale story narratives.
62. Standards in reading are well above the national average by the end of the key stage. The use of 'base-line testing', such as the Edinburgh Reading Test, has enabled the school to effectively track pupil progress from Year 3 onwards. Reading across this year group is characterised by confident readers effectively applying phonic rules in working out how to pronounce unfamiliar words. Pupils who demonstrate above-average reading ability are encouraged to supplement their current teacher-allocated class reader with more advanced texts. Such children are thus being stretched and are being given adequate opportunities to move beyond the chosen reading-scheme ladder. This points to high expectations of pupils' ability to

cope with a wider variety of texts and to read at home. This situation has been enhanced by good library provision which provides a wide range of books of different styles and the use of a 'buddy' reading-partner scheme with pupils in Year 6. By Year 6, pupils read a variety of fiction texts fluently and coherently. Frequent adult listening is evident, particularly through the use of teaching assistants. There is a consistent level of support provided to undertake this in Year 3 and Year 6, indicative of very good use of staffing in this subject. Good advantage has been taken of opportunities to celebrate the joy of reading; for example, through the use of a Book Week, the benefits of which are well documented through display work. For example, there was evidence of excellent work in boys' writing of a 'Forest of Doom' collaborative story.

63. Standards in writing mirror those in reading, with end-of-key-stage standards well above average. This reflects the success of the highly integrated approach that the school has taken to the application of the literacy framework. For example, in one lesson guided reading was observed to be effectively integrated with group work, through a shared text reading exercise on alliteration. Again, standards of teaching and learning in this area are consistent across the year group. High expectations are demonstrated in detailed marking. For example, there is evidence of regular and positive target-setting written in the pupils' exercise books in all year groups. The activities used to foster the development of different kinds of writing are engaging and appropriate and therefore ones that the pupils clearly enjoy. For example, different strategies had been employed to enable all pupils to contribute to an anthology of cat poems.
64. The work required of the pupils in all year groups is differentiated by ability. For example, a Year 3 class was divided by ability and taught by one adult to each differentiated group, which gave rise to effective exploration of appropriate wording of the introduction to a story using varying tasks matched to aptitude. Such an approach means that every pupil has the opportunity to develop a broad range of literacy skills using a route most suited to their ability and learning preference.
65. Across the school and key stage handwriting and spelling are in line with national expectations, and improve further towards the end of Year 6. Good emphasis is placed upon presentation, but not enough on using new technology to help draft and re-draft texts. The pupils' skills in written work are insufficiently supported by the use of the technology that is at their disposal.
66. As a consequence of clear planning and high expectations, teaching is very good in all year groups. Effective use has been made of the literacy targets drawn from the national strategy, with teachers demonstrating good subject knowledge in all areas. The quality of teaching is reinforced by a variety of teaching styles and approaches applied by a number of different support teachers, who are both well deployed and effective in their teaching. For example, the use of picture-based software, implemented by support staff to help pupils of lower attainment in their writing, is proving very effective in raising standards for these pupils.
67. The subject co-ordinator is keen and possesses excellent subject knowledge. As a consequence, the quality of leadership is good and high-quality training has been provided for other staff on an ad hoc basis. The co-ordinator has a clear understanding of the standards in English across the school but recognises that this would benefit from more formal monitoring. For example, short-term planning documents are currently sent to the headteacher, adding an unnecessary extra layer to the monitoring process.

MATHEMATICS

68. Pupils in Year 6 attain standards above those expected for their age in numeracy and all areas of mathematics. The results of the national tests for 2002 are in line with this finding, although the progress made by pupils in relation to the standards attained at the end of Key Stage 1 is below average. The school thoroughly tests the pupils soon after entry to Year 3 and believes that the proportion of pupils who achieved within the lowest range of Level 2 were insufficiently secure in their knowledge and understanding to continue working at this level without focused support at the start of Year 3. During the inspection, these results were examined and the inspection findings concur with those of the school.
69. Standards have consistently improved over the last four years, and early signs indicate that this year's national test results will show further improvement. More-able pupils have very good opportunities to extend their achievements and attain standards well above the national average, with a small percentage achieving exceptional results. This feature of the attainment of the most able pupils was evident in other years in the school, particularly in Year 4.
70. Pupils with special educational needs and those for whom English is an additional language are fully included in all areas of numeracy and mathematics, are well supported by the classroom assistants and make good progress. There is no evidence of significant difference between the performance of girls and boys. In each year, pupils are setted into groups based on their ability. This enables the school to match more-appropriate teaching and tasks to the ability of the pupils which has ensured that all pupils make good progress and the most able, very good progress.
71. In Year 3, most pupils can round numbers up to 1000 to the nearest ten. They can identify numbers to 1000 and know the value of each digit. They estimate when totalling, by adding the nearest multiples of ten. They use rulers to measure to the nearest half centimetre and understand perimeters. They can sort data into Venn diagrams and use computers to produce block graphs of data with which they successfully make comparisons, such as that more pupils in the class have blue eyes than brown.
72. In Year 4, pupils have a secure knowledge of most of their tables. They understand lines of symmetry, know the difference between isosceles, scalene and equilateral triangles and understand the properties of and differences between quadrilaterals and triangles. More-able pupils through the school have extension activities provided by a mathematics teacher from the local secondary school, where they are given tasks such as producing algebraic equations to predict the properties of different polygons.
73. In Year 5 most use a variety of strategies to do four-figure additions and are beginning to manipulate vulgar and decimal fractions. They understand money and can apply the four operations (addition, subtraction, division and multiplication) to real-life situations.
74. Most Year 6 pupils know all their multiplication tables, can multiply three-digit numbers by two and understand place value well. These skills are applied to a range of problems including finding the area of regular and irregular shapes, weight, money, length and capacity. They can predict the direction of a straight line from a list of co-ordinates and produce an equation to represent a set of co-ordinates on a straight line. They design investigations and a range of strategies to solve problems

such as how many connections can be made between varying numbers of phones. They show good understanding, creative and logical thinking, and sensible conjecturing as they approach such problems.

75. Pupils throughout the school are taught to make sensible estimates and are encouraged to think mathematically, devising efficient strategies for calculation which improve their ability and confidence in numeracy. Mathematics is used to an extent to support learning in other subjects, such as the graphic representation of unemployment from 1928 to 1938 in history. The school is aware that there is the potential to extend this aspect of its work further. The use of ICT to support mathematics is increasing, particularly in the presentation and interrogation of data, but this is also identified as an area for improvement.
76. The teaching of numeracy and mathematics is good overall and some examples of very good teaching were seen. Lessons begin with mental agility exercises that involve all pupils, although, in some lessons, teachers failed to give a sufficient range of examples to challenge the needs of all pupils. In the main activities, teachers encourage pupils to develop a range of strategies for problem solving in addition to standard methods. Where the teaching was very good, the teachers planned in good detail, and identified clearly what the children must learn. These lessons proceeded methodically using a step by step progressive approach. This resulted in most pupils making good progress in their understanding of mathematics. Most teachers used a variety of resources, which they often made themselves, to ensure that learning progresses from concrete experience to secure abstract concepts. In a minority of lessons, too much of the teaching was directed at the whole class, instead of teaching ability groups appropriately to their particular needs. Teachers use a good range of appropriate mathematical vocabulary during the lessons, and encourage pupils to discuss their mathematical ideas in order to strengthen their thinking. In the final part of the lessons, when all the groups came together, there were some good examples of reflection and reviewing of what had been learned in the lessons, and most teachers developed these ideas well in order to extend the pupils' understanding.
77. The subject leader for mathematics has a very good understanding of the subject and how to challenge all pupils within her set. She gives very good support to other teachers in the form of training and advice, and has set high standards in her own teaching. This has resulted in a confident approach to the teaching of mathematics throughout the school. She assesses pupils' work regularly and tracks their progress. Weekly meetings of year teachers ensure good planning, a good understanding of what the pupils are achieving and the opportunity to adjust their planning as they find topics that need further attention. The co-ordinator has a clear understanding of the standards in mathematics across the school but recognises that this would benefit from more formal monitoring. For example, plans are being developed to enable her to monitor teachers' short-term planning documents which are currently sent to the headteacher.
78. The school has made good improvement since the last inspection, and has set appropriate and manageable targets for further improvement.

SCIENCE

79. Since the last inspection in 1998, standards in science have steadily improved. Compared with schools in similar contexts, pupils' attainment is broadly in line with the national average with boys performing slightly better than girls. The inspection

finds pupils' standards are well above average and a significant number of pupils are working at higher levels than expected for their age. Pupils of all abilities throughout the school make good progress in acquiring new knowledge and understanding and in applying investigative skills.

80. In Year 3, pupils respond positively to suggestions and put forward their own ideas about how to find the answer to a question. They make relevant observations and accurately measure distance when finding out different strengths of magnets. All pupils make sensible predictions of the outcome. The most able pupils are beginning to think and learn for themselves. Homework is used well to support topics being studied. This was evident in pupils' good knowledge of magnets following research at home. Their knowledge is shared well at the beginning of a session to the benefit of the class. Teachers intervene at the right time and so successfully guide pupils away from too complicated investigations. These young pupils are developing the notion that more accurate results can be obtained by carrying out the test more than once. Tasks are thoughtfully set to challenge pupils of all abilities and, along with very good support, pupils with special educational needs and those with English as an additional language make good progress. Information and communication technology is used appropriately to support these pupils in some elements of recording. Pupils are beginning to draw conclusions from evidence that they collect.
81. Good progress is continued as pupils move into Year 4. They know that light travels in a straight line and can explain how a shadow is formed. Pupils are familiar with the refraction of light. Pupils have good understanding of the terms opaque, translucent and transparent. Teachers set pupils interesting challenges in order for them to devise fair tests to answer questions relating to real events, for example, to find curtains for a bedroom that will prevent the occupant being woken up by sunlight in the morning. Pupils respond very positively and work well in groups to reach a collective agreement on methods to be used to test a range of materials. This successfully develops systematic enquiry. Pupils show secure understanding of fair testing. Year 5 pupils know the relative sizes of the sun, moon and earth and that they are spherical. Teachers' very good discussion techniques and demonstrations help pupils to understand how the seasons take place. When investigation involves a fair test, most Year 6 pupils identify key factors to be considered. They make predictions based on their knowledge and understanding, record observations and measurements systematically and, where appropriate, present data in graph form. They can draw conclusions that are consistent with the evidence and are beginning to relate these to scientific knowledge and understanding.
82. Overall, teaching is very good. This results in pupils' very good attitudes to science. Teachers have good subject knowledge and plan exciting activities for the pupils. Pupils enjoy science and take their work very seriously. The strength of science teaching lies in the fact that very good opportunities are made for pupils to discuss and test their own ideas. Much emphasis is made on practical work that results in pupils' confidence to demonstrate very good skills and ever growing knowledge and understanding of science. In the least successful lessons, pupils become unsettled, even though the lesson is well planned and the subject content is interesting. The lesson introduction lasts too long and the pupils' enthusiasm to proceed to the practical element of the lesson is diminished because of the teachers' over-long explanation. Teachers use accurate and detailed scientific vocabulary and expect pupils to do the same. They have high expectations of the pupils and use probing questions to assess pupils' knowledge and understanding. Teachers' planning is thorough and allows a range of activities suitable for all abilities. Resources are used well. Working with the local secondary school, for a block of lessons, suitably challenges more able pupils by using more sophisticated science resources and

being taught by a science specialist. This results in a significant number of pupils working above their expected level of attainment.

83. Pupils are assessed formally and informally and this effectively informs teachers' planning of subsequent work. As a result, pupils are well challenged. This supports the consistently good progress pupils make and the high levels reached by the high-attaining pupils. The co-ordination of the subject is sound overall. In some respects it is good. The co-ordinator has very good subject knowledge and is a good support to her colleagues. Teachers' planning is scrutinised to ensure coverage of the required curriculum but there is a lack of systematic monitoring of the effectiveness with which plans are implemented across the year groups. Samples of pupils' work are collected but not annotated to demonstrate levels attained.

ART AND DESIGN

84. Standards in art and design are above national expectations. There are samples of very good standards of work displayed throughout the school. Standards have improved since the time of the last inspection.
85. Year 3 pupils are very confident in using natural materials to reproduce a photograph set in a forest environment. Good vocabulary is used to suggest texture as pupils work collaboratively in groups. All members contribute their ideas. The very secure knowledge and understanding of the teacher successfully inspires pupils to design and create effective collages looking at texture and colour. In some instances the initial sketching of positions on the collage are undertaken in too much detail and, as a result, these pupils have insufficient time to complete the finished product to the standard of which they are capable. Year 4 pupils demonstrate good use of their imaginations based on the 'Storm Cat'. They select suitable colours of blues, greens, yellows and white pastels for their individual interpretations. Effective use is made of line to depict the sea and pastels to create shades. Pupils are confident to use techniques such as blending and smudging for effect. Year 5 pupils have studied the work of Cézanne, taking note of the use of composition, texture and tone. Careful observations produce good form showing pupils' ability to draw very good representations of a pot of growing flowers. Pupils have good sense of size and proportion and use pencils well to highlight dark and light areas. By Year 6, pupils' work demonstrates confidence in a range of skills. They successfully manipulate processes to communicate ideas well using a range of media. This was evident as Year 6 pupils drew different types of faces then explored ideas and selected visual pieces to develop their work taking account of the style of Picasso.
86. Pupils make very good progress in developing their knowledge and understanding, skills and techniques as they move through the school. An experience of three-dimensional work is less well developed throughout the school but Year 6 demonstrate a good range of skills in their mod-rock figurines that clearly illustrate different movements. The general quality of the work demonstrates that pupils have positive attitudes towards the subject. The school values individual interpretations and effort by the way pupils' work is thoughtfully and well displayed. This effectively enhances classrooms and public areas and successfully builds pupils' self-esteem and self-worth.
87. Teaching overall is very good. Very good quality experiences assure very good quality learning. The logical progression in the development of the art and design curriculum for each year group is particularly significant. Visits to places of interest are organised and linked to their particular art and design topic. For example, a visit

to the canal to consider the designs on the canal boats effectively supported work on repetitive patterns. In most classes pupils use sketchbooks effectively to support their work by recording techniques, skills and ideas. Teachers' personal levels of skills knowledge and understanding are good. Good use is made of specific vocabulary related to painting styles and techniques, for example. Teachers give advice at the right moment which improves the quality of pupils' work.

88. The subject co-ordinator monitors teachers' plans and evaluates the outcomes informally. There is no assessment procedure in place to clearly identify pupils' progress, particularly in skills and techniques and, as a result, the provision of work matched to pupils' abilities relies on the expertise of individual teachers.

DESIGN AND TECHNOLOGY

89. Because of timetabling constraints, it was not possible to observe any lessons during the inspection. Judgements are therefore based on a scrutiny of planning, the limited amount of pupils' work available, and on discussions with staff and pupils. From these, it is apparent that standards are below those expected by the time pupils are 11, at the end of Key Stage 2. Pupils make appropriate progress in developing their skills of cutting and joining different materials, but insufficient progress in developing their knowledge, understanding and application of design. Standards at the last inspection were in line with those expected nationally.
90. Pupils in Year 3 use scissors carefully in cutting card and fabric to make models of moving monsters. The models are carefully made and realistic. Year 4 pupils apply a broader range of shaping skills in making money containers while, by Year 5, pupils' models of Victorian carousels are carefully and imaginatively cut and constructed. The quality of their pieces provides evidence that accurate modelling has taken place. By Year 6, pupils' skills have developed satisfactorily, and they follow prepared plans in cutting wood and card to make models of electric cars. Throughout the school, however, pupils' skills of initial planning and research, selecting suitable materials, producing labelled sketches and scale drawings or of evaluation are less well developed than is expected. Pupils accurately describe different methods of joining materials and older pupils describe story books with moving parts that have been made, although they are unable to recall examples of having designed their products.
91. Pupils clearly enjoy their work. They describe work in groups, how they share materials and ideas and their keenness to produce models that are as realistic as possible. The examples of work on display demonstrate that pupils take care in cutting, shaping and joining their models. They use a range of materials, including paper, card, fabric, wood and food in making their products. All follow their teachers' instructions or printed plans carefully.
92. The curriculum is appropriately supported by a scheme of work derived from the Qualifications and Curriculum Authority (QCA) model, published nationally which builds effectively on pupils' prior knowledge, skills and understanding. Some elements of the subject are appropriately used to support learning in other subjects, such as the three-dimensional models of Second World War military buildings, made as part of their history work. In general, however, the planned use of a range of writing, mathematical, scientific or ICT skills in planning, recording or evaluating pupils' work is very limited. Design is limited to outline sketches of what the finished product will look like. There is no evidence of research to identify styles or materials,

of scale drawings, or of recorded critical evaluations of their products after completion.

93. The co-ordinator works effectively to support the subject and has undertaken little monitoring of teaching and standards across the school. She has, however, undertaken a review of resources and, through informal evaluation, is aware that a more consistent approach to planning within each year group and a greater focus upon design would improve pupils' learning.

GEOGRAPHY

94. One lesson was observed in geography. From this lesson, from looking at pupils' work and teachers' planning and talking to pupils it is evident that standards of attainment in geography meet national expectations by the time pupils are 11 years old. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, make satisfactory progress as they develop their knowledge of people and places, of the environment, and their skills of using maps. The good standards found in the last inspection have not been maintained, largely as a result of some elements of the curriculum being covered in insufficient depth.
95. Pupils in Year 3 are familiar with the climatic regions of the world and know the seasons of the temperate climate. They have sound knowledge of life in a tropical climate. Year 4 pupils are familiar with maps of the world and the British Isles. They can use a street map of their own locality and a plan of the school. Pupils have sound understanding of the environment of the rainforest with good use of their artistic skills to record their knowledge. Year 5 pupils have sound knowledge and understanding of many aspects of rivers. However, the work of rivers affecting the landscape by the processes of erosion and deposition is not so well developed. Year 6 pupils study how places change over time. They gather information and raise questions about local issues such as land earmarked for development. They make convincing suggestions and arguments for use of the site, taking into consideration local need and the environment. Pupils are familiar with Ordnance Survey maps, aerial photographs, weather symbols and temperature reading to support their learning.
96. The quality of work produced during the year indicates that the quality of teaching is generally satisfactory with variation of depth to some topics in different year groups. Insufficient use is made of fieldwork to support pupils' studies such as rivers. A locality in a country that is less economically developed is not well promoted and, as a result, pupils' understanding of contrasting environments is less well developed than it ought to be. Assessment procedures are at an early stage of development and so teachers are not able to ensure that pupils' abilities in geographical enquiry and skills, and their knowledge and understanding, are effectively built on to promote higher standards.
97. There is a satisfactory range of resources. There are a variety of reference books accessible to teachers and pupils. The use of ICT is at the early stages of development. Many pupils often use computers at home to access information for their studies.
98. The headteacher has taken the responsibility of managing geography during the maternity leave of the co-ordinator. She is continuing to develop a more consistent

approach to teaching and delivery across the school. This has resulted in the identification of the need to improve assessment in the subject.

HISTORY

99. The standard of attainment in history in Year 6 is above national expectations, but evidence of the history being taught in other year groups was insufficient to ascertain whether the progress the pupils make is consistent through the school.
100. Year 6 pupils have studied Britain since the 1930s, and presented their work in hand-made folders. The folders are generally well presented and are a fitting record of the good work that has been achieved. Pupils are encouraged to research topics for themselves and to talk to older relatives and neighbours to learn about this period, and to relate it to details of their own lives and those of their families. Topics studied include: how unemployment varied between 1928 and 1938; the Jarrow crusade written as a personal account, events in the Second World War written as a newspaper account; the blitz in London, hunger and rationing, the 'Funky 50s', and the ancient Greeks. The pupils' work used a range of genres, which give very good support to their literacy skills.
101. In the one history lesson seen during the inspection, the resources provided for the Year 5 pupils to research aspects of Victorian Britain were very good. Pupils showed well-developed research skills in the information they gleaned, enthusiasm for the lesson and good concentration. Pupils throughout the school are beginning to use the Internet and CD-ROMs to research history topics and take field-trip photographs with a digital camera. They use spreadsheets to collate and interpret data, which supports their learning in ICT effectively.
102. The history co-ordinator is on temporary leave and the headteacher has taken on her role during this time. Since the last inspection the co-ordinator has identified clearer assessment criteria to help teachers in their planning and assessment of history. This is a significant improvement. She has continued her professional development by attending in-service courses and supports teachers on an informal basis. However, she has not had the opportunity to monitor the teaching of history through the school, nor its planning, which are aspects of her role that the school recognises as areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Standards in ICT are below those expected nationally by the end of Year 6. Overall, the progress made by pupils is unsatisfactory, although the positive impact of recent strategies for improvement has led to the progress made by pupils in Years 3 and 4 being broadly satisfactory.
104. In Years 3 and 4, pupils collect and present information using ICT though combining text and graphics, manipulating sound, using safe-email, and starting to use simple databases. However, there is some evidence to suggest that pupils are exploring simple simulations on screen and their skills are at an appropriate level. By Year 6, pupils have experienced a wider variety of software and, although standards of word processing and text manipulation, for example, are at an appropriate level, standards across the range expected are too low. For example, from work in lessons, pupils' previous work and from discussion with older pupils, the use of spreadsheets was at the same level as work undertaken in Years 3 and 4. No current planning exists to

teach control or data logging in these year groups, which means that pupils' understanding of modelling and questioning, such as, "what happens if...?", is underdeveloped. Many pupils have access to computers at home and evidence from pupil discussions suggests that a significant proportion of pupils have learnt to use ICT at home. Information and communication technology is used well with pupils of lower attainment. All support staff have been given targeted training in the use of specific software. For example, good use of software giving visual clues to help with pupils' writing was seen with all age groups.

105. Overall, teaching throughout the school is unsatisfactory. In Years 3 and 4, teaching that was satisfactory and occasionally good was observed and this is the reason for the satisfactory progress in learning in the first half of the key stage. In Years 5 and 6, however, teachers' insufficient knowledge of the requirements of the curriculum means that planning often fails to cover appropriate elements of the syllabus, and expectations of what pupils ought to achieve are not high enough. Such a contrast in performance across year groups is indicative of a lack of consistency in the degree to which the curriculum is taught.
106. Whilst planning includes all the requirements of the QCA scheme of work across all year groups by the end of the 2004 academic year, not all of the statutory elements of the National Curriculum are being taught consistently. The school recognises that assessment is unsatisfactory. Whilst there is some evidence for effective strategies, particularly through the use of completion certificates in Year 4, the marking of pupil work is undertaken on an ad hoc basis, with the majority of work scrutinised in Years 5 and 6 found to be unmarked.
107. The ICT co-ordinator is skilled and, although relatively new in post, leads by example. This is beginning to have a positive impact upon teachers' confidence in teaching ICT, but has yet to improve standards across the school. Recent proposals to develop a new computer area with increased technical support have the potential to minimise the disruption caused by sharing space with the library. The school recognises that further development is required in the identification of areas for staff training. Similarly, the co-ordinator is actively addressing the lack of a consistent assessment strategy through development work with the LEA. New planning documents, priorities in the school improvement plan and the skill of the co-ordinator indicate that standards in this subject are beginning to improve, and have the potential to improve still further.

MUSIC

108. The pupils' attainment by the end of Year 6 is above national expectations overall and in some aspects well above. They make good progress throughout the school, as do pupils with special needs, those with English as an additional language and higher attaining pupils.
109. Pupils sing well in-tune, with clarity and with enthusiasm. They have a good dynamic range which they use to give emphasis to the words, particularly in assemblies. Pupils in the senior choir sing well in a variety of styles. In a Year 6 lesson, pupils recognised the difference between simple and compound time and recognised several groupings of crotchets, quavers and dotted crotchets in six-eight time. These rhythm patterns are complex for Year 6 pupils and their familiarity with them represents very good achievement. They are able to play four-part rhythms accurately, and sustain a steady pulse. They recognise and can interpret pitch hand-signs for simple five-tone melodies, and use pitched percussion instruments such as

xylophones to compose simple melodies to simple rhythms. Pupils listen to a wide range of music including music from other countries, jazz and classical. These features have a positive effect on their cultural, as well as their musical understanding. Pupils use computers to help their composition. Year 3 pupils, for example have printed short melodies of their own, which were composed at the computer.

110. The quality of the teaching of music seen during the inspection was good overall, and some was very good. However, a minority of lessons had insufficient variety to sustain the pupils' interest. Where teaching was very good, teachers used their own voice with confidence and to good effect, taught a wide range of skills progressively, and used resources effectively. In such lessons, pupils remained fully engaged throughout and participated enthusiastically.
111. The range of extra-curricular activities is very good and raises the attainment of pupils who take part. In addition to the junior and senior choirs, pupils can receive additional tuition from the local music trust, in a wide range of instruments, small instrumental ensembles and an orchestra. Pupils have the opportunity to perform in regular concerts and services, not only within the school but within the wider community including:
- the Guildford United Education Service;
 - a Christmas production;
 - a performing arts concert;
 - an Easter service;
 - a summer fayre; and
 - a leavers' concert.
112. The music co-ordinator has had a major impact on the success of music in the school, not only through her own teaching and excellent musicianship, but her support to the other staff. She has produced a guidance booklet which outlines the key music skills to be taught in each year group and sets them in a framework of activities and assessment to ensure that music is taught progressively through the school. She models the content of each lesson to the staff on a weekly basis with very good results. Most teachers are now successfully teaching the key skills of music to their own classes. The co-ordinator monitors the teaching of some of the other teachers, but this is not consistently applied through the school, which means that she cannot be certain that all teachers are teaching music effectively. Music has maintained its high standards since the last report and the number of teachers teaching music to their own class has increased.

PHYSICAL EDUCATION

113. Standards of attainment are in line with those expected nationally by the end of Key Stage 2, and are similar to those found in the last inspection. Across the school, pupils make progress that is always satisfactory and often good. Pupils with special educational needs and those with English as an additional language play a full part in lessons and make similar progress to their peers as a result of effective help from support assistants.
114. By the end of Year 3, pupils know the importance of regular exercise to keep fit and healthy. They know why lessons begin with a 'warm up', although their awareness of the importance of 'cooling down' is less well developed. In most lessons, pupils understand the importance of the teachers' 'stop' command, and they use space well and considerately, reflecting the importance placed by the school on health and

safety. Younger pupils respond well to the rhythm of a piece of music and, in folk dancing, generally keep very well in time. By Year 4, pupils' awareness of the ways in which movement can reflect music has developed so that, for example, they vary their pace and direction in relation to the atmosphere that is generated by changes in tempo and volume. Pupils perform a range of balances and put these together appropriately to create sequences that develop in complexity as they progress through the school. They control their bodies effectively and are imaginative in the balances they create and in the ways in which they move from one balance to another. By Year 4, pupils' use of space has improved so that they can avoid each other while, for example, developing sequenced movements on and off the apparatus. Older pupils throw different balls and other objects with reasonable accuracy and an awareness of the needs of their partner who is catching. They run and jump with assurance and many show a good understanding of pace and direction by varying these in their work. Older pupils show an appropriate knowledge of the rules of different games and apply this effectively in, for example, knowing when items can be collected in a game of 'cups and dishes'.

115. Teaching, overall, is good and makes a positive contribution to pupils' progress. Lessons begin with a warm up that is usually well paced and effective. Teachers make sure that pupils know what they are going to learn, as well as what they are going to do, which has a positive effect on pupils' readiness to take part in the lessons. Appropriate advice is given during lessons when teachers move around the hall or the playground supporting individuals or groups in improving skills or techniques. Pupils are used effectively to 'model' good work, and sufficient time is allowed for pupils to practise what they have seen in order to improve their own work.
116. There have been clear improvements in the curriculum and in resources since the previous inspection. The good co-ordination of the subject has helped teachers to increase their expertise and become more confident through appropriately targeted training. A clear plan for the development of physical education has been drawn up following a review of the resources that are available. At present, however, evaluation of the subject is insufficiently focused upon the standards attained by pupils.