

# INSPECTION REPORT

## THE MARIST CATHOLIC PRIMARY SCHOOL

West Byfleet

LEA area: Surrey

Unique reference number: 125213

Headteacher: Mrs M Rolfe

Reporting inspector: Miss M. A. Warner  
17288

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> June 2003

Inspection number: 248678

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary aided
School category:	Infant and Junior
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Old Woking Road West Byfleet Surrey
Postcode:	KT14 6HS
Telephone number:	01932 344477
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Appropriate authority:	Governing body
Name of chair of governors:	Mr E Kaye
Date of previous inspection:	26 <sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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17288	M A Warner	Registered inspector	Foundation stage English as an additional language	What sort of school is it? School's results and achievements. How well are pupils taught? Provision for pupils' spiritual, moral, social and cultural development. What should the school do to improve further?
9588	A West	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21627	K G Homewood	Team inspector	Design and technology Geography History Special educational needs Educational inclusion	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
22831	C G Lewis	Team inspector	Mathematics Art and design Music	

22180	S Mistry	Team inspector	Science Physical education	
31963	M Padmore	Team inspector	English Information and communication technology	

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

### **INFORMATION ABOUT THE SCHOOL**

The Marist Catholic Primary school draws its pupils mainly from the Roman Catholic parish of West Byfleet. The school was formally run by the Marist Sisters who retain an interest in the school and are represented on the governing body. The site and some buildings are shared with the convent but a new building is planned on the same site for 2005. There are 314 pupils, aged 4 to 11 years, on roll, which is bigger than other primary schools nationally. The number of pupils in Year 4 is much larger than in other year groups. The majority of pupils live in owner occupied housing and the number of pupils entitled to free school meals, at one per cent, is well below average. The percentage of pupils who speak English as an additional language, at five per cent, is higher than in most schools, and an additional number of children are bilingual. Languages spoken include Italian, Portuguese, Spanish, Egyptian and Hindu. The percentage of pupils, who have been identified as having special educational needs, at 11 per cent, is below the national average and the percentage who have formal statements of needs is low, at one per cent. The present headteacher has been in post for three years and the majority of teachers have been appointed during that time. Pupils' attainment on entry to the reception classes is above average. All children start in September with autumn-born children attending full-time and spring- and summer-born children attending part-time until Christmas.

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

The Marist Catholic Primary school is a good and effective school and has improved considerably since the last inspection because of the excellent leadership of the headteacher and very good management by key staff. Standards have risen and are above average, overall, because of the good quality of teaching across the school and pupils' very good attitudes to learning. The cost per pupil is high, as an extra teacher is employed to teach the larger Year 4 group of pupils. The school gives good value for money.

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

- Standards are above average by Year 6 in English, mathematics, design and technology, music and physical education.
- There is excellent leadership from the headteacher and key staff carry out their management responsibilities very well.
- The school's aims are reflected in all that it does: the school's provision for pupils' spiritual development is excellent.
- Teaching is good across the school: teachers manage the pupils very well and this creates a positive learning environment.
- The school's provision for pupils' personal development is very good, with the result that their behaviour and attitudes to learning are also very good.
- The school provides well for pupils' multi-cultural and musical development and there is a wide range of extra-curricular activities.
- There are very good links with parents, the community and with partner institutions.

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

- Sharper learning objectives for lessons and more provision to raise girls' attainment and support pupils' independent learning.
- Standards in art and design, by the end of Year 6, should be higher.
- Provision for pupils who speak English as an additional language is limited.
- Some statutory obligations are not met fully.

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

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

There has been considerable improvement since the last inspection in January 1998. The degree of improvement has been at least satisfactory in all of the key issues identified in the past report and has often been good, although some aspects of two of the five issues still need to be addressed. Standards

have risen across the school in many subjects. Standards in mathematics and in the children's physical development have risen in the reception classes. Staff have a shared commitment to raising standards, with a considerable capacity for success.

## STANDARDS

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

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

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

By the time pupils begin in Year 1, the large majority will have achieved the Early Learning Goals set for children of this age in all areas of learning: in their personal, social and emotional development; their literacy, mathematical, creative and physical development. Many will have exceeded the Early Learning Goals in their personal, social and emotional, their literacy and mathematical development. Their knowledge and understanding of the world is well above average.

In Year 2 in 2002, National Curriculum tests results were well above the national average in reading and writing, above the national average in mathematics and, in teacher assessments, in line with the national average in science. Compared with similar schools, results were above average in reading, well above average in writing, and in line with those of similar schools in mathematics. In the science teacher assessments, results were well below those of similar schools.

In Year 6, test results in 2002 were above the national average in English and mathematics and in line with the national average in science. When compared with similar schools, results were in line in English and mathematics and below those of similar schools in science. The overall trend in the Year 6 test results is broadly in line with the national trend. The school did not achieve the targets set for pupils in Year 6 in 2002, as this class suffered from inconsistent staffing which was often out of the school's control. Targets have been lowered for 2003, as a greater number of pupils with special educational have been identified in this year group.

The boys' performance was higher than girls' in Year 2, in reading, writing and mathematics, and it was also higher than girls' in Year 6 in English, mathematics and science.

Standards, as seen during inspection, are above national expectations in English, mathematics, design and technology and music in Year 2, and in English, mathematics, design and technology, music and physical education in Year 6. They are in line with national expectations by Year 6 in all other subjects, except in art and design where they are below the nationally expected standards. Overall, pupils achieve satisfactorily across the school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages have very positive attitudes towards their school and are enthusiastic learners. They display interest in all the school's activities and are responsive and co-operative.
Behaviour, in and out of classrooms	All pupils behave very well in lessons and around the school. They follow school rules and are polite, courteous and friendly.
Personal development and relationships	Very good relationships are enjoyed throughout the school. The pupils care for each other very well and act maturely for their ages. They are very keen to take on responsibilities in a variety of ways. Over-directed teaching sometimes limits pupils' opportunities to learn independently
Attendance	Well above the national average. Pupils are punctual for their lessons. Sessions start in a calm and business-like atmosphere.

## TEACHING AND LEARNING

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

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

Teaching in reception classes is good, overall, and sometimes excellent; for example, in promoting children's knowledge and understanding of the world.

Strengths in teaching are in the teaching of music which is taught by a specialist and in the teaching of English, mathematics, science, and design and technology. This is often because of the teacher's very good subject knowledge and enthusiasm. Links between lessons are particularly effective in science. Provision for, and the teaching of, more able and very able pupils are good. Support for pupils with special educational needs, especially those with formal statements of need, is very good. More could be done to support pupils who speak English as an additional language or are bilingual. Teaching assistants make a very strong contribution to pupils' learning, especially lower-attaining pupils. The management of pupils is very good across the school and teachers' expectations are high.

Areas which need further development are related to lessons which are very directed and do not allow enough time for pupils to share their own ideas, learn in a variety of ways or take responsibility for their own learning. Introductions to lessons are sometimes too long and are taken at too slow a pace. Learning objectives are not always sharp enough and teachers use a limited range of strategies to raise girls' attainment. Greater teaching guidance could also be given to parents when they help with lessons.

Strengths in pupils learning relate to their very good behaviour, positive attitudes and their ability to listen well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for Years 1 to 6 is relevant, broad and balanced and meets the needs of most pupils well, except in art and design. The curriculum for Foundation Stage children is also good and sometimes very good.
Provision for pupils with special educational needs	Very good. These pupils are identified early with suitable support given. Individual education plans are very good and written in consultation with class teachers, support staff, parents and the pupil.
Provision for pupils with English as an additional language	Unsatisfactory. The school's provision for pupils for whom English is an additional language requires auditing further. At present there is no funding for this group of pupils or specifically planned provision except for those who also have special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual development is excellent. Pupils' moral development is very well provided for through religious, personal and social education lessons. Provision for their social and cultural development, including multicultural understanding, is strong.
How well the school cares for its pupils	Very good and assessment information is used very well to guide curriculum planning. Procedures for assessing risks in the workplace and monitoring pupils' attendance are unsatisfactory.

The parents have very positive views of the school and are immensely proud of it and its achievements. Parents are significantly involved in the life of the school, assisting in the classroom, on visits and supporting the school financially.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership provided by the headteacher is excellent and she has an effective senior management team. Together they have a shared vision for school development.
How well the governors fulfil their responsibilities	Good. The governing body is making an increasingly important contribution to strategic planning and mainly fulfils its statutory duties well.
The school's evaluation of its performance	Very good. All aspects of the school are carefully monitored. All staff have regular appraisal sessions. Objectives and targets in the school development plan are specific and relevant.
The strategic use of resources	Good. The concerns over the budget, highlighted in the last inspection, have been addressed and the current deficit is on track to be removed. Specific grants are used well.

The school has a good match of well qualified teachers to the needs of the curriculum. Support staff are effective in supporting teachers and in ensuring the needs of pupils are met. The quality of learning resources is good and the accommodation is satisfactory. The school applied the principles of best value (comparing, challenging, competing and consulting), very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects children to work hard and achieve their best.</li> <li>• Behaviour in the school is good.</li> <li>• Their children like school.</li> <li>• Their children are making good progress.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The amount of homework given.</li> <li>• Working closely with parents.</li> <li>• Being kept well informed about their children's progress.</li> </ul>

The inspection team agrees with the parents positive views. However, the range of activities provided by the school is very wide and the amount and relevance of homework given, especially in Years 3 to 6, are good. Many opportunities are available for parents to help, support and communicate with the school. The information provided for parents is very good. Classes with mixed age groups are well managed.

## **PART B: COMMENTARY**

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

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

##### *Strengths*

- Children make good progress in reception classes.
- Standards are above national expectations by Year 6 in English, mathematics, design and technology, music and physical education.
- Pupils with special educational needs make good progress and achieve well.

##### *Weaknesses*

- Standards are below national expectations by Year 6 in art and design
- There is limited support for pupils who speak English as an additional language and their progress is less than it could be.

#### Foundation Stage

1. Many children are very young when they begin school, as all are admitted in September. Overall, attainment on entry is above average. By the time they begin in Year 1, the large majority achieve the Early Learning Goals, set for children of this age, in all areas of learning: personal, social and emotional development, literacy, mathematical, creative and physical development. About half exceed the Early Learning Goals in personal, social, emotional and literacy development and a substantial number exceed the mathematical Early Learning Goals and are working at National Curriculum, Year 1 work. Their knowledge and understanding of the world is well above average for children of this age.

#### Results and performance data

2. Results in Year 2 in 2002 in the National Curriculum tests were well above the national average in reading and writing, above the national average in mathematics and, in the teacher assessments, in line with the national average in science. The percentage of pupils reaching the higher level 3 was well above the national average in reading, writing and mathematics and above the national average in science. When compared with similar schools, results were above average in reading, well above average in writing, and in line with those of similar schools in mathematics. In the science teacher assessments, results were well below those of similar schools.
3. In Year 6, results, as based on the average points scored, were above the national average in English and mathematics and in line with the national average in science. The percentage of pupils reaching the higher level 5 was above the national average in English and mathematics and in line with the national average in science. When compared with similar schools, results, as based on the average points scored, were in line with the national average in English and mathematics and below those of similar schools in science. At the higher level, they were in line with similar schools in English and mathematics and below similar schools in science.
4. The boys' performance was higher than girls' in Year 2, in reading, writing and mathematics, and in Year 6 in English, mathematics and science. The school has identified these differences. When teaching, questions are targeted accordingly, to ensure that girls, who tend not to volunteer answers, are specifically asked questions.

#### Trends over time

5. In Year 2, standards in reading, writing and mathematics have been falling since 1998, but are still above the national average. This reflects the fact that national standards have been rising at the same time as the school has been admitting a larger proportion of pupils with special educational needs. In Year 6, the trend in the National Curriculum test results is broadly in line with the national trend. Standards improved in Year 6 from 1998 to 2000 in English, mathematics and science but dropped in these subjects in 2002. Both Year 6 classes, in 2002 and 2003, suffered from inconsistent staffing during their time in Years 3 to 6 often being taught by supply teachers, which was often beyond the school's control. Staffing is now stable. Whilst the 2002 test results lead one to conclude that the school may have been an underperforming school in the recent past, the present good quality of teaching, improved standards and strong leadership and management ensure that this is not the present situation.
6. In 2002, the school did not achieve its targets for pupils in Years 6, in either English or mathematics, because of difficulties with staffing, and also because of larger than expected number of pupils with special educational needs joining the class. A group of higher-attaining pupils also left after the targets had been set. The school has set lower targets for 2003, which are more realistic now that the school has a greater number of pupils with special educational needs.

### Inspection findings

7. Standards are above national expectations in English, mathematics, design and technology and music in Year 2, and in English, mathematics, design and technology, music and physical education in Year 6. For example, in English, in Year 6, pupils speak with confidence and clear expression. In design and technology, Year 2 pupils use simple tools and design methods, to make a wide range of well-made models. Music across the school is taken by a specialist and standards are above average as a result. Standards are in line with national expectations in science, geography, history and information and communication technology across the school, and in art and design in Year 2. Although there was too little evidence in art and design to judge overall standards across Years 3 to 6, the standard, by the time pupils leave the school, is below national expectations. All physical educational lessons observed in Years 1 and 2 during the week of the inspection were in swimming, where they were reaching above expected standards. There was too little evidence of other physical education activities to judge overall standards by Year 2. By Year 6, they are above national expectations.

### How well pupils achieve

8. Pupils achieve well in mathematics, science, design and technology, history, information and communication technology, music and physical education. For example, in science, pupils are encouraged to use scientific language, which helps them to improve their literacy skills. In design and technology the range of working instruments is wide and indicates that all pupils, including lower-attaining pupils and those with special educational needs, make clear gains in their knowledge and understanding and achieve success. In history, teachers use cross-curricular links well, and this contributes to the good progress and levels pupils achieve over time. In English, geography and information and communication technology across the school and in art and design by Year 2, pupils achieve at a satisfactory level. In art and design, in Years 3 to 6, pupils do not make the progress that they should.

9. The school has identified a large number of pupils as 'more able' and 'very able'. Their achievement covers a wide range of subjects, with those identified as very able reaching high standards in English, mathematics and science and the more able achieving well in one particular subject. Eight are identified as more able in practical subjects such as music and physical education. The school has a successful mentoring programme for the very able pupils with a teacher designated especially to support them, both academically and pastorally. Some are identified as potential underachievers and this programme ensures that they are encouraged and achieve well. Those identified as more able are also well supported and are interviewed termly and have the opportunity to voice their own concerns.
10. Pupils with special educational needs make good progress and achieve well when results are compared to their previous attainment. Early intervention ensures that their needs are met quickly and that they are set clear and achievable targets. This is reflected in teachers' planning which clearly identifies the needs of special educational needs pupils and ensures that most tasks are matched to the targets detailed in their individual education plans. Progress, in relation to their previous attainment, is good in all areas of the curriculum and frequently better when they receive focused support from teaching assistants and the special educational needs co-ordinator.
11. There is no additional support for pupils who speak English as an additional language and the school is not fully aware of all pupils who are bilingual. Pupils who speak English as an additional language, often do not participate fully in answering questions in class and their progress in using the English language is unsatisfactory. A number of the pupils who speak English as an additional language have been identified by the Local Educational Authority as also having special educational needs, and practice at speaking new vocabulary aloud, is all the more important. The school is aware of the need to support these pupils and at times encourages them to participate, such as in demonstrating to others in hymn practice. When this occurs their progress is good.

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

#### *Strengths*

- Pupils of all ages have very positive attitudes towards their school and are enthusiastic learners, enjoying their time there.
- All pupils behave very well in lessons and around the school.
- Levels of attendance are well above the national average and the pupils are punctual for their lessons.
- Very good relationships are enjoyed throughout the school, the pupils care for each other very well and act maturely for their ages.

#### *Weaknesses*

- Responses from pupils and their development of personal study skills are sometimes limited by over-directed teaching.

#### Pupils' attitudes to school

12. The pupils, including those with special educational needs and those who speak English as an additional language, have very good attitudes towards their school, their learning and work. This is an improvement since the last inspection. The parents confirm that their children want to come to school. From the time they join the school throughout all age groups, they have very positive attitudes to their work, settling well to their allotted tasks, concentrating well and enjoying what they do. All pupils care for each other and they are very keen to take on responsibilities, by representing their

peers on the school council, by acting as house captains or by raising money for charities they have nominated.

13. All pupils demonstrate a maturity that belies their years. They display interest in all the school's activities and are responsive to and co-operative with their peers and all members of staff.

#### Pupils' behaviour

14. Members of staff, parents and inspectors confirm that the standards of pupils' behaviour are very high. During the inspection, as they moved around the school and grounds, pupils behaved impeccably. They follow school rules and in the classroom, at play and at break-times, and when engaged in extra-curricular activities are polite, courteous and friendly. They form very orderly queues, wait their turn and open doors for others. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and the majority of pupils understand the impact of their behaviour on others. Pupils of all ethnic backgrounds are fully integrated into the life of the school and have good relationships with others. Pupils with special educational needs are also integrated fully into all aspects of school life. Their good attitudes and relationships and good behaviour contribute to their integration and good progress. In one-to-one support sessions their attitudes are frequently very good and they persevere well.
15. Pupils co-operate with members of the staff and one another very well. In Years 1 to 6 examples of this were seen when pupils worked very harmoniously in lessons, such as when they composed music and rhythm. Pupils are trustworthy and handle resources such as musical instruments, computer equipment and books very well and there were no instances of damage or graffiti seen during the inspection. No pupils have been excluded from the school during the reporting period.

#### Pupils' personal development and relationships

16. When pupils work in groups, they share their views and opinions well and they value each other's work. In lessons, pupils work very well in a variety of different group situations. They are very polite to one another and appreciate one another. Pupils are trustworthy; they are aware of right and wrong and comply with school and class rules. If any disruption arises, members of staff handle the incident very well and limit any possible effects. The pupils follow the excellent role models provided by all members of staff, are polite and courteous and have excellent relationships with everyone.
17. Many opportunities are provided for pupils to take initiative and accept personal responsibility. They willingly accept opportunities to help others, assist in preparing for lessons or tidying up afterwards. They are very willing to support one another and are enthusiastic members of the school council, where they are able to present ideas and concerns expressed by their peers and contribute to the organisation of the school and to school events. Pupils are also encouraged to undertake collections for a range of charities of their choice. During the inspection, however, few instances were seen when pupils were encouraged to take initiative for their own learning and in lessons the use of more directive teaching styles does limit both the active response expected from higher-attaining pupils and the opportunities for the pupils to develop their capacity for personal study. However, the wide use of homework and extra-curricular activities supports development of their study skills well.

## Attendance

18. The school has attendance levels that are well above the national average and in the reporting period for this inspection there was no reported unauthorised absence. The school has been very successful in encouraging parents to bring pupils to school on time and as a result, punctuality is very good. Registration sessions, taken at the start of morning and afternoon sessions, allow work to start in a calm and business-like atmosphere.

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

### **Teaching and learning**

#### *Strengths*

- The teaching of 'knowledge and understanding of the world' in reception classes is excellent.
- The management of pupils across the school is very good and ensures that learning takes place easily.
- Support for pupils with special educational needs, especially those with formal statements of need, is very good.

#### *Weaknesses*

- Many lessons are over directed.
- Introductions to lessons are often too long and taken at too low a pace.
- The learning objectives on teachers' lesson plans are not sharp enough.
- Insufficient support for pupils for whom English is an additional language.

## The quality of teaching

19. In nearly three-quarters of the lessons, teaching and learning are good or better and in over a quarter of lessons they are very good. There is no unsatisfactory teaching.
20. The management of pupils is very good across the school and teachers' expectations are high. As a result, pupils listen without interruption and learn from the teacher. In the reception classes teachers use a wide range of teaching and learning styles, appropriate to the lesson taught. For example, a morning and part of an afternoon were taken up with an experience of 'Going to China for the day'. Although mainly directed, the children gained an enormous degree of knowledge and understanding about travelling by plane and life in China through teacher-led role play. At other times, more formal lessons for literacy and activity sessions, where pupils have a larger degree of choice, provide for children's different learning styles.
21. However, in the rest of the school this variety is lacking and most lessons are very teacher directed. This prevents pupils from bringing their own knowledge to the lesson and taking more responsibility for their own learning. Teachers also use a limited range of strategies to raise girls' attainment. However, pupils listen very well and the teachers' own knowledge and understanding of subjects enable pupils to gain information and act upon what they are told. For example, in a lesson where pupils were being taught to write a letter to a newspaper from someone concerned about the closure of a school, the construction of their letters was very good. However, more pupils could have written with conviction if they had acted out the roles of different people in a group or with a partner first. In many lessons introductions are too long and pupils are expected to listen in silence to the teacher for an inappropriate length of time. Teachers usually plan well, and assessment is used to support this planning, but the



learning objectives in some lessons are too broad to be able to assess pupils' progress by the end of the lesson, against the objectives. Homework is mainly used well, but could be used more to support pupils who speak English as an additional language, or who are bilingual, in the development of language. Greater guidance on how to pose questions could be given to parents when they help with lessons, to make full use of their knowledge and expertise in promoting pupils' learning. However, guidance for parents, on health and safety matters, when assisting in class is excellent.

22. Strengths in teaching are in the teaching of music, which is taught by a specialist and is very good, and in the teaching of English, mathematics, science, and design and technology where teaching is good. For example, in music the quality of pupils' learning was very good in all lessons seen because of the teacher's very good subject knowledge, enthusiasm and very good classroom management skills. The frequent changes of activities to maintain and encourage pupils' interest and motivation, enable her to cover a great deal of ground in a short lesson. In science, the link between lessons is particularly effective and, as a result, pupils are clear about how to carry out an investigation well. In design and technology, when teaching is of the highest standard, lessons are lively, the pace is 'snappy', pupils work extremely hard and, as a result, their learning is excellent and all of them achieve considerable success.
23. Pupils with special educational needs are taught well and therefore make good progress. Teachers' planning clearly identifies the support and activities that these pupils will need to ensure they make progress. The quality of teaching by specialist staff, including trained teaching assistants, is very good. They provide invaluable support to pupils and make a positive contribution to their good achievements and the progress they make. Teaching assistants work closely with teachers and receive regular training from the special educational needs co-ordinator. They meet regularly to review the pupils' progress. In the best lessons, pupils with special educational needs work alongside other pupils in pairs, in groups and in similar ability groups. This promotes good progress and also helps develop their social skills and a caring attitude from other pupils. The support provided by the special needs co-ordinator, in one-to-one sessions for literacy and numeracy, is very good and ensures that targets set in individual education plans are met and pupils make satisfactory progress. Resources to support teaching and learning are inadequate and staff frequently have to provide resources, using their own initiative. However, the school's resources are used very well.
24. Teachers have not had training in teaching English as an additional language or in how to support bilingual pupils. The school has many more pupils who hear other language at home than is recorded. The experiences and knowledge that all these pupils bring to school is not therefore fully acknowledged and fostered. Greater opportunities are needed for both groups of pupils to use the new vocabulary they are learning, and for teachers to check that new English vocabulary is accurately understood.

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

### *Strengths*

- Provision for pupils' spiritual development is excellent.
- Provision for pupils' moral, social and cultural development is very good.
- The provision for pupils' personal, social and health education is very good.
- The contribution of the community to pupils' education is very good.
- The school has very good relationships with other schools and institutions.

### *Weaknesses*

- Records of pupils' work in art and design are not kept, so evidence that the curriculum is covered is unsatisfactory.
- The provision for pupils for whom English is an additional language, needs auditing and improving.

### The quality and range of opportunities for learning provided by the school for all pupils, including whether statutory requirements are met

25. Since the last inspection there has been significant improvement in the curriculum. There is now a good, relevant, broad and balanced curriculum that meets the needs of most pupils well. However, the provision for pupils who speak English as an additional language and who are bilingual requires auditing to ensure that their languages are fully valued, resources are improved and teachers provide for their language and literacy needs more effectively.
26. The curriculum for children under five is good and better than that found at the time of the last inspection. The provision is broad and balanced and the needs of all children, including those with special educational needs, are met very well.
27. The curriculum framework for Years 1 to 6 is good. The weaknesses identified at the time of the last inspection have been successfully addressed. Good medium-term plans identify what each class will study and ensure that work is not repeated for pupils who are in classes where there is more than one year group. In many foundation subjects, a good two-year cycle has been developed which meets the needs of pupils well. In geography and history for example, well-balanced programmes of study have been developed which ensure that all areas of learning are developed in sufficient depth. This has resulted in improved standards.
28. Schemes of work support all subjects. Many are being reviewed to ensure that the suggestions for teaching and learning are more relevant to pupils' needs. Teachers' planning is monitored by members of the senior management team and subject co-ordinators. Planning and monitoring is effective in ensuring that work becomes more demanding and standards are rising. However, whilst lessons are planned well, the learning objectives frequently lack focus.
29. The quality and range of learning opportunities are good in mathematics, information and communication technology, design and technology, history, music and physical education and satisfactory in all other subjects except art and design. Here learning objectives do not develop a wide range of art and design skills.
30. The provision for pupils with special educational needs is good. Despite the wide range of special educational needs in the school, support is organised to meet all pupils' needs, including those who are not on the special educational needs register, but are still causing concern. Specific support is provided for pupils with formal statements of

need and those who need a more specialised programme. Support is reviewed and times changed on a half-termly basis to ensure that pupils do not miss out on the same class lesson every time they are withdrawn.

31. Provision for the more able and very able pupils is very good. They are identified by class teachers and a teacher with specific responsibility for these pupils supports them well. In a mathematics lesson for more able pupils, the teacher's expectations were high, questioning was used well to guide and gauge pupils' understanding and pupils used their own initiative and strategies to solve hard problems systematically. As a result, Years 6 pupils were reaching the higher-than-expected level.
32. The provision for teaching literacy and numeracy skill is good. The school uses the national strategies well. The use of numeracy and literacy skills across the curriculum is also developing well. Literacy skills are used particularly effectively in geography and history where they are developed through fictional writing. For example, being a river on its journey to the sea and when writing a conversation between Henry VIII and one of his six wives. The opportunities for developing scientific skills through design and technology and geography are good.
33. Provision for extra-curricular activities is very good and includes academic as well as creative and physical activities. The provision is having a positive impact on pupils' involvement with the school and in their personal development. Every member of the teaching staff is involved in running clubs or organising visits. The wealth of information provided to pupils and parents results in clubs being over-subscribed. The large number of lunchtime and after school clubs is helping pupils to consolidate and learn new skills. For example, there are sporting clubs such as rounders, cricket, football and mini-rugby and a range of opportunities for pupils to learn musical instruments. Pupils have won certificates and trophies for their efforts in local tournaments and competitions. In addition, the curriculum provision is enhanced by educational visits to places of interest and museums. An effective residential visit to an outward-bound study centre, in the Isle of Wight, ensures that pupils are encouraged to participate in outdoor and adventurous activities as well as learn more about themselves and develop social skills.
34. The personal, social, health and citizenship curriculum is very good. The school policy for sex education, drug awareness and substance misuse is implemented effectively. Equality of opportunities and access to the curriculum are generally very good. All pupils are fully involved in all the school has to offer and this reflects the school's Christian ethos and commitment to including all pupils in its provision. More could be offered, however, with regard to language support for a small number of pupils who speak English as an additional language and a larger number who are bilingual. The school needs to make a full audit of the languages pupils' speak at home to ensure that the provision in school meets their needs and they are encouraged to use their other languages in school.
35. An effective school council is active in some decision-making and school improvement. For example, it recently proposed and had accepted, the provision of 'friendship benches' where pupils who are lonely or need someone to play with sit on the bench and other pupils involve them in their games or spend time talking with them.
36. The quality of links with the community are very good. There are excellent links with the Marist Sisters. The local parish and the church are an integral part of the life of the school and pupils' well-being. Local services are consistently involved with pupils' learning. Visitors to the school include, for example, artists, musicians, drama groups

and historians. In another example, the 'Roman Man' supports pupils' learning about invaders and settlers by bringing history to life. Pupils are treated to life as a Roman and their knowledge and understanding is developed well through drilling as Roman soldiers in the playground. There are very good links with other faiths and pupils visit the associated places of prayer and worship. The school has very good links with other schools and support agencies. The school is actively involved with its presentation for the Investors in People Award and is about to embark on the Healthy School's Programme.

How well the school provides for pupils' personal - including their spiritual, moral, social and cultural – development

37. Provision for pupils' spiritual development is excellent. The school has very strong links with the parish and the parish priest visits regularly. Religious education has a large amount of time allocated to it on the school timetable and assemblies are times of joyful singing and thoughtful prayer. Pupils take part in regular services throughout the year, such as Masses at the main Christian festivals and liturgies on special days, such as when the saint their class is named after is remembered. Prayers are said at the beginning and end of all sessions and grace is said before meals. The prayer life of the pupils is strong. This comes about through clear teaching, following a very carefully thought-through scheme where both well known prayers and how to pray one's own prayer are carefully taught at different ages. Considerable care has gone into this plan to ensure that pupils are taught at a level appropriate for their age, and they leave the school with a clear understanding of how to pray, and know by heart many well-known prayers and biddings. The school excellently reflects the foundation for which it was set up and provides pupils with a spiritual path to follow through life.
38. Provision for pupils' moral development is very good. Moral attitudes are particularly promoted through assemblies and the school's personal and social programme, including 'circle time' when pupils can share their ideas and concerns with the rest of the class. Pupils play games together in the playground, define their own rules and ensure that they are kept. They are fully aware of the procedures to follow if an incident of bullying should occur. The school's mission statement is short enough to be known by heart and focuses on team work and valuing others. The school patrol man is part of the school community and pupils have put him forward to win a certificate for caring for others. Pupils discuss environmental issues in lessons.
39. Provision for pupils' social development is very good. Many opportunities are given for pupils to take on responsibilities. Each class has a representative on the school council, Year 6 vote for a school captain and vice captain and they also have playground, cloakroom and wet playtime responsibilities and show visitors around the school. Pupils in all classes take it in turns to return registers to the office and this is particularly helpful to office staff, who make a point of learning the pupils' names and thereby get to know all the pupils in the school. The school also has a 'special friends' system for pupils new to the school. In each class there is a suggestions box, which enables pupils to initiate ideas. For example, pupils have made up new games. Year 6 pupils have started up clubs for pupils in Years 3 to 6, and raised money for many charities. The school council is responsible for deciding which charities to support and a wide range have been chosen at different times. A fund-raising week takes place and parents are also fully involved.

40. Provision for pupils' cultural development is very good. Although the provision is at present rather ad hoc, the school provides many opportunities for pupils to develop culturally. For example, a European week and book weeks have been enjoyed, a science week is planned for the end of the summer term and music has a high profile. The school makes regular visits to two places of worship for people of other faiths: the Swami Narayan Hindu temple at Neasdon and the local Islamic Mosque. The school has good links with these communities and enjoys the very informative visits that they make and the knowledge they gain; for example, about the Qur'an and Islamic prayer life. A Hindu artist has visited the school, as have a group with drums from across the world. Visiting theatre companies have also performed at the school. An Australian Aborigine taught pupils about his culture, music, and art and design, and an arctic explorer has told pupils about his experiences in the arctic. All visits were enjoyed and have been followed up well in lessons. Judaism is learned about; for example, when pupils learn about the Christian Easter story they also learn about its relationship to the Jewish Passover.

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

### *Strengths*

- Members of staff have very detailed knowledge of the needs and attributes of pupils.
- The school has very good arrangements for the welfare of pupils, for their educational, personal and social support and for monitoring and eliminating any oppressive behaviour.
- The school's procedures for monitoring and supporting the pupils' academic progress and personal development are very good.
- The school makes very good use of assessment information to guide planning.

### *Weaknesses*

- The arrangements for recording, coding and monitoring attendance are unsatisfactory.
- The school does not have sufficiently robust procedures for assessing risks or for controlling hazardous substances.

### The steps taken to ensure pupils' welfare, health and safety

41. All members of the staff show concern for the well-being of the pupils. The quality of information kept on each pupil is detailed and comprehensive and members of staff know the pupils and their medical and personal needs very well. The school is supported well by health professionals and other agencies.
42. The school's health and safety policy is detailed and indicates responsibilities for the implementation of checks and controls. The governors and members of staff take their responsibilities in this area seriously, undertaking regular checks for hazards on site. However, risk assessments of significant hazards are not always recorded and disseminated to staff concerned, including for example, the storage and use of hazardous substances. Assessments are undertaken of all school visits in accordance with local authority guidelines.
43. A significant number of members of staff are trained to administer first aid and provide very good cover for the school's activities on and off site. The school's procedures for the care and treatment of pupils are very good, despite the lack of a dedicated first aid room. Thorough precautions are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents.
44. The school's arrangements for child protection are very good. The policy and procedures follow the guidelines of the local committee for the protection of children, with the headteacher designated as the responsible person for child protection. Other members of staff are regularly trained to ensure they understand the school's

arrangements and procedures. The school monitors pupils very well, especially if there is any concern about their welfare. In line with local authority guidance, criminal records bureau checks are undertaken of staff, governors and will include, in the near future, all adult helpers.

45. The school's ethos, the high quality of teaching and the consistent use of positive behaviour strategies support the very high standards of behaviour seen throughout the school. The monitoring of behaviour is handled consistently well by the staff and this results in the absence of any oppressive behaviour. The school has very good procedures to encourage positive behaviour. Assemblies, class activities and circle time are used to reinforce good behaviour and the pupils devise their own class rules. Parents confirm that there are few incidents of bullying and that the school deals with any issues speedily and sensitively. All staff are involved in discussion and training on behaviour management to ensure that the standards of behaviour are maintained.
46. Children in the Foundation Stage are well cared for and have a safe outdoor play area. Provision for their personal, social and emotional development is very good.
47. The care and support of pupils with special educational needs are very good. The school works closely with external specialist agencies, as the need arises. Pupils with special educational needs are fully included in all activities.
48. The monitoring of attendance and punctuality by the school is unsatisfactory. The school has very good attendance figures and parents are very diligent in getting children to school on time. Members of the staff know the children and their families well and this enables them to monitor pupils' attendance and follow up any unauthorised absences or lateness. However, the school has instituted a manual register system that does not satisfy the legal requirements for the registration of attendance, although the school believes they are following the advice of the local education authority. Register marks are not always made in ink and the coding of absences is inconsistent. The system used does not allow the school to easily analyse attendance easily in order to monitor the attendance patterns of particular groups of pupils.
49. Although the school does not make calls home on the first day of any unreported absence, absences are followed up promptly to identify the reasons.

#### The effectiveness of the school's assessment and monitoring procedures

50. The school has very effective procedures for assessing pupils' attainment and progress in English, mathematics and science. Assessment procedures have improved considerably since the last inspection. A comprehensive database of regularly up-dated test results is the basis of the extensive assessment and record keeping system. Assessment information is effectively used to monitor the progress of year groups, class groups, gender groups and individual pupils. The information is used to organise pupils into groups in English, mathematics and science and to identify whole-school weaknesses in the teaching programmes.
51. The school makes very good use of the assessment information to provide guidance and support to individual class teachers and to provide appropriate whole-school, teacher and pupil targets. Target setting is clearly focused on raising standards. Class teachers also agree individual targets with pupils for English, mathematics and science, which are revised at least termly and discussed at parents' consultation meetings. Class teachers keep accurate and comprehensive records of pupils' attainment and progress in most subjects. They are aware of the needs of individuals and take account of them in their lesson planning. The whole-school monitoring

procedures for other subjects are satisfactory. Higher attaining pupils are given opportunities to join special classes or clubs at school or outside the school in most aspects of the National Curriculum. Those identified as 'more able' and 'very able' pupils receive extra help and support from the co-ordinator. A tracking system enables progress to be measured carefully and intervention strategies are employed when necessary, especially where underachievement might be a problem. The assessment co-ordinator and the teachers have spent time on checking the level of pupils' work against national expectations and have compiled a school portfolio of assessed work in core subjects which has been endorsed by the local education authority. There are plans to extend the use of the computer programs to access and manage assessment information.

52. The procedures for identifying and assessing pupils with special educational needs are very good. Pupils are identified early and this enables an intervention and support programme to start as soon as possible. Comprehensive records are developed to include progress against targets and levels achieved in formal and informal tests. Individual education plans are very good and written in consultation with class teachers, support staff, parents and the pupil. They are comprehensive in detail and reviewed regularly. Assessment records are linked well to class records and this ensures that individual education plans are specific and manageable. Pupils with special educational needs are identified and monitored from early in their school lives, however, there is no such system in place for those who speak English as an additional language.

#### The effectiveness of the school's educational and personal support and guidance in raising pupils' achievement

53. The procedures for monitoring and supporting pupils' personal development are very good. The teachers and support staff have very good knowledge of pupils' needs and they are working successfully in class to improve pupils' personal development.
54. Opportunities are given for pupils to develop independence as learners through individual music tuition, extra-curricular activities and class homework. However, too few opportunities are given for pupils to use their initiative in lessons.
55. The pupils are able to join in a very wide range of events in school as well as in the extra-curricular activities. There are many activities in school designed to contribute to pupils' personal development. The pupils in Year 6 are keenly anticipating their residential course on the Isle of Wight and these pupils confirm that they are prepared well for their transfers to secondary school.

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

#### *Strengths*

- The parents have very positive views of the school and are immensely proud of the school and its achievements.
- The parents enjoy very strong links with the school and appreciate the strong leadership of the headteacher and her approachability.
- Parents are significantly involvement in the life of the school, assisting in the classroom, on visits and supporting the school financially.

#### Parents and carers' views of the school

56. The parents' and carers' views of the school are very good. They are very proud of the school and their children's achievements. The parents confirm that their children make good progress and that they behave very well. The parents praised the high quality of care their children receive and the support that parents have received from the school.
57. The parents confirm that the school is welcoming, that it operates an 'open door policy' that works and that relationships between the school and parents have improved significantly. At their meeting, parents were confident that the school will respond quickly and positively to any suggestions or complaints. They also confirmed their confidence in the headteacher and senior management and their admiration for the dedication of the teaching staff.

#### The effectiveness of the school's links with parents and carers

58. The school invites parents to help and support the school, attend assemblies, performances, curriculum events, briefing meetings, parents' evenings and open afternoons. Parents are able to communicate with the school on a daily basis by seeing members of staff, or by arranging appointments. Any parents unable to visit school can communicate with teachers using their children's reading or homework diaries. The information provided for parents is very good. This includes monthly newsletters, day-to-day class and school information, workshops on curriculum matters, concerts and performances and social events. The parents confirm that the school handles the pupils' start at school in the reception classes very well; the parents greatly appreciate the careful introduction of these young children to the school. The parents have opportunities each term to discuss their children's progress with the teachers, and parents of pupils with special educational needs confirm that they are kept very well informed of their children's progress. The school contacts parents on concerns arising from attendance or timekeeping in writing and by telephone and follows up any unannounced absences.
59. There are regular opportunities for parents to meet teachers on an informal basis and staff are always available before and after school. The school has sent questionnaires to parents, with regard to whether their child speaks English as an additional language but has received limited information on this. However, many of the pupils also hear other languages at home, which is not known, acknowledged or fostered by the school. The relevant pupils are enthusiastic about the languages they hear at home and the knowledge they have; a few are fully bilingual and say they are able to switch happily between two languages.
60. The majority of parents in their questionnaires felt that they are well informed about their children's progress. Pupils' annual reports are detailed; they report on children's progress and abilities positively, but do not always describe how the children can make further progress. The reports demonstrate that teachers know their pupils and their progress very well. However, the reports do not show absences expressed as rates or percentages. Parents confirmed that they find all the information they receive helpful and informative.
61. The impact of parents' involvement on the work of the school and their contribution to learning, at school and at home, is good. Parents assist with school productions, end of term activities and sporting fixtures. They support other activities, assist on school visits and organise fund-raising and social events through the Parent's Association.



## HOW WELL IS THE SCHOOL LED AND MANAGED?

### *Strengths*

- The headteacher's leadership is excellent and ensures the very best educational direction for the school.
- The management of the school is very good.
- Monitoring and evaluation of the school's performance is very good.
- The principles of best value are applied very well.
- The strategy for appraisal and performance management is very good.
- The school's priorities for development are identified effectively.
- All staff are fully committed to the school and school improvement.
- The school financial planning is very good and supports school priorities well.

### *Weaknesses*

- The governing body is not effective in fulfilling some of its statutory duties.
- Some classrooms are cramped.
- The school occupies a variety of buildings that do not allow for access by the disabled.

### How effectively the headteacher and key staff lead and manage the school

62. Overall, the quality of the leadership and management of the school is very good. The leadership provided by the headteacher is excellent. She ensures clear educational direction for the school and has successfully established clear aims, objectives and values which have brought about considerable improvement since the last inspection.
63. The headteacher has worked extremely hard to establish a stable, staff team committed to the school's caring, Christian ethos and to school improvement. An effective senior management team has been formed which includes the two assistant headteachers. They have complementary skills that are used well to support the headteacher in driving forward school improvements. Together they have a shared vision for school development that is evident in the daily life of the school and the effective way in which school priorities are addressed and staff are supported towards achieving them.
64. All staff have curriculum responsibilities which they carry out well. Many are now monitoring planning in their subject and taking the opportunity to sample pupils' work. Co-ordinators have worked hard to review and up-date the school's subject policies and introduce schemes of work. Whilst schemes of work are in place for all subjects, activities need reviewing to ensure that a range of teaching and learning styles is encouraged, with greater emphasis placed on pupils' participation and opportunities for them to work independently. The headteacher is co-ordinator for both art and design and religious education which, in a school of this size, is an unnecessary burden and is affecting standards in art and design.
65. The co-ordination of provision for pupils with special educational needs is managed very well by an experienced co-ordinator. She has worked extremely hard to develop and maintain the very good provision for these pupils. She leads by example and supports teachers and teaching assistants in class, as well as providing specialist support for individual pupils. She provides regular training and review sessions for all staff. She has built up a very good team of teaching assistants, who work well with pupils. Comprehensive records are kept of the pupils' work and progress and this enables their individual education plans to focus clearly on their needs. The special educational needs co-ordinator ensures that the provision in school complies with all legal requirements. However, in its report to parents, the governing body has only

included minimal information on the policy and provision and there is no statement on spending.

66. No member of staff has specific expertise to co-ordinate the support for pupils who speak English as an additional language and for bilingual pupils. The local education authority's advisor has assessed pupils who are known to speak English as an additional language, some of whom also have special educational needs, but there is no specific provision of resources for them. These pupils with special educational needs are supported in the same way as others who have special educational needs, and whilst there is a satisfactory range of resources in general, more resources are needed to support this group of pupils with special educational needs. This has been identified as a priority by the special needs co-ordinator. There are also very few specific resources for other pupils who speak English as an additional language or who are bilingual, such as bilingual dictionaries, books, tapes, pictures and posters.

#### How well the governing body fulfils its statutory responsibilities

67. The governing body fulfils their statutory duties with the exception of issues related to pupils' attendance, risk assessment and the governor's annual report to parents. It has not ensured that the marking of attendance registers meets statutory requirements or that the rates of pupils' attendance are shown in the school prospectus. Detailed risk assessments are not regularly carried out, nor the monitoring of controlled substances. In its report to parents, the governing body has only included minimal information on the policy and provision for special educational needs and there is no statement on spending in this area. As a governing body, it is good at helping shape the direction of the school, because members understand its strengths and weaknesses, and it is making an increasingly important contribution to strategic planning. It has supported the headteacher effectively in establishing a committed staff team and in ensuring that the school's direction for improvement is appropriate and carefully monitored.

#### How well the school monitors and evaluates its performance

68. The headteacher has been in post for three years and was appointed after the last inspection. Prior to that time, the school had experienced a period of considerable instability with standards dropping in many aspects of school life. This resulted in two acting headteacher appointments within one year. The local education authority was so concerned about standards in the school it placed the school on its intervention and support programme. The inspection of 1998, whilst judging leadership and management as good, identified weaknesses in teaching that were impacting on standards. Effective schemes of work were not in place for each subject and the provision in all areas of learning for children under five required improvement.
69. The headteacher has a clear understanding of the school's strengths and weaknesses. As a result of her efforts and a thorough evaluation of all aspects of the school, teaching and learning are now at least satisfactory and frequently good. Standards have also improved in most curriculum areas. However, there is still more to do to ensure that the quality of teaching is developed further through sharper lesson objectives in daily planning, so that attainment can be measured more accurately. There is also a need to ensure that lessons are more exciting with shorter lesson introductions and more opportunities for pupils to share ideas and take greater responsibility for their learning. Schemes of work are now in place for all subjects. The provision for children in reception classes has been improved and is now good.

70. Almost all aspects of the school are carefully monitored and evaluated. The information gained is used well to inform governors and to ensure that the school improvement initiatives are relevant and achievable. Objectives and targets in the school development plan are specific in meeting its priorities. Careful budgeting ensures that priorities are manageable and achievable.
71. Performance management is up-to-date. All staff, including teaching assistants, have regular appraisal sessions resulting in modified job profiles and an action plan for further development, in line with the school's improvement initiatives. The school's current evaluation of its performance shows that the next focus for development is to improve further teaching and learning to ensure that standards continue to rise and pupils of all ages are consistently challenged to achieve their best.

#### The extent to which the school makes the best strategic use of its resources

72. Educational priorities are supported well through very careful financial planning. The school is currently (2003 – 2004) carrying a deficit budget brought about by changes to the school roll which has affected staffing and resourcing over the last few years. The concerns over the budget, highlighted in the last inspection, have been addressed, however, and the current deficit is on track to be removed within the next two years. Specific grants are used well for their designated purposes. In addition, the school enhances its provision by financing additional support where there are specific needs, for example in literacy and numeracy, booster classes and catch up sessions. The school generally uses new technologies well. Whilst this is currently good, the school is waiting to move into its new buildings so that all classrooms and administrative areas are linked and on-line. The school has ensured that planning and funding is in place ready for this to happen. To carry out the work in the old building would not be cost effective and would reduce funding for equipping the new building.

#### The extent to which the principles of best value are applied to the school's use of resources

73. The school applies the principles of best value very well, despite the deficit budget. At the time of the last inspection the school was providing 'no more than satisfactory' value for money. Improvement since then has been considerable. The socio-economic circumstances of the school are very favourable and children's attainment on entry is above average. The cost per pupil is high, above the national average. However, the school currently provides good value for money and has the capacity to improve further. This is a considerable achievement.

#### The adequacy of staffing, accommodation and learning resources

74. There is a good match of staff and expertise to teach the National Curriculum. All staff are appropriately qualified. Procedures for the induction of staff new to the school are good and the school has good provision and support for pupils. Staff training is matched closely to school priorities and includes support and administrative staff. The school's teaching assistants are effective in supporting teachers and in ensuring the needs of pupils are met. Special educational needs support is very good because teaching assistants are involved in all aspects of learning for these pupils. This includes involvement in planning, monitoring and reviews and in attending regular meetings and training provided by the special educational needs co-ordinator.

75. All staff, including administrative and support staff, work well together. They are committed to the school and to improvement, and are a strength of the school. Throughout the school there is a strong team spirit which has been vital in meeting the challenges and changes needed to move the school forward.
76. The overall quality of learning resources across the curriculum is good. There are some minor deficiencies in geography and history, where there are not enough artefacts to support teaching and learning. Despite a satisfactory range of resources for special educational needs, further resources to support the wide range of pupils has been identified as a priority by the special needs co-ordinator. There are no specific resources for pupils who speak English as an additional language or who are bilingual.
77. The school's accommodation is satisfactory. Since the previous inspection the accommodation has been improved but in some areas it does not always allow teachers to teach effectively, as some classrooms are small and restrict practical work. Library provision is now good, as is the provision for information and communication technology. There is a large hall, two hard-surfaced playgrounds, a large playing field and an open-air, learners' swimming pool for physical education. The outside recreation spaces have been improved with the provision of a butterfly garden with benches and shaded areas. The school does not enable access for the disabled, due to the number and nature of the steps and stairs inside and outside the building.
78. The school has been well maintained internally and is kept clean and bright, but the structures and outside fabric, especially of the older part of the school building, demonstrate the school's need for a new building.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to maintain the good quality of education provided and continue to raise standards, the headteacher, governors and staff should:
1. Improve further the teaching and learning by:
    - ensuring that the learning objectives for a lesson are sharper in teachers' daily planning, so that the progress made by pupils of different levels of attainment can be measured more accurately; (paragraphs 22, 29, 30, 90, 134 and 145)
    - improving the pace of some lessons and widening the range of teaching and learning styles used, so that introductions to lessons are shorter, pupils are given more opportunities to share their ideas with each other, and thereby become less dependent on the teacher and are able to take greater responsibility for their own learning; (paragraphs 17, 21, 65, 70, 110, 129, 140 and 146)
    - raising the standards that girls attain to match the standard that boys attain. (paragraphs 4 and 21)
  2. Continue to raise standards in art and design by:
    - raising teachers' expectations and expertise;
    - ensuring that the work planned builds on previous skills as pupils move through the school;
    - ensuring that learning objectives for art and design lessons focus on improving art and design skills;
    - keeping good records of pupils' work so that the programmes of work can be seen to be covered, and teachers have examples of work at different levels to measure standards against. (paragraphs 7, 8, 30, 65, 127, 128 and 129)
  3. Make a full audit of the languages pupils hear and speak at home and then improve provision for these pupils, so that these languages are fully valued, resources are improved and teachers have a greater awareness of these pupils' language and literacy needs. (paragraphs 11, 22, 25, 26, 35, 53, 60, 67, 77 and 103)
  4. Ensure that the governing body meets its statutory obligations fully with regard to school procedures for:
    - recording and analysing attendance;
    - carrying out regular and detailed risk assessment;
    - monitoring the control of hazardous substances;
    - and including details about provision and spending for pupils with special educational needs in the governors' annual report to parents. (paragraphs 42, 48 and 67)

### Minor issues

- Improve resources for special educational needs pupils and widen the range of artefacts for geography and history. (paragraphs 76, 140, 138 and 146)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	29	20	0	0	0
Percentage	5	22	43	30	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	314
Number of full-time pupils known to be eligible for free school meals	4

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	34

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	16
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	24	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	21	21	22
	Total	38	39	40
Percentage of pupils at NC level 2 or above	School	88 (98)	91 (98)	93 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	21	22	21
	Total	38	40	39
Percentage of pupils at NC level 2 or above	School	88 (98)	93 (98)	91 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	19	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	26
	Girls	17	16	18
	Total	39	39	44
Percentage of pupils at NC level 4 or above	School	87 (95)	87 (90)	98 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	21
	Girls	15	15	14
	Total	34	37	35
Percentage of pupils at NC level 4 or above	School	76 (90)	82 (90)	78 (93)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	208	0	0
White – Irish	5	0	0
White – any other White background	22	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	66	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)	14.54
Number of pupils per qualified teacher	21.59
Average class size	26.16

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

Total number of education support staff	10
Total aggregate hours worked per week	138

*FTE means full-time equivalent*

### **Financial information**

Financial year	2002-2003
	£
Total income	731,479
Total expenditure	712,078
Expenditure per pupil	2,261
Balance brought forward from previous year	29,323
Balance carried forward to next year	35,372

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7.63
Number of teachers appointed to the school during the last two years	6.63

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

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	314
Number of questionnaires returned	114

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	46	2	0	0
My child is making good progress in school.	54	43	1	0	2
Behaviour in the school is good.	58	41	1	0	0
My child gets the right amount of work to do at home.	32	50	13	3	2
The teaching is good.	56	40	2	1	1
I am kept well informed about how my child is getting on.	34	54	8	3	2
I would feel comfortable about approaching the school with questions or a problem.	61	35	4	1	0
The school expects my child to work hard and achieve his or her best.	57	42	2	0	0
The school works closely with parents.	33	54	10	2	0
The school is well led and managed.	71	25	2	1	1
The school is helping my child become mature and responsible.	56	40	3	0	1
The school provides an interesting range of activities outside lessons.	22	49	15	5	9

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

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

#### *Strengths*

- Planning for the development of children's knowledge and understanding of the world and the implementation of this planning is excellent.
- Children's physical development is well above average.

#### *Weaknesses*

- There are a limited number of opportunities for children to write from choice through the day.

### **Introduction**

80. Children all start in the reception classes in September. Children who are five during the autumn term begin full time, and those who will have their fifth birthday during the spring or summer terms begin part-time until January. Older children are in one class and younger ones in the second class.
81. The two classes are spacious and well equipped. Both open onto a small enclosed playground area. The Foundation Stage co-ordinator has worked hard to develop this outdoor area and numbers painted on the ground and walls are used for number games, the garden area, including a sensory garden, where they grow flowers and vegetables, and a sand pit and 'Wendy house' are used for a range of other activities. The school hall and playing field provide further resources where these children can develop physically, climbing and balancing on equipment.
82. Overall, children's attainment on entry is above average. By the time pupils begin in Year 1, the large majority achieve the Early Learning Goals set for children of this age in all areas of learning: in their personal, literacy, mathematical, creative and physical development and in their knowledge and understanding of the world. About half exceed these goals in their personal and literacy development and a significant minority exceed them in their mathematics development, and are working at National Curriculum, Year 1 work. Their knowledge and understanding of the world is well above average for children of this age. The Foundation Stage curriculum is very well planned and the children are provided with relevant and imaginative experiences. All areas of learning are covered well. Teachers are preparing children's Foundation Stage Profiles well but the Foundation Stage Policy needs updating to match.
83. The quality of teaching is good, overall, and very good or excellent in some lessons. The teachers and teaching assistants work closely together and this team-work is particularly successful. Pupils with special educational needs are very well supported, especially those with formal statements of need. The co-ordinator's management of those with special educational needs is outstanding.

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

84. Children enter the reception classes with social, emotional and personal skills above the national expectations for their age. They are taught well and make good progress, so that, by the time they leave the reception classes, a large proportion of them exceed the Early Learning Goals for this aspect of their learning, with a small number working

at the Year 1 level. Many of them still need help, however, dressing and undressing for physical education lessons, especially swimming.

85. Religious education lessons promote the children's personal development well; for example, children think about their special friend, signs of new life and what a baby needs. Many opportunities also arise in the daily life of the classroom to promote children's personal, social and emotional development, such as working in groups, taking turns and adjusting to new situations. The teachers and support assistants use these opportunities well.

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

86. Children's attainment on entry is in line with national expectations, overall, in this area of learning, with many younger children achieving at average standards. Children make good progress and the majority achieve the Early Learning Goals, and a significant proportion exceed them and are working at the Year 1 level.
87. A new reading scheme has recently been introduced which children enjoy, finding books well matched to their different levels of attainment. Higher-attaining children talk about the pictures and story in books, predict what might happen next, responding well to the mood of the books. When reading the text confidently they use letter sounds very well to work out new words. Their home/school reading book contained useful diagnostic comments from the teacher and parent. Lower-attaining children use letter sounds to a lesser degree but have a basic sight vocabulary and enjoy telling stories in their own words.
88. They develop their knowledge of sounds to write words, for example, beginning or ending with 'ch'. Literacy is also developed well through, for example, their study of mini beasts. They enjoy sharing a Big Book, or books from a story sack, with the teacher and support assistants and looking at reference books of insects on their own or in groups. They write sentences, such as 'A Lad Bab has sics legs', spelling words phonetically on their own. More use of shared writing, where children write down what they know correctly and the teacher writes what the child does not know, could be used, however, to promote accurate writing which, those with a visual memory would find particularly useful. They make 'spinners' and write the words that the spinner makes on paper. In this activity, however, too much time is spent in cutting paper for literacy skills to develop satisfactorily. Whilst good opportunities are given the children to develop speaking, listening and reading skills, there are fewer opportunities available to develop writing skills. Overall, the teaching of this area of the curriculum is good.

### **Mathematical development**

89. Attainment on entry to reception is above national expectations, overall, with younger children achieving at average standards. Children make very good progress and almost all achieve the Early Learning Goals in this area of learning by the end of the year, and a substantial number exceed them. Many have been working at the Year 1 level for some time when they enter the Year 1 class in September.
90. In reception, children know that you have to start at ten if you are counting to 100 in tens. They enjoy practicing their mental maths skills and, for example, count backwards together, when waiting for something to happen. They enjoy timing themselves with a minute or two-minute glass. Children start from ten and count in tens to 100. They are beginning to recognise number patterns on a 100 square. Children have an understanding of heavier and lighter, longer and shorter and the

names of simple three-dimensional shapes. They understand simple repeated patterns and re-create these patterns in a variety of ways; for example, by printing with different coloured sponges, building towers out of coloured bricks or multi-link, using stencils and making mini-beasts out of play dough and then putting them side by side to show a repeated pattern. Work is very well organised to meet the needs of different children. Cross-curricular links are used to demonstrate ideas, for example, through art and information and communication technology. Teaching assistants support lower-attaining and statemented children well. However, the learning objectives in daily planning are not sharp and, as a result, children do not always follow instructions accurately and have to repeat activities unnecessarily before they succeed. Teaching of this aspect is satisfactory overall, and has some good features.

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

91. Children's knowledge and understanding of the world is not assessed on entry to the school but by the time they leave the reception classes they have had many worthwhile experiences and they achieve and often exceed the Early Learning Goals in this area of learning.
92. During the inspection, the reception classes joined together for a role-play activity on travelling to China. This included all the main features of arriving at an airport, boarding a plane; experiencing a flight, and a visit to a Chinese restaurant (with Chinese food eaten with chopsticks) and taking part in a Chinese festival (including a dragon dance and kite flying). This took a whole morning and was assessed in the first part of the afternoon. It was an excellent experience for the children, and the gains they made in knowledge and understanding of the world, were substantial. In the role-play area, children dress up in costumes from different countries. Dolls, representing babies of different ethnic backgrounds help to promote children's appreciation of cultural and ethnic differences.
93. When studying mini-beasts, children look through a computer-microscope and watch the movements of a ladybird. They know the name and features of a wide range of mini beasts, having looked for them in the grounds of the school. Children use computers to help them in literacy, numeracy and art. They can move icons and are beginning to use the keyboard. They use 'colour magic' to make Christmas pictures and pictures of nursery rhymes. They use 'my world' to learn about the life cycle of a frog, the summer season and shapes. Average-attaining children write a sentence independently under their pictures and higher-attaining children add words to the end of a line of nursery rhymes that they know and list words that sound the same. The range of software is basic and a wider range needs to be gradually built up. Children have also studied old and new toys gaining a sense of time and history.
94. Children know a range of Bible stories and learn about Christian festivals. They discuss what it feels like if things are shared, when one feels joyful, grateful or delighted; or not shared, when one feels unhappy, miserable or upset. They then discuss which sort of class they would prefer to belong to, a happy one or a sad one. Religious education lessons are linked to and follow up assemblies well and make a strong contribution to children's personal and social development. Visits have included one to Bird World and to Godstone Farm. These are enjoyed and followed up well. Through excellent teaching, children are offered a wide range of experiences and make considerable gains in their knowledge and understanding of the world in their reception year.

## **Physical development**

95. Attainment on entry is above national expectations, overall. Children make good progress and almost all achieve the Early Learning Goals in this area of learning by the end of the year.
96. In the classroom, children develop their fine motor skills through working with play dough, cutting and sticking and through using construction kits. Their progress in developing their fine motor skills is satisfactory. In the summer term, the children learn to swim in the school's open-air learners' pool. They enjoy a range of activities, gaining water confidence by jumping up and down, blowing bubbles in the water and by walking from one side of the pool to the other.
97. In the larger playground, the children develop their physical skills very well, reaching well above average standards. They jump from two feet to two feet successfully, throw and catch a bean bag in pairs, and throw tennis balls a good distance across the playground. They work in teams, following an obstacle course well, weaving in and out of cones. About two thirds of the children follow the course correctly and a third is improving, although not quite accurate, by the end of the activity: all have made gains in the control and co-ordination of their movements. Almost all children run with ease and the clear learning objectives of the lesson are met by most pupils. Teaching in this area of learning is very good and children make very good progress in developing their gross motor skills. Children are very attentive and keen to do as asked. They have excellent attitudes to learning in physical education.

## **Creative development**

98. Children's creative development is not assessed on entry to the school, but observations by class teachers show that this is an area that is not well developed. By the time they leave the reception classes, almost all achieve the Early Learning Goals in this area of learning and a significant minority exceed them.
99. Children's creative development is promoted well in various ways. Through mathematics activities (when they use play dough to make mini-beasts and print patterns), through role-play and through music. Children enjoy singing, clapping to the music and playing instruments when told. Children know the name of a variety of instruments from different countries and are able to repeat simple rhythmic patterns on them. They enjoy making up their own rhythmic patterns in groups and individually using pictures of insects as a 'score'. They achieve above the Early Learning Goals expected of children at the end of reception, in music. They develop early art skills 'painting' with wool and creating pictures using splatter painting techniques, wax resist and collage. They are beginning to look closely, for example, at a flower and draw what they see in chalk. They have made slippers and used papier mâché to create models. There is good teaching in this area of learning.

## ENGLISH

### *Strengths*

- Pupils' attitudes and behaviour in classes are good.
- Teaching and learning are good.

### *Weaknesses*

- Attainment in all years is lower than in many similar schools.
- The monitoring and evaluation of teaching and learning is not well developed.
- There is no literacy policy to cover cross-curricular planning for English.
- Library skills are not well developed.
- There is no formal assessment of speaking and listening.

100. Overall, standards in English in Year 2 and Year 6 are above national expectations and are similar to the previous inspection.

### National Curriculum test data

101. In the National Curriculum tests for pupils at the end of Year 2 in 2002, results were well above average. The difference between these results and the above average standards of this year's group is due to the greater number of pupils with special educational needs in this year's group and to the disruption caused by changes in teaching staff when this year's Year 2 were in Year 1. In the National Curriculum tests for 2002, Year 6 pupils' results were above the national averages. The boys' performance was higher than girls' in Year 2, in reading and writing, and it was also higher than girls' in Year 6 in English. The school has identified this and is encouraging girls to take a fuller part in answering questions in class, as this appears to be one of the contributory factors to their lower attainment.

### Inspection standards

102. Standards in speaking and listening in Year 2 are above national expectations. Nearly all the pupils are very good listeners and quickly understand and use new words and ideas. They are receptive and although they respond very well in question and answer sessions, offering well-considered and well-expressed ideas, they are often reluctant to initiate dialogue. All pupils are encouraged to contribute and what they say is valued. This especially encourages pupils with special educational needs to speak. However there is no specific support for pupils who speak English as an additional language. Progress overall is satisfactory.

103. Standards in Year 6 in speaking and listening are above national expectations. Year 6 pupils speak with confidence and clear expression. In a question and answer session discussing stereotypes in fiction, pupils spoke clearly and at length about the predictability of plot and the two-dimensional nature of characters. They select textual references to back up the points they make. When talking about their reading, higher-attaining pupils use a very good range of words, are fluent and engage with the listener. The school promotes speaking when it enters some pupils in public speaking competitions. In these situations pupils learn to use standard English in more formal ways. They compete well with other schools in the area.

104. Pupils make sound progress in reading in Years 1 and 2 and attain above average standards. This is due to the emphasis the school and parents put on acquiring reading skills. The reading records of pupils are kept well and are good evidence of the way in which pupils make sound progress through reading an appropriate range and

variety of books. Teachers and classroom assistants make sure that pupils are reading at levels that provide sound challenge for them. They regularly monitor reading and advise pupils to change books when they are ready to move on. In Year 2, pupils use their knowledge of the alphabet to search for information in reference books. However, they need to be reminded to use the index and not the list of contents as the quickest way to glean information.

105. Year 6 pupils make sound progress in reading and attain above average standards. The school has made good efforts in the past to improve the variety of books in the library and the pupil-book ratio is over twice the recommended figure. It is not complacent and has identified the need to develop the library further by increasing the range of non-fiction books. However, library skills are not well developed throughout the school because not enough time and effort is expended on this. Teachers use literacy hours well to improve the reading skills of all pupils. The use and development of reading in the other subjects is satisfactory. In geography and history, for example, pupils use a range of books to gather and select information. However, there is no whole school framework to ensure that this happens as part of a systematic and co-ordinated programme for the acquisition of literacy skills. The introduction of the Reading Passport scheme has been successful in providing a better level of challenge to pupils of all attainment in all years.
106. Pupils make satisfactory progress in their writing and attain above average standards in both Years 2 and 6. In Years 1 and 2 standards of writing, presentation and spelling are above average. This is due to solid teaching of these elements of English. Teachers' marking is effective in guiding the individual improvement of pupils. Higher-attaining pupils write with good length and accuracy. The promotion by teachers of character profiles, that pupils develop and then use to write their stories, is a good feature of the teaching and pupils use them well.
107. In Years 3 to 6, literacy lessons are used well to encourage writing in a good range of genre. Pupils write stories, newsletters, scripts, poems, sets of instructions and letters. Standards of spelling and presentation are high because teachers mark the pupils' work well, and they and learning assistants give pupils guidance as to how their work could be improved.
108. The school encourages pupils to develop ideas in extended writing in some subjects. However, there is no overall plan to make sure that pupils receive consistent challenge across the subjects such as history and science where different forms of writing are promoted. In some classes the use of journals or diaries is being encouraged. Where this happens, pupils write at length about things that interest them and develop a sense of being a writer. All pupils, including those with special educational needs, make satisfactory progress in Years 1 to 6.

#### Teaching and its impact on learning

109. The quality of teaching and learning is good in all years. Teaching assistants make a valuable contribution to learning particularly when they work with lower attaining pupils. Planning is secure. Teachers follow the literacy strategy well and lessons are well structured. This leads to good learning that builds on what has gone before. Teachers using the big books ask questions that probe understanding and advance learning successfully. The introductory sessions are often lively and this engages pupils' interest well, but when they are too long opportunities for a wider range of learning styles to be addressed are missed. The activities that often form the main part of the lesson are usually well suited to the ability levels of pupils though these sometimes lack



sufficient challenge to promote progress. The sessions that end lessons normally recap on what progress has been made, encouraging good learning attitudes by presenting pupils with the results of their work. Lessons are generally paced well and maintain pupils' interest, although occasionally timing is misjudged and the final summary session is too short to be helpful. Teachers have good subject knowledge that underpins the good quality feedback found in the advice that teachers give as they move around classes and in the guidance they give through marking. A recent development is target setting for pupils. Each pupil is set targets in discussion with the teacher. These are recorded in the front of pupils' books and are referred to as they work. It is too early to judge whether these are helping to raise standards.

110. Relationships are very good and this encourages the learning of pupils of all abilities as each pupil feels that the teacher values his or her input. Pupils' attitudes and behaviour are very good. They are very receptive listeners who sometimes listen too passively. They listen well to each other and respond well to their questions. They work well in pairs.
111. The introduction of the Reading Passport scheme is designed to improve progress in reading. In discussion, it was clear that a number of pupils are responding well to the challenge this scheme encourages, although the school will need to continue its efforts to make sure that all pupils and parents work together to ensure its success.
112. Although the teaching of writing in English lessons is good, opportunities to develop writing further are often missed, as there is no whole-school scheme of work for literacy that would guide the efforts of teachers in the different subjects to offer greater challenge for pupils.

#### Leadership and management

113. The leadership and management of English are good. The co-ordinator is a member of the senior management team and has a clear overview of issues relating to the delivery of English in the school. She has identified the need for time to be allocated to a systematic programme of classroom observations. These would be used to build up a secure picture of the main strengths in the teaching of literacy, as well as identifying areas for improvement.
114. Although standards are above national averages and teaching is good, comparisons with schools in similar circumstances show that improvements in raising standards further can be made. The improved challenge offered by the Reading Passport is one way in which the school has tackled this. The development of a whole school literacy scheme to provide more planned and challenging opportunities for speaking and listening, writing and reading in other subjects would be another way. A scheme for the assessment of speaking and listening is planned by the co-ordinator and this should make the teaching of speaking and listening more systematic and more challenging. The co-ordinator has also identified the development of library skills as another priority.

## **MATHEMATICS**

### *Strengths*

- Standards in Years 2 and 6 are above average.
- A small minority are working confidently at well above average levels in Year 6.
- Information and communication technology is used well in mathematics lessons.
- A range of interesting activities results in high levels of motivation.

115. Overall standards are above average and are similar to the previous inspection.

### National Curriculum Test Data

116. In 2002 the results of the National Curriculum tests in Year 2 and Year 6 were above the national average. They were in line with the results of similar schools in both year groups. These results were lower than in the previous three years because of the larger number of pupils in this group with special educational needs and because of inconsistent teaching, due to staff absences. The boys' performance was higher than the girls' in both Years 2 and 6. The school has identified this and is encouraging girls to take a fuller part in answering questions in class, as this appears to be one of the contributory factors to their lower attainment.

### Inspection standards

117. Year 2 pupils have made satisfactory progress from a generally above average level of attainment on entry and are on course to attain overall standards above those expected nationally by the end of Year 2. In Years 3 to 6, pupils make good progress and, by the time pupils leave the school in Year 6, their overall attainment in mathematics is similarly above expectations for their age. Although this is equivalent to the judgement made at the time of the last inspection, standards have improved broadly in line with national improvement trends in the subject.

118. The school has adopted and implemented the National Numeracy Strategy well. Under this scheme of work pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that, in both Years 1 and 2 and Years 3 to 6, pupils undertake a good variety of work on shape, space and measures and tackle a range of problems involving handling data and investigation during the course of the school year. Lesson observations confirm that pupils make good use of their numeracy skills in other subjects, such as science and information and communication technology. Information and communication technology is used particularly well in mathematics lessons across the school.

119. Most pupils in Year 1 calculate simple multiplication and addition sums mentally and higher-attaining pupils are adding and multiplying small numbers and coins without the need for physical support with coins or tokens. Most Year 2 pupils give number pairs to 20 quickly, accurately and confidently and therefore calculate number bonds to 200. A significant proportion count on or back in ten's from any given two- or three-digit number, which is above expectations for their age. They know and use halving as the inverse of doubling and are easily and quickly deriving halves of even numbers up to 100. Most pupils in Year 3 solve simple word problems involving division with a remainder and a significant proportion of Year 4 pupils are achieving above expectations in their understanding of angles and position. Pupils in both Year 5 and Year 6 are set into two ability groups. Higher-attaining pupils in Year 5 discuss the

chance of particular events in the future and place events on a probability scale, using the terms 'impossible', 'very likely', 'unlikely' and their attainment is above expectations for their age. In Year 6, similarly, a significant proportion of pupils are working at levels above national expectations for their age and a small minority at levels well-above national expectations. They demonstrate above-average mental arithmetic skills and, when solving a problem, are choosing, and justifying the use of, an appropriate and efficient method. They offer, for example, when asked what method they are going to use: 'systematic' and 'sequential', a level of attainment and confidence with number more usually expected of Y7 pupils.

### Teaching and its impact on learning

120. The quality of teaching and learning in lessons observed ranged from satisfactory to good in Years 1 and 2, and was good overall. It ranged from satisfactory to very good in Years 3 to 6, where it was good overall. Teachers provide a good variety of interesting activities which gain and maintain pupils' attention and result in a high level of motivation and good progress. They utilise a good range of strategies to motivate and interest pupils, follow the recommended numeracy lesson format and programmes of study closely, plan lessons well, provide a good range of resources and use praise and questioning well. Teachers also ensure pupils are paying appropriate attention, use correct mathematical vocabulary and provide good opportunities for pupils to explain their methods and to practise what they know by working together. They provide appropriate activities and support for the range of ages and differing levels of ability in their classes, challenging higher-attaining pupils appropriately and, in conjunction with learning support assistants, supporting and including pupils needing additional support very well. Pupils' attitudes and behaviour in mathematics lessons ranged from very good to satisfactory and were good overall in all years. The great majority of pupils enjoy and are enthusiastic about their mathematics work, especially the mental and oral 'warm-up' activities. They respond well to their teachers and work together well without the need for constant teacher-intervention, with the result that lessons are able to move at a good pace and the quality of learning is good and at times very good.

### Leadership and management

121. The subject is well led and managed. The school has implemented the National Numeracy Strategy well. Funding has been allocated appropriately to purchase additional resources to support the implementation of the numeracy curriculum and, as a result, resources for the subject have been improved significantly and are now satisfactory. The new co-ordinator is very enthusiastic and is developing a good overview of standards throughout the school. Individual mathematics targets are provided for pupils and effective 'maths booster classes' are held throughout the year. The setting of pupils in Years 5 and 6 provides good opportunities for more able pupils to make progress. The use of day-to-day assessment is good with, in the best cases, teachers amending their planned lessons in the light of progress during the previous lesson.

## SCIENCE

### *Strengths*

- The teaching of the subject is good. Teachers' subject knowledge is secure; planning is good; they ask probing questions; they have high expectations of the pupils and are prepared well for lessons.
- Teachers plan well for pupils of different levels of attainment.

### *Weaknesses*

- Too few opportunities are provided for pupils to demonstrate what they know and have learned.
- There are too few opportunities for the co-ordinator to monitor teaching and learning to ensure consistent good practice.

122. Overall, standards are in line with those expected for their age by the end of Years 2 and 6 and are similar, with improvement in some aspects, since the previous inspection.

### National Curriculum test data

123. Results in National Curriculum tests at the end of Year 6, compared with schools nationally, showed a drop from well above average in 2001 to in line with the national average in 2002. This was because of the lower number of pupils reaching the higher level 5 in 2002, as many had special educational needs. Boys' performance was higher than girls' in Year 6. Standards have been maintained and considerably improved in experimental and investigative science since the last inspection because of greater emphasis on teaching the important skills of scientific enquiry and termly assessment.

### Inspection standards

124. Standards in both Year 2 and Year 6 are in line with national expectations. No difference was observed between the standards of boys and girls. In Year 2, pupils learn about similarities and differences between themselves and others by looking at photographs. They classify photographs successfully using different criteria, for example, boys and girls, dark and light hair colour. Higher-attaining pupils measure sensibly and compare their height, hand span, arm span and foot size. They learn that pupils with different heights can have the same hand span, arm span or foot size. Pupils in Year 3 compare the results of plants given different liquids to grow, such as water, fizzy drinks, milk, oil and vinegar. They learn that the water is the best liquid but other liquids with water content in them can also help plants to grow best to a lesser extent. Higher-attaining pupils convert a bar graph into a table confidently. In Year 4, pupils plan and carry out a fair test to find how far the water will travel through a stem in a given time. They put a piece of celery and a white carnation in coloured water. They observe, measure and record their findings in a table at regular intervals. Pupils in Year 6, brainstorm and come up with a long list of creatures, such as snails, slugs, toads, butterflies, ladybirds, squirrels. They successfully devise and carry out a fair test to check their hypothesis of where these creatures may be found in the school grounds.

### Teaching and its impact on learning

125. The quality of teaching and learning is good throughout the school. Lessons are characterised by a lively approach, good planning and clear learning objectives. However, to improve teaching and learning further, and bring standards up to standard in English and mathematics, teachers should provide more opportunities for pupils to

show their knowledge and understanding during the lessons. Expectations of what pupils should achieve are generally high. Pupils are encouraged to use scientific language, which helps them to improve their literacy skills. Most teachers are confident in planning and teaching science. Lessons are well organised and a variety of methods and resources are used effectively. Teachers circulate around the groups giving them support and encouragement to do well. They ask probing questions to check understanding and to move learning further on. Pupils are managed well. Relationships between pupils are very good. Marking and assessment are used very effectively to help pupils improve their work and pupils are encouraged to assess their learning in lessons. The pace of lessons is usually brisk which maintains pupils' interest and increases their work rate. Sufficient time is given to enable pupils to complete set tasks. Pupils' learning, including the learning of pupils who have special educational needs, is now good, although progress across the school has only been satisfactory because of staffing difficulties and a previous lack of emphasis on investigative and enquiry methods. Pupils are generally enthusiastic and enjoy becoming very involved in practical activities. Most find the subject interesting and are able to talk about what they are doing in a sensible way. They handle material and equipment safely. When opportunities are given, pupils work well in collaborative tasks taking turns to make suggestions. They enjoy their lessons and take pride in their work.

### Leadership and management

126. The leadership and management of the subject are good. There are two co-ordinators, one for each key stage. They are knowledgeable and very enthusiastic. They work very well as a team. The subject co-ordinators offer good advice to teachers and monitor planning and pupils' work. There is a need for their roles to be further developed, to include monitoring of teaching and learning to help ensure consistent good practice. Resources for science are good. Information and communication technology, the school grounds and local environment are very effectively used to support teaching and learning. Year 6 pupils also benefit, by attending lessons at the local secondary school.

## **ART AND DESIGN**

### *Strengths*

- Links with other subjects are very good.

### *Weaknesses*

- Standards in Years 3 to 6.
- The expectations of pupils and expertise of teachers are not high enough.
- Curriculum planning does not focus sufficiently on teaching a progression of art and design skills.

### Standards

127. Standards were judged to be in line with national expectations at the last inspection. Art and design activities are 'blocked' through the year with design and technology activities, a half-term of art followed by a half term of design and technology. During the inspection, most years were undertaking design and technology activities and it was possible only to observe one art and design lesson in Years 3 to 6. This provided insufficient evidence on which to make secure judgements on the standards of teaching and learning or on pupils' attitudes and behaviour in the subject. However, a survey of work undertaken during the current school year, a scrutiny of pupils' sketchbooks and the limited amount of work on display in classrooms and around the school shows that standards in the subject, whilst broadly in line with expectations by the age of seven, are below expectations by the end of Year 6. This is because a

limited range of work in a variety of media is planned and insufficient attention is paid in planning or teaching to the development of specific art and design skills. The school has chosen not to utilise the Qualification and Curriculum Authority's guidelines. Its own scheme of work provides insufficient guidance for teachers (some of whom are confident in the subject and some of whom are not), on the specific art and design skills to be developed within each activity. Most half-term activities are linked securely to topics in other subjects, largely history – and art activities suggested by the scheme of work include a Victorian costume collage, Tutankhamen's death mask, Greek vases, Roman mosaics, for example, and others are linked to geography or science topics. Whilst standards of art work produced in this way is broadly in line with expectations by the end of Year 2, attainment is below expectations by the end of the Year 6, because art and design skills are not sufficiently built upon from year to year. Pupils are making unsatisfactory progress in the subject as they move through the school.

128. Very little of the art work undertaken during the school year was available for scrutiny. During the school year, in Years 1 and 2, pupils make observational drawings of houses, draw an oil lamp for a science topic on light, make a reflection picture for symmetry in mathematics, make collages of an igloo for geography and undertake Christmas and Easter art work. In Years 3 to 6, pupils made Celtic shields, Roman mosaic patterns and Viking flags. Year 5 and 6 pupils make water collage pictures of a generally low standard and make observational drawings of the chimneys of Hampton Court during a field trip for history. During the inspection, pupils were making 'Aztec-style head-dresses' for a history topic on the Aztecs.

#### Leadership and management

129. Currently, there is no permanent co-ordinator for the subject and the headteacher is 'caretaking' the role. She has run two workshops for teachers but improvement since the last inspection has been unsatisfactory overall. She hopes to be able to employ a new teacher with expertise in the subject who will take on the co-ordination role in the near future and who will help to raise the profile of art and design in the school.

### **DESIGN AND TECHNOLOGY**

#### *Strengths*

- Standards in all years are higher than those expected of their age.
- The quality of pupils' finished products is good.
- Pupils learn well and have positive attitudes to the subject.
- Pupils achieve well and make good progress.
- Teaching is good.
- The leadership and management of the subject are very good.

#### *Weaknesses*

- Learning objectives frequently lack clear focus.
- Whole-class sessions last too long and take time away from group and individual work.
- There is limited evidence in pupils' books of the design process.

#### Inspection standards

130. Due to the school's timetable arrangements, it was not possible to observe teaching and learning in all classes. Standards in Year 2 are higher than those expected of

pupils of this age. Standards have improved since the last inspection when they were judged as broadly matching those expected nationally. Pupils use simple tools and design methods effectively to make a wide range of well-made models. They use design sheets competently to plan their work and understand the links with other subjects. For example, they know that their work on mechanisms and playground structures links to their work in science. Pupils confidently use a range of modelling techniques to construct room designs in cardboard boxes. The standard of their finished products is particularly high and shows a wide range of solutions to the same problem. This includes bedroom designs, kitchens, living rooms and even homes for cats, dogs and rabbits. Pupils take care over their work and the quality of presentation is good. When making moving models, pupils use commercial construction kits with confidence. Lower-attaining pupils achieve success constructing fairground rides with a number of linked gears and they explain clearly how their models work. Higher-attaining pupils meet the standards expected of them when they successfully solve how to make working models of playground equipment from art straws, pipe cleaners, card and thread. Their ability to work out how to join and form art straws into reliable structures is good. Their finished products reflect good observational skills and perseverance in meeting the design criteria.

131. Standards in Year 6 are higher than those expected of pupils of this age. Some very high standards are seen. Standards have improved significantly since the last inspection when they were judged to be lower than those expected nationally. By the end of Year 6, pupils' finished products show that they have made good progress in their knowledge and understanding of the design and making process. However, in some work, too many pupils end up with the same design solution and there is limited evidence of pupils thinking individually. For example, whilst their work on textiles, (making slippers) is higher than expected, most design solutions are 'slip-ons'. Pupils achieve better results in their work on musical instruments. The range of working instruments is wide and indicates that all pupils, including lower-attaining pupils and those with special educational needs, have made clear gains in their knowledge and understanding and achieved success. Further development in recording their design process is required as the standard of this work does not match the quality of the finished products.

### Teaching and learning

132. The quality of teaching in Years 1 and 2 is good. This is an improvement since the last inspection. Lessons are well planned, although the learning objectives frequently lack focus and in some planning it is just a context. Teachers use a range of questioning techniques well to explore pupils' thinking and to find out what they have remembered from previous lessons. However, too much time is spent on whole class sessions and this limits pupils' opportunities to work in groups and independently. Lessons are well matched to pupils' abilities. This ensures that all pupils, including those with special educational needs and those who speak English as an additional language, make good progress and achieve well. Praise and encouragement is used effectively. Teachers and other adults work well with groups and individuals. Their caring approach ensures that pupils have positive attitudes to their work, co-operate well and their learning is good.
133. The quality of teaching in Years 3 to 6 is good overall, and sometimes better. This is an improvement since the last inspection. Teachers have good subject knowledge, which is used effectively to develop pupils' knowledge, skills and understanding. Pupils make good progress and they achieve well. Where teaching is of the highest standard,

lessons are lively, the pace is snappy and pupils work extremely hard. Their learning is excellent and all of them achieve considerable success. The enthusiasm of their teachers and thorough knowledge of their classes and how they learn best, is used with considerable skill to ensure that pupils make the best possible progress and are challenged to the highest standards.

### Leadership and management

134. The subject is well led and managed by an enthusiastic co-ordinator. She has worked extremely hard to ensure that the weaknesses identified at the time of the last inspection have been rectified. The subject policy is recent and up-to-date and links well with the scheme of work. The management of the two-year cycle is effective in ensuring that pupils in mixed year group classes make good progress and do not repeat work already covered. Clear links with other subject areas have been made. The use of information and communication technology to support teaching and learning is encouraged and used appropriately in lessons. Her monitoring of pupils' work and teachers' planning is very good and has proved invaluable in recording progress over time, guiding colleagues and in evaluating standards. Resourcing in the subject is good.

## **GEOGRAPHY**

### *Strengths*

- Standards in Years 1 and 2 and Years 3 to 6 have improved since the last inspection.
- Very good links are made with other subjects.
- Pupils' attitudes and behaviour are good.
- The subject is soundly led and managed.

### *Weaknesses*

- Lesson objectives are not sharp enough to focus on what pupils should know, understand and achieve by the end of the lesson.
- The balance between teacher directed time and pupil activity is inappropriate. Insufficient opportunities are given for group and individual work and higher-attaining pupils are not consistently challenged.
- Marking does not set targets for improvement.

### Inspection standards

135. Standards in Year 2 are in line with those expected of pupils of this age. Standards have improved since the last inspection. The focus for work this term is 'journeys' based on the exploits of Barnaby Bear. Pupils are beginning to show an awareness of the world around them and are becoming familiar with places in the United Kingdom such as Woking, London and Edinburgh. They understand where they live and indicate on a map where London and Edinburgh are found. They understand that there are different ways to travel and are beginning to make secure judgements about the best form of transport for specific journeys, such as walking to the shops or going by train to get to Paris. Higher-attaining pupils clearly explain how London is linked to Paris and they use vocabulary well to describe how this link has been made. Pupils' observations and deduction skills are developed well when they describe the major landmarks, in photographs of Paris such as the Eiffel Tower. Lower-attaining pupils confidently use computer-generated programs to design a map of where they think Barnaby Bear will go in Paris. Pupils are beginning to develop their geographical skills by asking suitable questions about journeys and places and to express their views and opinions; for example, why some of them would choose to travel by aeroplane but others by car ferry to get to France. Pupils' recording skills are sound. All pupils, including those with



special educational needs, and those for whom English is not their first language, make satisfactory progress. However, at times, pupils' attainment is less than nationally expected when they have limited time for practical and investigative work because of long whole-class sessions.

136. Standards in Year 6 are in line with those expected of pupils of this age. This is an improvement since the last inspection when they were judged to be lower than the expected standard. In their work on identifying features on a coastline, pupils use resource books confidently to consolidate work done in whole class sessions. They respond well to teachers' questioning and demonstrate that they have understood how coastlines can be eroded by the sea. They accurately describe how arches become stacks and identify these features in photographs and drawings. The standard seen in work on rivers is of a higher quality because of the links that are made with other subjects. For example, the very good use of fictional writing to humanise the journey of a river shows clearly that pupils have understood the water cycle and the stages of a river. Investigative scientific skills are combined effectively with geographical skills when pupils filter water in their work on weather and climates. However, pupils' levels of attainment are adversely affected when teachers have not thought through the use of teaching aids. For example, using an A4 photograph which pupils at the back find difficult to see, when there is a working overhead projector in the room. This limits pupils' observation skills and their ability to understand what they are being taught.

### Teaching and learning

137. The quality of teaching in Years 1 and 2 is satisfactory. Teachers' planning is sound, although lesson objectives are not sharp enough to focus on what pupils should know, understand and achieve by the end of the lesson. Whilst all teachers work hard, the inappropriate balance between teacher-directed time and pupil activity is restricting the development of pupils' work and their learning. Although teachers use good questioning techniques and control their class well, whole-class sessions frequently last longer than 30 minutes. Lower-attaining pupils and those with special educational needs become lost because they have been unable to remember what they have to do. Better teaching ensures that pupils are asked to recapitulate on what they are going to do before starting written work. Overall, all pupils' learning is satisfactory and their achievement and progress are sound. This is an improvement since the last inspection.
138. The quality of teaching in Years 3 to 6 is satisfactory with some good teaching. The best teaching is characterised by thorough planning, with clear learning objectives reflected in the range of modified tasks to meet the needs of pupils of different abilities. Introductions to lessons are brisk and questions are searching, whilst encouraging those lacking confidence to try. Resources are distributed evenly so that all pupils have easy access to them. Short tasks, with review sessions, are planned to ensure pupils' observation and deduction skills are developing effectively. The pace in these lessons is good and pupils remain on task. As a result, their learning is good and all pupils, including those with special educational needs, achieve well and make good progress. However, not all teachers ensure pupils are effectively challenged. Tasks for higher-attaining pupils are sometimes too simple and lack opportunities for them to take responsibility for their learning and work independently. Occasionally not all pupils can see teaching aids during whole-class sessions and more artefacts are needed to support teaching and learning.
139. Teachers' marking is mostly up-to-date but frequently fails to show pupils how they can improve.

## Leadership and management

140. The subject is soundly led and managed. The enthusiastic co-ordinator has only recently taken on the responsibility. In a short period of time she has taken part in training, and monitored planning. The scheme of work is based on a commercial package and will be evaluated to ensure it meets the needs of the school and the pupils. The co-ordinator is trialling assessment of specific skills and is developing a suitable recording package. The monitoring of pupils' work will start in the autumn term when a full audit of resources is planned to take place. Whilst resources are satisfactory overall, there is a need to extend the range of resources to ensure all pupils have easy access to information books and that visual resources such as photographs and artefacts are easily seen by all pupils.

## **HISTORY**

### *Strengths*

- Standards have improved since the last inspection.
- Pupils' attitudes and behaviour are good.
- The use of cross-curricular links supports good learning.
- History is brought to life by educational visits and visitors to the school.
- The subject is well led and managed.

### *Weaknesses*

- Teachers' planning rarely identifies specific learning objectives.
- Higher-attaining pupils are not consistently challenged in all lessons.
- Whole-class sessions are frequently too long.
- Marking does not set targets for improvement.

## Inspection standards

141. Due to the school's timetable, it was not possible to observe lessons in Years 1 and 2. Judgements are therefore based on the analysis of pupils past and present work, assessment and tracking records and discussions with teachers. Evidence indicates that standards in Year 2 are similar to those expected of pupils of this age. This is an improvement since the last inspection.

142. Standards in Year 6 are in line with those expected of pupils of this age and similar to those found at the time of the last inspection. However, at that time pupils had below average attainment in historical skills and made unsatisfactory progress. This has improved and pupils now have sound historical skills and their progress is at least satisfactory and sometimes good. Pupils' historical skills and chronological understanding develops well when they research and produce timelines as part of their work on The Tudors. Higher-attaining pupils extend the range of their work by writing believable fictional stories and poems as if they were Henry VIII or Ann Boleyn. Lower-attaining pupils adopt a similar approach and attain levels in line with their abilities and sometimes slightly above. Historical interpretation is beginning to emerge but there is limited evidence in pupils' books, although this is better achieved in class discussions. In work on the Aztecs, pupils recall and explain who Moctezuma II and Quetzalcoatl were. Although they place the Aztec empire in Mexico they find difficulty in explaining what happened to Tenochtitlan and if it there today. However, they know how to find out and enjoy doing so. All pupils, including those with special educational needs, make good progress and achieve well. There is clear progression in their knowledge, skills and understanding. This is enhanced when they use art and design skills to make

Aztec ceremonial head-dresses and use computers to research historical periods or people.

### Teaching and learning

143. The quality of teaching and learning in Years 1 and 2 is satisfactory. However, daily planning rarely identifies specific learning objectives and this makes judging the pupils' progress towards achieving them difficult. In the scrutiny of work, pupils have responded well to teaching. In work on the Celts and Vikings pupils' learning is satisfactory, although the quality of some of their craftwork, making Celtic shields and Viking long-ships, is good. Teachers use cross-curricular links well and this supports good progress and achievement over time by all pupils, including those with special educational needs and those for whom English is not their first language.
144. The quality of teaching and learning in Years 3 to 6 is good and an improvement since the last inspection. Teachers have secure knowledge and understanding, which they use well to enthuse the pupils and provide generally stimulating lessons. However, as in Years 1 and 2, lesson objectives lack focus and this is reflected in group-activities where higher-attaining pupils are not consistently challenged to give of their best. They lack opportunities for working independently and taking responsibility for their learning. Where this is better, pupils study and draw artefacts well and then devise questions and answer that rely on speculation and interpretation. Research skills are further enhanced when pupils carry out in-depth research using the class computer. Similarly, pupils with special educational needs make good progress when working with higher-attaining pupils, plotting routes into an Aztec temple using the computer. In all lessons, pupils behave well and have positive attitudes. However, there is some lack of enthusiasm during long whole-class sessions, which can last for 30 minutes and more. Whilst praise and encouragement is frequently used, pupils are not told how they could improve further. All pupils including those with special educational needs and those for whom English is not their first language make good progress and generally achieve well.
145. Pupils' learning is enhanced with visits to historical sites and museums and by visitors to the school such as 'The Roman Man' who brings history to life by treating the pupils to practical experiences by encouraging them to be Romans. Teachers' marking is up-to-date but it is neither analytical nor informative.

### Leadership and management

146. The subject is well led and managed. The co-ordinator has worked hard to overcome the weaknesses identified at the time of the last inspection. Resources have been improved, but there are too few artefacts to support teaching and learning. The policy is up-to-date and the scheme of work forms a sound basis from which to develop further ideas for teaching. The co-ordinator monitors teachers' planning and pupils' work and ensures that formal and informal assessments are regularly carried out.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

### *Strengths*

- The scheme of work provides a good basis for the planning of lessons.

- All teachers have successfully completed recent training.
- Pupils demonstrate good attitudes to learning.

#### *Weaknesses*

- Although there are good procedures for the assessment, not all teachers are using them effectively.
- The school has no technical assistant.
- The monitoring and evaluation of teaching is not well developed.

#### Standards

147. Standards are in line with national expectations by the end of Year 2 and pupils, including those with special educational needs, make satisfactory progress. Pupils attain average standards when they model a set of instructions to control the movement of a robotic character on the computer screen. In art and design, they successfully model the style of artists, producing work that closely resembles the originals use of shape and colour. They are developing their research techniques making sound use of the Internet to find more out about the animals that populate the Arctic. Their desktop publishing skills are suitably advanced. They produce descriptions of Eskimos that combine text with graphics. Pupils create simple databases and display the information in charts. They make purposeful use of information and communication technology in a range of subjects including literacy, numeracy and art and design.
148. By the end of Year 6, standards are around national expectations. Pupils attain sound standards, working with spreadsheets in an exercise to calculate the perimeter of shapes. They learn to input simple formulae. Their grasp of the terminology associated with spreadsheets is sound. They demonstrate sound progress in developing desktop publishing skills when they produce posters that interestingly combine text and graphics to advertise the work of charities. They learn how to formulate simple questions to gain the information they seek from the Internet. They create simple databases and use graphs and charts well to communicate their findings. They write simple procedures to control the movement of a cursor around the computer screen. Overall, standards have improved since the previous inspection.

#### Teaching and its impact on learning

149. The quality of teaching is satisfactory across the school. Teachers have a sound grasp of the skills needed to teach information and communication technology. They have been recently trained under a national scheme and are competent. The scheme of work is followed well leading to purposeful lessons and learning that builds on what has gone before. Lessons are well planned and follow a clear pattern. Introductions clearly outline what is to be done; pupils are given plenty of time on tasks on the computers before a closing session that sums up what progress has been made and where learning will go next. Teachers' interventions and responses to pupils' questions draw usefully on established knowledge and challenge pupils to think through their difficulties. Lessons are well managed and no time is lost to learning through misbehaviour. Teachers give good support and encouragement to all pupils and this promotes good learning attitudes. Pupils enjoy their information and communication technology learning. They are curious and keen to explore the opportunities offered by the medium. All pupils, including those with special educational needs, make satisfactory progress.

#### Leadership and management

150. The subject is well led and managed. After a recent period of disruption the co-ordinator has brought stability to the management of the subject. She has secure subject knowledge and is actively improving teaching and learning through the introduction of a coherent scheme of work that ensures the progressive acquisition of skills and knowledge and understanding. It offers a good level of challenge to extend learning. The co-ordinator brings a good level of enthusiasm and commitment to the post and has a clear vision of what is needed to improve standards. She does not have enough time to monitor the teaching and learning in classes in order to identify more effectively areas of strength and weakness or to share good practice.

## MUSIC

### *Strengths*

- Standards are above average in Years 2 and 6.
- Very good teaching by a specialist.

### Standards

151. Three music lessons were observed during the inspection, one in Years 1 and 2 and two in Years 3 to 6. Further evidence of pupils' attainment in singing was obtained in the school assemblies and weekly key stage singing assemblies. Based on this evidence, pupils' attainment in music is above expectations by the age of seven and by the time pupils leave the school at 11. Pupils make good progress in music as they move through the school. This is due almost entirely to the very good quality of teaching by the music co-ordinator, who teaches the subject to all years from reception to Year 6, leads the singing assemblies and organises the school choir, who perform around the locality.
152. In the Year 2 lesson, pupils were playing untuned musical instruments, selecting and playing appropriate instruments to represent 'the beginning of a rainstorm', 'raining hard', 'a thunderstorm' and 'the end of the rainstorm'. They recognise and explore the ways sound can be used expressively, performing rhythmically simple parts, and combining several layers of sound with an awareness of the combined effect. In Years 3 to 6, pupils in Year 4 sing "I wan'na be like you" enthusiastically, tunefully and expressively, with clear diction and a good use of dynamics. They engage in a variety of musical activities that combine performing, composing, appraising and controlling sounds. While performing by ear, they maintain their own part with an awareness of how the different parts fit together and of the need to achieve an overall effect. Year 6 pupils, following a previous lesson when they listened to and compared and contrasted 'Mars, the Bringer of War' and 'Venus, the Bringer of Peace' from Gustav Holst's 'Planet Suite', recall that 'Mars' has five beats in a bar and that the usual meter is four beats. Several understand a treble clef goes at the beginning of music for a piano or flute, but not a bass instrument. Together, they write and compose a four-bar melody, suggesting notes and rhythms and demonstrating an above-average understanding of the symbols for a crotchet, a quaver, a treble clef, a rest, a semibreve and a minim. Attainment is above expectations for their age in all attainment targets for the subject. Standards have improved since the previous inspection.

### Teaching and its impact on learning

153. The quality of pupils' learning was very good in all lessons. Pupils' attitudes and behaviour ranged from satisfactory to very good, and were good overall. Pupils enjoy their music lessons and most respond very well to their teacher's instructions. The

quality of teaching in music lessons is very good throughout the school, due to the very good subject knowledge, enthusiasm and very good classroom management skills of the music teacher. She makes frequent changes to the activities to maintain and encourage pupils' interest and motivation and manages to cover a great deal of ground in her weekly thirty-minute lesson with each class. Pupils with special educational needs are well-supported and more able pupils are suitably challenged.

### Leadership and management

154. A good range of school musical performances and celebrations are held annually both within the school and in the community. At present there is limited use of information and communication technology in the subject. Resources for the subject are good and are utilised very well. Music has a high profile in the school and is characterised by very good teaching throughout, leading to high levels of enthusiasm. It is enriched with a good range of specialist peripatetic teaching.

## **PHYSICAL EDUCATION**

### *Strengths*

- Teaching and learning in Years 3 to 6 are good. Teachers have secure knowledge and plan well.
- Lessons start promptly because equipment is laid out prior to the lesson.
- There is a good range of extra-curricular activities.
- There is good provision for swimming in Years 1 and 2.
- Pupils have good attitudes and their behaviour is good.

### Standards

155. At the time of the last inspection, no judgements were made in Years 1 and 2, as not enough lessons were observed, and standards were in line with the national expectations in Years 3 to 6. During the inspection week, no physical education lessons other than swimming were seen in Years 1 and 2, so no overall judgement on attainment, by the end of Year 2, can be given. However, in swimming, pupils' attainment in Year 2 is above average and in Year 3 it is in line with that nationally expected. Overall, attainment in physical education, by the end of Year 6, is above that nationally expected. Both the range of extra-curricular activities and standards have improved since the last inspection.

### Teaching and its impact on learning

156. Pupils make good progress in their learning and in the development of their skills as a result of good planning and teaching.
157. Pupils participate well in all lessons with enthusiasm. They listen well to their teachers and show respect for the rules and collaborate well with other team members. Pupils participate happily with others of differing attainment, gender or ethnicity. A strong feature of the provision is the way that pupils with special educational needs are included in all lessons. Support staff give them extra help, which means they play a full part in lessons and make similar progress to their classmates.
158. The quality of teaching and learning ranges from satisfactory to very good. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. The very good teaching has a noticeable effect on the standard of pupils' learning. The school makes good use of a specialist swimming instructor to ensure that pupils are taught effective techniques and

are challenged, to boost their confidence and improve their style and speed. All lessons begin with warm up activities, followed by an explanation of the objectives so pupils know what is expected of them. Clear explanations and careful demonstrations are followed by well-focused practice. For example, in a Year 6 lesson pupils had an opportunity to practise jumping in different ways, which helped them to jump further in length by developing take-off skills, using arms to aid flight. The teacher's teaching points were from her observations and she continually reminded pupils as they practised of the need to bend down and use arms to aid long jump. The impact of this was that pupils improved their skills throughout the lesson. Occasionally, national guidelines need to be adapted to the needs of particular groups of pupils to help them make progress.

159. The school participates in netball tournaments, rugby festivals, cross-country leagues and district sports regularly and pupils bring credit to their school. As a result of these experiences, pupils have a very good sense of fair play and respect for rules. Activities such as climbing, abseiling, archery, quad biking, fencing and initiative team building, which they experience on the annual residential visits, contribute very well to their physical, personal and social development.

#### Leadership and management

160. The subject is very well led and managed by an able co-ordinator. The co-ordinator is very knowledgeable and supports colleagues by monitoring planning, and by giving feedback and advice. Procedures for monitoring are satisfactory. Higher-attaining pupils are encouraged to join school and local teams. Many staff, including the co-ordinator, give generously of their time to organise a wide range of extra-curricular activities for all age groups. For example, table tennis, swimming, football, netball and cricket. Clubs for skipping, table tennis and summer sport were taking place during the inspection week.
161. Overall, the school's accommodation and learning resources support teaching and learning well. A good-sized hall, two playgrounds and a spacious field, along with an open-air learners' swimming pool provide pupils with ample room to work and practice their skills. The school benefits from the free equipment and coaching by the local teams. There are good resources for pupils' development in all areas of the subject.