

# INSPECTION REPORT

**PYRFORD CHURCH OF ENGLAND AIDED  
PRIMARY SCHOOL**

Pyrford, Nr Woking

LEA area: Surrey

Unique reference number: 131906

Headteacher: Mrs I Smith

Reporting inspector: Eileen Chadwick  
19115

Dates of inspection: 19 - 22 May 2003

Inspection number: 248868

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Coldharbour Road Pyrford Woking Surrey
Postcode:	GU22 8SP
Telephone number:	01932 342693
Fax number:	01932 355839
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Davey
Date of previous inspection:	N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19115	Eileen Chadwick	Registered inspector	Science Design and technology Educational inclusion	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9391	Norma Ball	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23054	Graham Johnson	Team inspector	History Music Physical education	How good are the curricular and other opportunities offered to pupils?
3588	Kuldip Rai	Team inspector	Mathematics Geography English as an additional language	
32153	Maureen Panichelli	Team inspector	Art and design Foundation stage Special educational needs	
32257	Richard Chalkley	Team inspector	English Information and communication technology	How well is the school led and managed?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large Voluntary Aided Church of England primary school, mainly serving the local parish of Wisley with Pyrford and also attracting pupils from further afield. There are 408 pupils, including the 59 full time pupils in Reception. A high number speak English as an additional language at around 12 per cent and, of these, nine percent are at early stages of learning English. Their first languages are mainly Urdu and Panjabi. There is an average proportion, 65 pupils, with special educational needs although the proportion with statements of need, 11 pupils, is above average. Pupils' difficulties are mainly for general learning, literacy or behavioural difficulties. A below average proportion of pupils, at two percent, is entitled to free school meals. Whilst pupils' overall attainment on entry is above average, it ranges from below to well above average. There have been a large number of staff changes in the last two years as nine new teachers have been appointed whilst eight have left. The school has experienced some difficulty in recruiting staff.

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

By the end of Year 6 pupils have achieved well and reach well above average standards in English and mathematics and very high standards in science, through good quality teaching in Years 3 to 6. Teaching quality is very good in Reception and this leads to children attaining high standards in reading, writing and mathematics. The strong Christian ethos supports pupils' personal and social development very well. The school has much to celebrate and managers have provided a clear direction for improving the school in many areas. However, they have not ensured that the quality of teaching and standards are good enough in Years 1 and 2. As a result of the unevenness in standards the school's effectiveness is satisfactory overall and it gives sound value for money.

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

- By the end of Year 6, pupils attain high standards in English and mathematics and very high standards in science. Standards are high in ICT through the school and in design and technology in Years 1 to 3.
- Children in Reception reach well above average standards in reading, writing and numeracy and in other areas of learning through consistently strong teaching.
- Pupils with special educational needs make good progress in Reception and in Years 3 to 6 through good quality teaching.
- Opportunities for problem solving in science are very well developed in Year 6. This enhances all pupils' thinking skills and creativity, including the most able.
- Provision for pupils' spiritual, moral, social and cultural development is very good and, as a result, pupils behave well, form very good relationships and take responsibility for some of their own learning.
- The very good links with the local community, including the Church, the Friends Of The School and business and industry enhance pupils' learning.

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

- Standards of work in English and science in many classes in Years 1 and 2 and national test and assessment results by Year 2.
- The quality of teaching which varies widely from excellent to unsatisfactory. It is unsatisfactory overall in Years 1 and 2 and has weaknesses in Year 5.
- Standards of writing, presentation and music through the school and pupils' progress in design and technology in Years 4 to 6.
- The provision for gifted and talented pupils.
- The co-ordination and management of Years 1 and 2, where there is not a clear direction for improvement or enough support for improving teaching.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school changed its status in September 1999 to voluntary aided and, as this is its first inspection since then, its progress cannot be measured against a previous inspection. New staff appointments, including the recent appointment of a new manager for Years 3 to 6, are having a positive impact on the good quality teaching often found in Years 3 to 6. The new co-ordinator for Years 3 to 6 sets a very good example of high quality teaching. Two years ago the headteacher also appointed new teaching staff to Reception and this has led to very successful provision for Reception children. However, the management of Years 1 and 2 is not effective and teaching quality varies too much, from very good to unsatisfactory. 2001 standards improved significantly for eleven-year olds in English and science. The headteacher has worked hard and effectively in building a good team spirit amongst staff and promoting the school in its new capacity as a voluntary aided school, despite the large number of staff changes. She is well supported by the governors. There are now signs that staffing is more stable and the school has recently won an Investors' in People Award for its emphasis on staff development and training. The school's capacity for improvement is good.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A*	A*	A	very high A*
Mathematics	A*	A*	A	A	well above average A
Science	A	A*	A*	A	above average B
					average C
					below average D
					well below average E

The results of end of Year 6 national tests last year were very high in English and science, in the top five per cent of all schools, and well above average in mathematics. Standards were well above those found in similar schools. The inspection findings are that Year 6 pupils reach well above average standards in English and mathematics and very high standards in science. Standards are slightly lower than 2002 results in English, due to a minority of pupils, who entered the school in the juniors with special educational needs or with English as an additional language, reaching lower standards. By Year 6, standards are well above average in ICT and above average in all other subjects, except music and physical education, which are average. There was insufficient evidence to make a judgement in geography. Pupils do not make enough progress in design and technology in Year 5. The targets set by the school for eleven-year olds are appropriately challenging and are being achieved. Pupils' overall achievement is good.

The results of end of Year 2 national tests last year showed standards were above the national average in reading, well above average in mathematics but average in writing and science. Standards had dropped significantly from the well above average standards in reading and writing in 2001. The inspection findings, supported by the early indications of the results for national tests in 2003, show standards are continuing to fall. Inspection shows that standards are average in reading, writing and science and above average in mathematics. Pupils are making unsatisfactory progress in both Years 1 and 2 in reading, writing, spelling and science because of weaknesses in teaching in most classes in Years 1 and 2. Pupils make slow progress in learning to spell and write neatly in Years 1 and 2. The system for pupils to read to adults in school is unsatisfactory. Progress in mathematics is satisfactory. Standards are well above average in ICT and design and technology and above average in all other subjects, except music and physical education, which are average. Pupils' overall achievement is



unsatisfactory. In Reception, children make very good progress and attain standards, which are well above those normally found for this age.

In Years 1 to 6 pupils do not always write well enough for a range of purposes in their subjects and their handwriting and presentation are sometimes untidy. Music provision has recently improved in Years 1 to 6 but standards are not rising fast enough given the high standards many pupils reach in their instrumental tuition in and out of school. Pupils with English as additional language, those with special educational needs and most higher attaining pupils make very good progress in Reception and good progress in Years 3 to 6 but their progress slows in Years 1 and 2. Throughout, the progress of gifted and talented pupils is inconsistent and, therefore, unsatisfactory. These pupils are not identified early enough and given consistent enrichment. The school has identified this already as an area for development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. Pupils are enthusiastic and inquisitive learners and keen to come to school. Their concentration and interest are very good when they are challenged. When teaching lacks challenge, they lose concentration.
Behaviour, in and out of classrooms	Good overall. Very good in Reception and Years 3 to 6, where pupils often work with minimum supervision. Satisfactory in Years 1 and 2.
Personal development and relationships	Relationships between pupils and with adults are very good and contribute to the happy climate for learning. Pupils are able to work very successfully together and make decisions for themselves.
Attendance	This is very good and well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Unsatisfactory	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.*

Lesson observations and examination of pupils' previous work shows overall, teaching is satisfactory with strengths in Reception and Years 3 to 6 but too much teaching is unsatisfactory in Years 1 and 2. Very good or good teaching is seen in all classes in Reception and in most classes in Years 3 to 6. The most consistently high quality teaching is seen throughout Reception where the children are given a very good start. Careful planning ensures children become enthusiastic learners at an early age and make very good progress in learning to read and write, acquiring numeracy, developing their inquisitiveness and their thirst for learning. The teaching of literacy is good overall in Years 3 to 6 but unsatisfactory in Years 1 and 2, because the teaching of both reading and writing lacks rigour. In numeracy, the quality of teaching is good overall in Years 3 to 6 and satisfactory in Years 1 and 2. Whilst teachers' expectations are often high, they are not uniformly high in Years 1 and 5 and too low throughout Year 2. Pupils in Years 1 and 5 do well when teaching is strong and there are many opportunities for them to learn at higher levels. Most of the unsatisfactory teaching, however, occurs in these year groups and in Year 2 where there are also weakness in lessons which are generally satisfactory. Teaching weaknesses are mainly due to lack of rigour in subject teaching, weaker class management of pupils and low expectations of what pupils can achieve.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in Reception, good in Years 3 to 6 but unsatisfactory in Years 1 and 2. Extra curricular opportunities are good overall.
Provision for pupils with special educational needs	Pupils are very well provided for when working with the specialist teacher and are often well catered for in lessons. However, in Years 1 and 2 class lessons, literacy teaching lacks rigour and limits their progress.
Provision for pupils with English as an additional language	Very good in Reception and good in Years 3 to 6 where there are many well organised opportunities for pupils to learn English through practical work in small groups. These opportunities in Years 1 and 2 are not well organised.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision for pupils' personal development is very good. There is very good overall provision for spiritual, moral, social development and cultural development. The close links with the Church, Friends of the School and outside agencies, such as business and industry, enhance this provision.
How well the school cares for its pupils	The school has good procedures for child protection and pupils are well cared for. Assessment procedures are satisfactory overall. However, there are weaknesses in identifying gifted pupils' needs and monitoring their progress.

The school's links with parents are effective and the school works hard to develop these.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides strong pastoral leadership and has a clear overall vision for improving the school. She has ensured there is strong leadership for Reception and Years 3 to 6. However, the unsatisfactory co-ordination of Years 1 and 2 limits the overall impact of otherwise good leadership. The deputy headteacher's and subject co-ordinators' roles are developing appropriately.
How well the governors fulfil their responsibilities	The governing body is effective and well led by a knowledgeable and hardworking chair. Governors have effective systems for monitoring much of the work of the school but this has not had enough impact in Years 1 and 2. Governors' close teamwork with the school enables school improvement.
The school's evaluation of its performance	Satisfactory. The headteacher, her senior managers and subject co-ordinators have carefully monitored teaching and standards and this has been effective in securing many improvements. However, the weaknesses in teaching in Years 1 and 2 have not been adequately identified and addressed by senior staff.
The strategic use of resources	The school sees the staff as the school's best resource and invests in staff training. However, this has not been effective for the more recently trained teachers in Year 2. The school's budget is managed efficiently and specific grants are used appropriately.

Careful consideration is given to major planning and spending decisions to ensure best value. The current teaching staff are mainly well deployed, except there is not enough high quality teaching in Years 1 and 2. Resources are satisfactory. Improvements in ICT facilities have led to very good standards. Accommodation is good overall although the Year 2 classes are a long way from the rest of the school.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The good quality teaching in most classes.</li> <li>• The pupils' good behaviour.</li> <li>• Children's good progress in Reception.</li> <li>• The school is helping children to become responsible.</li> <li>• The recent development of the school's environmental area for science work.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency of the teaching of reading and writing, especially for younger children.</li> <li>• The lack of progress some children are making in Years 1 and 5.</li> <li>• The way the school responds to their concerns.</li> <li>• Information about their children's progress.</li> </ul>

The inspection team agrees with parents' positive views. It also agrees that the overall standard of reading needs to improve by Year 2, reporting progress needs to be improved, especially in pupils' reading records and annual reports and pupils' progress is inconsistent. The school works hard at strengthening links with parents and responding to their concerns.

## **PART B: COMMENTARY**

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

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

1. By the time the pupils leave the school in Year 6, the achievement of most is good although their progress is erratic through the school because of wide differences in the quality of teaching. Pupils' progress is very good in Reception, unsatisfactory in Years 1 and 2 and good overall in Years 3 to 6.
2. Pupils' progress is consistently good or very good in Reception and in Year 6 across the two classes in each year and this raises pupils' attainment. Pupils' progress by Year 2 is unsatisfactory overall because of weaknesses in the teaching of literacy and science in Years 1 and 2. Pupils' progress is erratic in Years 1 and 5 between classes in the same year group. Whilst pupils make good overall progress in one Year 1 class, pupils' progress is only satisfactory with weaknesses, particularly in developing literacy skills, in the other class. In Year 5, pupils make very good progress in one class but barely satisfactory overall progress in the other class, with unsatisfactory progress in science and design and technology. In both of the weaker classes in Years 1 and 5, teachers' expectations are not always high enough for all pupils but especially for the large proportion of more capable pupils.
3. Children begin school with overall attainment that is above average. Nearly a half reaches above average standards for their age, including a significant minority who achieves higher standards. However, children's attainment is very wide ranging and a minority are below or well below average in their speaking and listening skills. This is mainly because nearly one fifth of the pupils in Reception speak English as an additional language and are not fully fluent in English. The school is quick to recognise that this masks these pupils' true potential and provides every opportunity for them to learn English.
4. Overall, very good progress in Reception leads to the children reaching well above average standards in all their areas of learning. However, children with summer term birthdays do not have as much full time education in school as those with birthdays which fall in the autumn and spring terms. This has an impact on the standards they reach, as children with summer birthdays rarely reach above average standards by the time they enter Year 1, despite the very good progress they make in Reception. The impact on the standards achieved can be seen from an analysis of the special educational needs register for Years 1 to 6. A half of all those pupils on the special educational needs register have summer term birthdays.
5. Standards cannot be compared directly for the current Year 2 pupils with those reached at the end of their Reception year as the school does not have this information. There have been complete changes of teaching staff in Reception since the current Year 2 pupils were in Reception. However, children's assessment made on entry to Reception indicates standards should be far higher than the standards being reached by the end of Year 2.
6. In the 2002 national tests and assessments for Year 2, standards were average compared with similar schools in reading, well below average in writing and above average in mathematics and below average in science. The large differences between subjects occurred mainly because too few pupils achieved Level 3 compared with pupils in similar schools in reading, writing and science. The school's provisional results for the national tests for the current Year 2 indicate a continuing drop in standards, including in reading and mathematics. The standards observed during the inspection for Year 2 show standards in reading, writing and science to be only average and above average in mathematics.
7. In Years 1 and 2, pupils are significantly underachieving because the skills of reading are not being taught adequately, either during the literacy hour or through a structured and very regular programme for hearing pupils read. In Years 1 and 2, pupils are not systematically learning the

skills in writing and spelling, as these are rarely rigorously taught. Higher attaining pupils' reading books are often too easy. In science, pupils underachieve through too few opportunities to learn at higher levels in Year 2 in any aspect of science. Most pupils' progress in reading, writing and science is unsatisfactory whilst that of the gifted pupils is poor. Pupils do not write for a wide enough range of purposes in their subjects and there is an over use of worksheets. Pupils' written work by Year 2 is poorly presented, spelling is weak and is limited in quantity. This results in pupils' unsatisfactory achievement in history, for example.

8. Assessments made by teachers for Year 2 pupils in 2002 were higher than tests in reading and writing but far lower in mathematics. Teachers' assessments for speaking and listening showed pupils' speaking and listening skills were below average for Year 2 pupils in 2002. The inspection finds that the current Year 2 pupils reach above average standards in speaking and listening. Evidence indicates assessment made by teachers in Year 2, in 2002, was not accurate and tests show expectations were not high enough in mathematics. Over the last three-year period, boys outperformed girls in reading, although there were no significant differences in writing and mathematics. No significant differences were observed during the inspection between the performance of boys and girls.
9. Inspection shows that the pupils' good overall progress in Years 3 to 6 is leading to high standards by Year 6 in English and mathematics and to very high standards in science. Pupils' progress in English and science is very good in Year 6 and is also very good in English in Year 3. By Year 6, in English, pupils reach well above average standards in speaking and listening and reading and above average standards in writing. However, in writing, in Years 3 to 6, pupils' handwriting is too often untidy and pupils do not always take enough care with their spelling. Pupils do not always write for a wide enough range of purposes, for example in history, although this is good in science by Year 6. Over a three-year period, boys out performed girls in English, mathematics and science. During the inspection no significant differences were observed between the standards reached by boys and girls.
10. Pupils' progress is good in ICT and art throughout the school and in design and technology in Years 1 and 2. Pupils' progress is mainly satisfactory in other subjects in Years 1 to 6, except in design and technology in Years 4 to 6 and in history in Years 1 and 2, where it is not good enough. Pupils' progress in designing begins to decline in Year 4 and is unsatisfactory in Year 5 because the teaching of both design and craft skills are unsatisfactory. In history in Years 1 and 2, pupils' limited writing is adversely affecting their progress. Although pupils are now making satisfactory progress in music, after a period of drift due to gaps in specialist teaching in music, standards are not high enough considering the high attainment of many pupils on entry to the school and in their instrumental lessons. Pupils' progress in music needs to be at least consistently good if standards are to be raised. There was insufficient evidence to make a judgement in geography in Year 6. Pupils' application of numeracy to their subjects is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils apply their ICT skills satisfactorily in Years 1 and 2 and well in Years 3 to 6.
11. Provision for children with English as an additional language and for those with special educational needs is very good in Reception and both these groups of pupils make very good progress through very good extra support and in their lessons in class. Their progress is good in Years 3 to 6 but unsatisfactory overall in Years 1 and 2. Throughout, pupils with special educational needs pupils make very good progress when working with the special educational needs co-ordinator but their needs are not met well enough in class lessons in Years 1 and 2 because of the lack of rigour in teaching the steps in reading and writing.
12. Higher attaining pupils make unsatisfactory progress in Years 1 and 2 and good overall progress in Reception and Years 3 to 6. In Years 1 and 2 there are few opportunities for pupils to learn at higher levels in English, science and music. In Years 3 to 6 higher attaining pupils make good progress overall except in Year 5, where there is a lack of challenge in one class. There is also a substantial proportion of gifted and talented pupils in this school, for example ten pupils in the current Year 5 have passed the World Class tests, with three gaining distinctions. Gifted pupils make unsatisfactory progress overall because they are not identified early enough and given

consistent enrichment, for example in mathematics, from the earliest days in Reception. Whilst there are some good opportunities in Year 6 in science and in Year 3, particularly in design and technology, provision is inconsistent within subjects and pupils' reading books are often far too easy. Talented pupils in music and sport are making unsatisfactory progress, as subject teaching does not have enough rigour.

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

13. Pupils like coming to school, they get on well with each other and with all staff and often show much enjoyment in learning. They usually concentrate well, love to share their ideas, especially in class discussions, and do so with confidence and imagination. When teaching is good or better, pupils have very good, and sometimes excellent, attitudes to learning and behave very well at all times. In a very good Year 6 history lesson, pupils showed they could successfully work in small teams, make joint decisions and skilfully independently research for information when using computers. In a very good Year 1 science lesson, pupils were very keen to learn about how plants grow, showing much inquisitiveness and taking much responsibility for planting their bean plants in the outside garden. Pupils work excellently when teaching is challenging and tasks have caught their imagination. However, when teaching has weaknesses, for example in Year 2 where class routines are not so well established, or in some Years 1 and 5 lessons when there is not enough challenge, pupils lose concentration and, very occasionally, misbehave.
14. Pupils often behave well in lessons and around the school. The vast majority of pupils listen attentively to the teacher and each other and are fully engrossed in their learning. During the inspection nearly two thirds of the lessons seen were characterised by good or better behaviour. Pupils have a very good understanding of how they are expected to behave and respond well to the guidance given by adults. The programme for personal, social and health education is very well used in the school to promote good behaviour and pupils' concern for others. At leisure they are lively and friendly and enjoy good-natured, energetic play. There are a few pupils whose behaviour can be challenging and these pupils are well managed by staff who show a sensitive approach to their needs, always careful to discuss with the pupils what went wrong, how the other person felt and how things can be put right. There have been no recent exclusions and no bullying or aggressive behaviour was seen during the inspection. Parents are pleased with the pupils' behaviour in the school. Pupils' good behaviour helps to create a good learning atmosphere in lessons and a happy and relaxed air during play.
15. The personal development of pupils and relationships in the school at all levels are very good. All adults know pupils well and show care and respect for the pupils. Pupils are kind and polite to each other both in class and in the playground. The School Council is very active and pupils have a clear understanding that their views and ideas are valued. When interviewed Year 6 pupils were able to give clear examples of how they felt their responsibilities contributed to the school and the need to think of others and help them. There is a well-established playground support system with each class organising playground friends to look after each other, whether in class or around the school where pupils undertake responsibilities with care and pride.
16. Attendance is very good and well above the national average. There are a few pupils who are taken by their families to meet relatives in other parts of the world and the school regrets that these pupils miss valuable time in school. Punctuality to school is overall good. The school works consistently to ensure that parents are aware of the need for regular and prompt attendance at school.

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

17. The overall quality of teaching is satisfactory, however it is inconsistent through the school. Teaching is very good overall in Reception, good overall in Years 3 to 6 but unsatisfactory in Years 1 and 2. Overall, 95 per cent of lessons were satisfactory or better, including nearly two thirds which was good. Of these, just over a quarter of lessons were very good or excellent. The wide variation in the quality of teaching, from excellent to unsatisfactory, reflects the differences in

teachers' expectations for the standards pupils can reach and their skills in providing enough subject challenge for the high and very high attaining pupils. Several new appointments to the teaching staff are having a significant impact on the good quality of teaching and learning found in Years 3 to 6. This includes the appointment of the new Key Stage 2 (Years 3 to 6) co-ordinator, who sets a very good example by the consistently high quality of her own teaching in Year 3. However, the recently trained teachers in Year 2, have not received adequate guidance for improving their teaching, especially in receiving support from staff whose own teaching sets a very good example.

18. Good and very good teaching is seen in all classes in Reception, in one class in Year 1 and in most classes in Key Stage 2. There is a high proportion of very good or excellent teaching in both classes in Reception, and in individual classes in Years 1, 3 and 5.. Some very good or excellent teaching was also observed in another Year 3 class and in both Years 4 and 6 classes, although it is not as consistent for all subjects. The consistently good or better teaching across both classes in Year 6 is raising pupils' attainment. However, the extremes of teaching are found in Year 5 where the quality of teaching in lessons observed ranged from excellent in one class to unsatisfactory in the other. A similar situation exists in Year 1 and the lack of consistently good teaching across each class in these years is causing too much variation in pupils' progress and preventing pupils having equal opportunities for learning.
19. In Reception, teaching and learning are very good. All lessons observed were at least good and a half were very good. There are many stimulating activities for the children to learn through talk, practical enquiry and play as well, as through focused whole class and group class teaching. The development of children's vocabulary, thinking, reading, writing, mathematical development and their personal and social skills receives high priority and occurs in a happy, safe, well organised and secure emotional climate for learning. Teachers often provide work that is very well matched to the children's ability. This is the result of very good assessment and recording procedures and the good use of assessment to plan relevant and well-matched work. All Reception staff work hard to ensure children enjoy learning and develop their inquisitiveness. Children are encouraged to be independent and, by the end of the Reception year, the literacy and numeracy strategies are fully in place.
20. Excellent lessons were seen in literacy in Year 5 and in design and technology in Year 3. In these lessons teachers' strong subject knowledge was apparent in the rigorous way in which they taught subject skills. Lessons inspired pupils and were relevant to their daily lives. Lessons enabled the pupils to learn in a variety of learning styles, including learning through exploration and problem solving as well as instruction and questioning. All groups of pupils learned rapidly because assessment was used very well to plan for the range of ability. Teachers provided very good opportunities for pupils to work in small teams to enable them to share ideas and learn from each other and gave time deadlines. In an excellent design and technology lesson in Year 3, the teacher rigorously taught the pupils how to evaluate and improve their design and technology end products (photo frames). The lesson was most successful in encouraging the pupils to develop their analytical thinking skills and to take responsibility for their work.
21. Pupils also did some excellent thinking in a very good science lesson in Year 6. There was an excellent balance between direct skills teaching, questioning and opportunities for the pupils to solve problems in small teams. The teacher's very good subject knowledge enabled her to put her high expectations into action and to rigorously teach problem solving and scientific knowledge. As a result, a significant proportion of pupils learned within the Key Stage 3 programme of study because they were suitably challenged, developing their capacity for both creative and logical thinking very well.
22. However, when lessons are unsatisfactory, subject teaching lacks rigour, organisation has weaknesses or expectations are not high enough and pupils mark time. This was seen in an unsatisfactory Year 1 literacy lesson where there was little teaching of reading through a text shared with the whole class and the teaching of writing skills was equally limited during class teaching time. During group work the pupils were asked to write a letter but there was little teaching of skills at this time. Class organisation had weaknesses when too many pupils queued



whilst waiting for the teacher to check their work, causing a loss in learning time and over-dependence on the teacher.

23. In Year 2, although teachers' subject knowledge is often good, teachers are not always effective in managing their classes and pupils do not always attend to the teacher. This was seen in a Year 2 physical education lesson when the teacher allowed the lesson to become too noisy and the pupils became over excited. In a Year 5 unsatisfactory geography lesson, pupils were insufficiently challenged during discussion and lost concentration. Although lesson planning was sound, the slow pace and low level of discussion led to a lack of interest and slightly

disruptive behaviour. Other lessons observed with these pupils were all satisfactory but had weaker elements relating to fundamental teaching weaknesses, for example the limited challenge for higher attaining pupils or a slowing of the lesson pace.

24. Evidence from examining pupils' work, observing lessons and hearing pupils read shows the teaching of English and the implementation of the National Literacy Strategy are satisfactory overall. However, they are unsatisfactory in Years 1 and 2 and good in Years 3 to 6. In Years 3 to 6, the good implementation of the strategy is raising attainment. Teachers' subject knowledge is often good. Strong subject knowledge underpinned very good lessons in Years 3 and 6 and in an excellent lesson in Year 5 where all pupils were challenged, including the very capable pupils. In Years 1 and 2 whilst most teachers have at least a satisfactory subject knowledge, teachers do not have consistently high enough expectations of pupils' work and behaviour. The skills of reading, writing and spelling are not rigorously taught during the literacy hour, apart from in one class. In these years there is not enough attention to listening to pupils regularly read and providing well matched reading books. Not enough time is spent on teaching handwriting through the school and some teachers do not set high enough expectations for the presentation of written work.
25. The teaching of mathematics and the implementation of the National Numeracy Strategy are satisfactory in Years 1 and 2 and good overall in Years 3 to 6, where lesson planning is often good and effectively put into practice. In Years 1 and 2, although good lesson planning is translated into rigorous learning opportunities in one Year 1 class, through very good teaching, teaching is only satisfactory overall in the other classes. Teachers' lesson planning is good but classes are sometimes too noisy and pupils do not settle down quickly because class management is not fully secure, causing a loss of learning time. In Years 6, teaching is consistently at least good in both classes, where there is a systematic challenge. However, very able pupils are inconsistently challenged in mathematics in other years in Years 3 to 5 and teachers sometimes have difficulties in meeting the very wide range of pupils' attainment in their mixed ability classes.
26. There is now a systematic programme for teachers to improve their subject knowledge and recent training in ICT has led to good teaching throughout the school. However, there are still some gaps in some teachers' subject knowledge, for example in the teaching of handwriting, investigative science, design and technology and the subject rigour that is needed for providing for gifted and talented pupils. Teachers' subject knowledge is generally at least satisfactory in other subjects. However, in music and physical education teachers' subject knowledge is no better than satisfactory. In an unsatisfactory lesson in music, the teacher did not build pupils' skills adequately over time and work was too abstract.
27. Throughout the school, teachers have good relationships with pupils and mainly manage their pupils well although this is not always successful in Years 1, 2 and 5. Planning is generally good and the lesson purpose is often shared with pupils and used to evaluate their learning. However, there is variation in how plans are implemented within the same year group.
28. The teaching and learning of pupils with special educational needs are very good in Reception and good in Years 3 to 6 but unsatisfactory overall in Year 1 to 2. Individual Education Plans have specific targets matched to needs, and the special educational needs co-ordinator provides

support on this. She works with teachers on planning appropriate activities to meet these targets and these are met successfully in class lessons in Years 3 to 6 but not in Years 1 and 2. Classroom assistants often teach groups of pupils, working closely with class teachers and the special educational needs co-ordinator. The special educational needs co-ordinator's own teaching is very good. She teaches pupils in small groups or individually when she is able to focus appropriately on their specific needs.

29. The teaching of pupils with English as an additional language is very good in Reception and good overall in Years 3 to 6. Pupils at the very early stage of English acquisition are provided with good specialist support by a bilingual instructor and are well supported by classroom assistants. When this support is available, its quality is good overall. For example, in a Year 2 history lesson, on Florence Nightingale and the Crimean War, the bilingual instructor supported a pupil effectively during the introductory part of the lesson, making effective use of his mother tongue and English. Later in the lesson, the instructor withdrew the pupil to work with him individually, enabling him to carry out the same work which other pupils were doing. When specialist support is not available, class teachers provide overall sound support, working hard to explain new ideas in a way that makes sense to all pupils. However, the school recognises that some teachers need more training.
30. Marking is inconsistent. Whilst some is very good, for example in Year 3, and encourages pupils and tells them how they can improve in ways they can understand, it does not give pupils enough information on how to improve their work. Homework is satisfactory although not always well enough matched in spelling and reading. The inspection team agrees with some parents that pupils' home school reading records are unsatisfactory. They do not report to parents how well pupils are learning, the standards they reach or targets for success.

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

31. The school offers a satisfactory curriculum overall although there are differences in the quality of provision across the school. The range of learning opportunities for Reception children and for pupils in Years 3 to 6 is good, but it is unsatisfactory for those in Years 1 and 2.
32. Children in Reception are offered good opportunities in all areas of their curriculum, so that they are well prepared for the next stage of their learning. The investigative activities they are offered, for example, are challenging and closely linked to the science curriculum for Year 1. Children receive a very good foundation in reading, writing and counting and develop positive attitudes towards all aspects of school life.
33. In Years 1 and 2 the school offers a broad curriculum but it is unsatisfactory because the quality of its provision in literacy and science has weaknesses. This not only leads to underachievement in literacy but also in other subjects. Pupils have an above average understanding in history, but these are not matched by the quality of their written work.
34. Pupils in Years 3 to 6 are offered a broad curriculum, which has strengths and weaknesses. In English, mathematics, and science pupils are offered a good curriculum which enables them to make good progress. However, writing is not always used well to support learning in other areas of the curriculum. In history and geography, pupils are sometimes set tasks that do not extend their knowledge or enable them to demonstrate what they really know and understand. There is a lack of balance in geography, as there are long intervals between blocks of learning, especially in Year 6 and this impedes the progressive acquisition of skills. ICT is used well to support learning across the curriculum, and pupils are encouraged to develop a good range of research skills using both computers and books. However, aspects of control technology curriculum are not provided for in as much depth. The curriculum for art is satisfactory although planning for teaching all the skills for design and technology is not systematic enough in Years 4 to 6. The music curriculum

is undergoing revision: it is strongly biased towards singing. However, it has weaknesses in composition and in opportunities for pupils to use tuned and untuned percussion.

35. While standards of presentation are generally good in mathematics and ICT there is insufficient insistence on high standards in handwriting. The time spent on teaching handwriting is low in some classes and teachers do consistently teach the same style.
36. Pupils learning English as an additional language have full access to the curriculum and priority is given to teaching them English so they can access the full curriculum. When they are withdrawn for specialist support, great care is taken to ensure that they do not miss any aspects of the curriculum.
37. Overall, the school offers a good range of extra-curricular activities. These are very good for Years 3 to 6 whilst opportunities for younger pupils are satisfactory. The very good opportunities for pupils in Years 3 to 6 include not only sports, but also gardening, performing arts, Bible club, country dancing, orchestra and recorders. These activities are open to all and many are well supported. The school makes fair decisions if clubs are over-subscribed. Those offered reflect the season and all teaching staff contribute to these activities. The school provides satisfactorily for competitive sport, and makes good use of day and residential visits to enhance the quality of pupils' learning. Visitors regularly contribute to the curriculum in history, religious education and music by sharing their experiences or expertise with the pupils. The school is an active participant in the SHINE (the local primary and secondary school partnership), through which schools share resources or pupils join others from schools nearby for learning experiences.
38. The school has established and is continuing to develop a very extensive range of links within the community. There are good links with industry and these have helped with staff training and ICT provision in the school, especially for computer control sensing equipment. Another firm sponsors the school's science week. The links with the local church are very good and representatives are well respected and valued in the school. The Church sponsors clubs and the school takes part in services and church events. A range of village and county initiatives in sport and culture also contribute to the academic and social development of the pupils. Pyrford School makes a regular contribution to the local flower show each year. Participation in the Shine Project is an important feature of the links established with the community and, in Safety Week, a number of local health and safety services, such as police and the fire service, work closely with the pupils to extend their awareness of health and safety issues.
39. The school has sound links with other local primary schools and well established links with the main secondary schools to which pupils transfer at the end of Year 6. The good relationships with staff in the secondary schools helps to ensure the smooth transition of pupils to the next stage of their education. The school is developing its subject links in science with the local secondary school. The school regards personal, social and health education as an important element in helping pupils to become mature and responsible young people and the provision is good. The programme is well structured to cover a range of important issues, such as the lesson seen in Year 3 where pupils considered the need to be aware of the harmful effects of the sun and how to protect their skin.
40. The school makes very good provision overall for the spiritual, moral, social and cultural development of its pupils. The school provides well for pupils' spiritual development and reflects closely the aims and tenets of its new denominational foundation. Daily acts of worship are well used to foster pupils' spiritual development and often link the teachings of Jesus with practical concerns for the welfare of others. For example, pupils develop understanding of pupils' lives in a Kenyan school. Role-play in assemblies and lessons is sometimes used to help pupils to empathise in other ways with those in different circumstances. Those in Year 3, for example, wrote movingly about the dilemma of separation suffered by evacuees. Music is regularly employed in assembly and dance lessons to evoke a particular mood or atmosphere, while its calming effect is sometimes used in classrooms to encourage reflection or concentration on practical activities. Pupils are aware of the strong spiritual dimension that often informs the thoughts of others. Good opportunities for private prayer and reflection are sometimes offered,

while visits to Guildford Cathedral or the Neasden Temple lead pupils to think deeply about the special atmosphere evoked in places of worship. There are good opportunities for spiritual development with subjects, for example in environmental science, for the pupils to experience and reflect on the wonder of nature.

41. Provision for pupils' moral development is very good. Pupils have a clear understanding of the differences between right and wrong and generally behave well. Pupils are taught to offer constructive criticism without giving offence, and to value the feelings and opinions of others. In dance and gymnastics lessons, for example, pupils are invited to evaluate constructively the performance of others, and those receiving criticism do so without embarrassment. Staff are prompt to react when minor misdemeanours occur; in one incident observed, the teacher dealt not just with antisocial behaviour but was quick to point out the moral implications of the offender's action on others. Pupils therefore become readily aware of the consequences of their actions, and this encourages good behaviour. Pupils are constantly encouraged to accept the moral imperative of helping others less fortunate than themselves, and the school supports many charities through its fund-raising activities, both here and abroad.

42. The school's provision for the social development of its pupils is equally very good. As they move through the school, pupils are assigned tasks that progressively carry greater responsibility. Those in Reception take simple messages, for example, while pupils between Years 3 and 6 regularly read stories or perform for younger ones. All Year 6 pupils are allocated tasks that contribute to the appearance of the school or the welfare of others. Older pupils are encouraged to work independently, perhaps by researching a topic either at school or at home, and their efforts are well supported by parents. In lessons, pupils co-operate well and can work in small teams when solving problems and making joint decisions in science and design and technology. They are generally courteous when waiting for others to speak, although in a minority of lessons proceedings are slowed by unsolicited whispering. Through its close links with church and community, pupils develop an awareness of the social plight of others and are well motivated to offer support. They are generally considerate in the use of their own property and that of others, and are taught to care for the school's resources
43. There is good provision for pupils' cultural development. In their history lessons, pupils are offered a wide range of relevant experiences of past cultures that enhance the quality of their learning. Their understanding of different contemporary cultures is further enriched through geography lessons, through their learning about the underdeveloped world in assemblies, and by residential and day visits closer to home. Notwithstanding its denominational status, the school makes good provision to learn of the practices and beliefs of other faith groups. Visits are arranged to different places of worship, while their representatives sometimes come to school to explain or share their beliefs with the pupils. Displays around the school help pupils to celebrate different cultures' heritage as well as the faiths of other cultures. Good opportunities are offered for pupils to experience the art and music of other cultures, while visiting groups sometimes offer drama and history workshops that bring to life the cultures of other times and places.

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

44. Matters of child protection are well managed and there is a good level of care provided for all pupils. The school is a caring community where pupils feel safe and confident. Pupils are well known to adults in the school and staff respond effectively to their individual needs. Although monitoring of pupils' personal development is not recorded systematically all staff have a good knowledge of the pupils in their care and of how they are developing. The monitoring of personal development is satisfactory. There are very good relationships between staff and pupils based on respect and kindness and this contributes to the standard of care for children.
45. No incidents of oppressive or unkind behaviour were seen during the inspection. The school regularly monitors and evaluates the school behaviour policy and reviews the sanctions and rewards applied to behaviour. This is effective in promoting the pupils generally good behaviour. Any incidents of poor behaviour are dealt with on an individual basis and pupils know and understand the behaviour code of the school. When problems do arise, staff spend time helping them to understand why their behaviour is not acceptable and how they can do better. The rewards and sanctions for behaviour are used to support pupils and to promote the positive learning environment found in most classes.
46. The school has good levels of attendance but continues to monitor attendance closely and follow up on any small issues. A current priority for the school is to improve the punctual arrival in the morning of children from a few families. Clear procedures have been established to promote good attendance and punctuality and the computerised registration system is well used by the school to highlight any attendance or punctuality problems.
47. Procedures for gathering and evaluating information about pupils' attainment are satisfactory. The school regularly assesses the performance of its pupils in English, mathematics and science and develops a clear understanding of their achievements in Reception and in Years 3 to 6. However, this is not as successful in Years 1 and 2. Teachers use this information well to guide their lesson planning in the Reception classes and in Years 3 to 6 but this is not used rigorously enough in most classes in Years 1 and 2. While teachers often have an understanding of ability

levels of their pupils, grouping them accurately for work in most lessons, they do not always appreciate just how well they can achieve and expect too little of them. The school's procedures for assessing the difficulties that some young pupils encounter when learning to read require improvement. Pupils' home/ school reading records are unsatisfactory; they do not enable pupils, parents and teachers to measure pupils' progress accurately and to target what they need to achieve.

48. The needs of those likely to experience learning difficulties are quickly identified in the Reception classes and assessment procedures for identifying those with learning difficulties are good overall. However, procedures for identifying the extent of higher attaining children's capabilities are not fully in place as some children are already capable of learning within the National Curriculum. The school has targeted improving the provision for very able pupils and realises its identification procedures for identifying both the gifted and talented need to be systematic from the earliest days in school. The school uses World Class tests to identify the strengths of its most able pupils, for example in mathematics and problem-solving.
49. Procedures for the assessment of pupils in subjects other than English, mathematics, science and ICT often require further development. The school has begun to use National Curriculum levels for assessment purposes, and this is a good initiative. However, this information is not yet used to thoroughly analyse pupils' progress and to plan for the range of attainment. In some cases, as in design and technology, some teachers need more subject training in order to fully interpret the National Curriculum levels.
50. Across the school, pupils are assigned personal writing targets, while those in Years 1 and 2 also have targets for improvement in reading, mathematics and science. However, there is little evidence that these are making an impact on the quality of teaching and learning. Much of the impetus for higher achievement among older pupils stems from very good relationships and from the high expectations teachers have for pupils to perform well. Pupils' results in national and school tests are analysed to determine trends and to identify the general areas where further improvement is needed, and this information has been used well to establish booster classes for those pupils in need of specific support.
51. The arrangements for the assessment of pupils supported by the bilingual instructor are good. Pupils' attainment is assessed regularly, both in English and mother tongue where appropriate, and records of their progress shared with class teachers. Recently the school has introduced action plans to support these pupils.
52. The assessment co-ordinator, in post for five years, has a sound understanding of the school's evaluation procedures and their use but is less certain about their impact in raising standards, including their impact on teachers' planning. This is an area in which the headteacher is not yet sufficiently involved. The school has an agreed marking policy. Standards of marking are inconsistent through the school and do not give the pupils clear targets for improvement.

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

53. Parents have positive views about many aspects of the school. The majority of parents appreciate that their children enjoy school and that they make good progress by the time they transfer to secondary school and say pupils are expected to work hard and to do their best in their work and in the way that they behave in school. Parents appreciate also that the school encourages pupils to become mature, sensible and responsible. The inspection supported the positive views of the parents. A number of parents said that they did not feel that the school was open and approachable and they were not at ease in raising concerns or asking questions about concerns. A significant minority did not feel well enough informed about the progress their children were making. They also thought that children's progress was too variable between different classes. Some parents were also unhappy about the amount of homework that was set. The findings of the inspection did recognise that although a great deal had been done to improve the links with parents, and also the range and flow of information between home and school, there

are areas which could still be improved, and the school are aware of this. The school is aware of ways in which the reporting of children's progress can be made clearer and more detailed. The provision of homework is satisfactory overall and, when interviewed, some pupils in Year 6 said they felt they had the right amount and homework was interesting and helpful.

54. The school is working effectively to continue to strengthen the good links with parents. There is a satisfactory range of information available. The Prospectus and Annual Report of Governors are clear and helpful documents giving parents a good understanding of the aims of the school and recent developments. In response to the wishes of some parents, a good range of newsletters from the school, governors and friends are now regularly available to parents providing a valuable and broad range of general information. An opportunity is provided each term for parents to meet staff and find out about the work to be covered in the school year and also about their children's progress. A commendable recent initiative has been the termly curriculum focused meetings. Attendance at these events provides parents with information about the literacy and numeracy strategies and how assessment is used in school. However, the pupils' home school reading records are unsatisfactory. They are too brief and do not give enough information on how reading is taught, the progression in reading books or their children's progress. The school has recently bought book marks which show parents how to help children at home with key skills. However, these do not show parents the progress in reading their children are making. This is what most concerns them. The pupils' annual reports for parents on their children's progress provide a helpful outline of the work that has been covered in the year. However, the reports for pupils from Years 1 to 6 are not clear in giving criteria for success in the National Curriculum or for measuring how well pupils have done in their work. Nor do they contain guidance on what pupils need to achieve. In Reception, reports are more specific and focus on what children know and can do.
55. The relationship between the school and parents of pupils with special educational needs is good. Parents are invited to meetings to discuss the review of Individual Education Plans and are kept informed of their children's progress on a regular basis. The dedicated special educational needs' governor is a classroom assistant in the school and she liaises with the special educational needs' co-ordinator and informs the governing body of all initiatives.
56. Parents provide good support to the school. A good number of parents help in school in classes and with practical tasks on a regular basis and many parents volunteer to help with the trips and outings from school that are arranged for pupils. An especially positive feature of the school is the Friends of Pyrford, a very active body raising considerable funds to help provide an extensive range of equipment and additional facilities for the school. New parents are given a good introduction to the school and there are sensible and satisfactory arrangements in place to involve parents who have limited English skills in their children's education. The support that parents provide with homework is good throughout all year groups. All classes have parents' notices well displayed to keep parents fully involved in day to day matters.
57. The school is aware that some parents do not yet feel comfortable approaching the school with problems and feel there is not a strong partnership between them and the school. This is a matter a great regret and concern to the school which recognises the wish of all parents to be fully involved and informed about school matters. The school is working to ensure that the wishes and needs of parents are fully considered. Where problems develop, the school is quick to make contact with parents and involve them in devising plans to help support pupils and resolve difficulties. Consultations with parents on key issues relating to the school do take place, good exchanges with class teachers at the end of the day and the positive approach of the headteacher are helping to make a stronger partnership with the parent body.

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

58. The overall quality of leadership and management is satisfactory. There are particular strengths in the leadership of the headteacher and the co-ordinator of Years 3 to 6 who, between them, provide good direction and a strong sense of purpose for the school's improvement. However, the co-ordinator for Years 1 and 2 is not as effective in setting sufficiently high standards in this key

stage. Standards in Years 1 and 2 partly reflect the inexperience of some teachers, but not enough has been done to monitor and support them or to implement strategies and procedures for maintaining and improving standards.



59. The headteacher provides strong pastoral leadership and has strengthened the links with the Church since her appointment three years ago, only one year after the school changed its status to a voluntary aided school. She has led the school through a period of many changes of teaching staff since her appointment, when most of the staff left for promotion or family reasons. During this time she has worked hard and successfully to promote a good team spirit amongst staff, to develop the senior management team and subject co-ordinators' management roles, in the context of many staff changes. She has worked closely with and been well supported by governors, including the able chair of governors. Their investment in staff development has been recognised by the recent award of " Investors in People".
60. The leadership team, led by the headteacher, is broadly based with clear roles and responsibilities shared between members that reflect the school's priorities and strategies. The deputy headteacher's role is clear and she provides good assistance in the day-to-day management of the school. The leadership team has considered the expertise and experience of teachers and planned for the best deployment of staff which, despite some continuing weaknesses, has been successful in Years 3 to 6. However, this is less so in Years 1 and 2 where, for example, newly qualified and inexperienced teachers have been appointed to classes and have not received the support and advice that they require. The importance attached to making good provision for pupils' special educational needs is reflected in the way this key role has been allocated to a senior member of staff.
61. The headteacher has a clear vision for improving the school and sees the empowering of staff to take an active part in self evaluation and improvement as crucial to her vision for an inclusive school, where equal opportunities for all is a reality. However, the weak leadership and management of Years 1 and 2, and the little amount of strong teaching in these years, mean that this vision is not being realised in these years. As a result, the overall provision and standards are in decline in Years 1 and 2. The headteacher needs to do more to ensure that the impact of monitoring teaching and provision in Years 1 and 2 is more effective, teachers are effectively supported and that some strong exemplary teaching is implemented in order to secure improvement.
62. The process of school improvement planning now involves staff and governors and takes the views of parents into account. There has been a large amount to do and the school improvement plan identifies relevant priorities, including the need to improve provision for gifted and talented pupils. Time scales, personnel and costs are all included in the school improvement plan. However, numerical targets for raising standards as success criteria are not shown on the plan which limits the plan as a tool for thorough self evaluation.
63. The headteacher has put a systematic programme of monitoring teaching in place and a suitable programme, with appropriate time scales for the development of subjects and subject co-ordinators' monitoring roles. The recent work on ICT is having a favourable impact on improving standards. The systematic monitoring of teaching is leading to much good teaching and learning in Years 3 to 6, although lesson observations and examining pupils' work shows there some long standing weaknesses in one year which need to be quickly addressed. The monitoring and support for teaching and learning have not been effective enough in Years 1 and 2. Performance management is in place and those subject co-ordinators who monitor teaching feed key subject priorities into performance management and improvement planning. However, not all senior staff involved in performance management are able to set the right example by their own teaching and identify key priorities for improving the quality of teaching in other teachers' classes, although this is effective in Years 3 to 6. Systems for self-evaluation have been put in place, with all teachers now setting class targets. Results of tests feed into this information well in Years 3 to 6. However, in Years 1 and 2, where there is less testing, this process is not as rigorous. The school analyses samples of pupils' written work but this is not sufficiently rigorous given the need to rapidly improve standards in Years 1 and 2 and pupils' writing in Years 3 to 6.
64. The governing body has an appropriate committee structure. It fulfils its statutory duties well and is well led by a strongly committed Chair of Governors. The governors are very supportive and much involved with the school. They have been influential in shaping its direction, for example,

through appointing staff with required expertise, by directing resources to appropriate priorities and in gaining a good understanding of the strengths and weaknesses of the school as a result of a planned programme for regular visits to classrooms. Many governors are aware of the strengths and weaknesses of the school and take an active part in working to improve them. Governors receive regular reports from the headteacher and other key staff such as subject leaders and are fully involved in the analysis of pupils' assessment data and overall school performance. They also have a suitable programme for monitoring teaching.

65. The management of the Foundation Stage is very good and year group planning promotes equality of access to the curriculum. The classroom assistants are well deployed and all staff work together to provide a high quality learning environment. The provision for pupils with special educational needs is also very well managed. The co-ordinator is very experienced and knowledgeable about present and future developments in the school. She has an overview of all Individual Education Plans and reviews targets on a termly basis. Her responsibilities include planning with teachers and working with classroom assistants. She undertakes a special educational needs audit each year and liaises with outside agencies. She is involved with statementing and attends annual reviews for these pupils. As the line manager for classroom assistants, she is involved in training and supporting them and this is effective.
66. The arrangements for the management of English as an additional language are satisfactory. The headteacher and the co-ordinator for English as an additional language, who have responsibility for its management, recognise that although the support provided by the bilingual instructor is good, some teachers would benefit from more skills training.
67. Financial planning is good. The recently appointed Bursar, who meets with the Chair of Finance each month, is skilled and knowledgeable and financial controls and monitoring are very secure. The current under spend is the result of a deliberate decision to ensure sufficient reserves in order to be able to maintain current staffing levels and for future building improvements. Members of the Finance Committee receive regular reports about the school's budget and are well informed about patterns of expenditure. All those involved apply the principles of 'Best Value'. The school evaluates its achievements regularly and the notion of challenging its practice is becoming part of its culture of improvement. Good value for money is sought from the school's spending by inviting several tenders for major spending, for example, on building improvements and when purchasing from several suppliers. Resources are directed carefully to school priorities in the school's development plan. Specific grants, such as those for pupils with special educational needs, are used effectively for their intended purpose. Good use is made of ICT to manage the school.
68. The arrangements for the induction of new staff are satisfactory. Whilst the school has recently developed its procedures for the training of newly qualified staff, it remains an important area for further improvement in order to raise standards of teaching in some classes to the high standards seen elsewhere in the school. The school is involved in initial teacher training. There is a satisfactory number of support staff who often make a good contribution to pupils' learning. However, support staff are not always well deployed during long lesson introductions, when with careful planning they could be otherwise engaged.
69. The school's accommodation is satisfactory. Classrooms are bright and attractive as a result of the displays which provide pupils with stimulating and welcoming surroundings in which to work and play. However, the school office and reception area are not as welcoming and need renovation and redecoration. The school is very aware of this and has plans to improve the reception area. Good features are the Mediterranean garden and the environmental area around the school pond. These provide very valuable learning opportunities. The two halls are well used and there is good outdoor space for pupils to play. The infants' building is separated from the main school. Within this arrangement the Year 2 classes, which have more recently trained teachers, are particularly remote from the main administrative area of the school. This limits the ease of supporting and monitoring provision in these classes. The school is systematically improving the accommodation and imaginative use has been made of corridor space to provide two ICT areas for pupils. Long-term plans exist to integrate the infant classes into the main

school. Buildings are in generally good repair and the caretaker takes great pride in the good order of the school.

70. Overall, resources are satisfactory. In the majority of subjects, resources are good. However, there are some weaknesses. There is a lack of challenging fiction and non-fiction reading books for the highest attaining pupils in Years 1 and 2. Library areas in classrooms in the infant department are inadequate. Although there is a suitable range of reading books for those pupils on the graded reading scheme (organised into book bands) there are insufficient story and non-fiction books to encourage the pupils in the love of reading. Library areas in the infants are not always well set out and the furniture is too often inadequate. The range of resources to celebrate and promote cultural and linguistic diversity is limited. In science and design and technology from Reception to Year 6 there are weaknesses in construction kits for teaching the pupils about the basic principles of mechanisms and forces. In physical education, resources are satisfactory overall although some need renewal. There are not enough resources for the 'control' aspect of ICT.

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

71. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff should :

### **(1) Improve standards of work in English and science in Years 1 and 2 and standards in national curriculum tests in all subjects by:**

- Improving the teaching of reading and writing skills, including phonics and spelling;
  - Ensuring that enough time is spent on reading, that books are well-matched to pupils' needs;
  - Ensuring that pupils' home/school reading records provide more useful information for parents including the key reading skills to be learned, the children's own targets and the progress they are making;
  - Improving the teaching of investigative science. Ensuring pupils take more responsibility for their work, including beginning to design and make their own tests;
  - Improving teachers' subject knowledge to uniformly high levels;
  - Improving procedures for monitoring pupils' progress in English, mathematics and science so that there is no underachievement and that national test results improve.
- (paragraphs 1-12,22,24-30,33,47,54,61,85-115)

### **(2) Improve the consistency of teaching quality and eliminate the unsatisfactory teaching currently found in Years 1, 2 and 5 by:**

- Ensuring teachers' expectations of what pupils can achieve are always high enough;
- Improving the classroom organisation and management skills of teachers;
- Ensuring that the many higher attaining pupils have consistent opportunities to learn at higher levels especially in English, mathematics and science;
- Providing opportunities for teachers to learn from the exemplary practice that exists in this and other schools, especially in literacy, numeracy, and investigative science;
- Rigorously monitoring and improving the quality of teaching and learning and taking prompt effective action to address any weaknesses so all pupils are consistently challenged and make the expected progress.

(paragraphs 2,17-30,61,63,68,69,87,89,94,101,102,106-114,131,134-136,154)

**(3) Improve standards in writing, presentation and music through the school and pupils' progress in design and technology in Years 4 to 6 by:**

- Implementing a consistent handwriting scheme throughout the school and raising teachers' expectations about standards of presentation;
- Providing more opportunities for pupils to write at length in subjects other than English and relying less on worksheets;
- Ensuring that music teaching is consistently good throughout the school and that composition is taught more regularly;
- Ensuring designing and making skills are taught systematically through Years 4 to 6 so work builds on the very good work seen in Year 3. Improving the quality of textile and food technology for older pupils;
- Ensuring teachers receive subject training where needed;
- Monitoring teaching, learning and standards more effectively.

(paragraphs 6-8,22-26,34,35,63,89-92,111-112, 122-127,131,134,135,145-150)

**(4) Improve provision for gifted and talented pupils by: \***

- Identifying these pupils early in Reception and providing suitable enrichment and very high level work for them, especially in English, mathematics and science, throughout the school;
- Ensuring the pupils develop their creative and logical thinking and problem-solving skills within subjects;
- Identifying talented pupils in the arts and in sports to enable them to make consistent progress;
- Monitoring the progress of these very capable pupils and ensuring they do not mark time;
- Training teachers to identify and provide for gifted and talented pupils.

(paragraphs 2, 3, 9-12,17,23-26, 48,76,78,85,97,106,113,114,122,133,149,155)

**(5) Improve the co-ordination and management of Years 1 and 2 so there is a clear direction for improvement and support for improving teaching.**

- Ensuring that senior managers and governors rigorously monitor the quality of teaching and learning in Years 1 and 2 in order to provide consistently good teaching and learning and ensuring the co-ordination of these years is of a high enough quality.

(paragraphs 2,23,24,58,60-63,69)

In addition, governors should consider the following for inclusion in the action plan:

- Include clear numerical targets for improving standards in the school improvement plan.
- Clarify the information included in the pupils' annual reports to parents on the standards that pupils reach.
- Continue to improve assessment in subjects other than English, mathematics and science\*
- Improve the consistency of marking of pupils' work

(paragraphs 30, 49, 62,54)

\* where marked, this has already been identified by the school as an area for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	22	28	28	4	0	0
Percentage	2	27	33	33	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

### 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)	418
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	28	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	28	27	28
	Total	55	54	55
Percentage of pupils at NC level 2 or above	School	98 (95)	96 (98)	98 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	25	25
	Girls	27	23	28
	Total	54	48	53
Percentage of pupils at NC level 2 or above	School	96 (97)	86 (93)	95 (93)
	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	27	29	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	27
	Girls	29	25	29
	Total	53	50	56
Percentage of pupils at NC level 4 or above	School	95 (95)	89 (93)	100 (100)
	National	75(75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a (90)	N/a (87)	N/a (95)
	National	73 (72)	74 (74)	82 (82)

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



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

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

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
279	0	0
0	0	0
13	0	0
2	0	0
1	0	0
7	0	0
2	0	0
5	0	0
32	0	0
0	0	0
3	0	0
1	0	0
0	0	0
0	0	0
3	0	0
2	0	0
0	0	0

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

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

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

Total number of qualified teachers (FTE)	16.8
Number of pupils per qualified teacher	24.8
Average class size	30

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

Total number of education support staff	25
Total aggregate hours worked per week	353

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2002/3
	£
Total income	883,836
Total expenditure	832,170
Expenditure per pupil	2,040
Balance brought forward from previous year	33, 574
Balance carried forward to next year	51, 666



### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	399
Number of questionnaires returned	176

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	4	1	0
My child is making good progress in school.	39	52	7	1	2
Behaviour in the school is good.	35	61	2	0	2
My child gets the right amount of work to do at home.	23	55	16	3	2
The teaching is good.	43	47	6	1	4
I am kept well informed about how my child is getting on.	20	47	27	5	2
I would feel comfortable about approaching the school with questions or a problem.	39	41	15	5	1
The school expects my child to work hard and achieve his or her best.	48	45	5	0	1
The school works closely with parents.	26	48	22	3	1
The school is well led and managed.	34	47	10	4	5
The school is helping my child become mature and responsible.	39	53	5	0	3
The school provides an interesting range of activities outside lessons.	35	41	10	6	9

### Other issues raised by parents

There were many written responses to the parents' questionnaire. Overall, parents are pleased with the school, and some are very pleased. Many parents are particularly pleased with children's progress in Reception and Year 6. However, they have very mixed views about Year 1. Whilst some feel children's progress is good, others feel their children are not making enough progress in one class. Progress is also a concern for some parents in Year 5. Several parents wrote also to say teachers were not all as approachable as each other, although this was always very good in Reception.

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

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

72. Children are admitted into the reception classes at the beginning of the school year in which they are five years old. Children with spring and summer term birthdays are admitted initially on a part time basis and become full time in the term in which they are five years old. Children make very good progress in each area of the curriculum, except for physical development, where it is good. Children's attainment on entry is above average with a wide spread from high to low. By the time they move to Year 1, overall standards are well above average because most children will have met and many will have exceeded, the expected standards in communication, language and literacy, mathematical development, knowledge and understanding of the world, personal, social and emotional development, creative and physical development. Children with special educational needs and those for whom English is an additional language make very good progress through the way they are supported by specialist staff and class teachers and assistants. The current Reception teachers have taught in Reception for nearly two years and are a very successful team.

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

73. By the time they leave reception, children's attainment is well above average. Pupils develop and demonstrate good attitudes to learning and feel at ease in a happy, secure setting. Their confidence and self-esteem are boosted by encouragement and praise by staff who know each child well. Children are familiar with the routines and structure of the day and work independently. There is a good balance between class, group work and self-chosen activities and children's concentration is very good. Children's behaviour is very good and they respond well to the expected standards of behaviour. They show respect for each other and the adults are good role models, effectively showing children the importance of considering the views and opinions of others, as well as their own. This is demonstrated in Circle Time, when children show awareness of the rules and are encouraged to share their feelings and to consider moral issues, such as sharing from first hand experience. Children learn to co-operate, share and take turns when working in a whole class group at the beginning and end of lessons and in small group situations. Children select and use resources well, they are keen to learn, relate well to adults and show confidence in sharing their achievements.
74. The quality of teaching and learning is very good. Progress is very well monitored by teachers and classroom assistants and is recorded on each child's profile. This information is used very well to promote each child's personal development. Teachers and their assistants have well organised routines and ensure the children have a full understanding of these. Opportunities for discussion are well used and children are encouraged to think about their own actions and the effect these will have on others.

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

75. Children make very good progress in communication, language and literacy and are on course to reach standards that are well above average in speaking and listening, reading and writing. Children listen carefully to stories and rhymes and to instructions for each session. Skilful questioning ensures children understand and invites them to contribute to the discussion; they are keen to answer and formulate their own questions. When working independently on tasks, such as placing photographs on the map of the local area or playing in the role-play area, children speak in full or complex sentences and know how to address customers in the 'Bakery' appropriately. They enjoy reading and sharing books and many can read together a text when directed by the teacher. They have opinions on their favourite books and can retell stories and talk about the characters. Most children are familiar with all the letter sounds and can name and sound all the letters of the alphabet. Higher attaining children know some common letter strings and can use these when attempting to read unknown words. Most children recognise many key words which help them to read with increasing fluency. Writing is well above average across the

range of attainment. When writing news accounts or the Little Red Hen story, many children make good attempts at spelling, using their knowledge of sounds.

76. Teaching and learning are very good overall. Teachers and classroom assistants make use of every opportunity to promote the use of language through practical activities, such as bread making and role-play in the outdoor area. The teaching of reading and writing is very good. Phonics sessions, where letter sounds are taught, are well paced and children are fully engaged, although some opportunities for extending the higher attaining children are missed. Reading sessions are well organised and there is a good balance of shared, group and individual work. Children are encouraged to read from a shared text with the teacher and interact with her. Individual books are matched to ability but higher attaining children are not always aware of all the strategies they can use to tackle unknown words. Children are keen to write and in group work teachers give individual attention to reinforce and develop sentence structure and spelling. There are ample opportunities for children to practise the formation of letters in the cursive style. Children who need extra help with learning are very well supported. The National Literacy Strategy is about to be fully introduced, many children are already working within the first National Curriculum levels.

### **Mathematical Development**

77. By the end of Reception, most of the children achieve well above average standards, with many children exceeding the Early Learning Goals. Most children can count to twenty or above and can add two numbers together, a small number are still learning to count and to write and recognise numbers up to ten. Opportunities for practical activities are well planned and children enjoy these and concentrate well. Children demonstrate good knowledge and understanding of how to solve simple problems involving addition and are familiar with vocabulary such as 'add one more' and 'how many altogether'. They can order numbers, recognise coins, two-dimensional shapes and number patterns. Higher attaining children can record number sentences after solving problems in addition and subtraction.
78. Teaching and learning are very good overall. Class sessions offer a wide variety of worthwhile activities; these often have a practical base and relevance to children's daily life. In class lessons on estimation, children are keen to participate in practical activities and demonstrate knowledge of number values up to twenty. However, opportunities for extension of higher attaining pupils are missed. Group work is often very well matched to pupils' prior attainment and higher attaining children respond to the challenge of counting and writing numbers above twenty. Children work independently on tasks such as matching numbers and objects and ordering and writing numbers. Tasks such as finding objects in the sand tray and recording the numbers on a board are undertaken with enjoyment. Very good attention is given to developing mathematical language and children use appropriate vocabulary with confidence. Rhymes such as 'Ten Currant Buns in the Baker's Shop' effectively enhance learning. Very good role play opportunities enable the children to use numbers confidently when taking down telephone numbers and ordering numbers of cakes for the 'Bakery'. They handle and count coins and use a calculator efficiently. There are a few children with very advanced mental ability. These children are in need of more advanced problem solving on a regular basis. The National Numeracy Strategy is about to be fully introduced.

### **Knowledge and Understanding of the World**

79. All children make very good progress in this area and overall standards by the end of Reception are well above average. On entry most children have a well-developed knowledge of their own environment and this is successfully built upon. Children are taught to observe closely and to discuss similarities and differences, for example when looking at flowers and plants in the classroom or environmental area. They explore growth and record this in the Mung Bean Diary. Their knowledge of animals is explored during their farm visit and they can describe characteristics of different animals very well. Most children show confidence and ability when using the computer and ICT skills are taught very well. They can use the mouse effectively when drawing a picture and can word process their names. Children are made aware of technology in

the environment when they explore the local area and they discuss important landmarks when sorting photographs on the map. They learn about their own culture and beliefs and those of others through studying the special books of different religions and by sharing Bible stories.

80. The quality of teaching and learning is very good. Children are provided with a rich range of experiences, including scientific, technological, historical, religious education experiences and aspects. Very good planning enables children's investigative skills and knowledge to develop very well. Activities such as placing photographs in chronological order help children to understand a sense of the past and they talk readily about their own families and how they have changed since they were babies. Purposeful play activities linked to the topic of the 'Little Red Hen' give children opportunities to investigate, question and discuss.

### **Physical Development**

81. Children make good progress in this area and most are on track to reach well above average standards. In a dance many children demonstrate good control and co-ordination of their bodies when moving around the hall and in response to the teacher. They move well to music and most children can make a sequence of movements which match different rhythms. They are competent when using small apparatus, such as hoops and balls. The manipulation of construction equipment is very good and children tackle puzzles with ease. The development of hand control skills is encouraged by the use of pencils, scissors, glue sticks, pencils, paintbrushes, play-doh and clay.
82. Teaching and learning are good. The outside area is well used and children have opportunities for climbing and balancing on the trim trail equipment. Teachers and classroom assistants guide children towards independence with skills such as cutting by recommending different scissors and praising effort. Children are shown how to use pastels and paintbrushes to create different effects and they cut and stick materials when making bags. Structured play activities require the children to explore the texture of corn flour when added to water.

### **Creative Development**

83. Children make very good progress in this area and reach well above average standards by the end of Reception. Children work confidently and very competently with a range of media. They are able to paint, draw and produce collages of what they see or imagine with skill and creativity. Children know the names of some artists and produce pictures in their styles. Children are guided by teachers who model new processes such as sponge printing and ask them to consider the composition of their paintings when they represent the 'Little Red Hen' story. Independent activities such as making collages and close observational drawings of plants, flowers and different types of bread are tackled well by the children. They work with concentration and enthusiasm and can discuss the materials they are using and the planned effects they hope to create with pastels and crayons. Role-play is developed through topic areas and the children play co-operatively and imaginatively in the 'Bakery' for a sustained period of time. Adult intervention keeps children's role-play focused and children participate fully in games and drama, using appropriate language and responding to suggestions from the teacher. They understand and respond to musical terms such as fast and slow, loud and soft.
84. Teaching and learning are very good overall and teachers use every opportunity to extend children's vocabulary and to challenge them appropriately. Group and role play activities are very well planned and there is a good balance between focused group teaching and opportunities for the children to select activities or to learn through play. Activities are very well planned to match the needs of the children and to link with the topic. New skills are taught in group work. For example, they are taken to observe plants and flowers in the environmental area and they look at paintings by Monet before they attempt paintings in the style of the artist. Practical skills, such as stippling, are taught and practised, before the children create pictures require a stippling technique. Each classroom provides a rich environment where children are encouraged to

express themselves and to think creatively. The story topic provides a stimulus for both artwork and music and children learn rhymes and songs well.



## ENGLISH

85. By the end of Year 2, standards are above average in speaking and listening and average in reading and writing. Whilst pupils' achievement in speaking and listening is satisfactory it is unsatisfactory in reading and writing. Pupils with special educational needs and those with English as an additional language make unsatisfactory progress. The achievement of the higher attaining pupils, including gifted pupils, is unsatisfactory. By the end of Year 6, pupils' achievement is good overall because of good quality teaching, with consistently very good teaching in Years 3 and 6. By Year 6, standards have improved to well above average in speaking and listening, well above average in reading and above average in writing. The achievement of pupils with special educational needs, those with English as an additional language and the above pupils is good by the time they leave the school because of good progress in Years 3 to 6. Progress of gifted pupils is unsatisfactory because there is an inconsistent challenge in both reading and writing.
86. In speaking and listening, most pupils in Year 2 listen well to their teachers and others. For some, listening skills are not well developed and this results in interruptions to the 'flow' of lessons and noise levels that are not conducive to a productive working atmosphere. Most Year 2 pupils speak clearly and confidently and eagerly respond to the teacher's questions. This was observed in one lesson when a group of average ability pupils reported their findings from searching the Internet for information to the rest of the class. Pupils are rarely required to express opinions about a subject or evaluate their own or others work because teachers miss opportunities to develop discussion. By Year 6 pupils are confident speakers. They speak clearly and listen carefully to the teacher and each other. This was evident in a lesson in which they were studying a poem by Elizabeth Jennings. The pupils, in response to good questions by the teacher, offered very good suggestions about the poem and discussed their thoughts and ideas maturely. Pupils in Year 4 listen carefully and speak with assurance. In one lesson pupils were studying the vocabulary of advertisements when one pupil suggested that pictures were also important. The teacher recognised the opportunity to develop the pupils' speaking and listening skills and asked good questions requiring pupils to justify their answers.
87. Standards in reading by the end of Year 2 are average but too low in relation to the pupils' capabilities. More able pupils read fluently and confidently. They use a range of approaches for working out new words, including sounding out unfamiliar words. Above average pupils are aware of fiction and non-fiction books and able to use an index page or thesaurus which demonstrates an appropriate knowledge of alphabetical ordering. Other pupils are not always secure when using a range of approaches, including sound patterns when working out unknown words and need help in order to improve. Pupils in Years 1 and 2 do not read to adults often enough whilst at school. In some classes children are only heard on a weekly basis and for others it is less frequent than this. Reading usually occurs in groups or when volunteer parents visit classrooms. Records, which are not sufficiently diagnostic, suggest that pupils are left to read to an adult at home, rather than at school and that more rigorous and regular routines for hearing children read are required whilst at school. The monitoring of pupils' progress in reading is unsatisfactory and this leads to significant underachievement for all pupils. In Years 1 and 2, reading material is not matched well enough to pupils' level of ability. For example, in Year 1, very able readers' books are often too easy. In other cases books are too difficult.
88. By Year 6, higher attaining pupils are confident readers and read a range of challenging texts which includes non-fiction material. Lower attaining pupils generally read accurately and make few errors and reach nationally expected standards. Throughout the school most pupils show positive attitudes to reading but have not always established good reading habits because of the inconsistent approach to the teaching of reading. Teachers of older pupils in the juniors do not always offer enough guidance in the selection of books the pupils read. Pupils' reading at home often makes a significant impact on the standards pupils reach.
89. By Year 2, writing for all pupils is very inconsistent and ranges from poor to good. At its best the higher attaining pupils' writing is structured and detailed. Ideas extend logically into sequences of sentences. Spelling is usually correct. Average attaining pupils produce sequences of

sentences with capital letters and full stops used correctly. Lower attaining pupils produce short

sentences with capitals and full stops. However, these standards were rarely seen in the pupils' workbooks where the work was usually untidy and handwriting mainly printed and inconsistent in size and formation. The majority of the work is recorded on photocopied worksheets.

90. By the end Year 6, pupils' handwriting is joined and legible and pupils can write successfully for a range of purposes. The best examples of pupils' writing are neatly presented, well structured into paragraphs with accurate spelling and punctuation, such as commas, apostrophes and speech marks, with capital letters and full stops used correctly. However, presentation and spelling have some weakness because teachers' expectations have not been consistently high enough and pupils have not been taught a consistent style of handwriting. Spelling words to be tested are not well matched to pupils' existing levels of ability or individual weaknesses. Overall, writing is interesting and lively and words are well chosen for effect. For example, a lengthy poem written by a Year 5 pupil pretending to be one of the seven dwarfs who was mourning the death of Snow White included the following verse:  
*"It's not the same now,  
Dishes loom in dark piles  
Like an impregnable fortress"*
91. In Years 3 to 6 the school is providing a good range of opportunities in English for pupils to develop their writing skills, for example, poetry, letter writing, stories, instructions and reports. However, this now needs to develop further in other areas of the curriculum in order to improve writing standards. For example, and of particular note, in Year 4 pupils write stories which are bound together to make class story books which they read to each other with enthusiasm and interest during their spare time. This encourages them to write more and provides them with opportunities to compare their own work with others in the class, which in turn, helps to raise standards.
92. In Years 1 and 2, the teaching of writing for different purposes is unsatisfactory. For example when Year 1 pupils wrote an account in science, of planting their beans, no instruction was provided in writing skills. This resulted in significant underachievement in writing and presentation of work. In Years 3 to 6, in science and design technology, there are some good opportunities for pupils to use and apply writing skills. Examples of this were seen in science where pupils were pursuing independent study and research, making notes and producing final reports. However, sometimes in history, too many worksheets are used, the quantity of pupils' writing and the presentation of work are not good enough. This is an area that needs improvement.
93. ICT is used well throughout the school to develop pupils' writing skills. The school is using it as a tool for pupils to draft and edit their writing and produce final drafts. For example, in Year 4 pupils' stories are often word-processed.
94. The quality of teaching is unsatisfactory in Years 1 and 2 and good overall in Years 3 to 6. Very good teaching was observed in both Year 6 classes and excellent teaching was seen in one Year 5 class. In the best lessons teachers have high expectations, use very good questioning to involve, challenge and interest the pupils. Planning is detailed and carefully organised in order to support individual pupils' targets. Teachers evaluate their teaching of each lesson, assess pupils' progress throughout the lesson and ensure that the task set is appropriate to the current level of the pupils' knowledge and understanding. These qualities were seen in an excellent lesson in Year 5. This lesson was very well planned and structured and clear learning objectives were identified and effectively shared with the pupils so that they knew what they were to learn. Pupils listened attentively because the teacher gave excellent explanations and instructions and used excellent questions to challenge pupils' of all abilities. This enabled all to acquire new knowledge and extend their vocabulary, knowledge and understanding. This contrasted with an unsatisfactory literacy lesson seen in Year 1 where there was very little teaching of the skills of reading or writing. During the shared text time, whilst the teacher read a story she did not teach the pupils any reading skills, by sharing the reading of a text together. Shared writing was very

brief and the pupils were mainly left to their own devices when being asked to write a letter. Groups were not properly organised and time was lost when large numbers of pupils queued for help.

95. Marking is inconsistent and not closely linked to pupils' individual targets. It is mainly limited to short complimentary comments that indicate the work has been seen and rarely offers comments about what the pupils have done to deserve praise and the ways in which they can improve their work.
96. The subject is led and managed by a recently appointed co-ordinator who is knowledgeable and enthusiastic and sets a very good example by her own high quality teaching. She observes and monitors teaching throughout the school and analyses samples of pupils' work on a regular basis. She is developing a clear insight of the quality of teaching and learning throughout the school and has started to provide training to address some of the weaknesses seen. For example, training has been started on the ways to assess standards, and the ways in which pupils might apply their literacy skills in other areas of the curriculum. She has already identified the need to increase the range of reading materials to meet the needs of the most able pupils and to improve the provision of non-fiction books in the library.

## **MATHEMATICS**

97. Standards are above average by Year 2, and well above average by Year 6. The main reason for higher standards in Year 6 compared to those in Year 2 is that teaching is consistently good in Year 6, whereas it is satisfactory overall in Year 2. Standards in end of Years 2 and 6 national tests in 2002 were well above the national average for all schools. Trends over time show that standards in Year 2 tests have remained well above average since 2000. The lower standards reached by the current Year 2 pupils is also reflected in the early indications of their 2003 national tests results. Year 6 results declined slightly in 2002.
98. Pupils' progress is satisfactory in Years 1 and 2. Pupils make good overall progress in Years 3 to 6. Very able pupils in Year 6 make very good progress as a result of some very challenging problem solving work given to them. However, the progress of potentially very high attaining pupils is inconsistent and, therefore, unsatisfactory in the rest of the school. Pupils with special educational needs, and those with English as an additional language, make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. The standards achieved by pupils with English as a second language are similar to those of other pupils once they are fluent in English. However, in Year 2 tests when these pupils are still not fully fluent in English, fewer of them achieve the higher Level 3. No differences were observed in the standards achieved by pupils in relation to gender and ethnicity.
99. By Year 2, pupils work in hundreds, tens and units with a good knowledge of place value. They add and subtract two two-digit numbers, using the correct signs to record their answers in number sentences. Pupils understand odd and even numbers and identify halves, quarters and three-quarters of a given number of objects. They extend simple number sequences, for example by counting on in 2s, 5s, and 10s. Higher and average attainers show some understanding of multiplication and division when they solve simple problems; for example, they use division to share things equally. Lower attainers work satisfactorily in numbers up to 20 although underachieve when some of their work is related to shapes, or is not sufficiently well matched to their needs. Pupils use their number skills to work with money, measurement and time. Their mental mathematics and multiplication tables are developing satisfactorily. Pupils recognise two- and three-dimensional shapes by their basic properties. They identify right angles in shapes, use directional language to get from one place to another and solve problems such as partitioning, counting on and back and rounding numbers to the nearest ten. Pupils gather information, arrange it in tally charts and use it to communicate their findings in block graphs. They make appropriate use of mathematical language.

100. By Year 6, the numeracy skills of most of pupils, including their mental calculation and rapid recall, are very good. The lowest attainers form a very small proportion of pupils. The higher and average attainers have very good understanding of place value which they use to multiply and divide whole numbers and decimals by one or two-digit numbers. They know the effect of multiplying a number involving decimals by 10 or 100, with the most able pupils being able to divide one decimal number by another decimal number. Pupils show understanding of proportions of a whole, using fractions and percentages to describe them, and begin to solve problems involving ratio and proportion. Many pupils can carry out long division correctly to divide four-digit numbers by those with one or two digits. Pupils have good understanding of 'shape, space and measures'. They identify the symmetries of two-dimensional shapes. They draw angles of different sizes, and know about the sum of angles of a triangle and around a point. Pupils are able to find the perimeter and area of a rectangle, using the correct formulae, and composite shapes. Pupils have carried out a range of work on 'data handling', including the construction and interpreting of line graphs and pie charts. Their knowledge of 'using and applying' mathematics is good, and they confidently explain how they solve problems.
101. The quality of teaching and learning is good overall, but there are variations in teaching across the school, with some very good and satisfactory teaching also seen. Furthermore, teaching is better in Years 3 to 6 than in Years 1 and 2. It is consistently good in Year 6, but in other years, there are variations in most parallel classes, especially in Years 1, 3 and 5. Where teaching is good or better, as in a very good Year 3 lesson, teachers' subject knowledge is good, their instructions and explanations are clear, and questions are used effectively to check and extend pupils' learning. Expectations are high, and lessons proceed at a good to very good pace. Through lively and well-structured teaching, teachers are able to engage pupils' interest so that they are focused and learn well. Pupils are prepared well for independent group work, with tasks and resources being matched well to their stage of learning. In these lessons, teachers are particularly good at matching pupils' work to their prior attainment and enabling pupils with different abilities to make very good progress. For example, in a very good Year 1 lesson on place value, the teacher explained very clearly what each digit stood for in a number. Through practical and well-matched activities, she enabled pupils to apply this understanding at different levels. The use of a range enabled the pupils to enjoy mathematics and to apply their learning. Classes in these lessons are well managed resulting in good behaviour with older pupils being able to work for long periods of time independently without adult supervision. This was seen in Year 6 where pupils worked on computers on their own as they entered the formulae for finding the area and perimeter of rectangles on a spreadsheet.
102. Weaknesses in teaching occur where lessons lack pace and enthusiasm and teachers have difficulty in sustaining pupils' interest because of some lack of challenge. In one class in Year 1, and both Year 2 classes, time is wasted at times because teachers lack the skills to manage pupils effectively. Sometimes the introductory part of the lesson is not used well to prepare the pupils for independent work later in the lesson. As a result, the pace of pupils' learning slows down, and, in some cases they either get stuck or start making mistakes in their work. In a Year 1 lesson in mathematics, teaching was satisfactory overall, however, the noise levels during group work were high and this limited pupils' concentration and the pace of their learning. In a satisfactory lesson in Year 3, whilst the work was well matched to the needs of most average and higher attaining pupils, very able pupils found the work easy and lower attaining pupils were not always challenged during their group activity. In a Year 5 lesson, the pace of learning was not always fast enough for higher attaining pupils. Although planning is similar for both classes across each year group, the implementation of plans differs due to the skills of the teacher. Planning for very high attaining pupils is inconsistent.
103. The school has implemented the National Numeracy Strategy successfully overall although this is more effective in Years 3 to 6. All teachers follow the three-part lesson structure, although the review part of the lesson is not always used effectively to bring the lesson together. Teachers provide a good deal of direct teaching, and there are generally good opportunities for pupils to explain and demonstrate their methods on the board. Pupils' work is marked regularly although marking does not often inform pupils about how to improve their work. Classroom assistants generally provide good support to pupils with special educational needs and those learning

English as an additional language. The provision for homework to help pupils to consolidate their understanding is satisfactory.

104. Mathematics is applied well in geography across the school and in science in Years 3 to 6, and satisfactorily in design and technology and science in Years 1 to 6. For example, Year 3 pupils in geography measure the temperature daily in the weather centre in the environmental area during the first half of the summer term, enter this information in their database and draw graphs. There is good use of ICT for supporting learning in mathematics.
105. The curriculum is broad, balanced and relevant. The management of the subject is satisfactory, with the newly appointed co-ordinator having a clear understanding of her role, and the strengths and weaknesses in the subject. For example, she is aware that the school needs to put more emphasis on 'using and applying mathematics'. The procedures for assessing pupils' attainment and progress are good. The school carries out the government's optional tests at eight, nine and ten. In addition, the higher attainers and the most able pupils in Year 5 sit for the World Class Tests in which they do very well. Resources are good, and they are used well. Currently pupils' progress is not as good in Years 1 and 2 as in Years 3 to 6. This is so because most teachers do not manage pupils as effectively, although teachers in Year 2 have good subject knowledge. The school needs to develop strategies to support teachers with these weaknesses so that pupils have more time for learning.

## **SCIENCE**

106. By Year 2 standards are average and, by Year 6, are very high. Standards are similar to those reached by pupils in Years 2 and 6 in their 2002 national assessments and tests. Pupils' achievement is very good by Year 6 but unsatisfactory by Year 2. Pupils' progress is unsatisfactory overall in Years 1 and 2 because of the unsatisfactory progress being made in Year 2. Pupils' overall progress in Years 3 to 6 is good, with very good progress in Year 6. However, their progress in Year 5 is not as good because of wide differences in the quality of teaching. Although it is good in one class, it is unsatisfactory in the other. The large proportion of higher attaining pupils, the few pupils with special educational needs and those with English as an additional language make good progress overall in Years 3 to 6 and unsatisfactory progress in Years 1 and 2. Gifted pupils' achievement is poor by Year 2 and unsatisfactory in Years 3 to 5. However, it is good in Year 6.
107. By the end of Year 2, pupils attain average standards in investigative science and in their knowledge and understanding of science. By Year 2, pupils respond to suggestions of how to find things out but, because of lack of opportunity, they do not develop their curiosity adequately. They do not develop their capacity for asking their own questions, suggesting how they might answer these and solving problems. When measuring their feet to compare the different sizes of their feet, pupils reached above average standards in using mathematics in science, but there is little evidence of the use of mathematics in previous work. Pupils' awareness of the fair test is unsatisfactory, given the high ability of most pupils. Pupils are beginning to search for patterns on the basis of their evidence but this is also underdeveloped. Pupils' scientific knowledge is generally above average in one class and average in the other. In the weaker class, there is very little evidence of opportunities for pupils to learn at higher levels in any aspect of science and higher attaining pupils' progress is poor. There is far too much repetition of earlier learning.
108. By Year 2 pupils do not take enough responsibility for their own learning, including the ability to evaluate and improve their work. Pupils make good progress overall in Year 1 with very good progress in one class and satisfactory progress in the other. Pupils have very good observation skills and their practical enquiry skills are developing well. Their knowledge of the conditions needed for the growth of plants is very good.
109. By the end of Year 6, overall standards are very high. This is because of the very high proportion of pupils reaching at least the standard expected for this age, Level 4, and the high proportion reaching the higher Level 5, at least, across all aspects of science. Pupils' ability to design, plan

and make their own experiments is excellent. When designing an experiment to test which crisps are the saltiest, pupils had very creative ideas for different ways of solving the problem. Their ability to apply their knowledge and understanding of life processes, (for example, the reasons why too much salt can lead to rise in a person's blood pressure), and properties of materials, (for example, methods of filtration and evaporation), was very advanced. Pupils have a rigorous understanding of experimental procedure, including controlling variables, selecting their own apparatus, ensuring experimental accuracy and using advanced mathematics, including decimals accurately. They conclude on the basis of their evidence, drawing on their scientific knowledge.

110. Pupils are highly motivated and their attitudes to science and their good behaviour provide a secure environment in which they can begin to work independently and take responsibility for their own learning. However, the opportunity to do so is restricted in one Year 1 class, Year 2 and in one class in Year 5. There is too much teacher direction for such able pupils.
111. Pupils' ability to record their work neatly, using writing for different purposes, is unsatisfactory by Year 2. It is satisfactory overall in Years 3 to 6, with some good progress being made in Years 3 and 6. However, there are sometimes too many worksheets in Year 4 and the teacher's expectations for the amount of writing, and the use of mathematics, are not high enough in one class in Year 5. The use of mathematics in science is satisfactory overall, with some very good work in Year 6. The use of ICT in science is satisfactory in Years 1 and 2 and good in Years 3 to 6. Some very good work was seen in Year 5 when pupils used Data Loggers to sense and record outside environmental conditions.
112. The quality of teaching and learning in Years 1 and 2 is unsatisfactory. This judgement is made after examining pupils' previous work, as well as lesson observations. Teachers' subject knowledge is mainly at least sound but their expectations are not consistently high enough. Class organisation and management has some weaknesses in one Year 1 class and in Year 2. This causes a loss in learning time. Teachers often provide opportunities for pupils to learn through practical work but enquiry skills do not develop systematically enough in Year 2. There is not enough planning opportunities for pupils to learn at higher levels. In a very good science lesson in Year 1, pupils reached high standards when they investigated the conditions needed for plants to grow. The gradual build up of skills and knowledge through pupils' own practical enquiry was very effective. For example, planting their own beans, caring for them and measuring their growth, enabled the pupils to suggest different conditions under which cress seeds might or might not grow scientifically, on the basis of their evidence. A weakness in both Year 1 classes is that not enough instruction is given for writing in science. There is not enough structure for writing tasks. This results in a lack of extended writing, although many pupils are quite capable of this. In Years 1 and 2 writing is often untidy and pupils underachieve in spelling.
113. The quality of teaching and learning in Years 3 to 6 is good overall, with very good teaching in Year 6. The variability in the teaching quality is linked to teachers' subject knowledge, expectations and skills in matching the work to the very wide range of prior attainment, especially in providing enough challenge for the large proportion of more capable pupils. In a very good lesson seen in Year 6, the teacher's own subject knowledge was very good and this enabled her to put her high expectations of all pupils, including the very able pupils, into practice. She provided high quality instruction and very good opportunities for the pupils to apply their scientific knowledge and skills rigorously when designing and making their own experiments. A key feature was how the teacher taught thinking as a skill, through science, and developed both the pupils' creativity and their ability to think logically. An important factor in enabling very good learning to take place was that pupils were grouped according to ability and this enabled very able pupils to be consistently challenged. However, examination of pupils' work in one Year 5 class shows planning for matching pupils' work to their prior attainment is often unsatisfactory when more capable pupils are provided only with opportunities for learning at average levels. In Year 4, lessons do not always have a fast enough pace for able pupils.
114. The curriculum guidelines are in the process of being updated to enable all teachers to follow the national guidelines. It has become clear to the school over the past year that there is not enough

detail and curriculum plans do not secure a balanced enough curriculum, with weakness in the lack of detail in planning for the development of pupils' enquiry skills. Assessment procedures are satisfactory overall but not detailed enough for investigative science. The use of assessment for planning work is unsatisfactory in Years 1 and 2 and satisfactory overall in Years 3 to 6. However, the use of assessment for planning the work of very able pupils is often unsatisfactory until Year 6.

115. The co-ordinator has very good subject knowledge and is a very enthusiastic and a capable science teacher. She sets a very good example by the high quality of her own teaching. She has been involved in the training provided by local business and industry and developed links with the science and technology regional organisation. They are helping to run a science week next term. Environmental science is a strong feature and the school has involved an expert in ecology to enable effective use of the environment. The school has links with the secondary school and, with the local cluster of primary schools, through which they are involved in joint training. The co-ordinator has monitored teaching and learning and identified the training needs of staff. Improving science is a school focus for the next academic year and the school recognises some teachers need more subject training. The co-ordinator monitors planning although the effective implementation of plans need more rigorous monitoring. More time is needed for this. Science resources are satisfactory overall, with very good resources for environmental science. However, there are few construction kits for enabling pupils to learn about simple machines in order to enhance pupils' understanding of forces.

## **ART AND DESIGN**

116. Standards are above average by the end of Years 2 and 6. As only three lessons were observed in Years 4, 5 and 6, because of the inspection timetable, evidence was also taken from scrutiny of sketchbooks, individual portfolios of work and displays in classrooms and around the school. Pupils, including those with special educational needs and those for whom English is an additional language, are making good progress. The amount of time for art is low as time for design and technology and art are taught in alternating blocks through the year. Effective use is made of time when art and design and technology are taught together, for three-dimensional work and art is applied to well design and technology. Pupils work in a wide range of media, using a variety of techniques.
117. By Year 2, pupils reach above average standards when creating St. Lucia animal masks using morocco, paper and paint. Pupils' abilities to generate ideas are very good whilst their practical ability skills are good. Pupils have good drawing and painting skills and this was seen in pupils' work on cartoon characters, line drawings and sketches in the style of Gauguin. Pupils in Year 2 benefited from instruction by a visiting artist who worked with them on the creation of their St Lucia masks. In Year 1 pupils develop their ability to sketch and use oil pastels. They are taught to look carefully at the composition of Van Gogh's 'Sunflowers' and are given the opportunity to produce their own interpretation of the picture. Clay work is well executed and is linked to the 'Three Little Pigs' story. Other cross-curricular topics include work on collage, printing and painting. There is some very good textile work in art and design and technology when pupils create glove puppets in the style of pigs' faces.
118. By Year 6, pupils can apply a wide range of skills in art and design work; they select techniques for their best effect. They reflect and have the ability to adapt and improve their work for the required result. This was seen in a topic on African art when pupils made close observational drawings of artefacts and then produced colourful designs for tiles showing African life. By Years 5 and 6, pupils can work independently and demonstrate experience of a wide range of techniques including rubbing, shading and toning, the use of charcoal and the development of line drawings. In a good Year 6 lesson pupils showed good ability to evaluate designs from an African drape and to use this knowledge when creating line drawings, in African style, so that the patterns could be used for batik work on fabric. In Years 3 to 6 pupils build well on skills learned in the Years 1 and 2 and their products include mosaics, posters and sketches. Throughout the school pupils learn about other artists and use this knowledge to enhance their own work.

119. The use of ICT is well developed in art, for example in stained glass windows and Mondrian style designs in Year 3. In Year 4 pupils use the Internet to research the life and work of Roy Lichenstein. This work is developed well in the classroom when pupils use different media to construct their own 'Explosion' picture, having looked at a range of example of Lichenstein's work. Throughout school, pupils develop their knowledge of form, colour and tone and in a Year 5 lesson they were able to discuss these elements and show reflection and symmetry using leaf prints. They know about the use of toning colours and apply their mathematical knowledge of rotational symmetry well when creating repeating patterns.
120. Teaching and learning are good overall and the uniformity of year group planning is ensuring that similar standards are often achieved across each year group. Teachers have good subject knowledge, relationships with pupils and offer support and praise for their work. Resources are accessible and pupils are encouraged to use them well. The pace of lessons is well matched to pupils' abilities and they are confident in expressing their views and demonstrating prior knowledge. However, the use of sketch books is limited with few entries for each year group. The curriculum is reasonably well balanced, apart from the over use of portrait painting. Assessment is undertaken in February and June of each year and National Curriculum levels are recorded, but there is no record kept of skills acquisition or development.
121. The management of the subject is good and the co-ordinator has responsibility for some monitoring and resourcing. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. The curriculum is enriched by extracurricular activities, such as the Arts' Club, Maths Art Club and Publishing Club and enhanced by visiting artists and visits to Art Galleries. An art exhibition, which was held earlier this year, was a successful fund raising event and viewed by governors and parents.

## **DESIGN AND TECHNOLOGY**

122. During the inspection, because of the timetable, teaching was observed only in Years 2 and 3. Judgements are based on these observations, the analysis of pupils' work throughout the school, discussions with pupils and teachers and on the school's planning and records. This evidence shows that standards are well above average by Year 2 and above average by Year 6. By the time pupils leave the school in Year 6, their achievement is satisfactory. However their overall progress in Years 3 to 6, including higher attainers, those with English as an additional language and those with special educational needs, is unsatisfactory mainly because pupils make unsatisfactory progress in Year 5 in both designing and making and standards drop. Pupils make good progress overall in Years 1 and 2. The progress of talented pupils is unsatisfactory. They are not identified and provided with consistent challenge.
123. By the end of Year 2, pupils' ability to generate and represent ideas and their practical skills are well above average, their ability to evaluate and improve their work is above average. When designing and making glasses (for improving people's vision), pupils understand that there are glasses for different purposes and they must fulfil a range of needs. For example, they must physically fit the user, be well made and look nice. Pupils apply their knowledge of science well. Their ability to communicate their design ideas and to measure, cut, shape and combine a range of materials are very skilful. Pupils apply a good quality of finish to their work, and this was seen when they designed and made masks in the shape of animal faces for both art and design and technology. Some very good work was seen in Year 1 when pupils designed and made pig glove puppets using textiles and selected from a range of easily worked materials, for example pipe cleaners, buttons, and textile scraps for designing the pig puppets' faces and body parts. Pupils showed high levels of creativity and found ingenious uses for their decorative materials. Application of art, science and mathematics is good.
124. By the end of Year 6, standards are above average but not high enough because of slow progress in Year 4 in designing and unsatisfactory progress in both designing and making in Year 5. By Year 6, a very high proportion of pupils reach average standards, whilst a small proportion reach



the higher level. Year 6 pupils, when designing and making a wooden toy, using wheels, axles, cams and crank handles, showed good knowledge of mechanisms and applied this well when designing and making. Pupils generated very creative ideas for the purposes of their toys. Their ability to cut and join wood strip to make frames and to make systems of moving parts is above average overall. A small proportion of pupils showed advanced creativity, scientific knowledge and craft skills in their ability to improve the way their models moved. Pupils' ability to evaluate and improve their work as it develops and the quality of finish of their end products is good and pupils apply art skills well. However, a weakness by Year 6, in food technology, is that they have not had enough opportunity to investigate users' needs and apply this information when designing and making. This limits their initial criteria for designs and the rigour of the designing and making process.

125. In Year 3 pupils reach well above average standards designing and making. Their ability to evaluate and suggest ways of improving their work is impressive and this was seen when the pupils designed and made photo frames to fit a specific purpose, for example a frame for parents, a grandparent or a friend. Pupils showed very good understanding of other people's preferences. In Year 4, pupils' craft skills are very good and pupils apply art well to designing and making when creating Tudor houses. However, pupils' ability to use design criteria, communicate ideas by drawing and evaluate and improve their work as they go along are weaker elements. In Year 5, pupils greatly underachieve in both designing and making. Pupils' designing and evaluating skills are poor. Pupils do not select from a wide enough range of materials when using construction materials, including wood, and their craft skills when using textiles are poor. Pupils do not use the design and make process independently.
126. The quality of teaching and learning is good overall in Years 1 and 2, it is good in Year 1 and satisfactory in Year 2. Teachers have good subject knowledge in Year 2 but their management of pupils sometimes has weaknesses which causes loss of learning time in otherwise well prepared lessons. The quality of teaching in Years 3 to 6 is unsatisfactory overall, because of weak teaching in Year 5. The quality of teaching in Year 3 is very good. In an excellent lesson in Year 3, the teacher demonstrated very good subject knowledge and high expectations when she taught pupils how to evaluate their end products in order to improve them. The pupils were encouraged to think deeply and to apply their scientific knowledge. In Year 3, pupils are prepared very well for taking responsibility for their own work.
127. A suitable range of materials is covered. However, long-term plans do not provide enough guidance for teachers on how to use product investigation and focused practical work to teach designing and making. In Years 3 to 6 there are not enough examples of longer projects where pupils have developed practical skills and designing skills in depth in textile and food technology. There are not enough planned links with art for textiles in Years 3 to 6. The co-ordination of design and technology is not fully effective and not all teachers have adequate subject knowledge. Assessment is unsatisfactory. Resources are satisfactory overall, apart from a lack of construction kits for teaching moving parts. The use of ICT is unsatisfactory.

## **GEOGRAPHY**

128. No lessons were seen in Years 1 and 2 because of the timetable. On the evidence of discussions with pupils, planning and pupils' work standards are above average and pupils make satisfactory progress. Progress made by pupils with special education needs, and those with English as an additional language, is satisfactory. There is insufficient evidence to make a judgement on standards and progress in Year 6. The main focus of geography for Year 6 is in the second half of the summer term.
129. By Year 2, pupils have developed good knowledge, understanding and skills in geography. For example, they are able to talk confidently about the main features of their locality, including Pyrford. Pupils express views on their locality and the changes which are taking place. They also suggest some improvements to it, for example in relation to traffic and pollution, which would benefit its residents. Pupils compare and contrast features of their locality with those of St Lucia,

which they have studied in the past. They know the names the country they live in, and the ones in the United Kingdom. Pupils' mapping skills are good, and they make good use of geographical terms such as left, right and diagonally for directions for moving from one place to another. Their understanding of these terms is promoted well through mathematics, as was seen in a Year 2 lesson on the use of directional language.

130. Evidence from examining pupils' work and lesson observations indicate the quality of teaching in Years 1 to 5 is satisfactory overall with strengths and weaknesses. Although one lesson was seen in Year 6 there was not enough evidence from work sampling to make an overall judgement on the quality of teaching. In Years 3 to 6, the four lesson observations showed a wide variation in the quality of teaching. Teaching was good in two lessons, satisfactory in one and unsatisfactory in another. Strong features were seen in the two good lessons, one in Year 6 and the other one in Year 4. In both lessons, teachers' subject knowledge, planning and resources were good, their instructions and explanations were particularly clear, and questions were used effectively to check and extend pupils' learning. These features in teaching helped pupils to make good progress. For example, pupils in Year 6 showed good understanding in using and reading maps at different scales, using four and six figure grid references, whereas Year 4 pupils successfully recorded their thoughts on what they imagined India was like as part of their topic on India.
131. Major weaknesses occurred in the unsatisfactory lesson seen in one Year 5 lesson about local environmental issues. The teacher did not intervene effectively when the pupils became noisy or when they were inattentive. Many pupils, including those with English as an additional language, were not engaged fully in learning. As a result, the progress made by even those pupils who were interested was unsatisfactory. The analysis of pupils' work shows that too much of pupils' work in many classes is untidy and consists mostly of short pieces of writing. Pupils do not have enough opportunities to produce extended well written pieces of writing.
132. The management of the subject is satisfactory. The newly appointed co-ordinator has a clear understanding of her role and the strengths and weaknesses in the subject. The provision for resources, visits and the use of the local environment is good. A major strength in resources is the weather station in the environment area which Year 3 pupils use daily to measure the temperature, wind direction and wind speed during the first half of the summer term. They enter the information gathered on temperature in their database and draw graphs. The co-ordinator recognises that the curriculum policy and the overall topic plan need updating and the school intends to implement the national schemes of work. Arrangements for assessment and monitoring of teaching are currently underdeveloped. The distribution of time for geography needs review because it is taught in blocks of time with long periods where geography is not taught, particularly in Year 6. A good range of displays enriched pupils' learning. The use of ICT to support geography is good, with pupils making appropriate use of the Internet, databases and word processing.

## **HISTORY**

133. Standards are above average by the end of both Years 2 and 6. Pupils' achievement is satisfactory by Year 6. However, pupils do not achieve well enough by Year 2 because of their limited written work. Pupils demonstrate a good understanding of the work they have covered and pupils progressively develop a range of skills necessary for historical enquiry, such as interviewing those with first-hand knowledge, examining artefacts, and visiting sites of interest. However, the standards of pupils' written work in history do not always reflect the extent of pupils' understanding. Standards of pupils' written work are above average in Years 3 and 6. However, in other years there are weaknesses in pupils' written work. This is particularly weak in Years 1 and 2 and leads to pupils not achieving well enough by Year 2. Pupils' progress is satisfactory overall in Years 3 to 6. Gifted pupils make unsatisfactory progress in Years 1 and 2. In Years 3 to 6, whilst gifted pupils make satisfactory progress overall, their progress is better in Years 3 and 6 than in Years 4 and 5 where it is inconsistent.

134. By the end of Year 2, pupils know that the lives and circumstances of people of the past differ from their own experiences. They begin to acquire an understanding of the relative distance of past events; a number, for example, can explain that the Great Fire of London pre-dates the Crimean War. They learn about Florence Nightingale and appreciate some of the difficulties and dilemmas she faced in her life, such as the family pressures she faced. They are aware of some of the details of the Great Fire, explaining accurately why it spread so rapidly, and understanding how Pepys' diaries contributed to the understanding of events. However, pupils do not record their knowledge and understanding in sufficient detail because the writing tasks they are set often expect too little of them. For example, pupils do not write at sufficient length to explain or give reasons for historical events. Often, they underachieve because they are required only to write captions or short comments about pictures or are limited in their explanations to a defined space on a worksheet.
135. Although pupils' attainment by Year 6 is above average, their progress between Years 3 and 6 is uneven. Pupils make good progress in Year 3 because there are high expectations for their achievement. They are encouraged to empathise with the plight of evacuees, for example; a number write movingly about their imagined experiences and begin to develop a realistic understanding of the lives of children during the war. Pupils record fluently and accurately the wartime experiences of an invited visitor, and demonstrate their knowledge of the importance of leaders such as Churchill and Hitler. Although levels of understanding are above average in Years 4 and 5, there is some underachievement in pupils' written work. For example, pupils often compile lists of facts or write answers to closed questions. Those in Year 4 carefully design and construct models of Tudor houses, and this considerably enhances their understanding of sixteenth-century social life. In Year 5, pupils examine the lives of rich and poor Victorian children, or compare the occupations of Pyrford residents in different census returns. These relevant tasks are not well exploited because pupils are not sufficiently challenged to explain their findings in written work. Progress in Year 6 is good because expectations are higher. Pupils research much information independently, using reference books or the Internet to support their learning. They often present the results of their work to other pupils who question their learning, expecting them to explain and interpret what they have discovered.
136. Pupils with special educational needs and those for whom English is an additional language make unsatisfactory progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. In Years 1 and 2 lower attaining pupils do not develop their literacy adequately through history.
137. The quality of teaching observed in lessons was satisfactory in Year 2, and good or very good in Year 6 where teachers offer challenging tasks and enthuse their pupils to achieve well. However, an analysis of work indicates that teaching over time in Years 1 and 2 has been unsatisfactory because teachers do not expect enough written work from their pupils. Teaching over time is good in Years 3 and 6. Whilst much is satisfactory in Years 4 and 5, expectations are sometimes too low. For example, good preparation, using first-hand sources or artefacts, are not well exploited because pupils are sometimes set low-level writing tasks on work sheets. Across the school, teachers generally motivate pupils well so that they enjoy their work. Explanations are clear, and there is sufficient time for discussion and independent work. In one very good lesson in Year 6, the teacher struck a good balance between providing direct teaching and allowing opportunities for pupils to research and organise their own learning. Here, pupils used ICT very well to enhance their understanding, and the teacher managed pupils' learning well. Those with learning difficulties are generally well supported in their efforts, and are offered work at an appropriate level.
138. All aspects of the history curriculum are taught in sufficient measure, and the school makes good use of a wide range of resources to support learning, including original sources such as copies of census material and other written records, visits, dramatic reconstruction and artefacts. The subject co-ordinator, in post for nine months, has an overview of teachers' planning and pupils' work, but has not yet monitored lessons to ensure consistency in the quality of teaching. Pupils' achievements are assessed twice annually, but these evaluations do not give an indication of where pupils encounter a difficulty in their understanding or where their strengths lie. The curriculum is interesting often providing pupils with good opportunities for independent research.

ICT enhances the learning of older pupils, although downloaded information is not always sufficiently interpreted or explained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

139. By the end of Years 2 and 6, standards are well above average and pupils' achievement is good. The National Curriculum Programmes of study are carefully planned and implemented and pupils have good opportunities to use ICT in supporting their learning in other subjects. New computer suites, which are regularly used, provide good opportunities for pupils to develop their computing skills and increase their knowledge and understanding. Many pupils enter the school with at least good computer skills as many have home computers.
140. By the end of Year 2, pupils are very confident in their use of computers and know about the ways in which they can be used to support their work in other subjects. For example, they are able to open/save and close files, change font and size and edit their work successfully to produce final drafts of stories and poems they have created and are knowledgeable about how to use the Internet to find information. In one lesson pupils were observed successfully researching details about the life of an author they were studying in their English lessons and presenting their findings to the class at the end of the lesson. Pupils know about and can describe the use of technology in the home and the outdoor environment. Although control technology resources are more limited, pupils in Years 1 and 2 have opportunities to use 'Roamers'. This enables them to predict movement and then enter a series of commands in order to make the robotic toy move in the required direction.
141. By Year 6, pupils use their word processing skills to produce well-presented final drafts of their work and know how to insert images, sounds and effects in to PowerPoint presentations. For example, they were seen developing presentations of their own choice in preparation for a future presentation to be produced about the life and work of Shakespeare. They can devise and enter their own formula to make calculations and enter data into spreadsheets to produce graphs and charts. They use the Internet to search for information and know how to insert it into their work. They can send and receive email messages and have opportunities to use computers to control events or movement of objects.
142. In Year 5 pupils confidently used data loggers to measure and record sound, light and temperature in various outdoor areas as part of their science work. However, opportunities to write programmes for creating a series of instructions, to switch on motors for moving models, for example, are not as good. Throughout the school the pupils develop and use their ICT in other subjects, with particular strengths in English, mathematics, art and science in Years 5 and 6. ICT is often used well in Year 3 to develop and extend work in other subjects. This was seen in geography when Year 3 pupils used a database to raise questions about the weather.
143. It is clear from examining the wide range of pupils' work and the observations of lessons that teaching is good throughout the school. All teachers regularly receive training, which improves their own knowledge, confidence and enthusiasm and, in turn, ensures that the pupils' well above average standards are maintained. The school employs a part-time technician, who is based at the local secondary school. He provides valuable technical expertise and support to the teachers and pupils.
144. The subject is well led and managed. The co-ordinator is knowledgeable and enthusiastic and has a clear understanding of the use of ICT to support and develop pupils' learning in other subjects. She monitors the teaching of ICT through observing teachers in their lessons, scrutinising their plans and examining pupils' work. Although still in the early stages of implementation, assessment procedures involving the scrutiny and grading of pupils' work, are in place for pupils throughout the school. The co-ordinator has already identified the need to provide more opportunities for the provision of the control aspects of ICT and staff training.

## MUSIC

145. By the end of both Year 2 and Year 6, standards in music are average overall. Singing, performing, appraising and listening skills across the school are similar to those expected nationally, composing skills across the school are not sufficiently developed. Older pupils do not have adequate opportunities to use tuned or untuned percussion. A significant number learn to play instruments, during instrumental lessons, and during this time pupils make good progress. The school has recently begun to provide specialist teaching in music for class lessons, after a gap. Whilst pupils, including those with learning needs, are now making satisfactory progress, standards are not high enough given the large number of pupils who have already have good musical knowledge from extra curricular music or music learned at home. As the quality of teaching and learning are currently only satisfactory, with some weaker elements, in class music lessons, this is not good enough to raise standards to at least above average so pupils' overall achievement is at least satisfactory.
146. By Year 2, pupils confidently sing calypso songs in counterpoint, marking the beat of the music with appropriate actions or body movement. The quality of the singing is satisfactory, but could be better if lessons moved at a brighter pace and pupils were shown how to improve their phrasing and accuracy. Similarly, a lack of rigour in the teaching at Year 3 impedes good progress. Pupils sing with sufficient enthusiasm, but are uncertain of entries when accompanied by the piano. The teacher identifies weaknesses accurately, but does not select for practice those aspects of singing that require improvement. In Year 4, pupils gain an appropriate understanding of musical forms such as opera and begin to appreciate how drama and tension are conveyed through words and music.
147. By Year 6 pupils learn how to write musical notation, but have few opportunities to develop composing skills to the expected level. They do not explore sufficiently the way in which their own musical ideas may be improved through refinement and experimentation. Pupils often sing together confidently and enthusiastically in choir or assembly, sometimes lacking accuracy or sliding upwards if there is a large interval between successive notes. They listen carefully and memorise well new music and words.
148. The school offers good opportunities for pupils to take advantage of specialist music tuition, and a range of woodwind, brass and keyboard instruments are taught throughout the week. This means that a wide range of musical achievement develops as pupils move through the school. Some pupils' experiences are confined to weekly lessons and singing practices while others develop a high degree of proficiency in a chosen instrument. The school brings these various talents together in regular performances for parents or other pupils. While many pupils develop a real enthusiasm for the subject, others are not well motivated to succeed because they are not sufficiently involved in attempting to make music using the limited skills they have, for example by using keyboards and percussion in class lessons. Those with learning difficulties generally progress at a rate similar to that of other pupils.
149. The teaching of music is satisfactory overall. Three-quarters of the lessons observed were of satisfactory quality. In these lessons the teacher displayed good technical competence and clear, sympathetic explanations that engaged the pupils' interest initially. However, lessons were not always well paced, and teaching styles were not suitably varied. This prevented the pupils having enough practical opportunities to practise their skills. Higher-attaining pupils are underachieving in some lessons. The teachers' expectations for achievement vary, as in some lessons, challenging work is offered and pupils respond well to this. For example, pupils in Year 2 were excited at the prospect of singing different melodies simultaneously and acquitted themselves well. In others, the teaching does not focus sufficiently on improving the aspects of singing that pupils find difficult. In the one unsatisfactory lesson observed, Year 6 pupils were asked to compose a melody without first hearing the notes they were writing. While the notation was generally accurate, they had no clear idea of what they had written until the teacher played the notes for them. The teaching of choral singing is always satisfactory and sometimes good. Here, the teacher correctly identifies those areas that need further practice, although the range of strategies employed to ensure improvement is sometimes limited.

150. There are shortcomings in the music curriculum. While an appropriate range of skills is practised, there is a heavy emphasis on singing and insufficient opportunities for pupils to compose or experiment with tuned and untuned percussion. A very good range of instrumental music is offered, including recorders, woodwind and brass tuition, and good opportunities exist for pupils to perform or make music together. The subject currently has no leader and this seriously impairs its coherent development. For example, the part-time class music teacher, who is relatively new to the post, has little idea of the range and levels of ability among those receiving instrumental tuition, and cannot therefore fully utilise their expertise in his lessons. Nevertheless, the subject is beginning to recover from the disruptions to its development in the recent past and the headteacher has a good understanding of where further improvements need to be made. The monitoring of teaching has led to some improvements in its quality. There are basic assessment procedures, but these are not used to good effect to inform those teaching the subject of how they should plan their lessons. Resources are satisfactory.

## **PHYSICAL EDUCATION**

151. By Years 2 and 6, standards in physical education are average. Overall, pupils make satisfactory progress in their acquisition and practice of skills as they move through the school, although there is some variation between year groups. Very good progress was observed in one Year 3 class. Here, the teacher offered pupils the opportunity to practise and refine their skills thoroughly before moving to new work. By Year 2, most pupils throw and catch a ball accurately and control their balance in different postures. Pupils in Year 1 make good progress in the catching, bouncing and throwing of balls because teachers emphasise control of movement and encourage them to predict and evaluate and improve their skills.
152. By Year 6 most pupils demonstrate a sound control of their body, making different shapes, stretching and travelling at different levels. Most are able to travel over apparatus and know how to land safely. Girls are particularly agile. Pupils evaluate their own work and that of each other in order to improve their skills. Pupils are able to work successfully in small teams. Year 5 pupils' skills in running, and jumping often show satisfactory physical co-ordination although there is a wide range of skills; whilst a minority of pupils are nimble and skilled in running techniques, others are less skilled and practised and are quite clumsy. Between Years 3 and 6, pupils make satisfactory progress in their acquisition of skills.
153. The quality of teaching and learning observed was satisfactory overall. In the lessons observed in Years 5 and 6 teachers managed lessons well, and lessons usually had a good pace. However, skill teaching, through demonstration and instruction, was not always taught in depth. While pupils are given sufficient opportunity to practise when working alone or in small groups, they are not always shown how they can improve their performance nor given enough advice on how they can refine technique. Not enough use is made of the example of higher-attaining pupils. Higher attaining pupils are not always offered sufficiently challenging work. However, lower-attaining pupils, including those with learning difficulties, generally make good progress because they are well supported. In one very good Year 3 dance lesson, pupils listened carefully to music, interpreting sensitively its rhythm and dynamic. They were set a very good example in dance through watching a video tape with interest and concentration as routines were performed by a professional dancer to the same music.
154. In Years 1 and 2 the quality of teaching and learning are satisfactory overall with strengths in Year 1. However, there were weaknesses in one Year 2 lesson, which was unsatisfactory because the pupils were not always managed successfully and the pace of learning was interrupted when the pupils became too noisy. Lessons were all well planned, but whilst there was a good pace to learning in Year 1 lessons, the paced slowed at times in Year 2, even when lessons were satisfactory overall. The main difference between the satisfactory and good or better teaching lies in the extent to which teachers expect high achievement from their pupils and have the subject expertise to show them how to improve and refine their techniques or movements. In most lessons, repeated practice, rather than specific teaching of skills, is enabling pupils to make

satisfactory progress. Teachers' subject knowledge is mainly satisfactory, but often not good enough to ensure the consistently high quality teaching that is needed to raise attainment. Generally, lessons are well structured, although pupils sometimes warm up before the apparatus is in place. In most lessons, teachers give pupils enough time to practise, and sufficient attention is paid to the relevant aspects of health and safety.

155. The curriculum is broad and balanced and the school ensures it fulfils statutory requirements for swimming. The school offers a very good range of extra-curricular activities for pupils in Years 3 to 6 in competitive sport, dance, gymnastics and outdoor pursuits, although there is little for younger pupils. The subject co-ordinator, in post for almost a year, has made a very positive impact on the quality of the curriculum. She has introduced a new scheme of work, and monitored planning and teaching in all classes. Pupils' progress is not yet thoroughly evaluated and talented pupils are not adequately catered for. Accommodation is good whilst resources are satisfactory. Both are well used.