

INSPECTION REPORT

CHARLES KINGSLEY'S CE PRIMARY SCHOOL

Eversley, Hook

LEA area: Hampshire

Unique reference number: 116357

Acting Headteacher: Mrs Lynn Martin

Lead inspector: Paul Missin 19227

Dates of inspection: 12th – 14th January 2004

Inspection number: 255755

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	198
School address:	Glaston Hill Road Eversley Hook Hampshire
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Appropriate authority:	The governing body, Charles Kingsley's CEP School
Name of chair of governors:	Leone Brown
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Charles Kingsley's CE Aided Primary School is about the same size as most other schools of the same type. The school serves a predominantly rural area in the north of Hampshire where a high proportion of parents are from professional backgrounds. There are eight more boys than girls in the school. Most pupils are from the white British ethnic group and there are no pupils who speak English as an additional language. There are 21 pupils on the school special educational needs (SEN) register which is below average. Three pupils have a statement of special educational need which is broadly average. The school received an Achievement Award in 2001 and 2002 and an Investors in People Award in 2003. Beacon status was granted in 1998 and this was renewed in 2002 for another year. Since November 2002, the headteacher has been absent on maternity leave. She has been replaced by an acting headteacher and an acting deputy headteacher who have been appointed from within the school staff. In the last two years, there has been a high turnover of staff. Since the last inspection, the number of classes in the school has increased so that there are now no mixed age classes. When they enter the school, most children are achieving standards that are above those expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Charles Kingsley's C.E. (Aided) Primary School is a very good school with several outstanding features. The leadership and management procedures are excellent and they have enabled the school to work very effectively during the temporary absence of the headteacher. Governance of the school is very good. By the time they leave the school, pupils attain very high standards in science and standards in English and mathematics that are well above average. Emphasis is also put on the importance of creative subjects, and standards in art and music are also above and well above average. Across the school, the quality of teaching and learning is very good and this enables pupils to achieve very well and to make very good progress. This is a very effective school which gives good value for money.

The school's main strengths and weaknesses are:

- The excellent procedures established for leading and managing the school, and the very good contributions of the acting headteacher and the governing body, ensure that the school's drive for excellence is maintained very well in the headteacher's temporary absence.
- By the end of Year 6, standards attained by most pupils are very high in science, well above average in English, mathematics and music, and above average in information and communication technology (ICT), history and art and design.
- The very good teaching, pupils' very good attitudes and behaviour and the excellent relationships across the school provide a very challenging learning environment.
- The outstanding way that the school continually strives for improvement is clearly seen in the way that curriculum innovations continue to be explored and adopted.
- Very thorough procedures have been established for critically evaluating the school's work.
- Provision for pupils' personal development and the way that they are encouraged to become fully involved in all aspects of the school's work are excellent.
- The school has developed very effective links with its parents, other neighbouring schools and the local community.
- Provision in the Foundation Stage is good, but it is not fully effective because of some lack of access to an interesting outside play and activity area.
- In the Foundation Stage, children do not get enough opportunities to make choices in their learning.

The school has made good improvement since the last inspection. The school has worked hard to ensure that the very high standards achieved are maintained and that the pupils continue to have access to a wide and rich curriculum. Good progress has been made in addressing the key issues which were identified in the last report, particularly in relation to the use of assessment data and the evaluation and cost-effectiveness of planned initiatives. The very good teaching profile has been maintained despite some recent changes in teaching staff.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	A*	A*	A*
Mathematics	A	A*	A	A
Science	A*	A*	A*	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is very good. Pupils make good progress in the Foundation Stage and in Years 1 and 2, and very good progress in Years 3 to 6 where the teaching is at its best. Overall, pupils with SEN achieve very well and make very good progress towards their own learning targets.

Standards in Year 6 have been consistently well above average in all three subjects. Often, including in English and science in 2003, standards are among the top five per cent of schools nationally. Comparisons are very favourable with all and similar schools. Currently, the Year 6 group is attaining very high standards in science, and standards in English and mathematics that are well above average. Standards in Year 6 are also well above average in music and above average in ICT, history and art and design. Standards in Year 2 are above average in reading, writing and mathematics and in all other subjects which were inspected. Standards in the Foundation Stage are above average in all areas of learning except in children's physical and creative development where they are average.

Pupils' personal qualities including their spiritual, moral, social and cultural development are very good. Pupils' attitudes to learning and their behaviour in lessons and around the school are very good. The school has very high expectations and the quality of the relationships is excellent. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The overall quality of teaching and pupils' learning is very good. Strengths in teaching are teachers' very thorough subject knowledge, their detailed and clear planning and the very positive way that they support and encourage pupils in their learning. Teachers are innovative and imaginative in their approach. Teachers' marking and the very effective assessment procedures support the school's commitment to the highest possible standards. The curriculum is broad and relevant and meets the needs of all pupils well. A very good range of extracurricular activities is provided. The very good links with parents, other schools and the local community have a positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are outstanding. Strengths are the way in which the school is continually reflecting critically on its practices and seeking improvement and is also committed to excellence in all aspects of its work. The acting headteacher is very well supported by other key staff. The school improvement plan is clearly at the heart of the school's work. Through the various management teams and through effective Performance Management procedures, all staff are involved in, and committed to, the school's further development. Governance of the school is very good. The knowledge, vision and enthusiasm of the chair are outstanding. She is well supported by other governors. Governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has established very good links with its parents and they have a positive view of the school and its achievements. Parents support the school well. The vast majority of pupils is happy with the school and most enjoy school and feel valued within the school community.

IMPROVEMENTS NEEDED

The most important thing the school should do to continue to improve is:

- Further develop the effectiveness of the Foundation Stage by providing more planned opportunities for free choice activities and extending and further equipping the outside play and activity area.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain standards that are well above average in Year 6 and above average in Year 2. Children in the Foundation Stage attain above average standards in all areas of learning except in their physical and creative development where standards are average. Pupils' achievement is very good in Year 6 and good in Year 2 and in the Foundation Stage. Across the school, the needs of more able pupils and those with SEN are met well enabling them to reach standards and make progress which is similar to other pupils.

Main strengths and weaknesses

- In Year 6, pupils attain very high standards in science and well above average standards in English and mathematics.
- In Year 2, pupils attain above average standards in all subjects which were inspected.
- There has been good improvement in standards and achievement in ICT.
- The school makes effective provision for gifted and talented pupils.
- Pupils with SEN make good, and sometimes very good progress, towards meeting their own learning targets.
- Children in the Foundation Stage attain above average standards and make good progress in most aspects of their learning but aspects of children's creative and physical development are not yet fully effective.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	31.6 (31.2)	26.8 (27.0)
mathematics	29.9 (30.7)	26.8 (26.7)
science	32.8 (32.2)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	18.6 (19.4)	15.7 (15.8)
writing	18.2 (17.1)	14.6 (14.4)
mathematics	17.8 (17.9)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. Analysis of the results of recent national tests shows that standards in Year 2 and Year 6 have been consistently above and well above national averages in English, mathematics and science. The last inspection report also found that standards in these subjects were well above average. In 2003, the school's results were particularly high with several elements within the top five per cent of all schools. Analysis of test data shows that boys perform better than girls. The school is aware of this trend.
2. The findings of this inspection confirm the standards attained by this high achieving school. The standards attained by the current Year 2 and Year 6 groups are not as high as the very high results obtained in 2003 but are broadly in line with the school's own assessments of the current

year groups. In Year 6, pupils attain very high standards in science and standards that are well above average in English and mathematics. Standards are also well above average in music and above average in ICT, history and art. Standards in music and science are particularly high as a result of teachers' knowledge, interest and enthusiasm and the wide range of opportunities provided for the pupils. In Year 2, pupils attain above average standards in reading, writing and mathematics and in all other subjects which were inspected. It was not possible to gain sufficient evidence to make overall judgements about the standards attained in geography, PE or DT.

3. Standards have remained high because of the school's commitment to improvement and the drive to extend pupils as far as possible. Standards have been raised in ICT as a result of teachers' confident and effective use of the new interactive whiteboards and the facilities in the computer suite. Standards have remained high in English, mathematics and science because of the school's continued focus on these areas and the quality of teaching and learning in these aspects. The school makes good provision for gifted, talented and more able pupils. The proportion of pupils achieving well in levels above and well above those expected for their age is very impressive.
4. Some parents at their pre-inspection meeting questioned whether the school concentrated too much on achieving very good results in the national tests to the detriment of the wider curriculum. The inspection finds this not to be the case. The drive for excellence and high standards means that pupils are encouraged and enabled to do their best in the national tests. A further strength is the way in which literacy, numeracy and computer skills are used very well across all other curriculum areas. Also, important emphasis is placed on other aspects of the curriculum, including creative and aesthetic subjects and on pupils' care and welfare and their personal and emotional development.
5. The achievement of pupils is very good overall. Pupils make good progress in their learning in the Foundation Stage and in Years 1 and 2 and very good progress in Years 3 to 6. Pupils make particularly good progress in Years 4 and 6 where the quality of teaching is at its highest.
6. When they enter the school, most children are achieving standards that are above those expected for their age, especially in their mathematical and language work. During the Reception year, most children make good progress and are on track to reach higher levels within the broad band of good attainment, against the nationally set goals. By the end of the year, children are on course to reach above average standards in all areas of learning except their physical and creative development where standards are average. All children achieve well, due to careful teaching. In literacy and mathematical development, very careful matching of challenges to children's needs is part of very good teaching, enabling particularly good standards of attainment. Standards are slightly lower in creative and physical development because of lack of regular access to a sufficiently wide range of creative activities and a well equipped outside play and activity area.
7. Pupils with SEN achieve as well as, and sometimes better than, other pupils in the school. In Years 1 and 2 their achievement is generally good, but through Years 3, 4, 5 and 6, progress builds up and they achieve very well by the time they leave the school. The success of the school's support programmes for these pupils is carefully monitored, evaluated, and tracked over time so that staff, parents and pupils themselves are aware of the progress that has been made.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour overall are very good and the relationships between pupils, and between pupils and adults are excellent. Pupils' attendance is very good. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils' attendance rate is very good and this level has improved since the last inspection.

- Pupils show high levels of interest in learning and behave very well in lessons and around the school.
- The school sets high expectations and pupils strive hard to achieve them.
- Pupils have a very good awareness of right and wrong and show respect for others' feelings and beliefs.
- Pupils' appreciation of their responsibilities of living in a community is very good.
- Cultural development has improved since the last inspection and is now good.

Commentary

8. Attendance is very good and well above the national median. This high rate is maintained and supported by the excellent procedures practised by the school. There are very rigorous procedures for promoting good attendance and parents support them. Both parents and pupils understand the need for prompt and regular attendance at school. These systems of monitoring and promoting attendance have also resulted in a nil rate of unauthorised absence. During interviews and discussions with pupils, it was very evident that they enjoyed school and indeed, many volunteered that they wanted to come to school because they enjoyed their learning so much. There have been no exclusions during the past school year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
150	0	0
7	0	0
1	0	0
1	0	0
1	0	0
2	0	0
2	0	0
3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Most pupils show great interest in their lessons and strive hard to achieve the expectations of their teachers. The very good methods of behaviour management adopted by the whole school staff have a positive effect on pupils' learning. Overall, behaviour is very good in lessons, around the school and in the playground. These standards have been maintained since the last inspection. Pupils are all aware of the school and class rules and fully understand the difference between right and wrong. Positive attitudes are constantly promoted and fostered by the school. Pupils' cultural development and understanding are now good and the school has successfully addressed the points raised in the last inspection report by ensuring that every opportunity is taken to promote awareness of cultural differences. The environment provided by the school is

one of a large and happy family where everyone is valued and respected. Both parents and pupils confirm how much they enjoy and benefit from this caring environment.

10. Pupils' confidence and self-esteem are excellent and the school takes every opportunity to foster responsibility and self-reliance. The school council ensures that pupils' views are heard and listened to. Every class from Year 1 to Year 6 has two representatives on the council. Three Year 6 representatives interviewed during the inspection displayed very responsible attitudes, were confident, articulate and very mature. The school ensures that every pupil, regardless of age, gender or ability has some opportunity to enjoy responsibility. Parents acknowledge this and in particular the 'buddy' system where older pupils assist the younger ones. Pupils' freedom from bullying and other forms of harassment is excellent.
11. Pupils have a very good level of respect for the feelings and values of others and are given many opportunities to reflect on these feelings. The culture of the school coupled with school assemblies and lessons ensures that a very good level of spiritual and moral development is achieved. Pupils are constantly encouraged to think of others by means of the 'buddy' system, the school council and other volunteer duties. These activities together with the family atmosphere that permeates the school ensures that pupils' social development is very good. The excellent relationships between pupils and all adult staff are based on mutual respect and enhance the learning environment. Pupils now have a good understanding of their own and other cultures and opportunities are taken to widen this knowledge by performances in school by intercultural drama groups, steel bands and a range of library books featuring differing cultures. Older pupils have visited a local mosque and the whole school has enjoyed visitors from different faiths and cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. There are several important strengths in this area. These include the overall quality of teaching and the impact this has on pupils' capacity to learn and make progress. Assessment procedures are very well developed. This enables the school to monitor and track pupils' attainment and to ensure that they all make the best progress possible. Curriculum provision is very good. A particular strength is the school's commitment to curriculum innovation.

Teaching and learning

The overall quality of teaching and learning is very good. They are very good in the Foundation Stage and in Years 3 to 6 and good in Years 1 and 2. Across the school, assessment procedures are very good.

Main strengths and weaknesses

- Teaching and learning are very good across the school, with strengths in the Foundation Stage and in Years 4 and 6.
- Teachers' lesson planning is clear and detailed and activities are well matched to pupils' abilities.
- Teaching in English, mathematics, science and music are very good in Years 3 to 6.
- Teachers respect, encourage and challenge pupils well which has a positive impact on their capacity to learn.
- Teachers are inventive and enthusiastic and are continually seeking ways of making their teaching more effective.
- Assessment procedures are very good but the involvement of pupils in assessing their own work is just beginning to be developed.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	13 (36%)	16 (44%)	5 (14%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teaching and learning are very good. The all round strengths in teaching have been continued since the last inspection. Across the school, in nearly half of the lessons observed, teaching and learning were very good or excellent. There are important strengths in teaching in the Foundation Stage and in Years 3 to 6. Overall teaching in Years 1 and 2 is good. The strongest teaching observed was in Years 4 and 6 where pupils made the best progress in their learning. The maintenance of high quality teaching is a particularly good achievement considering the recent changes that have taken place in staffing in the school. During the current inspection, one teacher was on a temporary supply basis, one had just completed her newly qualified teacher training and one had joined the school only one week before the inspection.
13. The most important strengths in teaching across the school are in the quality of teachers' lesson planning and the very positive way in which pupils are managed. Teachers' planning is detailed and clear and contains reference to the learning intended in the lesson as well as appropriate activities which are well matched to the different abilities of pupils in the class. Teachers consistently create very effective learning environments through the way that pupils are respected, encouraged and challenged. Across the school, important work has been done on focusing in-service training on the development of an agreed approach to teaching and learning across the school. The impact of this is that there is a consistency of approach and an effective means of sharing good practice
14. The quality of teaching and learning in Years 3 to 6 is very good in English, mathematics, science and music. In other subjects inspected in Years 3 to 6 and in Years 1 and 2, teaching and learning are good. Improvements since the last inspection have been made in English, mathematics and science in Years 3 to 6 and in art and music across the school. In English, teachers are knowledgeable, enthusiastic and devise imaginative approaches to their work, which interest and challenge pupils. In mathematics, teachers show very good subject knowledge and there is a clear emphasis on problem solving. In science, teachers have very high expectations and they question pupils skilfully to ensure that they have a good understanding. In music, teachers link work very effectively to other areas of the curriculum and ensure that pupils have experience of a wide range of musical styles.
15. A very effective art lesson to pupils in Year 4 illustrated several further features of very good teaching. The focus of the lesson was on learning to appreciate other artists' work and to understand why portrait painting was important by looking at an example of a double portrait painted by David Hockney. Useful links were made with homework as pupils shared information about the artist's life and work. Pupils were then encouraged to look carefully at different parts of the painting and to suggest reasons why different objects were located and why the artist placed them there. Good opportunities were provided throughout the lesson for pupils to share their ideas and opinions with their response partners. Very good links were provided with drama and other creative aspects of learning as pupils were challenged to improvise expressive poses which showed a range of different emotions. As a result of the teacher's enthusiasm and skill, all pupils were fully involved in this lesson and they made impressive gains in their ability to understand and appreciate aspects of composition.
16. Teaching and learning in the Foundation Stage are very good overall. In the lessons observed, they ranged from good to very good. Planning is detailed and thorough, and assessment and its use are very good indeed. In directed activities and lessons, children are involved well, and skilled questioning promotes speaking, listening, thinking and reasoning well.

The learning assistant and other helpers are well deployed. Good use is made of first hand experience in mathematical development. Children learn very well from the very good teaching, and make good progress during the year. They are interested and apply themselves well for their age.

17. Assessment procedures are very good. Since the last inspection the school has made a very good improvement in addressing the key issue which identified the need to apply assessment procedures more consistently across the school. Currently, the very good procedures for collecting assessment data and the effective use to which they are put are an important part of the school's strategy for maintaining high standards and its drive for improvement. A good range of data is collected. This includes the results of National Curriculum tests, standardised tests and the results of the school's own devised tests. These are administered according to an agreed whole school timetable. Data and trends are analysed very well. Information provided by the standards team is effectively disseminated to all staff. The work in maintaining individual pupils' assessment books is outstanding. Examples of work in writing, number, science and ICT are collected and levelled according to National Curriculum criteria. This very good practice ensures that teachers have a very clear idea of the standards pupils achieve. Data are used very well to set individual attainment targets in writing and number and provide the school with a clear view of the value added as pupils move through. Data are also used well to identify individuals and groups that require further support and booster groups are organised for literacy and numeracy. Teachers' marking of pupils' work is effective, particularly the specially focused marking of writing. The involvement of pupils in assessing their own work and the sharing of targets with pupils are areas of development recognised by the school.

The curriculum

Curricular provision is very good overall but good in the Foundation Stage. Provision for pupils' learning outside the school day and the development of their interests is very good. The accommodation and resources of the school provide good support to meet the needs of the curriculum. Overall, accommodation and resources in the Foundation Stage are satisfactory.

Main strengths and weaknesses

- The curriculum is coherent, broad and imaginative and the school provides well planned learning experiences for all pupils.
- There is very good provision for SEN.
- The ethos of the school ensures that all pupils have high quality learning opportunities.
- The school has excellent systems to monitor and improve the curriculum.
- A very good range of activities and clubs provide enrichment.
- Resources and accommodation make a good contribution to the curriculum provision but there are some shortcomings in the outdoor play and activity area in the Foundation Stage.

Commentary

18. The school has established a very good curriculum that is carefully planned to ensure that pupils have access to a wide range of interesting and challenging activities. This is very effective because it helps them to achieve independence in learning and enables them to reach high standards in a wide range of activities. A flexible approach to planning and teaching the curriculum means that pupils sometimes have, for example, the benefit of more extended work on one topic in depth, such as a study of the story, *The Lion, the Witch and the Wardrobe*. Very good use is made of literacy and of numeracy in a range of subjects. This helps pupils to use the skills they have learned in a variety of different contexts; for example, writing a report about music and drama in Tudor England from their own practical experience in history lessons.

19. The excellent ethos provides pupils with many stimulating opportunities for learning. They are valued and respected. For example, they have contributed to the development of writing in the school by completion of questionnaires. The curriculum is reviewed regularly and is in a process of continuous improvement so that pupils have access to the best that can be provided

for them. Their personal, social and academic needs are monitored to ensure that provision is appropriate. For example, more able pupils have opportunities to extend their skills and understanding through specifically focused activities. Some of these take place at the local secondary school. There are very good links with this school for all pupils in Year 6.

20. A very high priority is given to curriculum development. This is achieved through rigorous analysis and evaluation of what works well and what needs improvement. Teachers have been given specific tasks and have worked in 'teams' to identify ways to improve provision through innovation in teaching and learning. This has been very successful and has resulted in initiatives such as the integration of music, art and drama into a history topic. Teachers are encouraged to be creative in their teaching, but within well defined curricular boundaries.
21. The school provides pupils with a very good range of activities that enhance their learning. For example, linked to their work, pupils have visited places such as Hooke Court for their work on the Tudors, a mosque for RE, Windsor Castle and The Arborfield REME museum. Visitors have included a local older resident and 'Guy Gibson' to talk about World War 2, members of the Bournemouth Symphony Orchestra and a visiting group to work with pupils on a 'Roman' day. A very wide range of lunchtime and after school activities, according to the term, includes football, dance, drama, netball, gardening, choir, first aid, athletics, cricket, art, and lacrosse. Pupils have opportunities for instrumental music tuition.
22. The school library is very attractive, is well stocked with good quality books and provides a very good resource for learning. ICT resources are good and include a computer suite and computer projection equipment for teaching in all classrooms. Teachers and learning support assistants work effectively together so that the planned curriculum is realised in practice. The school building and the outside environment both provide an attractive learning resource. The way that the outside accommodation of the school has been managed, with its themed gardens, environmental resource area, adventure playground and attractive sculptures, illustrates clearly the school's concern to provide the very best experiences for the pupils. A relative accommodation weakness is that the outside play and activity area for children in the Foundation Stage is dull and unimaginative.
23. Provision for pupils with SEN is very good. Procedures for the identification and early intervention for pupils with SEN are clear. The support programme includes a number of diagnostic and support schemes. An important strength is the co-operation between the class teachers and the team of well-trained learning support assistants. Advice and further help are available from a number of external specialist agencies, such as the educational psychologist, when necessary. Each pupil with SEN has a detailed and clear individual learning plan, which is drawn up in consultation with their parents. The very specific targets forming the basis of these plans are reviewed and changed at least termly. Liaison with parents is frequent and regular, and parents help by providing complementary support at home after discussion with school staff. The school's provision is administered excellently by the school's special educational needs co-ordinator (SENCO).

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is excellent.

Main strengths and weaknesses

- There are very good procedures for health and safety and child protection.
- The school has very good systems to monitor pupils' academic standards and progress and these are well used to provide pupils with advice and guidance.
- All staff know pupils and their backgrounds very well.
- The involvement of pupils in the school's work and development is excellent.

Commentary

24. The school has very good health and safety procedures in place. It has successfully addressed the issue raised at the last inspection by providing a dedicated car parking area separate from the playground. Sensible instructions are given to pupils where there are seen to be possible risks. These range from notices saying, 'Always use the handrail' on some fairly steep stairs to a request in a science lesson, 'Don't touch and don't eat!' Safety and care for pupils are paramount throughout the school. There are detailed child protection procedures.
25. All adults who work in the school form close and trusting relationships with the pupils. All staff know the pupils and their backgrounds very well and they provide good role models for behaviour. Discussions with pupils show that they feel very safe and secure and would turn to any adult in school should they need help, comfort or advice. The views of pupils about different aspects of school life are welcomed through 'circle time' and the school council.
26. The school's very good systems to monitor pupils' standards and progress include pupil tracking systems that allow accurate and challenging personal learning objectives to be set. Progress towards targets is discussed with pupils on a regular basis. The learning expected in each lesson is made clear and effective summing up at the end provides information for planning future lessons.
27. The school council ensures that all pupils are totally involved in the work and future plans of the school. Suggestions from the council resulted in the creation of the 'buddies' system. Older pupils have the authority to organise and run lunchtime clubs which they do with great success. Year 6 school council representatives were involved in the interview and selection process of new teaching staff. Pupils take full advantage of the many opportunities for personal and social development the school offers. They respond very positively, showing maturity beyond their years and thoroughly enjoy the discussions and debates they become involved in. Pupils' personal and social development is enhanced by this excellent involvement in the work of the school.

Partnership with parents, other schools and the community

The school's links with parents and the community are very good. There are very good links with other schools and pre-schools.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with very good information about the curriculum and how to help their children at home.
- The school operates a genuine and effective 'open door' policy.
- Parental involvement is very good and their contribution to learning at school and at home is good.
- Procedures dealing with complaints and concerns are very good.
- There is a very strong 'Friends of Charles Kingsley's School Association' (FOCKSA).
- Very good links are established with other schools and the local community.

Commentary

28. Parents and carers have very positive views of the school and the school works very well with parents, encouraging them to support the school through the FOCKSA and to help their children at home. Parental contribution is very good and they support the school well in many differing ways. Parents appreciate the speedy and effective response they receive to any concerns and complaints they might have.
29. The school provides a very good range of information for parents about the curriculum and how they can help their children at home. In addition to annual reports, class leaders send out

curriculum information every term. Parents also receive newsletters once a month and other information by letter when the need arises.

30. The school operates a genuine open door policy and parents take advantage of this to meet staff informally. As a result, parents feel comfortable about approaching the school. Staff hold 'presentation evenings' for parents where they explain new teaching initiatives. The school is always quick to respond to any parental requests for information and any additional contact and is pro-active in arranging parental contact when pupils cause concern with academic or behavioural problems.
31. The school enjoys the support of a very strong and active FOCKSA. Working very closely with the school, they raise significant sums of money through various social activities. The Association ensured that, when an additional classroom was built, it remained in keeping with the main fabric of the school. The additional £30,000 needed was raised before the building deadline expired. This is just one example of the commitment of parents and the local community to 'their' school. Many parents and friends help in school and with escorting school trips. At a whole school 'praise assembly' observed, a friend of the school provided the piano accompaniment.
32. There are very good links with the local pre-school group and there is an effective programme for children beginning their school career. As it enjoys Beacon status, the school shares expertise with other neighbouring schools. Several important initiatives have been the focus of the outreach programme, including organising in-service training for headteachers and deputy headteachers. There are strong links with the secondary school the school feeds and very good liaison is in place. Transfers to secondary education are very smooth as a result of these very good links.
33. The school has very good links with the local community. The school makes very good use of the church and village with various lesson projects. Local residents recall their wartime experiences to help bring history alive. Pupils participate in church services and festivals and also contribute to the parish magazine. Local people attend summer and Christmas fayres and performances.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and the management of the school are excellent. The leadership of other key staff and the school's governance are very good.

Main strengths and weaknesses

- The headteacher has established very effective leadership and management procedures, which has enabled the school to function very well during her temporary absence.
- The school's very strong ethos, which is based on the pursuit of excellence, is clearly promoted in all aspects of its work.
- The school effectively combines a drive for high academic standards, a concern for pupils' personal and emotional development and a rich, creative curriculum.
- The very clear procedures through which the school evaluates its work and promotes curriculum innovations mean that there is no complacency and the school is continually seeking further improvement.
- The school improvement plan is clearly at the heart of the school's work.
- The governing body gives the school effective levels of challenge and support.

Commentary

34. The leadership and management of the school are outstanding. Their quality is an important reason why the school is highly effective, is not complacent and is continually striving for further improvement. A measure of the quality of the established procedures is that they continue to run smoothly and effectively during the temporary absence of the headteacher. The acting

headteacher and the acting deputy headteacher have both fulfilled their roles very well since their recent appointments.

35. The headteacher's leadership is outstanding. The way that she maintains and supports the school ethos is excellent. The school's mission statement identifies the pursuit of excellence through creativity, challenge and independence and the drive for the highest possible standards is clearly embedded in all aspects of its work. The whole staff team shares this vision. The Headteacher has secured this commitment through the delegation of responsibilities and the encouragement and empowerment of all staff. This is done very well through the establishment of teams in the school to oversee important aspects of the school's work. Teams for strategic research, curriculum and standards encourage all teachers' commitment to innovation and continued curriculum and whole school improvement.
36. Management procedures are also excellent. The systems for informing and involving all staff are outstanding. There are regular opportunities for the headteacher and deputy headteacher to meet formally and informally. The management of the meetings at different levels which include the senior leadership team, the other management teams and full staff meetings ensure that all staff are very well informed about issues relating to the pupils and the school. Performance management procedures are very well established and include both teaching and support staff. Clear links are made with the priorities and attainment targets set out in the school improvement plan. Performance management procedures have identified several important professional development needs for teachers and support staff which have been subsequently addressed. Procedures for evaluating the school's work are outstanding. All staff undertake a rigorous evaluation of their subject and aspect areas of responsibility each year and identify areas for further development. These are then incorporated into the school improvement plan.
37. Planning for school improvement and procedures for monitoring teaching and learning are very good. The process of devising the improvement plan is secure. Previous initiatives are thoroughly evaluated and staff and governors are fully involved in agreeing future priorities. Procedures for involving parents in this process are underdeveloped. The school improvement plan is clearly at the heart of the school's work and procedures for monitoring its progress during the year, in staff and governors' meetings are very good. The school has made very good improvement in dealing with the issues identified at the last inspection. The monitoring of teaching and learning is carried out by the headteacher, senior leadership team and by co-ordinators. Foci are agreed, lesson observations are carried out and reports and findings shared. This has a good impact on teachers' morale and commitment to the school, and continues to improve the quality of teaching and learning across the school.
38. Governance of the school is very good. Governors have a clear view of the school's strengths and weaknesses through the work done in the main committee and through the active sub committees. Governors themselves are not complacent. They delight in the school's successes but are also continually encouraging and supporting the school in its drive for excellence. The hard work, knowledge and enthusiasm of the chair of governors are inspirational. The recent foci of the governing body have been very effective. There has been a focus on governors' self development. Governors' training is now well co-ordinated and an introductory pack for new governors has been developed. The procedure for making governors' visits more closely related to school improvement issues has been introduced.
39. The management of the school's finances is very good. Procedures for devising the annual budget and for monitoring spending are secure. A strength is the way in which the success of initiatives is carefully evaluated. There has been a recent focus in the governing body on ensuring value for money in all areas. All committees are being encouraged to consider formally value for money in all decisions that are made. This is a very good initiative. Careful consideration is given to the special funding gained through the school's Beacon status. The number of outreach programmes and general support and advice provided show that these funds are being used very well. This extra funding does mean, however, that the spending per pupil at this school is very high compared with the national average.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	657,437
Total expenditure	581,312
Expenditure per pupil	3000

Balances (£)	
Balance from previous year	77,617
Balance carried forward to the next	76,125

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good.

40. Provision is good and it incorporates appropriately all areas of learning designated for this age group in the curriculum. When they enter the school, children are attaining standards which are above those expected for their age. By the end of the Reception Year, children attain above average standards in all areas of learning, except in their physical and creative development where standards are average. Children achieve well, especially in their mathematical development and in communication, language and literacy. This good progress is due to the very good teaching, which results in good learning. All children achieve well overall because the teacher carefully plans the curriculum to provide a range of relevant activities that meet individual children's interests and needs. However, in areas affected by the relative limitations of the outdoor area, and by the lack of opportunities for free choices in expressive and creative play, there is less progress.
41. Teaching and learning in the Foundation Stage are very good overall. In the lessons observed, they ranged from good to very good. Planning is detailed and thorough, and assessment and its use are very good indeed. All staff work together well. The well-planned curriculum ensures that basic language and number skills are taught well, but it is not fully effective because of limitations in the outside play area. Children are settled very effectively when they first enter the school. Induction procedures are very good, and include liaison with the main local playgroups. Assessment and monitoring of academic and personal progress and development at this stage are very good. Several important strengths have been maintained since the last inspection. However, standards in children's creative and physical development are lower than that at the time of the last inspection. The Foundation Stage is led well, and children transfer smoothly to work within the National Curriculum.

Personal, social and emotional development

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Very supportive relationships are established, so that children feel happy, confident and secure.
 - Children reach standards above those expected for their age.
 - Very good attention is given to providing occasions for children to work together in groups, learn to take turns, behave well and try to help one another.
 - Children are encouraged to be independent and to take responsibility for themselves in ways appropriate for their age.
 - There are limitations in the scope of the outdoor area for free play, and in the frequency and range of free choice activities.
42. Children's personal, social and emotional development is developed well and children achieve well. Relationships in the class between adults and children are very good, and this promotes children's confidence and self-esteem well. Children are given effective help to establish boundaries for acceptable behaviour through the very good interaction with staff. Children show respect for each other's needs and views, and this is promoted very well through encouraging children to think about sharing and turn taking. Children's behaviour is very good, and they listen well to instructions and information. Although a few like to play alone, most enjoy playing alongside others, and communicate their ideas and opinions confidently. Children change their clothes for PE sensibly, and are able to look after other aspects of their own hygiene. A relative weakness is that the balance between free choice activities and directed learning activities, while satisfactory, is not fully extended in scope or frequency. Children spend much more time in directed activities, than in free play, and there is not always a very wide

range of stimulating experiences available. This does not exploit opportunities for social development to the full. On the other hand, teaching in the directed activities is very good indeed, promoting very good learning.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Children's communication and language skills are well developed.
- Spelling skills are particularly well developed.
- Interest in stories and books is very well promoted.

Commentary

43. Children enter school with language and communication skills at a level above those expected for their age. They make a good start in literacy skills, so that they are well on track to reach above average levels by the end of the year. Many children are confident speakers, and these skills are further developed through the very good teaching, with many valuable structured opportunities for them to talk and express ideas and opinions. These are specifically extended by the use of skilled questioning by the teacher. Role-play opportunities are less well catered for, but nevertheless enjoyed. Children listen carefully to instructions and information. They are interested in stories and books, and show good recall. They join in and enjoy familiar poems, songs and rhymes. Early writing skills are very well promoted, and, in particular, spelling skills. There is extremely careful teaching of phonics, resulting in very good learning in this aspect, and most children are advanced in their ability to write simple two and three letter words. Overall, teaching and learning in this area are very good, and achievement made by children against their capabilities and their previous learning is good. These standards have been maintained since the last inspection.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide range of activities involving first hand experience ensures thorough learning.
- Mathematical knowledge and understanding are promoted well.
- Teaching and learning are very good.

Commentary

44. In some areas of mathematics, particularly those connected with numbers and counting, children enter school with standards of attainment in advance of those expected nationally. Due to very good teaching and the resultant very good learning, children are on track to reach higher levels in all aspects of this area of learning by the end of the year. This represents good progress and good achievement. The teacher plans a wide range of interesting activities, based on first-hand experience, to promote mathematical understanding well. Children are encouraged to count by playing counting games and singing a variety of number songs. Counting is very well advanced, and many children are already able to count back and forth to a 100 using tens, as well as to count in ones and twos to and from 20. Less able children understand counting sequences to ten. More able children use pictures, or objects to help them find correct answers to simple addition sums to twenty, and most are able to add to ten using symbols to help them. The teacher promotes a wide mathematical vocabulary very well, and uses skilled questions to promote understanding, thinking and reasoning. For example, children enjoyed sequencing sizes following their story of *The Three Bears*, and using appropriate labels:

big, middle-sized and little. The progress made by children and the higher levels of good standards expected at the end of the year indicate maintenance of the high standards reported in the last inspection.

Knowledge and understanding of the world

There is **good** provision for developing children's knowledge and understanding of the world.

Main strengths and weaknesses

- In directed activities and lessons, teaching and learning are good.
- Computer skills are good.
- The quality and range of general activities available for free play in this area are not exploited to the full.

Commentary

45. Overall, children attain standards above those expected for their age in this area of learning. Most make good progress in their learning and achieve well. These standards are similar to those reported in the previous inspection. Children are used to using the computer. They handle the mouse confidently and are beginning to use a number of appropriate programs. Good links are made between different areas of learning. For example, computers were being used to analyse and display data gained from their recent porridge tasting survey. In an activity concerned with the geography of the school, children showed an eager interest, and were helped in their understanding of their own environment by the skilled questioning techniques of their learning support assistant. Teaching and learning overall are good in this area of learning. They are satisfactory when free choice activities are provided, but they are very good where specific teaching in directed activities and lessons is involved. This difference is because the quality and range of general activities provided for free play in this area are not exploited to the full to widen and enrich the first-hand experiences of the children. A further weakness is that the outdoor area is limited as a resource for exploring the outside environment.

Physical development

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching in lessons promotes good development of larger movements such as running, jumping, striding and balancing.
- Varied activities in a number of tasks provide good opportunities for the development of fine hand movements and dexterity.
- The small size of the outdoor play area, together with the lack of a sufficiently wide range of equipment, does not provide enough opportunities for free choice, outside activities.

46. By the end of the Reception Year, children reach standards which are average for their age and most achieve satisfactorily. In the PE lesson which was observed, children took part in a suitably energetic warm up and were made aware of the effect of exercise on their bodies. They had a sound sense of space in the school hall and moved around it confidently and expressively as they took their part in the theme *We're going on a Bear hunt*. Most were able to make good attempts at moving in different ways, such as slowly through mud, and some were able to explain to others why they moved as they did. Good use is made of varied classroom tasks to develop fine hand movements and dexterity. This is done well through, for example, writing, drawing, painting, modelling, threading, and using construction kits and puzzles. The quality of teaching and learning is good, particularly in the PE lessons. A relative weakness is that the outdoor play area provides too little space for an adequate range of outdoor equipment and toys. There is no clambering equipment, and there is little space for the two tricycles to travel around in. It is not designed with sufficiently stimulating features. Although the provision for physical

development in terms of free play is satisfactory, it is not fully exploited. In addition, not all children have the opportunity for free play outside as part of their programme on a daily basis, so frequency of use is also limited. These factors do not allow the best possible levels of physical growth and control of movement to develop.

Creative development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are very good in directed activities and lessons.
- Children have very well developed senses of rhythm and pitch in music.
- Opportunities for art based activities in free choice times are limited.
- Not enough time or imaginative resources are provided to stimulate role-play.

Commentary

47. Children are on course to achieve average standards in this area of learning by the end of the year. Most make sound progress and achieve satisfactorily. However, a scrutiny of work on display and other evidence indicate that some aspects are developed well. For example, the paintings of flowers done by the children showed a good sense of colour, shape and composition. In a music activity related to the theme of Goldilocks and the Three Bears, children showed high levels of enjoyment and above average skills in their ability to remember the words of a rap song, to keep a steady rhythm and to use body percussion effectively. Overall, the quality of teaching and learning is good, but they were very good in some of the activities seen during the inspection. A relative weakness in this area of learning is that painting and drawing were not provided as free choice activities during the days of the inspection, neither was any model making using recycled materials. Some use was made of play dough for modelling, but without any stimulating purpose. Although the café provides a suitable stimulus for role-play, dressing-up clothes are limited in range and do not provoke role-play outside the cafe context. The lack of a good range of daily opportunities for stimulated creative play, using a wide range of resources, means that creative development opportunities are not fully exploited.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above in Year 6.
- Teaching and learning are good in Year 2 and very good in Year 6.
- Teachers have very high expectations that pupils will achieve well.
- Marking is of high quality and pupils have very good guidance on how to improve their work.
- Leadership and management are very good.
- Use of language and literacy in other subjects is very good.

Commentary

48. Standards in speaking and listening are above average across the school. Younger pupils are mostly confident, use a wide vocabulary and are articulate. For example, in a Year 2 history lesson, they listened thoughtfully and made considered and clear responses to the teacher's questions about a series of old photographs. Pupils in Year 6 have very well developed listening skills and contribute clearly to discussions. They use vocabulary precisely to convey their ideas and are responsive to the opinion of others.

49. Standards in reading are above average in Year 2 and well above in Year 6. Younger pupils use their skills well. For example, in a lesson in which they had to write alternative sequels to a traditional story, they had a good grasp of the original text because of their well-developed reading competence. In Year 6, pupils use a good range of learned skills very well. They show good understanding of what they read and readily discuss content and answer questions posed. Those heard reading were fluent, expressive and showed an interest in a range of genre. Pupils use research skills well. For example, they have found out about the lives of people in Ancient Greece, made notes and recorded essential information in their own words.
50. Pupils in Year 2 reach above average standards in writing and in Year 6 standards are well above average. In Year 2, they make use of a good range of vocabulary to develop their ideas. They use punctuation well, spelling is mostly accurate and their handwriting is clear and legible. They show a good understanding of how a story is structured and often use interesting ideas. Pupils in Year 6 write for a very good range of purposes. For example, they learn how writers use language persuasively and then use the appropriate technique to write an effective argument. Handwriting is legible and presentation of work is of good quality. Pupils organise their work well and use vocabulary imaginatively. Most write in well-structured paragraphs.
51. Pupils' overall achievement, which takes account of their capabilities, is good in Year 2 and very good in Year 6. Pupils with SEN and those who are more able achieve well for their capabilities.
52. The quality of teaching and learning is good in Year 2 and very good in Year 6. Although there are variations across the school, teaching is never less than good. In a good Year 2 story-writing lesson, based upon the Goldilocks story, pupils made clear progress because the teaching was well focused on the learning intended in the lesson. Appropriate strategies were employed to engage their interest and there was realistic challenge for them to use their learned skills and imagination. They enjoyed planning the writing, but a few lacked consistent concentration and therefore the quality and output of some work tended to be erratic. Analysis of pupils' work shows that expectations of what they should achieve are high.
53. In Year 6, stimulating and challenging teaching resulted in a very good lesson. The teacher used a very wide range of strategies to teach pupils how to write an effective argument. Clear explanations were given, questioning was used perceptively and there was strong emphasis upon the development of pupils' thinking skills. Time was used very productively; pupils made very good progress and were consistently challenged to extend their knowledge and understanding of persuasive writing. A good lesson in Year 4 on the use of expressive language was characterised by the teacher's enthusiasm and imaginative approach to an examination of a passage from *The Iron Man*. Pupils responded very well and learned how to identify how the writer had achieved specific effects. Good use was made of discussion in this lesson to develop pupils' thinking skills. However, in some lessons, there are insufficient opportunities for constructive and probing dialogue with pupils because teachers sometimes talk for too long. In all lessons where learning support assistants were deployed, they made significant contribution to the progress of pupils.
54. The subject managers provide a very good level of leadership and management. Priorities for the development of the curriculum and of teaching have been closely identified through thorough analysis of data. For example, there is a current focus upon the improvement of writing and of some elements of speaking and listening. The recently introduced marking scheme used by teachers is particularly effective because it allows positive comment on what has been done well and clearly shows pupils how to improve their work. Teaching and learning are closely monitored and innovative and imaginative approaches are encouraged. Since the previous inspection, there have been general improvements in standards and in the quality of teaching and learning in all aspects of English. Overall, improvement in the subject has been good.

Language and literacy across the curriculum

55. The use of language literacy across the curriculum is very good. There is a wide application in subjects such as history, music, DT and RE. Because the skills of literacy are so well taught, pupils make very effective use of them in their work. This, in turn, helps them to consolidate what they know and can do.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils in Year 6 achieve very well and attain standards that are well above average, whilst pupils in Year 2 achieve well and attain above average standards.
- The quality of teaching and pupils' learning is very good in Years 3 to 6 and good in Years 1 and 2.
- The leadership of the subject is very good.
- Very good procedures are provided to allow pupils to talk about what they know and to reinforce and extend their learning through conversation.
- Wherever possible, topics are introduced through investigations and very good emphasis is placed on the development of problem solving activities.
- Good links are made with work in other subjects.
- Assessment overall is very good but procedures for involving pupils in the assessment of their own work are not sufficiently developed.

Commentary

56. At the end of Year 6, pupils attain well above average standards and pupils in Year 2 attain above average standards. This is lower than the very high standards pupils achieved in the 2003 national tests but the inspection findings are broadly in line with the school's own assessments of the respective groups in 2004. Although there is some small variation between different year groups, the school has successfully maintained the trend for high and very high standards in this subject which were also reported at the last inspection.

57. Across the school, pupils are introduced very well to the different elements of the subject. For example, pupils in Year 6 consider multiplication and division of numbers with two decimal places, they draw shapes using two-figure co-ordinates and they calculate the perimeter and area of compound shapes. Year 2 pupils work confidently with numbers up to 999 and they recognise and name two-dimensional shapes. A strength in provision is the way in which pupils are introduced to problem solving activities which are often closely related to work in other areas of the curriculum. For example, pupils in Year 2 were considering the story of *The Three Billy Goats Gruff* in literacy and their mathematics challenge was devised around this topic. It was interesting, challenging and enjoyable. A naughty troll had stolen all the elf's tree house numbers and left only the numbers one, three and five. The pupils had to make up the house numbers from 1 to 30 using only these numbers and addition and subtraction processes. In Year 6, pupils' challenge at Christmas was to prepare, plan and cost a large-scale party for several friends.

58. The quality of teaching and pupils' learning is very good in Years 3 to 6, and good in Years 1 and 2. Strengths in teaching have been maintained well since the last inspection. Strengths in teaching across the school are in the positive way in which pupils are managed and encouraged and the high expectations which teachers have of all pupils. Teachers plan well and their lesson plans show clearly how work is planned for pupils' different abilities. This ensures that the needs of all pupils are met well. Teachers consistently demonstrate very good subject knowledge. Several features of very good teaching were observed in a lesson to Year 6 pupils where they were working out payments for a range of pizza toppings. The warm-up was taught at a brisk

pace and the importance of speed and accuracy in mental calculation was emphasised well. Pupils' attention was drawn to the key features of the money problem which they were investigating and they were given very good opportunities to talk about possible solutions with a partner and also to explain to the class their method of calculation. The effect of these strategies was that pupils were fully committed to their learning, and were encouraged to do their best.

59. The subject is very well managed by an enthusiastic and knowledgeable co-ordinator who has provided in-service training at other local schools through the Beacon school's outreach programme. Monitoring has been regular and effective. A recent whole school focus has been the promotion of problem solving and the use of the summing up at the end of lessons. Assessment procedures are very good. The co-ordinator has devised useful tests to assess pupils' understanding at the end of each unit and the results of other tests are analysed thoroughly. Assessment data are used well to track pupils' development across the school and to set achievement targets. A minor weakness which the school has already identified is that pupils are not sufficiently involved in assessing their own work and that opportunities to make them more aware of how they can reach the next stage in their learning are not consistently taken across the school. Assessment data are also used to determine groups for consolidation or extension work. Homework supports the subject well.

Mathematics across the curriculum

60. A strength is the way in which the subject is well integrated in work in other curriculum areas. For example, in science, Year 6 pupils collect and analyse data on how materials can be changed while Year 4 pupils draw block and line graphs to show how easily objects move over different surfaces.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards reached by pupils in Year 6 are very high.
- Teaching in Years 3 to 6 is very good.
- Assessment is very good.
- Pupils have regular opportunities to investigate and experiment.
- Pupils enjoy science and are eager to do homework in the subject.

Commentary

61. Pupils in Year 2 attain above average standards whilst those in Year 6 attain very high standards. This judgement is broadly in line with the results of recent national tests. Since 1999, standards in Year 6 have been consistently well above average and have been improving at a rate which exceeds that nationally. The current judgements about standards in Year 2 are lower than the very high attainment of the previous year, but are in line with the school's own predictions. The current judgement of standards in Year 6 is an improvement on the standards reported in the last inspection, and it matches well with both recent results for the school in the national end of year assessments and the school's predictions for results in this year. This is consistent with the very good teaching seen in Year 6, where the expectations of the teacher have a major impact on pupils' learning. As a result, pupils' achievement is good in Year 2 and very good in Year 6.

62. Pupils are taught all elements of the subject as they move through the school. Pupils in Year 2 know about healthy eating and looking after their teeth. They have a good knowledge of how a simple electrical circuit works, and can make a bulb light up or a buzzer sound. In a Year 4 topic, taking the understanding of electrical circuits further, pupils enjoyed the challenge of creating their own circuits from everyday materials, thus involving and trying out their knowledge of conductive and non-conductive materials. Planning showed that this lesson would lead on to

finding ways of stopping and starting the electrical flow, so that pupils could develop a signalling tool for a secret agent, a task with tremendous appeal. Homework was well integrated in this topic.

63. Year 6 have been studying micro-organisms and the spread of disease and are surveying at home three generations of their families for evidence of decline in certain diseases due to immunisation. They are also designing a poster to help children in the school to stay as healthy as possible in the face of winter infections. In the imaginative planning employed in science teaching in this school, science is made to seem real to pupils, and to have everyday applications of interest, thus providing strong motivation to learn. Throughout the school, pupils are developing a precise scientific vocabulary to explain their observations as they undertake investigations. By Year 6, pupils are able to provide extremely clear explanations and record their findings accurately when writing up experiments.
64. Teaching and learning are good in Years 1 and 2 and very good in Years 3 to 6. Although no teaching was observed during the inspection in Years 1 and 2, judgements have been made from evidence from the work analysis, discussions with pupils and scrutiny of teachers' planning. Strengths in teaching, particularly in Years 3 to 6 include the way in which tasks are well matched to pupils' abilities and individual needs. There is extremely good emphasis on the investigative aspects of science, and the engagement of pupils in active learning is an important focus. High expectations and the standards of skilled questioning to promote reasoning ensure that all pupils are challenged well and enjoy thinking scientifically.
65. The subject is well led and managed. The subject manager, who has only had this responsibility for a short time, has not yet had the opportunity to monitor lessons, but already sees planning and assessment and samples work. Assessment is very good, and pupils' progress is well tracked. ICT is very well used in this subject for handling and displaying scientific data. This is an improvement since the last inspection, along with higher standards in teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Across the school, pupils attain standards that are above average.
- Teachers use their class interactive whiteboards and the facilities of the computer suite confidently in their work.
- The well-planned curriculum ensures that pupils have good opportunities to experience all elements of the subject.
- Good opportunities are provided to link ICT work well with other subjects.
- Assessment in the subject is very good.
- The Internet is used effectively but the use of e-mails is underdeveloped.

Commentary

66. Across the school, pupils attain standards that are above average. Most pupils make good progress in their learning and achieve well. This represents an improvement since the last inspection when standards were judged to have been in line with national expectations.
67. Teaching and learning are good. This has maintained strengths identified at the last inspection. The easy access which teachers have to interactive whiteboards in each class helps to ensure that ICT skills are used routinely in most classes and this improved provision helps to raise the profile of the subject across the school. Teachers show good, confident subject knowledge and classroom and computer suite facilities are used regularly and effectively. A good lesson in Year 2 and a very good lesson in Year 6 illustrated several strengths which have a good impact on pupils' learning. In Year 2 pupils were introduced well to combining pictures

and text as they produced celebration booklets for religious education (RE). This led to attainment which was above that expected for pupils' age. In Year 6, pupils very confidently accessed the Internet to find out further information about the artist Van Eyck. Several were able to retrieve and display examples of his work and then isolate and magnify aspects of paintings that they wanted to observe more closely.

68. The co-ordination of the subject is good. The co-ordinator is knowledgeable and enthusiastic and is energetic in her promotion and support of the subject across the school. Strengths in her work are the way in which she has begun to collect examples of work done in each element of the subject which has been matched to National Curriculum levels. This is being done for Years 1 and 2 but has yet to be completed for Years 3 to 6. Assessment procedures are very good. Regular termly assessments are done on each unit of work and these are also matched to National Curriculum levels. Useful data showing the level reached by each pupil in Years 2 and 6 are collected. These initiatives are providing a clear view of the standards achieved across the school. Resources are good. There are imminent plans for the replacement of the desktop computers in the suite with networked, wireless laptops. A disadvantage of the current suite is that it is also used as a main thoroughfare to the main entrance and this limits the effectiveness of some activities. The Internet is used well, but opportunities to use e-mail are not sufficiently developed.

Information and communication technology across the curriculum

69. The curriculum is planned so that all aspects of the subject are covered well. A strength in the subject is the way in which opportunities are found to link computer work with other areas of the curriculum. For example, pupils in Year 2 use the computer to generate firework pictures in art and design and use word processing to write a thank you letter after a history visit to a working Victorian school exhibition. Pupils in Year 4 collect and display data gained from a school survey into others' favourite crisp flavour and Year 6 pupils design and print a flyer advertising Hampton Court after their recent visit. The digital camera is used well across the school to record events and in areas such as PE to show different gymnastic balances.

HUMANITIES

70. There was insufficient evidence for an overall judgement about provision to be made in **geography**. The subject had not been taught in the previous term because of the way the school organises the curriculum. Therefore, there was no previous work available for analysis. Only two lessons were seen, one in Year 6 and one in Year 4. However, evidence from these lessons indicated that pupils made good progress and achieved at least as well as pupils of similar age and attainment. In both classes, pupils had only just begun their investigations. Teaching was imaginative and challenging, particularly in Year 6. In both lessons, pupils were eager to learn and applied their skills and developing knowledge well. For example, in Year 6 they applied taught skills to the identification of mountains in a world atlas. In Year 4, they carefully carried out tasks to describe and compare physical features of the local area.

History

Provision in history is **good**.

Main strengths and weaknesses

- Across the school, pupils attain above average standards and achieve well. .
- Teaching is good and creates high levels of interest in the subject.
- Pupils' use of literacy is very good and contributes well to their learning.
- Leadership, management and the curriculum are all very good.

Commentary

71. By Year 2 and Year 6, pupils' attainment is above average. This judgement is based upon lessons seen and a scrutiny of pupils' work. Their achievement, including those with SEN, is good overall. Although no clear judgement was made on standards in the last inspection, improvement is judged to be good because there has been considerable innovation and this has improved provision significantly.
72. Overall, teaching and learning are good. In a Year 2 lesson, stimulating teaching enthused pupils and held their close attention. This very good lesson challenged them to think in a focused way about information presented in old photographs. They were split into four groups, each with an adult, to examine and discuss visual evidence about Scott's polar exploration. Through carefully led discussion, they gradually gained knowledge and refined their understanding. Further activities, each focused with discussion, enabled them to build up their awareness of the time, place, people and critical events. The teacher was particularly skilful in the use of questions that ensured pupils thought carefully and presented their ideas clearly. On some occasions, in other groups, adults did not always ensure that all pupils contributed to the discussion.
73. No teaching was seen in Year 6. However, analysis of pupils' work indicates that they achieve well, make good progress and enjoy lessons. The quality of their work on Ancient Greece is good. They have been challenged to produce interesting and well-written accounts of topics such as Greek homes, Athenian democracy and the role of women. In this, very good use has been made of their literacy skills. In a Year 3 lesson, pupils made good progress in their understanding of life in Celtic Britain. Teaching was carefully structured to maintain their interest. The teacher gave clear explanations about various matters, used visual information well and asked pupils appropriate questions. However, there were not enough opportunities for pupils to raise questions themselves.
74. The curriculum, leadership and management are all very good. The curriculum is planned for a very broad range of experiences, many of which involve pupils in visits and/or role-play as people in periods such as the Tudors or World War 2. Leadership and management systems provide very clear direction and procedures for the development of the subject. Innovation is very good. Imaginative and creative measures have been introduced such as integrating music, drama and literacy into history teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. There was insufficient evidence and opportunity during the inspection for judgements to be made about provision in design and technology (DT) and physical education (PE).
76. Work in **design and technology** follows an agreed whole school curriculum plan. Topics are identified each term and careful thought is given to linking them with work in other subjects. For example, Year 4's work on the Tudors in history is developed well as pupils design and make Tudor money purses in DT. Evidence from work on display and from pupils' workbooks indicates that topics are well taught and that good attention is given to the detail of each project. For example, Year 5's work on puppets included research on the Internet into different forms of puppets, carefully annotated design plans, well constructed models and clear and careful evaluations of what pupils had done. Year 6's work on the analysis and making of a range of biscuits and Year 4's work on Tudor purses, were all taught in the same thorough manner.
77. Work in **physical education** follows an overall curriculum plan which includes appropriate reference to swimming in Year 6. Teachers are supported by a series of helpful guideline statements. Interest in the subject is promoted well through recent opportunities for staff to take part in skipping and lacrosse workshops. All pupils participate in the annual sports day. In the single lesson observed in Year 5, the quality of teaching and pupils' learning was good. The focus of this gymnastics lesson was on movement sequences which involved balancing and rolling. The lesson began with an appropriate warm up activity. The lesson was managed well

and pupils were given good opportunity to demonstrate good technique and to evaluate their work and that of others. Pupils worked effectively together with partners and larger groups to perform a finished sequence.

Art and design

Provision in art is **good**.

Main strengths and weaknesses

- The quality of teaching is good, and teachers ensure that specific skills are thoroughly taught.
- The use of specialist art teaching supports provision well.
- Pupils are introduced well to a wide range of media and techniques.
- Art and design skills are used well across other curriculum areas.
- The subject is very well managed and has a high profile within the school.
- Interest in the subject is promoted very effectively by the imaginative and colourful displays of art work across the school.

Commentary

78. Across the school, pupils attain standards that are above average. At the last inspection, it was noted that pupils made good progress. Currently, most achieve well and are making good progress in their learning. Pupils have good opportunities for using a wide range of tools, techniques and media in their work. For example, some pupils in Years 1 and 2 produce large colourful classroom displays to illustrate the story of *The Three Billy Goats Gruff* while others carry out effective blending of green and blue paints in their seascape pictures. In Years 3 to 6, younger pupils paint effective watercolour portraits of Henry VIII, his wives and other adults in the school. Older pupils make very effective electrical collages using a range of wires, foil and computer disks. Across the school, pupils use art techniques well to illustrate aspects of their other classwork. For example, Year 5 pupils make effective tissue paper collages to illustrate the story of Jesus calming the storm in RE while pupils in Year 6 copy Greek patterns in history.
79. Teaching and learning across the school are good. An important strength in teaching across the school is the way in which specific skills and techniques are systematically taught. For example, in an effective lesson to pupils in Year 5 where they were learning to appreciate and copy patterns common in Ancient Egypt, the teacher ensured a careful progression in activities which encouraged pupils to concentrate on different elements of the pattern before producing effective copies of their own. A further strength is the way in which pupils' understanding of the context of their work is carefully prepared. For example, in a good lesson to pupils in Year 2 where they were being encouraged to produce pencil drawings of penguins, important time was spent in talking about the life of penguins and observing them closely before using a variety of pencil shading in order to produce accurate likenesses.
80. Further strengths in teaching were observed in a Year 4 lesson looking at the work of David Hockney. Reference was made at the beginning of the lesson to useful homework preparation that pupils had done. Pupils were encouraged very well to observe the picture under consideration very carefully and to look at the detail of the composition. Pupils then considered the feelings and emotions shown by the characters in the picture and this was very well developed by opportunities for paired discussion and the use of impromptu drama in showing emotional poses and expressions. By the end of the lesson, good progress had been made in pupils' ability to appreciate mood and composition. Good links were made with their personal development as younger pupils composed different lined pictures to represent feelings such as anger, happiness and sadness.
81. The subject is very well managed by a co-ordinator who also has a wider 'creativity manager' responsibility. This helps to ensure very good coherence in the school's approach to its creative curriculum. The co-ordinator is well supported by an experienced and knowledgeable 'shadow' who undertakes specialist teaching across the school. The work is well planned to ensure that

links are clearly established with other subjects. Sketchbooks in Years 3 to 6 are used well. The school's digital camera is used well to record examples of pupils' work. The subject has a high profile within the school. Varied and attractive displays of pupils' work and that of other artists help to promote interest. Good enhancements are provided by trips to the National Gallery for older pupils, entering a national art competition and through an art club. A recent arts week was thoroughly enjoyed by all. Work with other schools has been part of the Beacon school outreach programme.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils' attainment in music is well above average in Years 3 to 6.
- By the top of the school, pupils are able to read music in conventional notation.
- All pupils learn the recorder in Year 4.
- Teaching and learning are very good and sometimes excellent in Years 3 to 6.
- Music is well integrated with other subjects and its presence pervades the school.

Commentary

82. Pupils in Year 2 attain above average standards while those in Year 6 attain standards that are well above average. These judgements are made from observation of music lessons that were available during the time of the inspection, discussion with pupils and morning assemblies. Pupils in Years 1 and 2 achieve well and make good progress whilst those in Years 3 to 6 achieve very well and make very good progress.

83. Discussion with pupils in Year 6 and an analysis of their written work showed that their knowledge and understanding of musical forms was very well developed. For example, work on 'the blues' included descriptions of the feelings evoked in listeners from the mood of the music, types of instruments traditionally used, and an analysis of 'blues' music in terms of the musical elements such as dynamics, tempo and beat. In addition, informal notation of group compositions was included, and notes about making, performing and evaluating the compositions. The standard of this written work was well above average for age. Discussion with Year 6 pupils revealed knowledge and understanding at well above average levels, as they talked about elements of musical appreciation, composition, performance and evaluation. They had undertaken topics on Tudor music, a pavane, and also African music, among other genres. All could play an instrument, including recorder, flute, piano, keyboard or guitar, while some played two instruments. In Years 1 and 2, pupils demonstrate good appreciation of different musical elements and use their knowledge and previous experience of a range of instruments well as they make their own compositions.

84. Teaching and learning are good in Years 1 and 2, and very good in Years 3 to 6. Across the school, teaching emphasises well the different musical elements, including both formal and informal notation and the appreciation of a wide range of genres and styles of music. Very good links are made between music and other curriculum areas. For example, in the good lesson observed in Year 1, very clear links were made with the *Three Billy Goats Gruff* story which the pupils were reading in literacy. They explored sounds to illustrate different parts of the story effectively. In a Year 4 lesson where both teaching and learning were excellent, pupils were composing musical fanfares to accompany either Aslan or the white witch onto the stage for a drama presentation. The performances were very original and had both musical and dramatic impact. Evaluations of these by pupils displayed their very good knowledge and understanding of musical structure, mood and style.

85. The subject manager leads the subject very well, and the subject has improved since the last inspection in terms of higher attainment at the top of the school, better provision, very good assessment and enhanced resources. Assessment is now very good. The subject has a high

profile within the school. Music is frequently played in classrooms and areas in the school to create a quiet atmosphere or a bright scenario, and enrichment in the subject is very good, with many musical events, visits and visitors. All pupils learn the recorder in Year 4, and many pupils have tuition at school in other instruments.

Example of outstanding practice

A Year 4 musical composition lesson based on 'The Lion, the Witch and the Wardrobe'.

Year 4 pupils planned, composed and performed extended fanfare sequences using both tuned and untuned instruments. The fanfares were designed to introduce the character of Aslan, or that of the white witch, from the current literacy text, and the teacher rehearsed with pupils the main characteristics of these two figures at the start. Pupils used their knowledge and understanding of musical elements to create the different mood effects they had chosen as their goals. In this imaginatively conceived lesson, the teacher divided the pupils into working groups reflecting differing abilities. This enabled appropriate challenge to be set for each group, for instance to extend the more able group by specifying a harmonious layered effect within their music, while less able pupils received more ongoing adult support. Pupils were asked to evaluate their own and each other's performances, identifying from the music the character represented, which they did with expertise and accuracy. The resulting fanfares, played and listened to with much enjoyment, were all original and dramatic and had great musical sensitivity and impact. High levels of musical knowledge were displayed and both teaching and learning were excellent.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. There was insufficient evidence for an overall judgement to be made about provision in personal, social and health education and citizenship education (PSHCE). One lesson was observed and some written work by pupils was analysed. There is detailed and appropriate planning for all aspects of PSHCE. Each class has regular lessons in the subject, but in addition, aspects of it are examined in subjects such as history, English and RE. In the lesson observed in Year 6, teaching, learning and pupils' achievement were all very good. This was because the teacher very effectively helped pupils to relate their own 'world' and experiences to that of other children in very different circumstances. Teaching methods engaged their sustained interest. The focus was on the issue of children's rights, and covered some aspects of them in a worldwide context. Pupils examined a series of pictures and responded to them by imagining what the children in them would dream about to improve their lives. A particularly good range of thoughtful, sensitive and articulate responses were made by pupils, some of whom were quite moved by their observations. The success of the school's PSHCE programme is exemplified by the very good attitudes and relationships that exist in the school. The ethos of the school is strongly reinforced by the content and the teaching of the programme for this subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the Headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).