

# INSPECTION REPORT

## **DANETREE JUNIOR SCHOOL**

West Ewell, Epsom

LEA area: Surrey

Unique reference number: 124960

Headteacher: Miss E Butcher

Lead inspector: Mr J Sorsby

Dates of inspection: 24<sup>th</sup> – 26<sup>th</sup> May 2004

Inspection number: 255948

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Community  
Age range of pupils: 7 to 11  
Gender of pupils: Mixed  
Number on roll: 464

School address: Danetree Road  
West Ewell  
Epsom  
Surrey  
Postcode: KT19 9SE

Telephone number: 020 8393 6406  
Fax number: 020 8786 8154

Appropriate authority: The Governing Body  
Name of chair of governors: Mr H Reynolds

Date of previous inspection: 23<sup>rd</sup> February 1998

## CHARACTERISTICS OF THE SCHOOL

Danetree Junior School is much larger than most primary schools. Most of the 464 pupils are of white British heritage, with a small number being of other white or mixed background or of Indian, Bangladeshi, other Asian, Caribbean, African or Chinese descent. Almost all pupils speak English as their first language and only three are at an early stage of acquisition in English. Twenty-one per cent of pupils have been identified as having special educational needs, which is approximately the national average; nineteen pupils have statements of special educational needs, which is well above the national average. The majority of pupils with special educational needs have moderate learning difficulties or speech and communications difficulties. Almost 7 per cent of pupils joined or left the school at times other than normal in the past year, which is low. Children's attainment on joining the school varies significantly from year to year and is presently average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
11437	A Anderson	Lay inspector	
22778	A Shannon	Team inspector	Mathematics Science Art and design Music Physical education
14573	H Wareing	Team inspector	Information and communication technology Geography Provision for pupils with English as an additional language
23010	L Watson	Team inspector	Provision for pupils with special educational needs English Design and technology History Modern foreign languages Religious education

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
East Sussex BN21 3YB

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is a good and rapidly improving school.** Pupils achieve well as a consequence of good teaching. In the context of a strong learning and caring ethos, governors, the headteacher, deputy headteacher, senior management and subject coordinators provide good leadership and the school is well managed. The needs of all pupils, including those with special educational needs, higher attaining pupils and the small number for whom English is an additional language are met, and the school is providing a good quality of education. Pupils and parents are happy with the school, which is now providing **good value for money**.

The school's main strengths and weaknesses are:

- Good leadership and management have created an environment in which teaching and learning are good and most pupils display good attitudes and behaviour and develop well as keen learners.
- The school provides well for pupils with special educational needs and those for whom English is an additional language.
- The curriculum is very well enriched by extra-curricular activities which contribute well to pupils' enjoyment of studying.
- Overall, pupils achieve well; standards are above those expected in English, science, religious education, art and design, French and in pupils' personal, social and health education.
- The school works well with parents to support pupils' learning.
- The school's plans for improving assessment procedures and the use of assessment data are well implemented in some subjects but incomplete in others.
- In a small minority of lessons behaviour management does not follow the school's procedures and unsatisfactory behaviour results.

There has been good improvement since the last inspection. All key issues at that time have been resolved. Pupils are achieving better and their standards in English, science, design and technology and art and design have improved. Those in geography are slightly lower than as reported at the time of the last inspection. The quality of teaching and learning are better, and better provision is made for pupils with special educational needs. The leadership and management of the school have improved as has pupils' personal development. Overall, assessment is being used better to meet individual pupils' needs.

## STANDARDS ACHIEVED

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

*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.*

**Overall, pupils achieve well.** In the national tests for pupils in Year 6 in 2003, standards were well above the national average in English and average in mathematics and science. In comparison with similar schools, standards were well above average in English, average in mathematics and above average in science. Given pupils' standards at the end of Year 2 in their first schools this represents overall satisfactory achievement. Pupils now in Year 6 began Year 3 with average standards and

have reached standards that are above average in English and science and average in mathematics. This represents overall good achievement and reflects the improved and improving quality of education in the school. Standards in mathematics have not improved as much as those in English and science because improvements in the quality of provision have had less time to take effect. Improvements are now, however, clearly evident in individual lessons. Standards are above expectations in religious education, art and design, French and personal, social and health education. In information and communications technology (ICT), design technology, history and geography standards are as expected for pupils' ages. No judgment on standards was possible in music or physical education. Pupils with special educational needs achieve well, while those for whom English is an additional language and higher attaining pupils achieve as well as all other pupils. There are no differences between the achievement of boys or girls or the small number of pupils from different ethnic backgrounds.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have good attitudes to learning; they behave well and their spiritual, moral, social and cultural development is good. Attendance rates are above average and punctuality is good.

## **QUALITY OF EDUCATION**

**The school provides a good education. The quality of teaching is good overall** and pupils learn well. Teachers motivate pupils well by making lessons fun, by good use of the recently introduced interactive white boards and by providing a good, well enriched curriculum that interests pupils. Most teachers have high expectations of pupils' behaviour and pupils respond well. However, a small number of lessons suffer from unacceptable behaviour by a minority of pupils as a result of inconsistent implementation of the behaviour management strategy. Almost all lessons are calm, with pupils trying their best. In English, science and art and design teachers assess well what their pupils know, understand and can do and make good use of this information to adapt their lesson plans to meet individual pupils' needs. In other subjects, including mathematics, these processes are being developed and are presently satisfactory. Very good provision is made for pupils who have special educational needs. Parents support their children's education well. Good links exist with other schools and the community, which enhance pupils' learning. The school has an appropriate number of qualified and experienced teachers and a good number of support staff. Resources and accommodation are good and contribute well to pupils' enjoyment of learning and their achievements.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good, contributing well to pupils' achievements.** Governors are very well informed, provide good leadership, participate fully in setting the school's direction and carry out all their statutory responsibilities well. The headteacher, deputy headteacher, senior managers and subject coordinators, provide strong leadership and good management, highlighting and addressing weaknesses, improving the quality of education and driving up standards. Staff are a very strong and unified team with a shared objective of providing as well as they can for their pupils.

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

Parents are overwhelmingly supportive of the school. They appreciate its achievements in the educational and personal development of their children, and the nature of their relationship with the school. Pupils like the school very much and enjoy their lessons.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- 1 Continue with the development of assessment procedures and the use of assessment data in mathematics, and subjects other than English, science and art and design.
- 2 Ensure that the behaviour management policy is consistently implemented in all classes.

# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

**Overall, pupils achieve well**, an improvement since the last inspection. This is a consequence of the improved quality of teaching, which itself is largely as a result of improved assessment of what pupils know, understand and can do and better use of this information in lesson planning.

#### Main strengths and weaknesses

- Pupils achieve well and their standards are above those expected for their age in English, science, art and design, religious education, French and in their personal, social and health education.
- Pupils for whom English is an additional subject, higher attaining pupils, those with special educational needs and those from different ethnic groups achieve similarly well.
- Standards in mathematics, ICT, design and technology, history and geography are satisfactory.

#### Commentary

1. The standards pupils bring with them when they join the school in Year 3 have varied from year to year. For example, in 1999 pupils arrived with above average standards in reading, writing and mathematics. The following table demonstrates that when they participated in the national tests for Year 6 pupils in 2003, they scored significantly better than the national average point score in English and more or less in line with the average scores in science and mathematics. In comparison with all schools, these results were well above average in English, and average in mathematics and science, while in comparison with similar schools they were well above average in English, above in science and in line in mathematics. Because of their starting standards, these pupils may be said to have achieved satisfactorily overall.

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

Standards in:	School results	National results
English	28.9.(27.6)	26.8 (27.0)
mathematics	26.9 (27.1)	26.8 (26.7)
science	29.2 (28.7)	28.6 (28.3)

*There were 107 pupils in the year group. Figures in brackets are for the previous year*

2. The past year has seen continuing and, in some respects, accelerated improvements in the quality of education provided by the school and the way it plans and manages its work. Most notably, there has been an increasing emphasis on the need to accurately assess what pupils know, understand and can do and to use this information efficiently in preparing lesson plans that contain sufficient flexibility to meet the needs of each individual pupil. This is being approached subject by subject, and where it is complete, the reward has been improved standards. Good assessment is now a feature of English, science and art and design. A change of subject coordinator in mathematics has resulted in much reassessment of how the school teaches the subject, and much improved assessment procedures are now in place. They have not yet had sufficient time to have a measurable effect on pupils' standards but are seen to be very effective in individual lessons, where all pupils are being appropriately challenged.



3. When the pupils now in Year 6 joined the school their standards were average in reading, writing and mathematics. They are now at the end of Year 6 and their standards are above average in English and science as well as in religious education, French, personal, social and health education and art and design. This represents good achievement in all these subjects. There is clear evidence of improving standards in mathematics but at the moment achievement remains satisfactory, for the reason given. It is also satisfactory in ICT, design and technology, history and geography where the school acknowledges that further work on assessment remains to be done. Pupils' English, mathematics and ICT skills are sufficient to enable them to make progress in all areas of the curriculum

4. All pupils, including those who are higher attaining, those with special educational needs, and those for whom English is an additional language, achieve well. Pupils with special educational needs achieve well in relation to their capabilities and learning targets. Analysis of assessment data shows that some of these pupils reach comparable standards with those of their classmates.

5. From the information provided and through discussion with teachers it is clear that there is no significant difference in the achievement of pupils from various minority ethnic groups. Pupils at an early stage of language acquisition are withdrawn from lessons for short dedicated lessons. A few pupils enter the school with little or no English. They make good progress. Their achievement in terms of language acquisition is good. They work alongside their classmates at other times and are included in all aspects of school life.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

As at the time of the last inspection, pupils' attitudes and behaviour are **good**, as, overall, is their spiritual, moral, social and cultural development. Pupils' attendance rate and their punctuality are **good**.

### **Main strengths and weaknesses**

- Most pupils exhibit good attitudes and behaviour in lessons, around the school and in the playground.
- Pupils' personal development is good.
- Provision for spiritual and cultural development is very good.
- Pupils' attendance rate and punctuality are good.
- A small minority of pupils sometimes behave unsatisfactorily because of inconsistencies in carrying out the behaviour policy.

### **Commentary**

6. Most pupils behave well in lessons and around the school, contributing well to their achievement. For example, in a Year 6 physical education lesson, pupils were observed to respond well to the very good teaching as they practised their skills in the control of a table tennis ball. In the playground, pupils were observed to play well together and they demonstrated good relationships with all teaching and supervisory staff, contributing to the school's strong caring ethos. During the inspection a very small number of examples of older pupils demonstrating poor attitudes and behaviour were seen. This was usually linked to occasional unsatisfactory teaching and an inconsistent application of the school's behaviour management policy, and resulted in less learning taking place. There have been two recent exclusions from the school, each for a period of just one day. Pupils speak highly of their school and are proud and eager to attend. This is confirmed by parents.

7. Most pupils with special educational needs have positive attitudes towards learning. They work hard to achieve their targets. Pupils are closely involved in writing their targets and the assessment of their own progress. They have very good relationships with their teachers and support staff, supporting their learning well.

8. Most teachers have high expectations of pupils' attitudes and behaviour and this can clearly be seen in the many classrooms where lessons were observed to be well paced and pupils' concentration levels were high. For example, in a Year 3 personal, social and health education lesson, pupils worked together very well as a whole class when they were challenged to write positive comments about each of their classmates on a blank piece of paper attached to each child's back.

9. The school council has been in operation for several years and has provided many pupils with the opportunity to take responsibility for a number of projects around the school. Many other opportunities are provided for pupils to take responsibility for their own standards of work and in carrying out various tasks around the school such as putting chairs out and arranging the background music for assemblies. Pupils readily accept responsibility when offered, and do so with pride. This strengthens their personal development and their ability to learn well.

10. The school's provision for pupils' spiritual and cultural development is very strong. For example, the theme of school assemblies is often linked to special dates in the Christian and other faith calendars and pupils are taken to visit mosques, temples and synagogues. Many subjects of the curriculum such as art and design, music and history are also used very well to promote pupils' spiritual and cultural development, supporting their development as mature young people ready for the next stage of their education. While curricular provision for pupils' moral and social development are good, these are not consistently promoted, particularly when there are inconsistencies in the implementation of the school's behaviour management policy. This manifests itself in the form of occasional poor attitudes and behaviour on the part of a minority of pupils in a small number of lessons, and affects the achievement of some.

**Attendance**

***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data:	4.6
National data:	5.4

Unauthorised absence	
School data :	0.4
National data:	0.4

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

12. The overall attendance at the school is good and is above the national average, supporting pupils' achievement well. The incidence of unauthorised absence is a little lower than the national average. There is a small element of evidence linked to occasional pupil lateness but the majority of parents are supportive of the school in terms of helping to ensure that their children attend regularly and promptly.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	413	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	3	2	0
Black or Black British – African	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	9	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing a good quality of education. Teaching is good and pupils learn well. The curriculum meets statutory requirements and motivates pupils well. A very good range of extra-curricular activities further meet pupils' needs and interests.

### TEACHING AND LEARNING

The quality of teaching has improved since the last inspection. It is now good and pupils learn well. Assessment is **satisfactory** overall. There is good assessment in English, science and art and design.

### Main strengths and weaknesses

- The quality of teaching is good with a significant proportion of very good teaching. In a small minority of lessons, unsatisfactory behaviour management results in insufficient learning taking place.
- Pupils are happy and motivated, enjoy lessons and achieve well.
- There is good assessment in English, science and art and design and improving assessment in other subjects. Assessment information is used well in planning subsequent lessons.
- Pupils have a good understanding of what they must do to improve and are told so by staff.

## Commentary

### Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	11 (25%)	20 (44%)	12(27%)	1 (2%)	0 (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.*

13. The key to the school's success has been the work of the headteacher, deputy headteacher, senior management team and subject coordinators in improving the quality of teaching. At the time of the last inspection it was satisfactory, now it is good. Two factors have been central to this improvement. Firstly, much greater care is taken to assess accurately what individual pupils know, understand and can do and to use this information to ensure that each lesson precisely meets their needs. Secondly, previously rather rigid interpretation of the national Numeracy Strategy, and to a degree, other subject schemes of work, has given way to a more flexible approach with the school asking the very valid question "what's best for our pupils", and designing its work accordingly. From pupils' perspective this means that lessons are appropriately challenging – not so challenging that they turn them off or so easy that pupils become bored. Pupils tell of how much they enjoy school; this is in no small measure because they enjoy lessons and are highly motivated. Because they are happy and motivated, they are achieving well.

14. Every element of teaching, with the exception of one, is good. Teachers plan well, so all pupils are fully involved in lessons. They use a good range of teaching strategies to engage and encourage pupils. They make good use of the new interactive white boards to interest pupils and make lessons exciting. They have good knowledge of the subjects they teach, so lessons run smoothly and have a good pace. They make good use of the teaching assistants in their classrooms to ensure that the least able among pupils are still able to participate fully in all activities. They make good use of homework to consolidate and extend pupils' learning and, as explained, they often make good use of their assessment of what pupils know, understand and can do to make lessons challenging for all.

15. Almost all teachers manage their pupils well. Consequently, pupils behave well in lessons and make good progress in a calm and productive environment. However, a small minority of teachers do not use the school's behaviour management policy effectively and in a small number of lessons behaviour deteriorates and learning is not as it should be. This problem is mainly because there has been some staff turnover since the last time there was detailed staff training on the school's chosen method of behaviour management. The school is aware of this problem and is planning new training to ensure consistency in behaviour management techniques.

16. Teaching for pupils with special educational needs is good and consequently they learn well. Teachers know their pupils' learning and personal needs well and brief support staff effectively so they can provide the help these pupils need. In most lessons teachers take care to involve the pupils in class discussions and ensure that they participate fully in all activities.

17. Teachers and teaching assistants give gentle support with language, when needed. The school's focus on developing literacy skills in all subjects is effective. Pupils for whom English is an additional language are well supported so they are included in all class activities and progress at a similar rate to their peers, in line with their abilities. Staff demonstrate great sensitivity to the needs of such pupils.

18. There are good systems in use to measure what pupils know, understand and can do in English, science and art and design and good use is made of the data collected to ensure that lesson planning takes full account of the needs of each pupil. Similarly, effective systems are being developed in a range of subjects including mathematics and ICT. In each of these subjects, teachers

can accurately explain to pupils what they must do to improve their work and raise their standards. In other subjects, too little emphasis is placed on comparing what pupils know, understand and can do to the specific requirements of the National Curriculum for each age group. Consequently, teachers are less able to help pupils understand what they need to do to improve their standards, or to report standards to parents.

## **THE CURRICULUM**

19. The school provides a **good** curriculum that meets all statutory requirements. Pupils receive a broad and balanced education that is well supported by extracurricular enrichment activities. Accommodation and learning resources are good.

### **Main strengths and weaknesses**

- A wide range of visits and visitors enrich the curriculum well.
- Pupils participate in a large number of lunchtime and after school clubs.
- Pupils are encouraged to participate in the arts, such as musical and drama productions.
- Pupils benefit from the use of ICT and interactive whiteboards in subjects across the curriculum.

### **Commentary**

20. The curriculum is broad and balanced. It has been reviewed and changes are being successfully implemented to improve the use of data collected in subjects other than English, mathematics, science and art and ensure that teaching gives sufficient emphasis to those areas of the curriculum where pupils have most difficulty. Good emphasis is placed on the reinforcement of basic skills such as literacy, numeracy and ICT in the teaching and learning of other subjects. For example, planning emphasises the use of ICT in other subjects and the reinforcement of literacy and mathematics in all other subjects, helping to improve standards in those subjects.

21. The large number of extra-curricular activities, the range and value of which are appreciated by pupils and parents, provide a variety of enrichment activities for pupils in the arts, sciences, music and sport. There is a comprehensive programme of visits that support learning. Pupils enjoy, for example, residential visits to the Isle of Wight, visits to art galleries and museums in London as well as local visits to places of worship. There are clubs run at lunchtime to support academic and other interests. These include ICT, chess and sporting activities. After school clubs include sports coaching and pupils are given the opportunity to organise their own activities with staff or parents providing adult supervision. Many pupils are involved in the frequent school drama and musical productions. All these factors contribute well to pupils' achievement and personal development

22. Pupils with special educational needs are very well supported in the classroom with effective support from teaching assistants. Teachers plan the use of this support well so that pupils with special educational needs are included in the lessons. When pupils are given additional support with literacy outside the normal class setting, every attempt is made to ensure that this does not disrupt their learning in other subjects, and pupils are involved in this decision-making. The school fully meets statutory requirements and the pupils' individual education plans are effective in raising rates of progress. The school makes good use of modern technology to aid these pupils' learning.

23. Pupils who are learning English as an additional language derive particular benefit from the curriculum that meets their needs by ensuring they are taught to use a wide range of language. Pupils at an early stage of language acquisition are regularly withdrawn from lessons for well planned, short, dedicated lessons with specialist teachers. This provision enables these pupils to make similar progress to all other pupils.

24. Accommodation is good. Classrooms are large and well decorated with examples of pupils' work and other materials and posters to support current learning. Corridor wall space is well used to

display recent good work and this effective celebration of pupils' achievements further encourages them to work hard.

25. ICT is used to support learning in most areas of the curriculum. The use of projectors and interactive whiteboards to engage pupils in their learning has been well developed in a very short period of time. These whiteboards are used effectively, particularly with younger pupils, and add much to their enjoyment of learning.

## **CARE, GUIDANCE AND SUPPORT**

26. The procedures to ensure pupils' health, welfare and safety are **good** as are those for supporting and guiding pupils. The school seeks and responds well to pupils' views.

### **Main strengths and weaknesses**

- Relevant staff are trained in child protection systems and procedures.
- Teachers and support staff know their pupils well.
- The school provides good support and guidance to pupils based on effective monitoring.
- Good systems are in place to seek and act on pupils' views of the school.
- Some staff do not always follow the school's behaviour management policy.

### **Commentary**

27. This is a very caring school where pupils' care and well being receive a high priority, creating the environment in which they can concentrate on their work. Appropriate child protection and health and safety systems and procedures are in place and, as a consequence of staff training, all adults know how to deal with issues of concern. Teachers and support staff, occasionally supported by external agencies, provide a high degree of welfare support to individual pupils. Pupils' academic performance and personal development is monitored both formally and informally and steps are taken to identify any individual problems and respond appropriately to them, so that they can achieve as well as possible.

28. Pupils with special educational needs are very well supported. Their progress is particularly well monitored. They are encouraged to discuss their needs and ways in which they can make progress towards their targets, contributing well to their achievement.

29. The school has a behaviour management policy which all staff are urged to use to ensure the smooth management of classrooms. Most teachers and support staff do so well, but a small minority employ other pupil management techniques. This results in pupils receiving mixed messages about what is and is not acceptable behaviour, and as a consequence, a small number misbehave in some lessons, affecting the learning of all.

30. Lessons such as personal, social and health education and circle time are often used very well to provide pupils with the opportunity to talk about themselves and to develop their self-esteem and confidence. Pupils' personal development is further enhanced through the provision of both classroom and individual targets to which pupils are expected to work. Good use is often made of colour coded pupil self-assessment systems to monitor their progress and to use this information to plan future lessons. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies.

31. In most elements of the care, welfare and support of pupils, standards have been maintained since the last inspection and contribute well to pupils' achievements.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Parents' views of the school are **good**, as are the school's links with parents. The schools links with the local community are **very good** and with other schools they are **good**.

## Main strengths and weaknesses

- The majority of parents and pupils like the school.
- Good communications between school and home enable parents and school to work well together to improve pupils' achievements.
- The school uses the community very well to support the curriculum
- The school's links with other schools are good.

## Commentary

32. Few parents attended the pre-inspection meeting. A significant majority of those who returned the parent questionnaire are supportive of the school, its aims and objectives. Almost all parents feel that their children like school and that they are making good progress. A minority of parents have concerns over the behaviour of some pupils and also what they perceive as the school's limited communications with them. Inspection evidence demonstrates that the behaviour of a small minority of pupils is an issue, but that communications with parents are good.

33. The information provided to parents through the prospectus, annual governors' report to parents and regular and well designed newsletters is of a high standard. Annual academic reports to parents are of a good standard, and are very well supplemented by the detailed written communications each term through the Golden Achievement Award Book. These give all parents a termly, detailed report on their child's progress and make clear the targets towards which each individual should work in the coming term. The targets are read and signed by parents who also have the opportunity to discuss targets at each of the three, termly evenings each year. These good communications enable parents to make a good contribution to their children's learning and to support the work of the school, helping to improve pupils' achievements.

34. A few parents are frequent visitors to the school and provide classroom support and assist with visits and extra curricular activities. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and pupils. Parental attendance at school concerts, celebrations and sports days is very good.

35. The school involves and consults parents of pupils with special educational needs from the earliest stages of identification and in subsequent reviews of their children's progress. Parents are encouraged to participate in the drawing up of targets and their knowledge and experience of their children's progress is highly valued and contributes well to pupils' achievements.

36. The school has very good links with the community and regular field trips are made to study the local and wider environment. Residential visits and visits to art galleries, museums and other places of interest do much to further motivate and encourage pupils, and contribute significantly to their achievements. The school's links with other schools support the curriculum, and hence pupils' learning, and do much to ease the transfer of pupils at the start and end of their time with the school. The school's links with parents, the community and other schools are of a similar quality to those reported at the time of the last inspection.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. All levels of leadership and management perform well, as part of a strong and unified staff team. Governance is **good**.

## Main strengths and weaknesses

- The headteacher, deputy headteacher, senior management team, year group leaders and the majority of subject leaders lead and manage the school well.
- The very well informed governing body provide good leadership to the school and perform all their statutory duties well.



- All staff work as a strong team, focusing on the school's very clear educational direction and making every effort to further raise standards.
- Insufficient attention has been paid to ensuring that all staff, including new and temporary staff, understand the full implications of the behaviour management policy

## Commentary

37. The quality of leadership and management of the school has improved since the last inspection and is now good. A particular strength is the manner in which the headteacher has created a very strong team who all share the school's dual objectives of helping all pupils to achieve their best and to develop into mature and responsible young people in a caring and supportive environment.

38. The governing body is very well informed about the school and has a very good understanding of its strengths and those areas that require further development. They participate well in helping to set the direction for the school, and in ensuring that resources are well used to help raise pupils' standards. Governors carry out all of their statutory responsibilities well.

39. The school employs the principles of best value well. Good attention is paid to ensuring that, for example, costs are in keeping with those of other similar schools. Performance data is carefully scrutinised and compared to the results obtained by pupils in other schools. Each decision being made by governors is internally challenged to ensure that it will produce the best possible results with the lowest possible cost. In all its deliberations, the governing body strongly shares the objectives of the professional leadership and management of the school, and together they work as a harmonious whole for the benefit of pupils.

40. As will be appreciated from the improvement in the quality of teaching and in pupils' achievements, leaders and managers at all levels in the school have been very busy! Unfortunately, almost certainly because of the pressure of work undertaken to improve the quality of education, one matter has been inadvertently overlooked, and is having a negative effect on the achievement of a small minority of pupils. As discussed in detail elsewhere in this report, it has been some time since staff have received training in the school's chosen pupil management strategy and a small number of them are using other strategies. Consistency in this matter is very important and having been brought to the school's attention, this is now receiving their urgent attention.

41. The management of special educational needs is very good. There is an effective team of support staff. The co-ordinator regularly liaises with teaching staff and support agencies. There is a good range of resources within the school. The school's documentation for the pupils is clear, concise and kept up to date. The school spends its allocated funds well.

42. The school is pro-active in obtaining early help and support from the local education authority for those pupils with English as an additional language.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	1091589	Balance from previous year	39848
Total expenditure	1078439	Balance carried forward to the next	52998
Expenditure per pupil	2324		

43. The school improvement plan is linked closely to the school's finances. This ensures that evaluations are made on the extent to which all pupils benefit from targeted spending in the curriculum. Given the good quality of teaching and learning, pupils' good achievement and the range

of matters in which there has been good improvement, the school is providing improved and now good value for money.

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

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Standards are good in all areas of the subject.
- The quality of teaching and learning is consistently good.
- Marking of pupils' work gives pupils a clear picture of how well they are doing and what they have to do to improve.
- There are stimulating reading areas in classrooms. The library is spacious and well stocked.
- Resources are good and are used well to support pupils' learning.
- The very good subject manager is allocated time to effectively monitor work in classrooms.

#### **Commentary**

44. As seen in lessons and in their previous work, standards achieved by pupils are above average in Year 6. Although they have achieved similarly, these standards are slightly lower than those achieved in the 2003 national tests because pupils now in Year 6 joined the school with lower standards than the previous group of pupils. In the 2003 national tests, standards at the end of Year 6 were well above national expectations.

45. Standards in speaking and listening have risen since the last inspection and are now good. Pupils speak clearly; they listen attentively and can articulate their ideas well in lessons. The good standard of reading has been maintained. Pupils enjoy reading and discussing a wide range of material and make good use of the library to develop their research skills. The quality of pupils' written work has improved. Good standards are now achieved as a result of systematic teaching of basic skills and, within all year groups, opportunities to experience a wide range of types of writing, including recounts, reports, instructions, poems and narratives. Throughout the school, the quality of presentation is particularly good.

46. The quality of teaching and pupils' learning are consistently good. Lessons are challenging and stimulating. Teachers have high expectations and encourage pupils to evaluate and improve their work. Technology is used well to support pupils' learning for example when older pupils explore different styles of poetry, and when pupils discuss the persuasive nature of advertising, both activities making good use of material found on the internet. Lessons are well prepared and pupils enjoy learning. Younger pupils have fun exploring examples of alliteration and respond well to challenge. Pupils achieve well due to carefully planned activities which reflect their abilities. Support staff are well deployed to ensure pupils with special educational needs contribute to whole class activities and complete their individual tasks successfully. Pupils are encouraged to read regularly in school and at home and to make good use of the library and their ICT skills to further develop their reading, writing and presentation skills.

47. Subject management by the co-ordinator is very good. Assessments, monitoring and evaluations of the school's progress have been used very well to plan training for teachers, to set targets for pupils' progress and to choose resources to help pupils learn. Resources are well chosen and used and are readily available to staff and pupils within the classroom and well organised library. The library also has additional computers which older pupils use independently.

## Language and literacy across the curriculum

48. The use of language and literacy across the curriculum is good. Subject-specific language is suitably emphasised as seen when pupils used their speaking and listening skills well during a debate in a history lesson and when watching and performing short plays in a religious education lesson. They used their writing skills well in religious education, history and science lessons to recount educational visits to Surbiton synagogue, the Mary Rose and the Science Museum.

## MODERN FOREIGN LANGUAGES

Provision in French is **good**.

### Main strengths and weaknesses

- Good teacher knowledge and lesson planning ensure pupils achieve well.
- Pupils are enthusiastic and work hard.
- Pupils have a good range of learning opportunities that provide a sound basis on which they develop their knowledge and skills.

### Commentary

49. French is taught to pupils in Year 5 and they reach standards above those expected for their age. Pupils learn to describe themselves orally and in writing, using simple sentences. They know numbers to thirty and how to say and write the date. Most pupils' pronunciation is good. Their vocabulary includes names of classroom objects, colours, animals and types of food. Pupils successfully express their opinions and enjoy discussing them in pairs or small groups. They learn simple facts about France and French culture and compare Christmas traditions in France and England. Pupils of all abilities are very keen to learn. They listen well and take great care with their written work. They achieve well.

50. Teaching and learning are good. The teacher provides a wide range of useful learning experiences which make learning fun and purposeful. Pupils are encouraged to listen carefully and hence many develop good accents. Well planned lessons provide a good balance between oral and written work. Instructions and explanations are given in French and English so that pupils increase their vocabulary and become more confident when responding to questions and talking to each other in French. Regular testing effectively challenges pupils to improve their performances each week. Very good support is provided for pupils with special educational needs. These pupils confidently contribute to class activities and respond very well to the praise they receive. Attractive displays of past work, such as pupils' posters about lost pets, celebrate pupils' achievements.

51. The curriculum is good. Pupils are given a useful insight into French culture and acquire broad vocabulary of useful words and phrases. They are encouraged to have confidence in their knowledge and abilities and are developing a valuable skill which will benefit them in secondary school and when travelling abroad. French was not reported on at the time of the last inspection, and comparisons are therefore not possible.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are average by the end of Year 6 and achievement is satisfactory.
- The subject is well led and managed.
- Teaching is good.

- Data is used well to determine where action is needed to raise standards.
- Pupils in less able groups are supported very well to enable them to make progress.

## Commentary

52. In the 2003 national tests for pupils in Year 6, standards were in line with the national average. As at the time of the last inspection, pupils now in Year 6 have similarly average standards.

53. Pupils enter the school with average standards and maintain this throughout their time in the school. Their achievement is satisfactory overall. Analysis shows that there is little difference between the performance of girls and boys. Pupils with special educational needs and those for whom English is an additional language achieve similarly to all other pupils.

54. The school uses the National Numeracy Strategy well with planning following the Surrey Numeracy Scheme. There is an appropriate emphasis on mental mathematics and pupils are challenged to explain their reasoning to reinforce learning. However, middle and lower attainers are often slow at working out quite simple problems correctly, for example, problems dealing with money or time.

55. Inspection findings show that the grouping of pupils according to their ability ensures that pupils achieve as well as might be expected, especially pupils with special educational needs who are taught in very small groups with extra support from well qualified assistants. However, this necessitates larger teaching groups for the more able pupils and the teacher often has no teaching assistant support. The school recognises that within these sets there is a wide spread of ability and is planning to group the pupils according to their ability in each set.

56. Pupils in all ability groups are taught a wide range of mathematical concepts, with work in number, fractions and decimals, shape, measure and data handling. Teachers make very good use of the interactive white boards, which enhances pupils' learning as seen in a Year 5 lesson on shape.

57. The quality of teaching is good. It builds on pupils' previous experience and extends their knowledge and understanding. Lessons start with a mental maths activity, which encourages quick recall of number facts although many pupils find this difficult. After the main activity the lesson ends with a short session when the teacher summarizes the learning and pupils make an assessment of how well they have achieved in the lesson. In a small minority of lessons the behaviour of some pupils was unsatisfactory, the teacher did not manage this well and consequently learning was not as good as it could have been.

58. Until the new coordinator recently reviewed the subject, neither the quality of provision nor the quality of teaching were as they are now. The National Numeracy Strategy plans were not being followed in all year groups and where they were being used, teachers were following them too rigidly, so that the needs of individual pupils were not always being met. There was also unsatisfactory tracking of pupils' progress in the past, which further detracted from meeting individual pupils' needs. Hence, until recently, pupils made less progress and it is because of this that despite current good teaching, pupils' long term achievement is only satisfactorily. The much improved provision has had too little time to have a positive effect on pupils' overall knowledge and ability.

59. Subject leadership and management are good. The appointment of a new subject leader initiated a re-evaluation of the subject and the writing of a new development plan to improve standards. One improvement that resulted is the evaluating and annotating of teachers' daily lesson plans so that they have additional information available to them to ensure they plan lessons that accurately meet all pupils' needs. The audit of resources for supporting the teaching of the subject has resulted in new and better resources including resources for ICT.

## **Mathematics across the curriculum**

60. The use of numeracy across the curriculum is being developed well and is now satisfactory. For example, in science, pupils measure, record and compare results and in history, they create time lines. Measuring skills are used well in design and technology.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Lessons and work in pupils' books both indicate improvements in standards, especially in relation to investigations.
- Teaching and learning are good.
- Standards are good.
- Leadership of the subject is good and has had a positive impact on teaching.

### **Commentary**

61. By the end of Year 6 the majority of pupils attain standards that are above those seen nationally. This is an improvement since the last inspection when pupils were judged to be attaining at similar standards to most eleven year olds.

62. The amount of time spent on teaching science has increased since the last inspection, and the subject is being taught in more depth. Looking at pupils' past work indicates that topics are now taught through a greater emphasis on investigations and that pupils are being taught to use the correct scientific language. These are important improvements since the last inspection and have contributed to the rise in standards. Evidence from pupils' past work also shows that teaching is good. Teachers are confident in delivering the subject and use marking well to assess pupils' understanding and to pose questions to take pupils' thinking further. For example, a Year 6 pupil's explanation of an outcome of an experiment occasioned the comment from the teacher- so what did that tell you? Examples of good teaching were seen in each year group and an excellent lesson was observed with Year 3 pupils who were learning to understand the terms, transparent, translucent and opaque. The teacher used the interactive board very well to further pupils' understanding of the vocabulary as they moved the definitions around the board to the correct column.

63. Numeracy skills are used well in science. From Year 3 pupils use graphs to record work. Year 3 pupils recorded the length of stretch in tights on bar graphs and Year 4 used graphs to explore the use of electricity. Pupils in a Year 6 lesson plotted their results as a scatter graph. Worksheets for the younger pupils are well constructed and reinforce the strategies needed for a fair test. By the age of eleven pupils are able to make good predictions before conducting a fair test and give clear explanations about the outcomes. They plan an experiment using headings to show what will be tested, how the test will be set up and how the test will be made fair.

64. More effective assessment has been introduced. National test results are now carefully analysed to identify areas of relative weakness in pupils' understanding, and every class has targets set, one for each term. A class record card is kept and individual pupil attainment levels are recorded after the completion of each topic. The use of ICT to support pupils' learning is well integrated in lesson planning and the inter-active whiteboards are effectively used in lessons to further stimulate pupils' interest. Teachers' planning shows that all aspects of the subject required by the National Curriculum are well covered and are being taught mostly through investigative work. The achievement of all pupils, including those with special educational needs and English as an additional language, is good.

65. The co-ordination of science is good. The subject leader has drawn up a comprehensive action plan, which is designed to improve standards further. Her analysis of test results and lesson observations and monitoring of exercise books has drawn attention to areas that needed improvement and this has informed planning. There is more in-service training planned for herself and the staff and she has an action plan for developing the school grounds as an outside classroom, in order to further interest pupils and enhance their learning opportunities.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Good progress is made with using a range of software.
- ICT is used well for Internet research and in the teaching and learning other subjects.
- An area of relative weakness is pupils' ability to use a series of instructions to make the computer carry out a series of actions.
- Assessment and monitoring of pupils' work, standards and the quality of teaching do not adequately support pupils learning.

### **Commentary**

66. As at the time of the last inspection, having achieved satisfactorily, pupils' standards at the end of Year 6 are average overall. By the end of Year 6 pupils use spreadsheets well to perform mathematical calculations and to present data from science experiments in tabular and graphical forms. They make good progress in creating 'PowerPoint' slideshows, the most able pupils demonstrating a good awareness of their intended audience. However, when using control technology, Year 6 pupils were seen to be working at lower than expected standards. Only a few pupils demonstrated expected standards when using more complex sets of instructions to control the drawing of pictures by the computer.

67. Overall, teaching is satisfactory. In lessons observed with Year 3 pupils, teaching and learning were good. For example, teachers' expectations were high and pupils responded well to the challenge of using the internet to find and compare information about the weather in cities in Northern and Southern Australia. However, in other lessons seen there was less challenge. This is because the quality of assessment is variable and overall it is only satisfactory. There are currently two systems in use. In Year 3 there is good, regular assessment with pupils assessing what they have learned each week. Pupils are therefore aware of their targets and what they need to do to improve their work. In Years 4, 5 and 6, assessment is carried out by the teacher at the end of a series of lessons on each particular topic. This, while satisfactory overall, provides the teacher with less detailed or frequent information with which to plan lessons to meet individual pupils' particular needs, limiting some pupils' progress.

68. Leadership and management are satisfactory. The co-ordinator has a clear vision of how to improve pupils' standards, with particular emphasis on using the projectors and interactive whiteboards recently installed in each classroom. The co-ordinator supports colleagues by providing the scheme of work and assisting in planning lessons. Teaching has been observed by the coordinator, but not recently while teachers adapt their work to make full use of the new interactive whiteboard technology. While the results of assessment are monitored by the coordinator, pupils' past work is not. This represents a weakness in the management of the subject.

### **Information and communication technology across the curriculum**

69. ICT is used well in the teaching and learning of all classroom based subjects, through the use of the new interactive white boards. Pupils are encouraged to use ICT and do so to good effect



in many subjects, particularly in carrying out research on the internet. A range of software is also used very effectively by pupils to enhance the presentation of their work.

## **HUMANITIES**

### **GEOGRAPHY**

Provision in geography is **satisfactory**.

#### **Main strengths and weaknesses**

- ICT is used well to motivate pupils and support learning.
- Literacy and numeracy skills are reinforced well in geography lessons.
- Assessment procedures are not yet fully developed.

#### **Commentary**

70. Standards in geography are slightly lower than those reported at the time of the last inspection and pupils' past work clearly indicates that standards are now in line with expectations at the end of Year 6. All pupils, including those with special educational needs and those for whom English is an additional language achieve satisfactorily. Pupils' past work demonstrates that higher attaining pupils achieve standards above those expected for their age. They have a well developed knowledge of geography and can, for example, explain how waterfalls are formed and retreat.

71. Pupils' past work indicates that the long term quality of teaching is satisfactory overall, giving rise to pupils' satisfactory achievement. In a small number of lessons seen, teaching was good and pupils made good progress. For example, in a lesson in Year 3, the teacher encouraged pupils to make an investigation and form a hypothesis as to why the weather varies with latitude and distance from the equator. Pupils used the internet well to carry out their research and then enjoyed using the interactive whiteboard to demonstrate their knowledge and understanding. This highly motivating lesson resulted in pupils making good progress.

72. Pupils' work is assessed satisfactorily, but National Curriculum grading of standards are not used in reporting outcomes to pupils or parents. This limits the usefulness of assessments as a means of evaluating if sufficient progress has been made.

## **HISTORY**

Provision in history is **satisfactory**.

#### **Main strengths and weaknesses**

- Good links are made with literacy and good opportunities are provided for writing.
- Pupils work with care and present their work well.
- The pace and organisation of some lessons limits the progress made by pupils.
- Assessment procedures are not yet fully developed.
- Good use is made of visits and visitors to motivate pupils and enhance their learning.

#### **Commentary**

73. By the end of Year 6, standards are in line with expectations. Standards have been maintained since the last inspection. All pupils, including those with special educational needs, those for whom English is an additional language and higher attaining pupils achieve satisfactorily.

74. Pupils' understanding and use of historical vocabulary has improved since the last inspection and is now good. Their written work indicates sound knowledge of the periods they study. They use their speaking and listening skills well when debating the ethics of the execution of Mary Queen of Scots. They also express strong feeling when producing speeches, leaflets and posters reflecting arguments for women's rights in the early twentieth century. Studies covering the Tudor and Victorian periods contribute positively to pupils' spiritual, moral, social and cultural development as they develop a deeper understanding of injustices and inequalities experienced in those times. The standard of presentation of work produced by pupils of all abilities is good.

75. The quality of teaching and learning is satisfactory overall with some examples of good practice. Where teachers have a good understanding of the concepts being taught and provide stimulating activities and resources, pupils make good progress. When insufficient time or resources are provided, pupils lose interest and their progress is limited. Support staff are well deployed, enabling pupils with special educational needs to participate fully in class activities. Pupils are regularly given opportunities to use their ICT skills when researching topics and producing work for displays and folders. Pupils' work is assessed and records are kept but comparisons are not made with the National Curriculum description of expectations at various ages, and estimations of pupils' progress and achievement are therefore insecure.

76. The curriculum is well enhanced by visits to museums, visiting drama groups and opportunities to role play aspects of life in times such as World War II. These activities help to bring history to life for pupils and hence support their learning well.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and standards exceed the expectations of the locally agreed syllabus.
- Religious education contributes well to pupils' spiritual, moral, social and cultural development.
- Good links are made with literacy, especially the development of speaking and listening skills.
- Assessment procedures are not fully developed.

### **Commentary**

77. Standards have improved since the last inspection. Pupils in Year 6 now exceed the expectations of the locally agreed syllabus. They have a good understanding of the world's major faiths. Their written work shows that they have listened well and retained the knowledge they have gained in lessons. Pupils learn about the Old and New Testaments and enthusiastically discuss and record their visits to a synagogue and local churches. They recall well the artefacts they have seen and show good understanding of their significance. Lessons led by adult and child members of different faiths including Christianity, Judaism and Islam promote thoughtful question and answer sessions in which pupils listen attentively and show great respect for beliefs of others. Pupils show similar respect when watching and evaluating group performances of the story of Ramayana as part of their study of the Hindu faith.

78. Teachers have good knowledge and understanding of the subject and provide a wide range of experiences for their pupils. As a result, teaching and learning are now good and pupils of all abilities, including those with special educational needs, higher attaining pupils and those for whom English is an additional language achieve well. Sensitivity towards world faiths is encouraged and lessons promote pupils' spiritual, moral, social and cultural development. Links with a school in Kenya provide opportunities for pupils to correspond and they enthusiastically discuss the similarities and differences between their own faiths and lifestyles and that of the Christian pupils of the Kenyan school. Resources are carefully selected and support staff are deployed effectively to ensure pupils of all abilities contribute and participate with understanding and confidence.

79. The good leadership and management of this subject has been maintained, The subject manager monitors planning and teachers' assessment. New more effective assessment and record sheets are to be introduced. A religious education week is planned to encourage greater parental involvement with and understanding of their children's learning. Resources are good and are readily available to staff. They contribute well to pupils' enjoyment of the subject.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

80. No lessons were seen in **design and technology** during the inspection and there was limited other evidence available to be scrutinised. Consequently no judgement about the quality of provision is possible. Discussion with pupils and scrutiny of a few pieces of work and design sheets demonstrated that pupils are gaining experience of a range of materials and techniques and are developing the expected skills through designing and making a variety of artefacts. Year 6 pupils talked enthusiastically about their visit to Tower Bridge and subsequent group efforts to produce their own bridge. Pupils in Year 3 proudly explained their use of wood, string, straws and yoghurt pots to make "shadufs" when studying the Ancient Egyptians. Throughout the school, having completed their models pupils are encouraged to evaluate them and suggest ways in which they could be improved. Teachers' planning indicated that the key elements of the subject are covered appropriately as pupils go through the school. The leadership and management of the subject are good. There is a new scheme of work and teachers' planning is monitored to ensure progression of skills. Standards and achievements have improved since the last inspection and are now satisfactory.

81. Work in **music** was sampled during the inspection and two lessons were observed. It was not possible to judge the overall quality of provision. The lessons seen were both in the lower part of the school so it is not possible to make a judgement about standards in the subject by the end of Year 6. In one very good lesson with a Year 4 class, the knowledgeable and very confident teacher built very successfully on pupils understanding of rhythms so that by the end of the lesson the majority of pupils could recognise a calypso rhythm and keep time to it. Pupils have good opportunities to learn a range of musical instruments, including brass, string, and woodwind. There are also several recorder groups from beginners to Grade 2 level. The school choir takes pride in representing the school in the Epsom and Ewell Borough Festival. Music plays an important part in the life of the school and annual music productions give pupils a valuable opportunity to enjoy performing and to develop their self-confidence. For example, Year 6 pupils were seen displaying great enthusiasm in a rehearsal for their end of year performance of *Oliver*.

82. **Physical education** was sampled and one lesson was observed. No judgements on provision or standards in physical education were made. There is a good range of extra-curricular physical education clubs that are well attended. The standards in the lesson observed were similar to those expected of pupils of this age.

## **ART AND DESIGN**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good.
- The curriculum and planning have improved and are now good.
- Standards have improved.

### **Commentary**

83. One art and design lesson was seen during the inspection in a Year 6 class. Pupils' past work and the numerous displays of good quality artwork around the school were also examined.

These and discussion with the subject manager form the basis for the judgement that provision for art and design is good and that standards have risen and are now above national expectations. This is an improvement since the last inspection.

84. The subject features strongly in the school's curriculum and within cross-curricular themes wherever this is realistic. For example, Year 5 pupils study the Tudor period of English history and their artwork is based on this. After a visit to the *Mary Rose* they created collages of the ship using different paper techniques. They also made small silk cushions depicting the Tudor Rose emblem using silk printing. This work, which is of a good standard, is displayed in their classrooms and in the corridors, appropriately celebrating their successes.

85. In addition to studying the work of major western artists pupils also look at works from other cultures and periods. Year 6 pupils study traditional Japanese waterfall prints to help their understanding of how Japanese artists composed their paintings to include special features, which were very important to their culture. They then used modern art technique of multi-media collage to create their own compositions. These form an eye catching display in the school hall and show the good progression that pupils make in working in this art form.

86. To ensure that pupils are being introduced to a wide range of artists, each year group is assigned a list of artists that can be used within their artwork. Also artwork for each year group is linked to a different country or culture. This forms part of the school's very good provision for pupils' spiritual and cultural development.

87. The quality of pupils' displayed work and past work indicates that teaching is good. The one lesson seen during the inspection was well taught, building on pupils' previous knowledge and understanding. There was good use of the inter-active white board to introduce the lesson and classroom management was good, enabling pupils to achieve well in a calm and productive atmosphere.

88. The leadership and management of art and design are very good and have contributed significantly to the rise in standards. The subject manager has written a clear policy with clear objectives for developing pupils' skills. The scheme of work covers all the skills and knowledge required by the National Curriculum Programme of Study and links well with other subjects. An assessment system is being established which records the achievement of pupils after the completion of each project enabling teachers to more accurately set challenging work for pupils..

89. The school takes part in competitions and has a good success rate. During the inspection pupils were putting the finishing touches to the Derby Horse. This is a fibreglass model of a galloping horse, which the school has been asked to decorate. It is to be displayed on Derby Day at the nearby Epsom Racecourse and the pupils are very proud of their achievement, contributing well to pupils' achievements and to their pride in their work..

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- The school council is well used to promote pupils' understanding of corporate decision making.
- Links to other subjects support pupils' learning and personal development well.
- Eco-school status has been achieved.

### **Commentary**

90. Personal, social and health education is provided satisfactorily through several elements of the curriculum. As well as lessons dedicated to personal, social and health education, in which

matters such as sex education and substance misuse are considered, religious education and literacy lessons are well used to provide opportunities for pupils to discuss issues of moral and social concern. These cross-curricular links are further extended through the wide range of visits made by pupils and through the use of visitors to the school to who enable pupils to gain an understanding of the world through the eyes and experiences of others.

91. Good opportunities for participation and responsible action - for example, within the school council where pupils are involved in decision-making in the school, give pupils an opportunity to experience the democratic process in action. Pupils take their responsibilities seriously, for example when organising after school activities, contributing well to their understanding of society and their personal development. Responsibility for decision-making in health issues, in which pupils played an active role, has led to the school achieving the 'healthy school' award.

92. Teaching is satisfactory overall. Good teaching was seen in Year 3 where pupils responded very well to the challenge of expressing positive feelings about others in the class. In other lessons seen, there was less challenge and less pace to learning resulting in only satisfactory learning.

93. There is satisfactory leadership and management of personal, social and health education. Planning its reinforcement through the teaching of other subjects has yet to be fully planned, but teachers take appropriate opportunities to emphasise aspects of the subject when ever possible.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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