

INSPECTION REPORT

FRIMLEY C of E JUNIOR SCHOOL

Frimley

LEA area: Surrey

Unique reference number: 125152

Headteacher: Mr Mike Peace

Lead inspector: Mrs Rowena Onions

Dates of inspection: 15th – 17th March 2004

Inspection number: 156179

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
Number on roll:	335
School address:	Frimley Green Road Frimley Green Camberley Surrey
Postcode:	GU16 6ND
Telephone number:	01252 835440
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Appropriate authority:	Governing body
Name of chair of governors:	Dr Ray Sumner
Date of previous inspection:	9/3/1998

CHARACTERISTICS OF THE SCHOOL

Frimley C of E Junior School draws its pupils from its local area in Frimley. The socio-economic circumstances of the pupils are above average. The school has a below average number of pupils taking free school meals. Pupils' attainments on entry to the school are above average. Almost all the pupils are of white British extraction and all have English as their first language. There are 335 pupils on roll. There are 52 pupils (15 per cent) with special educational needs, ranging from moderate learning difficulties to a number with physical or communication difficulties. This is a below average percentage. Four pupils have a Statement of Special Educational Needs. The number of pupils leaving and joining the school other than at the usual times is well below average. The school received a Department for Education and Skills school achievement award in Year 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18354	Rowena Onions	Lead inspector	English
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23733	Averil Anderson		Religious education, geography, history, special educational needs
28014	Peter Buckley	Team inspector	Science, information and communication technology, physical education
30705	Graham Stephens	Team inspector	Mathematics, art and design, design and technology, music

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	17
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	<u>2625</u>

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Frimley Juniors is a good school that provides good value for money. As a result of effective teaching and leadership, pupils, irrespective of their level of attainment, achieve well.

The school's main strengths and weaknesses are:

- Pupils like school very much. Excellent relationships help them to work very well with each other and with their teachers, join in enthusiastically with activities, concentrate very well and enjoy what they do.
- Pupils are well taught by a hardworking team of teachers and teaching assistants.
- The leadership of the headteacher is particularly effective in ensuring that the school values individuals and promotes their education and personal development by ensuring that the particular needs of each are met.
- School self-evaluation could be improved, especially the way the quality of education provided is checked by the headteacher, subject co-ordinators and governors.
- Systems to help pupils know how to further improve their work are well devised, but inconsistently implemented.
- The school's library facilities are poor and this means that some pupils do not have good opportunity to develop knowledge of how to use a library.
- Relationships with parents are very productive.
- A wide range of activities in addition to the basic curriculum, promote pupils learning well.

Improvement since the last inspection has been good. Standards have risen steadily in English, mathematics and science. The school has addressed well the issues identified in the last inspection report. Standards in music have shown very good improvement. Higher attaining pupils are achieving better. The consistency of teaching and of pupils' behaviour is improved. Pupils take better control of their own learning, but this could be further improved by more consistent marking and setting of targets. Although aspects of leadership have remained strong, there are aspects of management that have not kept pace with recent developments and expectations.

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	B	A	B
Mathematics	C	D	A	B
Science	A	B	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 **achieve well** in English, mathematics and science and attain well above average standards by the end of Year 6. Standards in speaking and listening are particularly high. When compared with the standards they attained at the end of Year 2, pupils have made good progress. All pupils, including those with special educational needs and those of higher attainment, do well. Boys achieve as well as girls and attain similar standards. Standards are above average in music and physical education and pupils achieve well in these. Standards in information and communication technology (ICT) are average. Pupils make good progress when they are taught ICT, but the restricted time they have doing this means that their achievement is satisfactory overall. The school is now beginning to improve this by increasing the number of computers.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. The school works very hard to promote all aspects of the personal development of pupils. The promotion of all aspects of social, moral, spiritual and cultural development is particularly strong. Relationships are excellent. This ensures very good attitudes to work and very good behaviour. Attendance is well above average and pupils arrive very punctually at school.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good and leads to good learning. Lessons are well planned and activities are chosen to motivate pupils and so help them to learn well. There is particularly good emphasis placed on pupils using language to think and talk about what they do. Pupils are very well managed and discipline is very good. Pupils work very well both independently and collaboratively. Those with special educational needs are well taught and teaching assistants make a very significant contribution to this. In the main, activities are well chosen and challenge pupils appropriately, although there are a few lessons in which teaching and learning are satisfactory because this is not the case for all pupils in the class. Assessment is used appropriately to plan lessons, but some pupils are not yet fully helped to see what are the most important improvements needed in their work.

The curriculum is good overall. It is extended well by a wide range of sporting and musical activities and by good use of visits, residential trips and visitors. In the main, the school has a satisfactory range of resources, but the number and range of books in class and school libraries are limited and have an impact on the development of library skills for some pupils. The care, guidance and support of pupils are good. Partnerships with parents are very good. Parents play a significant role in promoting good achievement by helping their children at home. The school has good links with the community that help extend the curriculum. Good links with partner infant and secondary schools ensure that the transfer of pupils is effectively managed.

LEADERSHIP AND MANAGEMENT

Overall, the **leadership and management** of the school are **good**. Leadership is good. The headteacher has built an effective staff team who work hard and wish to provide the best possible education for the pupils. The deputy headteacher and subject co-ordinators are clear about the improvements they would like to see in their areas of responsibility. Governance is good. Governors are knowledgeable and supportive and ensure that statutory requirements are fully met. The management of the school is satisfactory. Management strategies ensure that pupils achieve well, but there is insufficient monitoring of the work done in the school to identify aspects of education that could be further improved to promote very good pupil achievement. Day-to-day financial matters are handled well, but finance is insufficiently linked with priorities for school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with all aspects of the education provided. Pupils like school very much, in particular the way they are treated by their teachers and the very social atmosphere.

IMPROVEMENTS NEEDED

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

- Ensure that the headteacher, subject co-ordinators and governors monitor the school's work regularly and that strengths are shared and weaknesses addressed.
- Fully implement a system to ensure that each individual pupil knows how to improve his or her work by the setting of targets and through more consistently helpful marking.
- Improve library facilities and book stock to ensure that all pupils develop good library skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. By Year 6, standards in English, mathematics and science are well above the national average. All pupils, irrespective of their gender or level of attainment do well.

Main strengths and weaknesses

- The school has successfully promoted rising standards.
- Standards in speaking and listening are particularly high.
- Basic skills in English, mathematics and science are taught well, so pupils make good progress in gaining these.
- The school is successful in ensuring that all pupils make good progress.
- A minority of pupils could have better skills in using a library.
- Pupils attain above average standards in music and physical education.

Commentary

1. Currently, pupils achieve well in English, mathematics and science. Over the last four years, standards have risen more than they have nationally. In 2002, the school was in receipt of a Department for Education and Skills award to mark this improvement. In 2003, Year 6 pupils achieved well when compared with others attaining similar standards nationally at the end of Year 2 in English and mathematics and comparatively very well in science.
2. Pupils achieve very well in speaking and listening. The many opportunities with which they are provided throughout the day, both in and out of class, mean that most are highly articulate by the time they reach Year 6.
3. Very good attention is given to teaching basic skills in reading and writing. Consequently, pupils read and write accurately. Pupils make good progress in using their skills to write in different ways for different purposes and audiences in most year groups, but make only satisfactory progress in this in Year 3, where work towards this is not as systematically planned. Pupils gain very good skills in learning to read different types of material and interpreting what they read. Progress in learning how to use a library independently and confidently is restricted by the lack of a school library. This means that pupils are dependent on their parents to provide them with opportunity to practise such use and although this is largely provided the school cannot depend on this. A few pupils are not sufficiently practised in this aspect of their reading and thus their achievement in this aspect is only satisfactory.
4. Pupils also achieve well in mathematics. A dip in the standards attained in Year 6 two years ago was investigated and it was identified that pupils' mental mathematics skills were relatively weak. A programme of work has been successful in raising these standards and pupils are now confident and accurate mathematicians.

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

Standards in:	School results	National results
English	29.4 (28.8)	26.8 (27.0)
Mathematics	29.3 (27.3)	26.8 (26.7)
Science	30.6 (30.2)	28.6 (28.3)

There were 78 pupils in the year group. Figures in brackets are for the previous year

5. Standards in science are well supported by good teaching. There is a good balance of investigative and knowledge-based activity that ensures all round attainment. Standards in the recording of work in science are worthy of particular note being of high quality.
6. All pupils do well. Pupils with special educational needs make good progress in relation to the targets set for them. The majority attain the expected standard (Level 4) by the time they leave the school. Higher attaining pupils also attain well and a significant number attain a higher level (Level 5) at the end of Year 6. Boys attain as well as girls, in part because their levels of language and thinking are so well developed and in part because they are equally well motivated to learn.
7. Standards in ICT are average and pupils achieve satisfactorily. Progress in lessons is usually good and often very good, but the lack of computers in the school, particularly in classrooms, means that pupils do not get the opportunity to practise their skills and thereby raise their achievement and standards further.
8. Pupils also achieve well in music and physical education. Because teaching is good, standards are above average in these subjects. This represents very good improvement in music since the time of the last inspection. Satisfactory teaching and learning mean that pupils achieve in a satisfactory way in religious education. Pupils have a secure knowledge of Christianity and of other faiths. Standards are above those set out in the locally agreed syllabus because pupils are able to use their very well developed speaking and listening skills to think and talk about some of the more difficult questions posed in religious education.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour, and their spiritual, moral, social and cultural development are very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Relationships between pupils, and pupils and adults are excellent and reflect the caring ethos of the school.
- Pupils' very good behaviour and attitudes to learning contribute significantly to their good achievement.
- Pupils are polite, confident, and take responsibility readily, reflecting the high expectations of the school.
- Pupils show very good spiritual, moral, social and cultural development, a significant improvement since the last inspection.
- The school has good procedures for promoting regular attendance and parents are very diligent about ensuring regular attendance and punctuality.

Commentary

9. Excellent relationships throughout the school give pupils the confidence to discuss issues and express their opinions and feelings. This contributes to a fully inclusive school that values each individual.
10. Pupils show very good behaviour and attitudes to learning in most lessons. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching, where teachers maintain a high level of interest and set appropriately challenging tasks, which ensure that pupils of all levels of attainment have the opportunity to achieve well. Pupils work very well collaboratively. This is particularly noticeable in the ICT suite, where they work in pairs, always sharing the computer and discussing their work sensibly and quietly. This enables them to maintain their good levels of learning.

11. The attitudes of pupils with special educational needs are similar to those of all pupils within the school, being very good. These pupils enjoy coming to school as much as their peers. The good quality support provided by the co-ordinator for special educational needs, the teachers and the teaching assistants ensures that their confidence and self-esteem is high.
12. Standards of behaviour are very good in assembly, the dining room and playground, where pupils play harmoniously together. All pupils are fully aware of the high standards expected of them and respond accordingly. No pupils have been excluded from the school. Pupils take responsibility readily. Year 6 pupils are allocated to Year 3 pupils as 'buddies' to help them settle in quickly. The recently formed school council is enthusiastically supported. Because they are provided with very good examples by staff and because there is gentle insistence on high standards of behaviour and consideration for others, pupils have a very well developed understanding of right from wrong and how to fulfil the responsibilities of living in a community.
13. The questioning of a visitor from India by Year 6 pupils, when he opened up discussion on the established practice of arranged marriages, showed that pupils had gained self-knowledge, a sense of spiritual awareness and respect for others' feelings, values and beliefs. They reflected very sensibly on the fact that many people choose an arranged marriage because they believe that their parents are wiser than they are and that the success rate of such marriages is very high. They discussed in a very mature way, their perceptions of inequality if the man has a choice while the woman does not. Events such as this and the study of faiths other than Christianity and the wide range of visits contribute strongly to pupils' very good spiritual and cultural development.
14. Attendance and punctuality are very good, the former being well above the national average. The school has suitable procedures for ensuring very good attendance and in this they are very well supported by the vast majority of parents.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching enables all pupils to make good gains in their learning and to achieve well. The school curriculum is good. The school takes good care of its pupils. Links with parents are very good. Links with the community and other schools are good.

Teaching and learning

The quality of teaching and learning is good. Assessment and its use are satisfactory.

Main strengths and weaknesses

- Excellent relationships promote pupils' learning very well.
- The large number of opportunities provided for pupils to discuss their work ensures good levels of thinking and understanding.
- In the majority of lessons very good use is made of time, however, this is not always the case.
- Most pupils are well challenged in lessons. The teaching of pupils with special educational needs is good.
- The very good use of homework plays a positive role in the raising of standards.

- In some classes, there are good systems in use for helping pupils know how to improve their work. They are not, however, consistently used throughout the school.
- The school could make even better use of the information it collects about the attainment and achievement of the pupils.

Commentary

15. The quality of teaching and learning observed in lessons is good overall, and there are a good number of lessons in which teaching and learning are very successful. This is confirmed by work seen in pupils' books, where a considerable amount of purposeful, well-presented work is evident.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	19 (44%)	13 (30%)	10 (23%)	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.

16. Teachers manage pupils very well. Lessons are conducted in a friendly, good-humoured way that makes pupils feel that they are able to join in confidently and enjoy what they do. Teachers try hard to interest pupils by choosing subjects for activities with this in mind, for example, teaching the way to write a balanced argument through the question, 'Is watching television a waste of time?'. In this they are largely very successful and this means that pupils concentrate, work very hard and achieve well.
17. Teachers very effectively promote learning through good use of language. Questioning is effectively used to promote deeper thought as well as to check understanding. Subject vocabulary is used well and pupils quickly gain from this, absorbing new words quickly into their own repertoire. This has direct impact on the well above average standards attained. Pupils are given many opportunities to work and discuss together in pairs, small groups and as part of a class. This they do very competently, showing very well developed collaborative skills.
18. In the majority of lessons, pupils are expected to complete good amounts of work and this assists the progress they make. On occasion, however, too much is planned and pupils have not got sufficient time to develop and consider what they do. Occasionally, lessons are too long for the subject matter in hand or the age of the pupils. When this happens, pupils' interest wanes and effort is not as great.
19. In the main, expectations are high and pitched appropriately at the level of the pupils. Work in English, mathematics and science is planned at different levels for different groups in the class. The setting of pupils into attainment groups for part of the week in English and mathematics is useful in ensuring that all move forward at an appropriate pace. On occasion, in other lessons, however, activities are planned at a single level and some higher attaining pupils could be making better progress. The use of a television programme in English in Years 3 and 4, does not always make the best use of time for all pupils.
20. The school makes very effective use of homework to extend learning in class. Most pupils complete good amounts of work at home. This work includes activities to consolidate their learning in English and mathematics as well as activities in a range of other subjects, for example, researching in history. In this, they are very well supported by their parents.
21. Pupils with special educational needs are taught well. The collection and use of information by the co-ordinator for special educational needs and its subsequent use by teachers and teaching assistants is of good quality and assists pupils to make good progress over time. The

school has also taken care to challenge the highest attaining pupils in the school, through extra challenges and out-of-school activities. In a minority of lessons, however, a very small number of pupils would benefit from an even higher level of challenge.

22. As pupils get older they have greater insight into their own learning. This is effectively promoted, at the end of lessons, through consistent emphasis being placed on pupils considering what they have learned and what they have had difficulty in learning. This practice is not as consistently used in the lower part of the school and pupils, therefore, do not reap the same benefits in gaining personal understanding. Marking is also better used to help pupils know how to improve their work in some classes than in others. Considerable, very productive work has been done by the deputy headteacher in developing a system of target setting with individuals. This work has been very effectively tried out in a number of classes with good results and now should be extended to other classes.
23. Other aspects of assessment are also in the process of development. Much testing is undertaken in English, mathematics and science, but the analysis of the information gained is not always as deep as it might be and does not make as much use of the time and effort expended as it could. There are few formal systems of assessment in subjects other than English and mathematics. However, as teachers know pupils well and use questioning well to check understanding, the vast majority of work set is at an appropriate level of challenge. Once again, the deputy headteacher has identified ways in which the use of information can be improved and this work now needs to move forward.

The curriculum

The school provides a good broad and balanced curriculum that is relevant to pupils' abilities and meets their individual needs so that all achieve well. The curriculum is enriched well through a variety of visits and visitors, as well as by a good range of clubs that are enthusiastically supported by pupils. Overall, the school has satisfactory accommodation and resources.

Main strengths and weaknesses

- The 'setting' of pupils in English and mathematics into attainment groups for half the week successfully supports inclusion and learning for all pupils.
- Very good participation in the wide range of out-of-class sporting activities is central to the raising of standards in physical education.
- The curriculum is further enriched by the teaching of French, through visits and by residential experiences.
- The lack of a library and unsatisfactory book stocks in classrooms restrict pupils' ability to seek information independently.

Commentary

24. The curriculum meets requirements in all subjects, including religious education and collective worship. Support for pupils with special educational needs is good, as is that for pupils who are gifted and talented. A good example of this is in English and mathematics, where pupils are set by attainment for half of the week's lessons. Pupils work on different skills within their ability sets, but come together at other times in the week. This provides pupils with a good mix of opportunity. Pupils are encouraged to work co-operatively and independently so that by the end of Year 6, pupils are well able to work in a variety of situations and are well prepared for situations they are likely to meet in their secondary education. The planning of the timetable, with three morning sessions and two in the afternoon, and the way it is organised allows for a variety of subjects to be taught in the mornings. This ensures that pupils have an interesting and varied day.
25. Opportunities for enrichment are good overall. In sport they are very good. The school has a wide range of after-school activities, including cross-country running, gymnastics, judo, soccer,

aerobics and netball. Other clubs include choir, recorders, instrumental groups, art and computer. All these clubs are very well supported, for example, there are 90 pupils in the school choir and over 80 in the running club. The school uses outside instructors, as well as its own staff, to run the clubs and this makes possible the range of activities offered.

26. Accommodation provides adequate classrooms and hall facilities and is satisfactory overall. There are, however, some weaknesses. The fact that there is no library is unacceptable, especially as book stocks in the classrooms are unsatisfactory. The ICT suite is small for the number of pupils. The school has some future plans to improve it and create a library in the same area, but the plans for the latter are not yet fully developed. The playground is somewhat bleak. Apart from a few old picnic tables, it has no furniture and the tarmac has no markings that would enable pupils to play a wider range of games. Pupils benefit from the on site swimming pool. The field area is large and has great potential, but is visited by Canada geese whose droppings create a hazard. The necessary refurbishment of the pupils' toilets has been a priority for some time and is dependent upon local authority finance, but is greatly needed. The curtains in the Year 6 block do not adequately soundproof the classrooms and sometimes the working buzz in one disturbs quiet lessons in adjoining rooms. Apart from the provision of books, the school is adequately resourced overall. The lack of computers in classrooms, however, restricts the support ICT can give to learning in other subjects. This is a matter that is now being addressed by the school.

Care, guidance and support

The school makes good provision overall for ensuring pupils' care, welfare, health and safety. It provides pupils with very good support and guidance on their personal development and satisfactory guidance on academic development. The school is beginning to involve pupils in the work of the school and its development.

Main strengths and weaknesses

- Pupils have a very good and trusting relationship with one or more adults in the school.
- There are very good arrangements for ensuring that pupils settle happily into the school.
- Most health and safety procedures are good.
- Pupils' healthy and safe living and general well-being are well promoted.
- Child protection procedures are secure, however, there is a lack of written advice on recognising and dealing with possible incidents.

Commentary

27. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance for pupils' personal development. The excellent relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Academic guidance is not as strong in all classes, but is good in those where individual target setting is established (see paragraph 22).
28. Support given by the co-ordinator for special educational needs, the teachers and notably the teaching assistants is very good. All involved adults know and care about the pupils with extra needs and ensure that they are able to fulfil their potential by providing good support in lessons and in small group work.
29. Induction arrangements are very good and ensure that pupils transfer happily into school. These include close liaison with the staff at feeder infant schools in order to build a picture of all new pupils. Staff make themselves known by visiting their schools, and pupils attend on induction day at the school when they meet their 'buddy' who supports them when they start school.

30. Health and safety inspections of the premises are carried out termly and any issues are resolved with appropriate urgency. Good procedures are in place for dealing with day-to-day issues and the caretaker is very diligent in carrying out her duties. There are, however, some health and safety issues to be resolved, for example, the potential health hazard of goose droppings on the playing field.
31. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, which is enhanced by talks by the school nurse, the fire service and a governor. Presentations by the 'Theatre in Education' and the 'Life Education' caravan help to enrich the curriculum.
32. Child protection procedures are satisfactory overall. The designated person regularly attends training courses and procedures are discussed at staff meetings to ensure awareness of these procedures. Although practice is satisfactory, written advice needs development. In particular, it should include guidance on recognising and dealing with possible incidents. This would benefit all staff, but in particular new staff or those working in the school on an occasional basis.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with the community and other schools.

Main strengths and weaknesses

- Parents are very well informed about the school, the curriculum and their children's standards and progress.
- The very good contribution parents make to their children's learning at school and at home makes a very significant contribution to their achievement.
- Parents have very positive views of the school.
- The good links with the community help to enrich the curriculum and enhance pupils' personal development.
- The good links with other schools ensure that pupils transfer happily to their next stage of education as well as providing very good opportunities for them to participate in competitive sport.

Commentary

33. Parents are very well informed about the school through the prospectus, newsletters and very frequent other correspondence. They are also well informed about the curriculum through the prospectus, details handed out at 'meet the teacher' evenings and through termly curriculum evenings. Parents receive very good information about their children's progress and attainment through termly consultation evenings and good annual reports. Parents are also welcome to discuss concerns at other times. Parents of pupils with special educational needs are very well informed and are full partners with the school in the education of their children. Parents fully endorse the above views.
34. Parents make a very good contribution to their children's learning by providing very good help on trips and visits and help in the classroom with specific activities; for example, design and technology. They make a very significant contribution to their children's attainment and progress by supporting them with homework, which is used very well by the school to reinforce and extend learning. Parents also contribute to learning in very specific ways, for example, a father gives talks on the fire service, a mother helps with the netball club and many parents help on sports day. Parents also raise very substantial funds for the school through the friends, parent and teacher association.
35. The good links with the community include strong links with the local churches, where harvest festival and carol services are held. The vicar also leads assembly weekly. There are also

strong links with a local retirement home and these include visits by the choir and distribution of harvest gifts. Very good use is made of the local community as an educational resource and members of the community visit the school; for example, a local historian. Good use is made of the school by the community, and a local company helps with the running costs of the swimming pool.

36. There are good links with local primary schools through competitive sport and good transfer arrangements with feeder infant and linked secondary schools. Staff from the secondary schools visit the school, talk to the pupils and liaise with the staff. Pupils then attend one or two induction days, are also invited to secondary school productions and to attend an annual mathematics quiz. Secondary pupils undertake work experience at the school and students from Reading University undertake teacher training there.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The governance of the school and the leadership of the headteacher and key staff are good. Management is satisfactory.

Main strengths and weaknesses

- The headteacher has created a very caring ethos in which staff present very good examples and pupils show respect both to adults and each other.
- The headteacher has not made the overall monitoring of teaching and its impact on learning a priority.
- The school does not have a clear vision and plan of action that makes clear its priorities for future development.
- All staff co-operate and plan together well.
- Governors understand the strengths and weaknesses of the school and are in a strong position to develop further their strategic role.

Commentary

37. The leadership of the headteacher is good overall. He is highly respected by pupils, staff, governors and parents. He is totally committed to running an inclusive school, where staff present very good examples and pupils are expected to show consideration and respect to both adults and each other. As a result, all involved with the school work hard and co-operate well. Teachers plan and work together in year groups and the newly formed school council is beginning to formalise the views of pupils. Key staff support the leadership of the headteacher well, being fully involved in all discussions and initiatives and sharing, with him, the corporate ethos of the school. This helps ensure that standards remain very good.
38. Even though standards in the core subjects are rising above the national trend, the headteacher, very well supported by his deputy, has rightly recognised the need to establish systems to monitor and evaluate teaching and learning in order to raise standards still further. Such procedures that currently exist are informal and do not always directly link observations with priorities identified in the school development plan. Systems exist to monitor the outcomes of national assessments and staff have responded quickly to issues, for example, by focusing on and improving the teaching of mental mathematics. There is, however, an over-reliance on assessing the success of teaching, in-service training and discussions by looking at results rather than by wider monitoring. A lack of identification of good practice means that opportunities to share this to ensure that all teaching is of the very highest quality are missed.
39. The leadership and management of the provision for pupils with special educational needs are good. The co-ordinator has good knowledge of the needs of present pupils and liaises well with class teachers and teaching assistants to ensure good teaching and learning.

40. The governing body understands the strengths and weaknesses of the school and works hard to support all school initiatives. They successfully ensure that statutory requirements are met. Well led by the chair of governors, they compare the school's performance with other schools both in a local and national context and their questioning supports the development of teaching well. They are aware of the impact of improvements made, for example, the impact of the work to improve mental arithmetic. They co-opt other members and work efficiently to achieve objectives such as the building of the new, enclosed, school swimming pool. They have developed a vision for the school that effectively promotes the inclusion of pupils, in particular those with special educational needs and those with higher attainments. The lack of systematic monitoring by the school management has meant that they have not been in a position to develop a wider vision to assist in the further improvement of the already good education provided.
41. The overall management of the school is satisfactory. The school runs smoothly and current management strategies are effective in ensuring the good quality of education provided. Staff attend many courses that help them maintain their good skills, and good procedures exist to introduce both newly qualified and experienced staff to the school. Posts of responsibility are clearly defined and performance management procedures are established. These have not yet, however, been fully valued for the impact they might have on the improvement of teaching and learning. Target setting for both individuals and groups of pupils is at an early stage of development and the analysis of whether targets are met is, therefore, not securely embedded in the school's self-evaluation procedures. Finances are very efficiently organised and run by the school administration officer and principles of best value are firmly applied by the governing body, however, the success criteria and associated costs of many targets in the school development plan are not clearly stated and this sometimes results in managers being unsure of the exact financial position of the school at a particular moment in time. The school currently has a financial balance of greater than five per cent. This money is appropriately allocated, for example; updating of ICT facilities in the school, capital funding for building and for other capital improvements.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	738,340
Total expenditure	772,361
Expenditure per pupil	2,391

Balances (£)	
Balance from previous year	91,581
Balance carried forward to the next	57,560

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils of all levels of attainment do well.
- High standards in speaking and listening play a significant part in the raising of standards in both reading and writing.
- There is careful, successful teaching of basic skills.
- The lack of library facilities means that not all pupils can learn to use a library for research as well as they could.
- Not all pupils have good information as to how improve their work.
- Pupils are very well supported at home and this contributes to their good achievement.
- The subject co-ordinator has not had the opportunity to monitor the subject and to identify in detail how the provision could be further improved.

Commentary

42. Throughout the school, pupils are well taught and they learn and achieve well. Standards have risen steadily since the time of the last inspection and in the national Year 6 tests in 2003, were well above those attained nationally. Standards were above those attained by other pupils whose attainment had been similar when they were at the end of Year 2.
43. All pupils do well. Those with special educational needs are carefully provided for and most attain the expected level (Level 4) by the time they leave the school. Teaching assistants play a particularly valuable part in ensuring this good progress. A good proportion of the pupils attain a higher level and these higher attaining pupils have also done well. Boys attain as highly as girls.
44. Standards in speaking and listening are particularly high. Pupils achieve very well in this aspect of English. Teachers are very careful to promote these skills throughout the day. Pupils are given plentiful opportunity to discuss and debate, to listen to the opinion of others and to give their own. Teachers provide a very good example for pupils by listening carefully to them and valuing what they say. As a result, pupils in Year 6 are able to use language with accuracy to support their reading, writing and thinking. This ability to use language for thought plays a significant part in pupils' social, moral and spiritual development, for example, when discussing the difficulties associated with obtaining daily water supplies in some villages in Africa, Year 5 pupils were able to discuss the problems and to show considerable empathy for the people involved.
45. Basic skills in writing are taught well. Very good attention is given to the development of handwriting, spelling, punctuation and grammar. Consequently, pupils' work shows good accuracy. Knowledge of how to write for different purposes and audiences is well taught in most year groups, but not as well taught in Year 3, where the planning of work during each week is not cohesive and pupils do not build their knowledge of different writing genres as systematically.
46. Most reading skills are also well taught. Pupils gain fluency and understanding as well as learning how to use their skills efficiently, for example, skimming a text for key words when using a text to gain information. Pupils are taught to look deeper into texts and give opinion of what they read, using the text to back up what they say. The development of library skills is greatly hampered by the lack of a school library. Although many pupils know how to use a

library, they are largely dependent on parental support to give them opportunity to practise their skills. As a consequence, some pupils are not as competent or confident in using such skills as they should be. Additionally, the narrow range and poor condition of books in many of the class or year group libraries mean that pupils often bring books from home for their personal reading. Again, this means that some pupils are not as advantaged as others.

47. Teachers teach with great enthusiasm and manage pupils very well. Because of this, pupils enjoy their lessons and work very hard. The pace of most lessons is good and pupils complete a good deal of work in the time available. Occasionally, however, teachers plan too much work for a lesson and pupils are not given sufficient time to consider what they do in sufficient depth, or to complete an activity set. In the main, activities are very appropriate for the age and level of attainment of the pupils, but in Years 3 and 4, consideration needs to be given to the use of a television programme, that may have some benefits for some pupils, but is not making maximum use of time for others.
48. Homework plays a significant part in the good achievement of the pupils, who are mainly very well supported at home. This, as well as class work, is conscientiously marked and there are some very good examples of pupils being given very specific feedback as to how to improve. Not all marking, however, is of this high quality. Targets are set for all pupils in writing, but not yet for all in reading. The way these targets are set differs from year group to year group, with the most effective practice being where targets are set for individuals. The effectiveness of this practice can be seen in the response of the pupils, who make very good efforts to meet their targets.
49. Leadership and management of English are satisfactory. The very newly appointed co-ordinator has a clear understanding of how she would like to develop her role and a commitment to the further raising of standards. She has not, however, had the opportunity to find out about the current position of English teaching and learning because she has not had the opportunity to monitor these or the resultant work produced by pupils. This means that, at present, the significant strengths seen in a number of very good lessons and some other aspects of very good practice have not been identified and shared with others. Attention has been paid to the use of data from the considerable amount of assessment and testing undertaken, but the information gained is not yet fully analysed so finer details of strengths and weaknesses have not been identified.

Language and literacy across the curriculum

50. Pupils have a significant number of opportunities to use all aspects of their learning in English in the context of other subjects. In all subjects, pupils undertake considerable amounts of reading and writing. Subject vocabulary is developed well and allows pupils to express themselves accurately. There are satisfactory links made with learning in ICT, but these are restricted by the lack of computers in classrooms.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching is good overall.
- Pupils enjoy mathematics and have developed very positive attitudes towards the subject.
- The co-ordinators do not monitor teaching in order to raise standards still further.
- The teaching of mental mathematics has improved.
- Pupils in Years 5 and 6 are becoming skilled at evaluating their own work.
- Individual targets are not set consistently and, consequently, pupils do not always know what to do in order to improve.

- Marking does not consistently inform learning.

Commentary

51. As a result of good teaching, pupils achieve well and standards are well above average at the end of Year 6. In 2003, when compared nationally, pupils attained well above average standards. Pupils had made good progress when compared with others who attained similar standards at the end of Year 2. Over the last four years, and since the time of the last inspection, standards have risen more than they have nationally. Teachers have reviewed and improved the teaching of mental mathematics and this has had a positive impact. Pupils now confidently work with numbers and are quick to see patterns and relationships enabling them to calculate quickly and accurately. Pupils enjoy mathematics and have developed very positive attitudes that are reflected in their determination to succeed and do well.
52. Very good routines are being developed in most classes that involve pupils reviewing their work at the end of the lesson and sharing what they have learned. Whilst older pupils often record their reviews in their books, other pupils use a 'traffic light system', green meaning 'understood', amber 'I partly understand' and red 'I don't understand'. This helps teachers assess levels of understanding and informs future planning well. Pupils with special educational needs are well supported both in the classes that are set according to ability and in their mainstream classes, where work is carefully matched to pupils according to need, and where they receive good support from both teachers and teaching assistants.
53. Teaching and learning are good overall. Most lessons proceed at a good pace, resources are well prepared and pupils are properly challenged. Teachers are confident and clearly focus lessons on learning objectives that are shared with the pupils. Most pupils' needs are met well, however, there are some occasions when the higher attaining pupils are not challenged enough. Then they work quickly and accurately, consolidating skills and methods, rather than being required to apply these skills in new and challenging situations. Apart from recent attempts in Year 3, pupils are not set written individual targets and, therefore, do not always know what they need to do to improve. Marking is also inconsistent, with the majority of work ticked with a positive comment and only some that clearly indicates how work might be improved. There was little evidence of ICT supporting learning in mathematics, although computer generated bar and pie charts were on display in Year 3. This aspect needs to be developed further when the newly acquired equipment is installed.
54. Leadership of mathematics is good. Both the recently appointed co-ordinators have made a good start, identifying and addressing the need to improve the teaching of mental mathematics and in beginning to explore how individual targets might be set. Both acknowledge that the monitoring of teaching to raise standards still further is a priority, but until there are whole-school systems in place to support this, monitoring is restricted to joint planning sessions and incidental discussions with staff. This does not help staff to raise pupils' achievement even further. Procedures for the scrutiny of whole-school planning, looking at pupils' books and discussions with groups of pupils, need to be reviewed.

Mathematics across the curriculum

55. Pupils have good opportunity to extend their learning in mathematics through its use in other subjects. They use basic numeracy skills well when recording data resulting from experiments in science and when measuring dimensions during model making sessions in design and technology. They draw line graphs to compare rainfall in London and Bangalore in geography and study timelines in history. Good links with ICT are made when pupils are taught in the ICT suite and this promotes learning in both subjects, but they are otherwise limited.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6 and pupils achieve well because the quality of teaching is good.
- Pupils have many opportunities to investigate for themselves and this contributes to the high standards attained.
- The subject is well led by the co-ordinator who ensures that science has an appropriately high profile in the school.
- There is no whole-school assessment policy in science and pupils do not always know what they have to do to improve their work.
- ICT is not used sufficiently to enrich the science curriculum.

Commentary

56. The emphasis the school places on practical and investigative activities is an important factor in leading to the well above average standards attained by the time pupils reach Year 6. These standards have improved since the last inspection.
57. The analysis of pupils' work and lesson observations show that the teaching of science is consistently good. Teachers are very good at questioning and asking pupils to develop their answers. Pupils have very good speaking skills and respond enthusiastically with well thought out answers and reasoned explanations. In a Year 5 lesson, for example, pupils gave very good reasons for which wires would conduct electricity to give the brightest light. They used their literacy skills to record experiments very well. The presentation of work is of high quality throughout the school. The relatively few pupils with special educational needs are well catered for and the higher attaining are set appropriately challenging work so all achieve well.
58. The subject is led well. The co-ordinator has a thorough understanding of the subject and of the strengths and weaknesses of science in the school. The management of science is satisfactory. It is appropriately monitored through planning and discussion with teachers, but there is no monitoring of teaching. Teachers know their pupils well, but there are no assessment procedures to monitor pupils' progress against National Curriculum criteria. Pupils' work is marked, but there are few comments to indicate what needs to be done to improve.
59. The use of ICT is restricted to the limited time available in the computer suite, as there are no computers in the year group bases. Classes have used this time well, for example, to explore habitats through simulations on a CD-ROM. The use of ICT to support science investigations is, however, limited by the lack of easily available ICT resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Despite the limited contact pupils can have with computers in school, by Year 6 standards are average. Pupils achieve in a satisfactory way.
- Pupils work very well collaboratively and learn quickly in lessons.
- There are no systems to assess pupils' progress with a view to raising standards.
- Good links are made between ICT and other subjects in ICT lessons.

Commentary

60. Teaching and learning in lessons are good. An effective programme of staff training has ensured that staff are confident in teaching each aspect of the subject. They successfully help pupils to achieve satisfactorily and to gain skills and knowledge in a systematic and organised way. The school has an ICT technician who contributes very significantly to standards both by ensuring that computers are ready for use and by providing very valuable support for teachers and pupils in lessons. Teachers make good use of the projector and interactive whiteboard to demonstrate the skills they are introducing. All these factors make a significant contribution to pupils' good learning in lessons.
61. The development of the ICT suite with its Internet link is beginning to provide pupils with better access to a range of programs and educational websites. The computers in this suite are not, however, all of a similar type and this currently makes teaching more difficult. Pupils are taught ICT in the suite for only an hour each week and there are no additional computers in the year group bases to allow them to consolidate their skills or to permit additional research during other lessons. Pupils are enthusiastic and well motivated by the use of ICT and most are fortunate that they can follow up their learning through the use of computers at home. Promotion of this use is an effective strategy used by teachers to help pupils make suitable progress. In a Year 4 lesson, for example, pupils explored maths games on two web sites, giving them star ratings. All the pupils in the lesson had access to a computer at home and they noted down the sites so that they could continue their investigations there.
62. Leadership of the subject is satisfactory and there is a good action plan to improve the resources for ICT and to bring the ratio of computers throughout the school to the national target of one computer to eight pupils. There is, however, no clear strategy as to how standards in ICT will be raised to equal the well above average standards that pupils achieve in other subjects. There is no monitoring of teaching, and while pupils have a diary in which they record their work in ICT, there is no school assessment system in place to record their progress against National Curriculum criteria and to identify more precisely how they will be helped to improve. The overall provision in ICT has remained satisfactory, as it was at the time of the last inspection.

ICT across the curriculum

63. While teaching ICT skills, teachers ensure that these are related to other areas of the curriculum. After a visit to the Tate Gallery, Year 6 pupils used the Internet and their editing skills to produce a good quality brochure. Year 5 pupils used a CD-ROM to explore habitats in science. In a very good Year 3 music lesson, pupils used a program to explore sound and produce a musical composition. The lack of computers in the classrooms, however, restricts the use of ICT. In a Year 5 science lesson, for example, pupils used 'data loggers' to record the light emitted from a bulb during an investigation into the efficiency of different wires in conducting electricity. While they recorded their findings manually, they could not enter them into the appropriate ICT program and thus their learning was more limited than it might have been.

HUMANITIES

Religious education was inspected individually and is reported on in full below. Work in history and geography was sampled.

64. One lesson was seen in **history**. Inspectors looked at the work in pupils' books, displays around the school and held discussions with pupils. The curriculum is suitably broad and National Curriculum requirements are met. Pupils show an interest in history that supports their learning well, both in the lesson seen and more generally. Pupils talk about work they have completed articulately and many have extended their historical knowledge through use of computers at home.

65. Two lessons were seen in **geography**. As with history, inspectors looked at the work in pupils' books, displays around the school and held discussions with pupils. The curriculum is suitably broad and National Curriculum requirements are met. In one lesson seen, a visitor from Bangalore answered pupils' questions and enabled them to gain an understanding of a different culture, including a lively discussion about arranged marriages and equality for both sexes. This supported learning in religious education and personal, social and health education very well. The use of line graphs and bar charts in comparing temperature and rainfall in Bangalore and London provides practical links with learning in mathematics.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Very good use of drama with the youngest pupils enhances learning.
- The very successful combination of personal, social and health education and religious education in lessons helps in the very good promotion of pupils' personal development.
- An enthusiastic and forward-looking co-ordinator leads the subject well.
- There is an over-emphasis on writing and drawing in some lessons that inhibits the speed of learning.

Commentary

66. Pupils achieve in a satisfactory way in religious education. Standards of attainment seen during the inspection are above the expectations of the locally agreed syllabus overall. Pupils have a satisfactorily broad knowledge of Christianity and a number of other faiths. They show an ability to relate practices in one with those in another. Standards are above average because pupils are given the opportunity to develop their thinking and understanding of some difficult issues and concepts. They bring to this their high levels of attainment in speaking and listening and this means that they show themselves very capable of deeper thought than is usually seen.
67. The quality of teaching and learning is satisfactory. In some classes, there is an over-emphasis on written work and completion of worksheets. This leads to all pupils completing the same task whatever their ability, consequently, some higher attaining pupils have insufficiently demanding work. Where teaching and learning are most successful activities are more creative. Pupils in a Year 3 lesson, for example, acted as news reporters and, working in pairs, reported on the different effects of the plagues of Egypt and the Passover on Egyptians and Israelites. Pupils noted down what they wanted to say and then reported back to their audience. In this lesson, pupils' learning and achievement, including speaking and listening, were of a higher quality than where pupils had just written or drawn pictures.
68. Discussions in all lessons seen were good, with teachers asking thought-provoking questions such as "How would you feel if, like the disciples, your best mate was killed?". The teaching of religious education and personal, social and health education are carefully and successfully interwoven and both make very good contributions to pupils' spiritual, moral, social and cultural development. Visits to places of Christian worship make valuable contributions to pupils' learning. Visits to places of other religions do not occur and thus opportunities for first-hand experience to deepen pupils' understanding are lost.
69. The co-ordinator leads the subject well. She is enthusiastic and well organised. She is very clear how she wishes teaching and learning in religious education to move forward, particularly in the area of reducing written work and increasing the use of drama, and she knows how to achieve this. Management of the subject is satisfactory. As in other subjects, the co-ordinator has not had the opportunity to monitor and improve the subject. The quality of the provision has been maintained since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and physical education were inspected individually and are reported on in full below. Work in design and technology, which was judged to be above average in the last report, was sampled. Work in art and design was not inspected.

70. There was one **design and technology** lesson on the timetable during the week of the inspection. No samples of pupils' work were available. The design books of pupils in Years 3 to 6 were studied, examples of work examined and both pupils and the co-ordinator were interviewed. This showed that the above average standards attained at the time of the last inspection have been maintained. Pupils understand the context and purpose of design and the processes involved. In the lesson observed, Year 4 pupils worked well collaboratively and the teacher successfully introduced a link with science as they designed, made and tested, with a view to improvement, a door alarm. Pupils were very aware of safety factors when they used wire strippers, and a good range of resources was made available.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Teachers' enthusiastic approach to teaching music means that pupils enjoy what they do and learn well.
- The commercial scheme of work introduced by the co-ordinator supports teachers well in the planning and execution of lessons.
- There are good opportunities for pupils to learn to play a range of instruments.
- ICT supports learning with the younger pupils well.

Commentary

71. Teaching and learning are good overall and, consequently, standards are now above average and achievement is good. This is very good improvement since the last inspection when standards in music were judged to be unsatisfactory. Pupils enjoy music and this is confirmed by the fact that numbers in the school choir have increased to 90 boys and girls, more than a quarter of the school population. The school's reputation for music, always high, has been further advanced and the school choir and other groups regularly take part in school productions, local music festivals and in services in Guildford Cathedral.
72. The scheme of work supports teachers' planning effectively and ensures that skills are taught well and progressively throughout the school. Pupils in Year 6 responded appropriately to the appraisal of a Hebrew song about Hanukkah, but needed to be reminded about key words such as 'tempo' and 'pitch', words that should be embedded by this stage. They sang successfully in two parts and all clearly enjoyed the experience, encouraged by the enthusiastic and confident approach of the teacher. In Year 3, the co-ordinator, very well supported by the technician and teaching assistant, used two ICT programs to encourage and allow the children to compose music that contained 'ostinatos'.^{*} Their excitement at the results encouraged the further development of positive attitudes to the subject. In Year 5, pupils successfully listened to and identified chords in melodies, with the teacher drawing well on pupils' musical expertise to maintain the pace of the lesson.

^{*} Ostinatos Repeated phrases of notes

73. Leadership of music is good and its management satisfactory. On her appointment, the co-ordinator quickly identified priorities for improvement and introduced the scheme of work, adopted enthusiastically by all staff, who have shown a zeal and determination to raise the standards further. Several help run clubs such as the choir and recorder groups and further tuition is available in guitar, keyboard, flute, percussion and recorders. As with other subjects, there has been little opportunity for more than informal monitoring of the subject and this prevents the co-ordinator for being able to identify ways in which teaching of the subject can be further improved. Resource provision is good overall for both tuned and untuned instruments.

PHYSICAL EDUCATION

The provision in physical education is **good**.

Main strengths and weaknesses

- By the end of Year 6, standards are above average overall, and pupils achieve well due to good teaching and the quality and range of extra-curricular sporting activities.
- The school participates successfully in a wide range of local competitions.
- Leadership is satisfactory, but aspects of the subject would benefit from further development.

Commentary

74. Standards in the games and dance lessons seen were above average, while in a Year 6 gymnastics lesson, standards were average. The school's on site swimming pool has made a significant contribution to above average swimming standards. The school has a high reputation locally. It enters as many pupils as possible in a wide range of sporting events and experiences a good deal of success.
75. A wide range of extra-curricular activities organised by teachers and outside coaches are very well attended and this plays a very significant part in promoting good standards. The co-ordinator has focused on the development of these extra-curricular activities, while the physical education curriculum in class has not been as well developed. Teachers plan in year groups and provide sound coverage of the curriculum, but there is no up-to-date, whole-school scheme to provide guidance for teachers in systematically developing pupils' skills in some aspects of physical education, for example, in gymnastics. In lessons, teachers teach with enthusiasm and this is conveyed to the pupils who greatly enjoy what they do. Physical education has a high profile in the school and this very successfully promotes a healthy lifestyle. The good quality of the provision has been maintained since the last inspection.
76. The management of physical education is satisfactory. The co-ordinator has had no chance to monitor the work of other teachers and to develop the curriculum further. The school has spacious playing fields and sufficient hard standing. The former, however, attracts a flock of geese that foul the field. There are suitable hard surface areas for the playing of games, but these lack suitable markings. It was noticeable in one basketball lesson, that although the teaching was good, the lack of any such markings inhibited pupils' ability to play a game effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled.

77. The school promotes pupils' personal, social and health education well. Discrete lessons in personal, social and health education are rarely taught, but this area of the curriculum is very successfully combined specifically with religious education lessons and in a less formal way across the curriculum, for example, in geography. The promotion of understanding of personal

issues is part of the ethos of the school and is a very successful part of everyday school life. Citizenship is promoted through discussions in a wide range of subjects, for example, the discussion of the ethics of inequalities of world water supplies in geography, and recently more directly, through the formation of the school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
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	3
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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