

# **INSPECTION REPORT**

## **GOLDSWORTH PRIMARY SCHOOL**

Woking

LEA area: Surrey

Unique reference number: 125119

Headteacher: Mrs P Alexander

Lead inspector: Mr J Donnelly

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> June 2004

Inspection number: 256225

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	404
School address:	Bridge Barn Lane Woking Surrey
Postcode:	GU21 6NL
Telephone number:	01483 771321
Fax number:	01483 757084
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Kathryn Bray
Date of previous inspection:	27 <sup>th</sup> April 1998

## **CHARACTERISTICS OF THE SCHOOL**

Goldsworth Primary School caters for pupils aged four to eleven. It is situated close to Woking Surrey. The area is one of average social and economic conditions for a significant number of pupils. It is a two-form entry school and, with 404 pupils on roll, is larger than the average primary school. Attainment on entry is in line with the national average. There are 66 pupils (18 per cent) who speak English as an additional language. The majority of pupils come from White British backgrounds. There are very small proportions from other mixed ethnic backgrounds. The number of pupils eligible for free school meals is low. The number of pupils entering and leaving the school other than at the normal times is average. There are some pupils (15 per cent) with special educational needs; this figure is close to the national average. There are 11 pupils (4 per cent) with a statement of special educational needs, covering a wide range of learning needs, and this is high. The school has recently been awarded Investors in People status and the Basic Skills kite mark

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	J Donnelly	Lead inspector	Science Physical education
9974	D Singh	Lay inspector	
27523	D Jones	Team inspector	Mathematics Music Provision for pupils with special educational needs
22157	M Roussel	Team inspector	Areas of learning for children in the foundation stage Information and communication technology Art and design Design and technology
15372	P Walker	Team inspector	English History Geography Religious education Provision for pupils with English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Goldsworth Primary is a very effective school** with many outstanding features. All pupils achieve very well as a result of very good teaching and learning. Standards are well above average overall. The leadership and management of the school are very good and the school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievements are very good; pupils of all abilities achieve very well in English, mathematics and science by the end of Year 2 and Year 6. Provision in the reception classes is very good.
- Leadership by the headteacher and other key staff is excellent.
- The provision for pupils with special educational needs and for those who speak English as an additional language is very good.
- Pupils' relationships with each other are very good and they demonstrate very good levels of confidence and self-esteem. The relationships between staff and pupils are very good.
- Teaching and learning are very good overall as a result of an excellent learning ethos.
- Pupils' social, moral, spiritual and cultural development is very good overall.
- The commitment of staff and very high level of teamwork are strengths of the school.
- The very high emphasis on learning and achievement for all continually drives the school forward.

Since the previous inspection in 1998, the school has made very good progress. Pupils' achievements have improved and high standards have been maintained in English, mathematics and science overall. Teaching and learning have improved from satisfactory to very good. The headteacher and key staff have also successfully addressed the minor weaknesses and issues identified in the previous report.

### STANDARDS ACHIEVED

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

*Key: A - well above average; A – top 5%; 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.*

**The pupils achieve very well.** The overall provision for children in the reception class is very good and has improved since the last inspection. In this year group most children are likely to achieve the early learning goals expected by the end of the reception class, and the higher attainers will exceed them.

Results at the end of Year 2 in the 2003 national tests were well above average in reading, writing and mathematics; in comparison to similar schools, they were well above average overall. Standards in the current Year 2 pupils' work in lessons are well above average as a result of high quality teaching and learning.

Results at the end of Year 6 in the 2003 national tests were well above average in English, mathematics and science and overall are in the top 5 per cent nationally. In comparison with similar schools, standards were well above average. Standards in pupils' books and in lessons are well above average. Standards are above average in information and communication technology (ICT), physical education and music and average in religious education.

**The pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** The pupils behave very well and have very good attitudes to their learning. Pupils' attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education is very good.** The quality of teaching is **very good**, and as a result pupils learn very well. The pupils' very good achievement is very well supported by the teachers' very good planning and subject knowledge, and by the excellent relationships between teachers and pupils. Teachers expect all pupils to learn very well, regardless of their background or ability level, and the learning targets for pupils with special educational needs are used very effectively in lessons. A very good curriculum is provided and the quality of care and guidance and the school's links with parents and the community are also very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership of the headteacher is excellent and she is very ably supported by an excellent senior management team. The school development plan gives a very clear steer to the improvements needed. Teamwork and collaboration between staff are at a very high level. The governance of the school is very good. The governors, senior managers and subject leaders have a very good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching and learning even further. The governors ensure that all statutory requirements are met.

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

Parents feel the pupils are very well prepared for the next stage of their learning and that the teaching is very good. The pupils have very positive views of the school. They are particularly enthusiastic about their teachers and the wide variety of clubs after school.

## **IMPROVEMENTS NEEDED**

There are no significant weaknesses in the school. The school improvement plan gives a very clear basis for further improvement.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

### STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

PUPILS' ACHIEVEMENT THROUGHOUT THE SCHOOL IS VERY GOOD. STANDARDS ARE ABOVE AVERAGE BY THE END OF RECEPTION, AND WELL ABOVE AVERAGE BY THE END OF YEAR 2 AND YEAR 6.

#### Main strengths and weaknesses

- Pupils' achievements are very good overall; pupils of all abilities, gender and ethnicity achieve very well in English, mathematics and science by the end of Year 6.
- Current standards of work in Year 6 are well above those expected in English, mathematics and science. Challenging targets are set and pupils work hard to meet or exceed them.
- In Years 1 and 2, pupils achieve very well in reading, writing, and mathematics.
- In the reception classes all children achieve very well, and overall they are on track to exceed the expected standards in most areas of learning.
- The provision that the school makes for pupils with special educational needs is very good.

#### Commentary

1. Attainment on entry is usually broadly average. Children achieve very well and most of the reception children will achieve all the expected standards on entry to Year 1 and the higher attainers are likely to exceed these, especially in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. This is a result of consistently very good teaching.

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

Standards in:	School results	National results
reading	17.2 (17.2)	15.7 (15.8)
writing	17.1 (16.7)	14.6 (14.4)
mathematics	17.8 (18.3)	16.3 (16.5)

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

2. Results in reading, writing and mathematics were well above average at the end of Year 2 in the 2003 national tests. Inspection evidence shows the current Year 2 pupils reaching similar high standards in their work. Achievement is very good overall.

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

Standards in:	School results	National results
English	29.7 (29.0)	26.8 (27.0)
mathematics	30.1 (29.4)	26.8 (26.7)



science	30.9 (30.3)	28.6 (28.3)
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*There were 57 pupils in the year group. Figures in brackets are for the previous year*

- At the end of Year 6 in the 2003 national tests, results were well above average. There is no difference between the test results of boys and girls. Pupils with learning difficulties achieve very well in relation to their targets. National test results at the end of Year 6 in English, mathematics and science have been maintained at high levels over the past three years. These results are shown in the table above. The school's results have been improving above the national trend. Standards in the lessons observed overall were well above average.
- The achievement of pupils with special educational needs and those who speak English as an additional language is very good. Procedures for assessment are very efficient and produce reliable information which enables detailed teaching plans to be produced. The special educational needs co-ordinator, teachers and teaching assistants work together as a powerful team to support the achievement of the pupils.
- The high standards between 2000 and 2003 are due largely to the very positive leadership and management of the school and very good teaching. Standards are above average in ICT, physical education and music, and average in all other subjects where judgements can be made.
- The higher than expected performance of the more able pupils is due to the school's very good assessment procedures, especially in English mathematics and science, and the many intervention programmes aimed at boosting pupils' learning. This is coupled with teachers' very high expectations and detailed planning that identifies the needs of pupils of different abilities.

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

Pupils' very good attendance and punctuality, attitudes and behaviour help them to achieve well, because they have a strong desire to learn. The pupils' personal qualities, including their spiritual, moral and social and cultural development, are very good overall.

### **Main strengths and weaknesses**

- Attitudes to the school are very good and pupils are very enthusiastic in everything they do.
- There are many opportunities for pupils to show initiative and responsibility both in and beyond lessons, such as the 'buddy system' or the school council.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils like coming to school and this is reflected in their very good levels of attendance and behaviour.

### **Commentary**

- Most pupils have a thirst for knowledge and invest their time wisely. Pupils usually have very good attitudes in lessons; it is rare for these attitudes to be less than good. Most pupils listen attentively, are keen to answer questions and tackle work enthusiastically – including those with special educational needs and with English as an additional

language. Teachers' ability to sustain frequently high levels of interest in lesson content and set suitably challenging tasks ensures pupils of all abilities do very well.

8. Pupils take a very active part in activities beyond lessons. They play different sports, visit places of interest and extend their learning through clubs before and after school. The desire to learn supports pupils' very good spiritual, moral, social and cultural experiences.
9. Pupils have pleasant and purposeful dispositions and caring attitudes, which ensures they serve their school and wider community as fund raisers, school councillors, buddies and class monitors in a responsible way, with pride and unquestionable loyalty. The experiences enable pupils to become enterprising members of the school and responsible, confident and mature citizens.
10. Behaviour, both in and out of classrooms, is very good and sometimes excellent. Almost all pupils are extremely friendly and well mannered. There have been no exclusions in the past two years. This has a very positive effect on learning and pupils' moral development.
11. They enjoy working and playing together. The headteacher's influence is very evident in the school's work to promote pupils' personal development. The school celebrates the cultural diversity amongst pupils and relationships between pupils from different ethnic groups are very good throughout the school. The underlying messages, promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact and are reinforced through reflection, both in circle and story time and through social activities beyond lessons. This contributes powerfully to pupils' moral, social, spiritual and cultural development, all of which is very good.

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

Authorised absence		Unauthorised absence	
School data:	4.3	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.*

12. The school and parents work tirelessly to ensure pupils sustain a high level of attendance and arrive on time for school. These arrangements very effectively support pupils' learning, achievement and personal development. All children are likely to achieve the expected levels in personal and social development by the end of the reception year.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is very good. The quality of teaching is very good and as a result, pupils learn very well. The curriculum and links with parents and the community are very good. The school makes very good provision for the welfare, health and safety of pupils.

## **TEACHING AND LEARNING**

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT ARE VERY GOOD OVERALL THROUGHOUT THE SCHOOL.

## Main strengths and weaknesses

- Teachers have a very good understanding of the subjects they teach.
- The quality of teachers' planning is very good and the methods they use are very effective and help pupils achieve their capabilities very well.
- Teachers have very high expectations of pupils' behaviour.
- Teaching support staff work very effectively and aid pupils' achievement very well.
- The use of assessment is very good in the foundation stage, English, mathematics and science.

## COMMENTARY

### *Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	12	11	2	0	0	0

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

13. The quality of teaching is very good overall and has continued to improve since the last inspection, when it was judged to be good. Work in pupils' books indicated very good teaching, even in classes where some of the lessons seen were good. This improvement is a result of clearly focussed leadership and management has been a key factor in the school's successful drive to further raise standards, especially in English and mathematics, where ongoing assessment to track pupils' progress has been used well to plan for future learning. Teaching methods are very effective overall and teachers expect high standards from pupils, in terms of both behaviour and learning. Lesson planning builds very well on previous learning and teachers use their secure subject knowledge very well to enhance pupils' achievement.
14. It was evident in observed lessons that pupils worked very well and productively and had very good attitudes to learning. Teaching was nearly always stimulating and challenging and teaching methods were often imaginative and engaged the full attention of all pupils. For example, learning and achievement were both very good in a Year 2 lesson about developing problem solving skills. This is because tasks were very well matched to pupils' capabilities and the teacher used very inventive teaching methods to make pupils think about what they were doing at all times! As a result, pupils enjoyed the challenge and produced high standards of work.
15. The quality of teaching in the reception class is very good and adults work very well as a team to ensure that children are given regular opportunities to develop their knowledge and understanding of the world they live in and that they are well prepared for transfer to the next stage of their education. Planning is very thorough, and adults skilfully ensure that very good links are established across the different areas of learning. Assessment is used very well to track progress in all areas of the reception class curriculum. As a result, children achieve very well and make very good progress in learning.

16. A strong feature of teaching throughout the school is the way in which very effective partnerships have been developed between teachers and teaching support staff, especially learning support assistants whose skills and expertise are used very well to support the learning of all groups of pupils. This has had a beneficial effect on achievement and has helped to raise standards. In each reception class there is more than one focused task ongoing at a time, with one taught by the teacher and the others by the support assistants. This allows teachers to give quality time to individuals and groups of children. An example was seen where the teacher was demonstrating word-processing and showing a group of children how to highlight text and change the font and size, while the teacher's assistant was working with a group of children who were entering commands to move the programmable toy across the classroom floor. Her secure subject knowledge and teaching skills were used to good effect and pupils' understanding of how to control devices increased as a result.
17. The quality of teaching and learning for pupils who have special educational needs or who speak English as an additional language is very good. They are taught very effectively and are usually provided with very good support within the classroom from teachers, teaching assistants and other adults. Teachers plan work that is suitably modified to cater for all pupils with special educational needs. Tasks are linked well to appropriate and precise learning targets identified on individual education plans. These usually comprise suitably small steps in learning and are very well linked to prior attainment. As a result, pupils with special educational needs make very good progress and their achievement is very good overall.
18. Assessment procedures are very good. They are used very well in the reception class to track children's overall progress and very good systems are in place to assess pupils' learning throughout the school, especially in mathematics, science and English, and are used very well to plan for future work. Marking is very good and helps pupils to know how they can improve. This is enhanced in some year groups by the development of self-assessment by pupils. Very good and detailed comments both celebrate good work and give structured guidance on the next steps needed. Whole-school procedures are now used well to monitor the progress of individual pupils carefully and note variations in performance. These systems are developed best in English and mathematics and the information gained is used to set challenging targets for individual pupils in consultation with their parents.

## **THE CURRICULUM**

The breadth and range of the curriculum are very good and very good opportunities are provided for its enrichment. The provision of accommodation and resources is also very good.

### **Main strengths and weaknesses**

- The curriculum is very stimulating and is extended by cross-curricular links.
- The provision for pupils with special educational needs and English as an additional language is very good.
- A very good range of extra-curricular activities enriches the curriculum and generates an enthusiasm for learning.
- The curriculum for social and personal education is very good and is reflected in pupils' attitudes.

- The school buildings provide an invigorating environment for learning.

## Commentary

19. The school's curriculum provides a broad range of very worthwhile activities to which pupils respond very well and which promotes very good progress in their learning. Significant improvement has been made since the last inspection. In discussion, pupils say that they work hard because what they are given to do is interesting, exciting and fun. There are policies and schemes of work in place that promote progression and the national strategies for English and mathematics have been very successfully adopted. Religious education is taught according to the requirements of the locally agreed syllabus. The structure of curricular planning ensures that appropriate time is given to all subjects and in their planning of lessons, teachers recognise the different levels of attainment within their classes to provide challenging tasks for all pupils. Pupils use their language and literacy skills well in other subjects. Sensitive and thoughtful management by other subject leaders has also contributed to very good quality links across the curriculum and the high standards and achievement pupils make. These links between subjects have provided increased relevance for pupils' learning.
20. The curriculum for pupils with special educational needs is very relevant and fully complies with national guidance procedures. Although there is a high percentage of pupils for whom English is an additional language, there are very few who are at an early stage of acquisition. Provision for these pupils is also very good since they are offered a very good level of additional specialist support until it is clear that they are able to meet the full demands of the curriculum in this high attaining school.
21. The additional curricular support is well planned and organised. The co-ordinator has good knowledge of pupils' individual needs and circumstances and clear records are kept. There is good collaborative planning between the coordinator and class teachers which enables the "pre-teaching" of certain key concepts before the whole-class lesson takes place. Pupils for whom English is an additional language make very good progress and this is recognised and celebrated. There are examples of pupils who arrive at the school at an early stage of acquisition of English and then go on to be very successful.
22. Pupils benefit from a very good range of clubs and other out-of-school activities that enrich their education and generate enthusiasm for learning. Very effective use is also made of visitors to school and excursions outside, both into the immediate locality but also further afield.
23. The very good quality of the planning for social and personal education is reflected in the behaviour and attitudes of pupils. They behave very well and use their initiative responsibly in all aspects of school life; the school works hard to maintain and celebrate this ethos at all levels and in all situations.
24. The school occupies spacious and imaginatively designed accommodation that provides a working environment which is exciting and stimulating. It is kept very clean and tidy and, throughout the premises, attractive displays stimulate pupils' interest and show them that their work is valued. Resources are of very good quality and quantity. They are easily accessible and teachers make very effective use of them to support pupils' learning.

## **CARE, GUIDANCE AND SUPPORT**

The school has improved the quality of pastoral care and provides a very good caring and secure environment for all pupils, making them feel safe and valued. The school council ensures all pupils are treated fairly and have equal access to information and play an active part on how the school is run.

### **Main strengths and weaknesses**

- The work of the staff ensures very good care and support and forms a very secure foundation for the very good and trusting relationships in the school.
- There are very good transfer arrangements into and out of the school.
- The school council positively promotes pupils' sense of responsibility.

### **Commentary**

25. The headteacher and key staff are very good role models and provide a consistent and caring learning environment. They set very high standards of discipline and, as a result, achieve mutual respect, communication, cooperation and self-discipline.
26. Both inside and beyond lessons, teachers value achievement and encourage pupils to have high expectations of themselves, work, behaviour, attendance and punctuality, and this enables pupils to develop positive self-esteem. They ensure that every child has equal access to the learning opportunities on offer. They encourage and develop care and respect for each other no matter what the differences might be.
27. The school works effectively with the school council and regularly seeks, values and, where appropriate, acts upon pupils' views. The council is getting stronger and makes a significant contribution to the learning, welfare and well-being of the school community. Pupils have a number of innovative ideas such as how to improve their leisure time during break time.
28. The induction of new pupils is very effective and there is a smooth transition from primary to high school. Parents agree that arrangements for children starting school, either in reception or later, help them settle in quickly. Indeed, inspection evidence shows that new pupils adapt to school routines very well. They soon become members of the school community. Regular meetings between school staff and colleagues in the main feeder high school ensure pupils transfer smoothly into Year 7. A structured programme of events introduces these pupils well to school during the year prior to their starting in September.
29. Procedures for monitoring and supporting the academic progress and personal development of pupils with special educational needs and those who have English as an additional language are very good. Information about individual pupils is used very effectively to produce detailed individual education plans or specific language targets and pupils' involvement in lessons and progress is monitored on a regular basis. Intervention programmes to support and aid pupils' progress are effective and the school works very well with several outside agencies to best cater for the needs of pupils requiring extra support in order to enhance their learning.

30. The concerns about health and safety raised in the previous inspection have been fully addressed and the arrangements for child protection are appropriate, which ensures the welfare and well-being of the school community.

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

The school continues to enjoy a very good partnership with its parents and a very strong relationship with other schools and the wider community. These arrangements ensure pupils achieve very well and learn to become responsible and mature citizens of their school and community.

### **Main strengths and weaknesses**

- The school values its work with the wider educational community.
- The school provides, develops and maintains an active partnership with parents and the wider community.
- Very good links with the local community extend pupils' understanding of the wider world.
- Staff value highly the support and contributions parents bring to their child's education and to the school as a whole.

### **Commentary**

31. Almost all parents are pleased with the education their children receive. The inspection team are in full agreement with the very positive comments made by parents, which were supported by inspection evidence. Improvement since the last inspection is good.
32. The quality of information produced by the school to inform and consult parents about the nature of individual pupils' individual learning needs and about their identification, assessment and progress is very good. Parents and pupils are fully involved in the drawing up of individual education plans or other learning targets, and have their views taken fully into account during the review processes.
33. There is a very active Association of Parents and Teachers that runs social and fundraising events. Their work is instrumental in supporting the work of the school and raising academic standards.
34. Parents are actively encouraged to come into school and support learning in the classroom or around the school. Some parents are keen to support teaching and learning and hear children reading, support cooking and swimming classes, assemblies and educational visits, and also help out in after-school clubs. The work of parents is valued by the school community and significantly enhances learning and the personal development of pupils.
35. The headteacher and key staff value the school's wider community and sustain a very good partnership that ensures that teaching and learning are strengthened by these links. For example, there are very close ties with the local church, mosque, tennis club, music service and the neighbouring high and primary schools, as well as institutions of higher education providing training for new teachers. This invaluable partnership helps to enrich and extend provision, especially in music and sport, and enable pupils to learn, develop

themselves as individuals, promote co-operation and prepare them for life in a multiracial community.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The leadership and management of the headteacher and senior management team are outstanding. Governance is very good.

### **Main strengths and weaknesses**

- The vision, enthusiasm and expectations of the headteacher and senior management team, which have inspired, motivated and driven the whole school forward, are excellent.
- The school has very good systems of self-evaluation.
- The monitoring of performance data and setting of targets are very good.
- The leadership and management of subjects overall are very good.
- The headteacher ensures that staff are appropriately trained and that performance management is rigorously implemented.
- The deployment of support staff across the school is very good.
- Financial management procedures are very good and monies from local and national initiatives are used well.

### **Commentary**

36. The leadership and management of the school are very good. The headteacher has a clear vision for the future of the school and joined the school after the last inspection, which gave a good opportunity to present her vision through a 'Thinking Hats' training day to governors, staff and parent representatives. Following that day the senior management team put together the school development plan. From this early start the school has gone from strength to strength through ensuring that parents know the values of the school, through rigorous self-evaluation and through professional development of staff that is targeted directly in line with the needs of the school. Importantly the headteacher believes in the basic principle that pupils need to be respected. Gaining this experience leads the children into showing respect for others and forms a basis for the best start to their educational career. There is a very good commitment to inclusion and equality of access to the full curriculum, and procedures are in place to meet the needs of all pupils.
37. The curriculum leadership and teaching of the headteacher are excellent. The work of the headteacher is supported by the work of three leading teachers who act as excellent professional teaching models for staff to follow. The headteacher and senior management team conduct rigorous evaluations to identify the school's strengths and areas for development and from their results set up appropriate priorities that are well supported by the local education authority and external consultants. Staff receive very good training and performance management is rigorously implemented. The school development plan has very effectively identified appropriate priorities for improvement.
38. The monitoring of teaching and learning is very good. The headteacher has implemented paired observations for curriculum coordinators to develop their skills in monitoring the teaching and learning in their respective subjects. This is having a very good impact on standards because of the focused strategies subject coordinators now use in their subjects. The headteacher and senior management team are aware of the staff's



strengths and areas for development, and offer appropriate support when necessary. One of the reasons for the success of the school is the good staff appointments that have been made. New staff are made to feel welcome in the school and procedures for induction are very good.

39. The governing body has been very effective in ensuring that the school meets all statutory requirements and has helped to shape the vision and direction of the school through, for example, the appointment of the present headteacher. Governors have a very clear understanding of the strengths and weaknesses of the curriculum provision, and they challenge and support the school very well in their role as a critical friend. The governing body applies best value principles very well and always primarily consider the school's best interests in all their dealings. Individual governors fulfil their roles very well and many keep in close contact with the school.
40. Financial planning is very good and both the headteacher and governing body have managed the numerous monies from local and national initiatives well. Governors work very hard to ensure that all pupils get the best value for money in the school setting.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	989,798	Balance from previous year	19,500
Total expenditure	975,779	Balance carried forward to the next	33,519
Expenditure per pupil	2,402		

41. The school fully meets the requirements of the Code of Practice for special educational needs. The special educational needs coordinator leads and manages provision very effectively and has ensured that all statutory assessments are completed in accordance with the school's special educational needs policy. Very good management systems have been set up to help identify, assess, monitor and cater for the needs of all pupils who have English as an additional language.
42. Since the previous inspection, very good improvements have been made in the school.

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

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

43. Provision in the foundation stage is very good and a strength of the school. Attainment on entry to the school is usually broadly average. Children achieve very well and most of the reception children will achieve all the expected standards on entry to Year 1 and the higher attainers are likely to exceed these.
44. The teachers and support staff have very good monitoring and assessment procedures in place which are consistently used to provide good information on children's progress. These are used well to guide choices of activities and as a focus for individual and group work. Leadership and management of the foundation stage are very good and, combined with the excellent teamwork of teachers and support staff, have a very positive impact upon the very good achievement made by the children.
45. There has been a very good improvement since the last inspection. The quality of teaching is very good overall with examples of outstanding teaching and as a result achievement is very good. The quality and range of activities are very good, and this ensures that all areas of learning are consistently covered on a weekly basis.
46. A significant strength is the close working relationship between all adults and the children and the attention paid to encouraging independent learning through the 'plan, do and review' activities and jobs that children are given each week. All children are fully included in the activities, which helps to promote their very good attitudes and behaviour. The outdoor area is consistently used by groups from both classes and a range of resources have been purchased.
47. Very good links are maintained with the local education authority, especially the advice and support of the foundation stage consultant. The school staff have worked very hard over time to implement the advice given to them. It was clear on the inspection that they were enthusiastic and committed to ensuring that all ongoing developments to the curriculum and learning environment enhance the children's learning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- The teachers and other adults have warm relationships with the children and establish good routines which encourage the children to grow in confidence and join in all activities.
- The majority of children are likely to reach the expected standards, with many children exceeding the expectation.

#### **Commentary**

48. Teaching and learning and achievement are very good in this area. The teachers establish a warm and secure environment in which the children learn confidently. Very good classroom routines are established quickly to provide opportunities for independent group learning and cooperative play, and children quickly learn classroom rules and routines such as tidying up and taking care of the classroom and school environment. They learn about the importance of having and caring for friends, sharing and taking turns, and when to say please and thank you. During the inspection week children were thinking about what makes them special and how through stories people share ideas and values about their own qualities. For example, they were looking at the 'Dear Daddy' book and thinking about the special qualities of their dads, writing letters to dad and making a father's day card.
49. Children know to sit quietly when the register is taken. In one of the classes the teacher was observed calling the register by singing the child's name to a well known tune, and each child responded by singing the answer appropriately.
50. Children who are at an early stage of being identified as having special educational needs are supported well by the very good match of work to ability.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teachers and support staff provide very good opportunities for children to develop their language skills by very good emphasis on vocabulary.
- All children are introduced to language and reading skills very well and gain a love of stories.
- The teachers provide very good opportunities in reception for children to develop and practise their writing.
- Speaking and listening skills and reading and writing skills are highly developed in a significant number of children.

### **Commentary**

51. Many of the children have well-developed speaking and listening skills on entry to reception. Teaching and learning are very good in this area and, as a result, children generally achieve very well. Those children with English as an additional language and those with special educational needs are very well supported and quickly become integrated into the whole reception curriculum because of the very good support for their language needs that they receive.
52. The adult-directed activities are used well to extend children's speaking skills through discussions and sharing about what they had been doing and what they had learned through the high quality of questions posed by the adults. A good example of this was seen in a lesson where the children were discussing what they thought 'Sophie' was saying in the 'Dear Daddy' book by looking at the illustrations in preparation for writing a letter to daddy in the role of Sophie. Children were very keen and confident to talk about what they were doing in a lesson and many explained their tasks in a very articulate way. Especially notable was the politeness and courteous way children responded in

discussions with adults. Children listen carefully to stories and instructions and are very interested in books and reading. They handle books carefully and a significant number of children were heard reading their books with confidence and expression.

53. Writing skills are developed well and children are encouraged from their early stages in mark-making to examples of well formed letters and legible writing. One child had been looking at a picture and wrote the following with correct punctuation, "Oh no! Worried, this day looks like a horbel day!"
54. Most children are likely to meet the expectation for language and communication by the end of reception and many higher attaining pupils are on course to exceed it.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Teachers provide many well-planned activities that involve mathematical ideas and number.
- There are well-presented formal sessions on mathematics as well as many informal experiences.
- There is scope to extend discussion about early mathematical ideas related to some activities.

### **Commentary**

55. Teachers provide the children with a very good range of interesting activities that involve number and other mathematical ideas. Teaching and learning and children's achievement are very good in this area and, as a result, children develop confidence with counting, sorting and comparisons. For example, children count to and from 30, extending to 100, learn to count in 2s and understand odd and even numbers, calculate one more or less than a given number, use money and work out real life problems up to 10p and beyond, begin to name two-dimensional and three-dimensional and their properties, and understand simple measures of time by o'clock and adding and subtracting to 10 and beyond.
56. Children's ideas are extended well in reception through a good balance of formal and informal activities and good use is made of the other areas of learning to develop mathematical concepts. For example, children learn and experience directional and positional language through physical activities and, in ICT, through giving a series of instructions to move the 'roamer' backwards, forwards, left and right. Good use of adding up scores was seen in a physical development lesson where children were observed throwing bean bags into three sizes of hoops with scores of 3 points, 2 points and 1 point. Children were also observed undertaking a practical outdoor mathematics session, where they were lined up and through a series of actions were counting to and from 30 whilst imagining they were a train going at different speeds. Teachers also make good use of music and rhymes to develop counting and sequencing the days of the week.

57. Most children are expected to achieve the expected standard in mathematical development and many children are on course to exceed it.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is very good.
- Teachers plan for a very good range of interesting opportunities to learn about the wider world.

### **Commentary**

58. Imaginative play areas are a strong feature and children were seen in role play in the outdoor environment, preparing breakfast and making sandcastles in the sand tray. Good opportunities for children to investigate and solve problems are planned. For example, children had been presented with a problem that Jack wanted to get away from the giant's castle and had considered the quickest way he could get down the beanstalk. They decided that a parachute would be the best way and designed, made and tested their own parachutes. Children compare the home and school environment and this also takes place in walks around the local environment and visits to other places. At the present time the children are looking at the different types of weather, how it affects them and the clothes they need to wear for different weather conditions. The theme this half term is holidays, with a special focus on Spain, and this is also linked into the ways we travel, the work of travel agents and things found at the seaside.
60. Children have good opportunities to use computers and electronic equipment. For example, children entered commands into the programmable roamer to make it move in different directions. Children also use computer programs well for various areas of the curriculum, such as mathematics, writing and drawing.
61. Teaching and learning and children's achievements in this area are very good and as a result many will achieve the expected standards, with most exceeding them.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- There is a good range of imaginatively-planned indoor and outdoor activities.
- The resources for outdoor play are good and have a strong impact on children's physical development.

### **Commentary**

62. Children in the reception classes have good resources and the outside play areas are being further developed to promote and extend their opportunities for physical development. Teaching and learning are very good in this area and, as a result, children achieve very well by the end of reception. Children from both classes have regular periods of time working in the outside area with staff well deployed to provide good, thoughtful support and supervision that helps children to play constructively and ensures a good level of safety is observed. A small selection of wheeled toys, which extend children's control and balance, have been obtained from fund raising, and further large outside equipment is planned. The children also have opportunities to have lessons in the school hall, where they become aware of using space and develop their levels of co-ordination and control.
63. In both classes, teachers and adults encourage children to develop fine motor skills and control in handling small equipment. Children learn to fill water containers and to pour the water and most demonstrate reasonable hand-eye co-ordination. They squeeze and push play-dough into varied shapes. They show developing skill in fitting building bricks such as 'Lego' together. Many pupils in reception demonstrate good development in their early writing and control of paintbrushes. The teacher gives good motivation for the children to form letters carefully in well-structured writing sessions.
64. Most children are on course to reach the expectation for their physical development by the end of reception and a high number will exceed this.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Teachers provide good opportunities for imaginative play.
- The classrooms are well resourced with materials that help children learn skills in creative work.

### **Commentary**

65. Planning includes good attention to the development of children's skills and expression in creative work and ideas. The foundation stage co-ordinator identified that the art and design area was an area of weakness in terms of the children's development on independent learning through being able to select the resources they needed to undertake creative activities. This has now been successfully completed and children are beginning to gain confidence in choosing what materials or equipment they need.
66. The planning allows for regular changes of themes to imaginative play areas so that children's ideas and experiences are continually challenged. They experience manipulating a range of mouldable materials, colour mixing, observational drawing and cutting and sticking to make greetings cards and ship collages in connection with the 'Dear Daddy' book. They sing simple songs and practise playing rhythmical instruments, take part in dance and drama activities and cook biscuits.

67. The teaching and learning and achievement are very good and most children are on course to reach the expected standards, and many will exceed the standards by the end of reception.

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

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

*English was inspected in full and is reported in detail below. French was sampled.*

68. Pupils in Year 5 and Year 6 receive two half-hour lessons of **French** each week. Information gained by talking with the teacher and pupils, observing display and looking at children's work, indicates that standards are well above average overall. In addition, the lesson that was observed was of exceedingly high quality, promoting excellent learning and achievement. The lesson dealt with the phrases and vocabulary needed to order food in a café. The pupils were rigorously challenged by its content and pace and responded enthusiastically and positively, making very good progress as a result. The teacher made excellent use of the opportunity presented by having a bilingual French-speaking child in the class to demonstrate subtleties of pronunciation. In consequence, pupils strove hard, and with considerable success, to improve their own accents.

### **ENGLISH**

Provision in English is **very good**.

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

- Standards are well above average.
- Achievement is very good because teaching and learning are very good.
- Leadership and management are very good.
- Assessment is very good and target setting is excellent.
- Opportunities for the enrichment of the curriculum are very good.

#### **Commentary**

69. The results of national curriculum tests at the end of Year 2 show that for the past two years standards in both reading and writing have been well above the national average and also well above the average for schools in similar circumstances. The percentage of pupils attaining at the higher level is also substantially above the national average. A full range of evidence seen during the inspection confirms that standards remain well above average.
70. National curriculum tests show that over the previous four years standards at the end of Year 6 have been well above average and also well above the average for schools in similar circumstances. The percentage of pupils attaining the higher level is also well above average. Inspection evidence shows that standards in the current Year 6 are well above average and pupils are firmly on course to attain well above average results in national curriculum tests.



71. Pupils usually enter Year 1 with average standards in English and their achievement by the end of Year 2 is very good. Achievement, including that of higher attaining pupils, those with special educational needs and those for whom English is an additional language, is very good by the end of Year 6. Pupils in Years 1 and 2 show good understanding of how sounds are used to build words and they read accurately, generally with good expression. They make good progress in the use of a range of connecting words so that they can vary the length and structure of their sentences. Pupils make particularly good progress throughout their time in the school in the use of detail and description to add interest to what they write. They develop a very good understanding of the audience and purpose of their writing and by the end of Year 6 are able to vary their style effectively. The standard of accuracy in spelling and punctuation is generally good and pupils, including younger ones, make efficient use of dictionaries. Pupils across the age range make very good progress through hearing the ideas of others in discussion. Nearly all pupils are articulate, confident and make use of a wide range of vocabulary to express their ideas clearly and vividly.
72. Overall, the quality of English teaching is very good. All teaching seen was at least good and some was excellent. A strong feature of the teaching is the detailed planning and thoughtful, imaginative resourcing of lessons, which captures pupils' imagination and as a result pupils learn very effectively. Teachers make very good use of challenging questioning and discussion and pupils respond very well by thinking hard, listening carefully and doing their very best, and as a result they learn at a very good rate. Teachers make excellent use of the interactive whiteboards, so pupils learn very well, particularly as a way of "modelling" how pupils should approach their writing tasks and also as an effective way of referring back to previous discussion. Teachers make excellent use of target setting to ensure that pupils understand exactly how they can improve their work and they show a mature level of awareness and sense of responsibility for their own progress. The teaching assistants are involved thoroughly in the planning stage of lessons and play a very proactive role in supporting pupils in their learning.
73. Leadership and management of English are very good. There are very good schemes of work with clear links to the national literacy strategy. The good opportunities for monitoring the teaching and learning in the subject are used very well to maintain consistency. There are very good systems and structures for the regular assessment of pupils' attainment and very good arrangements for the tracking of pupils' progress towards their targets. The system for target setting and the consistency with which targets are used is outstanding. Good use is made of additional staffing in Years 5 and 6 to support pupils with special educational needs or those for whom English is an additional language. There are very good opportunities for the enrichment of the curriculum, for example through theatre visits and 'book week'. Improvement since the previous inspection has been good.

### **Language and literacy across the curriculum**

74. The standard of literacy in all subjects of the curriculum is good. In all subjects pupils have good opportunities for discussion and make good use of this to learn by exchanging ideas. In physical education pupils make good use of discussion in order to evaluate their performance. Pupils have a wide general vocabulary and their use of vocabulary specific to each subject is good. They are articulate and confident. Pupils make good use of reading in order to extend their knowledge and understanding. For example, in religious education pupils in Year 6 carry out research into major world religions, referring to books

they have located in the library and also to information found on the Internet. There are generally good opportunities for writing in order to record knowledge and understanding in nearly all subjects and pupils' standard of writing is good. In mathematics and science pupils, including the younger ones, write well about the results of their investigations. In religious education pupils have insufficient opportunity to record their knowledge and understanding on a regular basis.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Pupils achieve very well throughout the school because of the very good quality of teaching.
- Standards of attainment are well above average at the end of Year 2 and Year 6.
- Pupils have very good attitudes to the subject.
- Assessment overall is very good and pupils are given very useful targets to assist them in their learning.
- The subject leader is committed to raising standards and has a real influence on the subject.

### Commentary

75. National test results show that over time pupils achieve very well in mathematics. In recent years the performance of both boys and girls at the end of Year 2 and Year 6 has been well above the national average. For pupils in Year 6 this has been an improvement since the last inspection. These high standards are due to the strong emphasis that teachers place on providing challenging work for all pupils. Achievement is very good because teachers build very well on what pupils already know and understand.
76. The quality of teaching and learning is very good overall. Teachers plan their lessons very effectively. They follow national guidance and use assessments well. Mental mathematics sessions are brisk and keep the pupils on their toes. Work is planned at different levels to meet the needs of all pupils. In the best lessons teachers are brisk and enthusiastic and challenge pupils with searching question and answer sessions but also by interesting, stimulating and exciting them, so they learn effectively. In one lesson in Year 2, for example, pupils moved from a session on telling the time sung to 'We Will Clock You' to number work where the classroom assistant donned a wizard's cap and became Max Multiplication. On a few occasions where lessons were satisfactory, learning tended to become rather pedestrian and lacking in pace. Teachers make good use of ICT in their teaching, especially interactive whiteboards.
77. Pupils with special educational needs receive different work when appropriate and this, linked with good support from teaching assistants, ensures that they make progress in line with the rest of the class. In the inspection period there were no observable differences in the achievement of boys and girls.
78. Pupils in Year 2 show a much better than expected understanding of number. They worked enthusiastically and accurately on games in which they had to guess mystery 2-digit numbers by asking questions about their multiples. In doing this they extracted information by using and interpreting mathematical diagrams and simple tables.
79. By Year 6, pupils have built on their previous knowledge and made good progress. Almost all pupils work confidently with numbers involving two or more places of decimals and most are also dividing and multiplying 3-digit numbers. They also work confidently and collaborate well, for example, on investigations which explore the relationship

between the formulae for finding the perimeter and area of rectangles and right-angled triangles. They extend this into finding the area of compound shapes by dissection. Pupils have very positive attitudes to mathematics. They enjoy the subject and work together very well. This allows teachers to concentrate on imparting knowledge and giving support to those pupils who need it.

80. There is very good management of the subject. The subject leader, who is a leading numeracy teacher, is committed to raising standards in the subject. She makes very good use of the time provided to monitor teaching and learning in the classroom to identify areas of strength and areas for development to raise standards even further. Assessment procedures are good and lead to regular target setting which enables pupils to understand what they have to learn in order to improve. Very good analysis of national tests allows the school to identify areas for development and effectively address issues raised. There has been very good improvement in the leadership of the subject since the last inspection and this, for example, has led to better use of planning and assessment and, therefore, the maintenance and improvement of already high standards of attainment.

### **Mathematics across the curriculum**

81. There is good use of mathematics across the curriculum. Pupils see and use the links between mathematics and other subjects when they talk about measuring and recording in science. They use scale in geography and plot co-ordinates. In design and technology they use measurements accurately when designing and making articles and after Sports Day they investigated whether people with the longest legs run fastest. Good evidence was seen in exercise books and on wall displays of the use of ICT.

### **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- The curriculum is very well planned, ensuring full coverage of the national curriculum with appropriate provision for continuity and progression, and as a result pupils' achievement and standards are high.
- The quality of leadership is very good and provides a clear vision for the subject.
- Provision for the development of pupils' investigative skills is very good, and there are good links to literacy and numeracy.
- Teaching is very good, especially in Years 2 and 6.

### **COMMENTARY**

82. Pupils' achievements are very good. Teachers' assessments at the end of Year 2 in 2003 indicated that standards were well above average. In the national tests in 2003, at the end of Year 6, results were well above average when compared to both all schools and similar schools. Good improvement has been made since the last inspection.

83. Pupils' current standards in Year 2 are well above average. For example, pupils are able to distinguish between natural and man-made materials, and have learned to understand why ice melts at different rates according to the conditions in which it is stored. Pupils in Year 6 have carried out fair tests, recorded their observations, and tried to explain why things happened as they did. In the books seen, pupils were beginning to extend their knowledge about the plants and animals found in different habitats and to understand how they are suited to their environments.
84. Standards in Year 6 in the lessons seen were well above average. Very well planned and challenging investigative work required pupils to make a hypothesis about the effects of temperature on the taste of a given cola drink. They were required to carry out a fair test using a variety of equipment to measure and record their results. This very good lesson proceeded at a cracking pace and pupils were fully engaged in their own learning. Some pupils were able to record their results on a spreadsheet and demonstrate their findings to their peers on the interactive whiteboard.
85. Teaching and learning are very good. Lessons are very well planned throughout the school and pupils of all ages are given ample opportunities to work collaboratively in pairs and in groups. There is an appropriate emphasis on developing the skills of scientific enquiry, as well as thorough coverage of all aspects of the curriculum. Links with literacy are strong; a scrutiny of the pupils' work shows a good ability to write for a range of purposes. In Year 2, the lively pace of lessons and teachers' very good questioning skills challenge pupils' thinking and help them to make very good progress. For example, teachers introduced the topic well, questioning pupils' recall of their previous learning and then built on this knowledge. The school grounds provided a useful resource for comparing woodland, grassland and the pond. Pupils' knowledge and understanding are assessed at the end of each topic and the results are used well to inform the teaching of pupils with different abilities. Pupils with special educational needs and those with English as an additional language learn very well because they are very well supported by teaching assistants.
86. The subject leader provides very clear vision and direction. The quality of teaching has improved as a result of effective monitoring, and the curriculum is now well planned with due emphasis on scientific enquiry.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils have regular access to the ICT suite.
- The quality of teaching is good and pupils have positive attitudes.
- The work of the teaching assistants is very good in their support for pupils with SEN and other groups.
- Cross-curricular use of ICT, whilst satisfactory, is inconsistent throughout the school.

### **Commentary**

87. Standards are average by the end of Year 2 with good achievement, and above average by the end of Year 6 with very good achievement. Pupils with special educational needs make very good progress because they have very good support from the teaching assistants. This constitutes good improvement on the previous inspection, especially in Years 3 to 6 where standards were below average.
88. The computer suite is situated in a bay off the main corridor between Year 3 and 4 and Years 5 and 6, and has 15 computers. In addition, there is a projector to support the teaching and learning of skills. Recently the school has purchased 16 wireless linked laptops in a trolley that can be circulated and used in classrooms. Nearly all classes have an interactive whiteboard, and plans to equip the remaining three classes are in hand. At the present time there is only one computer in each classroom and that restricts pupils regularly practising and refining the newly learned skills independently in their classrooms. However, a teacher's assistant, who is employed as the ICT technician, also engages groups of pupils in effective learning.
89. Displays around the school and in the ICT portfolio demonstrate a range of work covered by pupils, including the use of painting programs, word processing, database and spreadsheets, and very good use is made of the digital camera to enhance children's work on display. A limited amount of evidence was sampled of links with other curriculum areas. There was good evidence of pupils' work on multi-media presentations in preparation for the Year 6 trip to Swanage. At the present time control technology is not so consistently developed across the school, especially with older children.
90. Teaching and learning are good overall. There has been a high priority placed on the training for staff in preparation for new equipment and software, but the success of this training has yet to impact on raising standards. Assessment is satisfactory overall. Pupils have a very good attitude to their learning and many are keen to continue this on home computers.
91. The leadership and management of the subject are satisfactory. The introduction of the ICT capability record is in its early stages and recorded entries are not yet consistently applied across the school.

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

92. The use of ICT across the curriculum is satisfactory overall, although more focus is being paid to ICT within literacy and numeracy and the school is beginning to successfully extend this further across the curriculum.

### **HUMANITIES**

*Religious education was inspected in full and is reported in detail below. Work was sampled in geography and history.*

93. Pupils in Years 1 and 2 show satisfactory understanding of places and times other than their own. In **geography** they understand that the factors affecting the physical environment of a place, for example climate and location, can affect the lifestyle of those who live there, and that some people experience a lifestyle different from their own. They understand that where there is a distance to be travelled between locations it is necessary

to plan the route and means of transport and to make cost comparisons. Similarly, in **history** they understand that there are differences and similarities between life now and life in various periods in the past. They are able to prepare diagrams and leaflets to describe how a medieval castle was designed to meet the needs of its inhabitants or to make comparisons between past forms of transport. Pupils begin to ask some key historical and geographical questions about the cause of events in the past or the effect of geographical environment. By the end of Year 6 pupils understand that situations change over time and that we can find out more about the past by using evidence such as contemporary maps, photographs and artefacts. Higher attaining pupils can draw perceptive conclusions about the past using such evidence. In geography, pupils have satisfactory understanding of the factors affecting land use and their study of rain forests gives most pupils, including lower attaining pupils, a good awareness of environmental issues. They have a clear understanding of the effect climate and physical geography can have on lifestyles.

## **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are in line with expectations and pupils' achievement is satisfactory.
- Teaching is satisfactory overall with some strengths.
- There are too few opportunities for pupils to write about their knowledge and understanding in religious education.
- Leadership and management are satisfactory.
- There is good provision for the enrichment of the curriculum.

### **Commentary**

94. Attainment in religious education at the end of Year 2 is in line with the expectations of the locally agreed syllabus. The standards reported in the previous inspection have been maintained. Pupils' work shows an understanding of the "special" and frequently celebratory nature of religious belief and practice and of the fact that this can take a variety of forms. They understand some of the beliefs and practices of Christianity, including the key events in the life of Christ. They know that Christianity and other major religions have both similarities and distinctive features. For example, pupils in Year 2 show an appropriate understanding of some of the practices and festivals of Islam. They understand that religious belief entails belief in a supreme being and that in the faiths they study, believers "talk" to their God in prayer. They know the main purposes of prayer and that these should not be trivial or selfish. Pupils realise that they are part of a community and that within all communities there is joint responsibility for each other.
95. Attainment at the end of Year 6 is overall in line with the expectations of the syllabus, with some emerging strengths. Pupils understand that the beliefs and practices of the major world faiths are a source of comfort and inspiration to large numbers of people. Pupils show good understanding of the idea that there is much of value to be learned from these beliefs and that respect for the ideas of others is particularly important. They understand that they should consider why religious festivals are important rather than concentrating on their celebratory aspects. The individual research which Year 6 pupils have carried out

has given them an increased insight into the beliefs of some of the major world faiths and in discussion they are very clear about the importance of being receptive and respectful to new ideas. They understand that they have a responsibility towards the more vulnerable members of the school society and the prayers they have composed show a reflective and unselfish attitude to the needs of others. The quality of written work is not of the same high standard as the quality of discussion. Pupils in Year 6 have produced insufficient written records of their work and the presentation of this is sometimes rather untidy.

96. Pupils' achievement is satisfactory overall. A good feature is the way in which, through their religious education lessons, pupils develop an increasing respect for the concept of religious belief and its importance in the lives of large numbers of people.
97. Teaching is satisfactory overall with some good features. Teachers plan a range of learning activities and in discussion pupils speak warmly of how interesting they find religious education lessons and how they appreciate the range of activities they are offered. In particular, Year 6 pupils show enthusiasm for the opportunity they have been offered to carry out research. Wall displays demonstrate that pupils are given a range of learning opportunities.
98. The leadership and management of the recently appointed subject co-ordinator are currently satisfactory and a great deal of effort is being made to ensure that the subject is well run in the future. The new schemes of work which are being introduced are of good quality and will offer strong guidance to all teachers. Good use is made of local facilities to enrich pupils' appreciation of a range of religious faiths, through visits to local places of worship and visits from representatives of the faith groups studied, including some parents.

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

*Music and physical education (PE) were inspected in full and are reported in detail below. Work in art and design, design and technology was sampled.*

99. By the end of Year 2, pupils in **art and design** have experienced a range of media and techniques as well as the opportunity to respond to the work of an appropriate range of well-known artists. Pupils in Year 1 use their understanding of the themes and colours used by Monet to produce very effective weaving in a similar style and mood. Their weaving is very carefully done to produce a wall hanging with an interesting texture and very effective use of colour. Pupils in Year 2 show a good sense of colour and tone to produce pastel drawings, which they then finish very neatly using a spray-on fixative. They show good understanding of the techniques used by Cézanne and produce very spirited oil-pastel and imitation "oil" paintings to work "in the style of". By Year 2, pupils are beginning to plan, evaluate and revise their work in response to the high standards set for them. By the end of Year 6 pupils develop a very good sense of colour and use colour mixing techniques very effectively. When working from life they mix authentic and very subtle shades, making good use of colour experimentation during the preparatory stage. They create three-dimensional pieces using more demanding materials and techniques and show inventiveness and determination in ensuring that the pieces they produce are as close as possible to what they have planned. Colour application is a particular strength and they use a very wide range of techniques including sponge, rag and stippling. Pupils show a sensitive response to the mood of the paintings they study. A feature of work throughout the school is the combination of sensitivity, creativity and careful execution.



This is in response to the wide variety of skills and tasks which teachers offer and the clear emphasis on planning and preparation.

100. A scrutiny of work, photographs and displays in **design and technology** shows that standards are in line with those expected nationally. A new subject coordinator took over the responsibility in September 2003 and has since that time worked consistently to develop the teaching and learning in design and technology, particularly through the Creative Days held in the autumn term that had a design technology focus and recently in the summer term led by the local education authority design and technology consultant. Evidence was seen of food technology where pupils had investigated a number of breads in advance of designing and making healthy sandwiches. Other displays included an investigation of pop-up books and designing pop-up pictures through the use of levers and linkages. Other projects included designing playground equipment, improving the school environment, designing and making slippers and musical instruments, and investigating packaging prior to making their own packaging. However, in discussions with older pupils it was clear that their skills in using tools for working with rigid materials were undeveloped, and they were unable to describe the process of designing and making a wooden frame.

## **MUSIC**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Good teaching results in above average standards.
- Pupils' achievement is good overall.
- Music makes a good contribution to pupils' spiritual, social and cultural development.

### **Commentary**

101. Standards are above those expected nationally for the end of Year 2 and the end of Year 6, this being a good improvement since the last inspection. Lessons observed during the inspection, discussions with staff and pupils and performances during assembly show that pupils in all year groups perform confidently and are doing better than might be expected in composing and in their knowledge and understanding of music.
102. Teaching is good, and a vibrant, enthusiastic and interactive approach results in pupils' very positive attitudes to the subject. Explanations are very clear; lessons are well paced, varied and fun. Subject-specific language is consistently used and, as a result, pupils are developing a good understanding of such words as 'rhythm', 'pulse' and 'dynamics'. The focused teaching of skills in class lessons leads to good standards of performance by the whole school, for example in assemblies. Pupils have opportunities to listen to a range of music, not only in music lessons but also in other subjects and in assembly. Visiting musicians add to pupils' knowledge of a range of music and there are good opportunities for individual pupils to learn to play instruments such as piano, flute, guitar and violin.
103. The subject leader has worked hard to improve provision and has a clear understanding of how to develop the subject in the future. Monitoring and evaluation of teaching and learning have had a positive impact on achievement. The recently introduced scheme of

work is based on units from a nationally accredited scheme and identifies clear progress in skills, knowledge and understanding throughout the school.

104. Music makes a strong contribution to pupils' spiritual, social and cultural development. In music lessons they learn to listen well, to reflect, to persevere and to work as part of a team. Above all, a real love of music and of performing together is being promoted.

## **PHYSICAL EDUCATION**

Provision in physical education is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well because of the very good teaching.
- Standards overall are well above average.
- Pupils attain high standards in swimming because of the very good provision and specialist teaching.
- The quality of leadership is very good and provides a clear vision for the subject.
- Pupils' skills of performance and their evaluation of each other's work are good.

## **COMMENTARY**

105. All pupils achieve very well. Standards are well above average at the end of both Year 2 and Year 6. By the end of Year 2, pupils have good spatial awareness and use the available floor space well to travel on different parts of their bodies. They are keen to show their balances to their peers. By the end of Year 6, pupils' practical skills are well developed. Most pupils show good confidence in athletics, learn new techniques quickly and apply them in competitive games. Pupils are very successful in competitive games against other schools. The range of extra-curricular clubs and experiences offered to pupils is very good.
106. Teaching and learning are very good. Pupils benefit from knowledgeable teachers, lessons are planned well, and the pace of lessons is often brisk. A good warm up at the beginning and cool down at the end of the lessons develop good habits early. Pupils are very skilled at moving equipment safely. The good pace of the work, combined with the enthusiasm of the teachers, captures the interest and involvement of pupils of all levels of attainment, including those with special educational needs, who progress at a rate that matches that of other pupils.
107. The subject leader provides very good clear vision and direction. Good progress has been made since the previous inspection. Standards are higher and the quality of teaching is much improved. Physical education is a strong feature of the school's provision.

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

*This area of the curriculum was sampled.*

108. Many examples of personal, social, health and citizenship education were seen during the inspection. These activities included very good opportunities for democracy and responsibility, for example, through involvement in the school council, sports and team leadership, lunchtime and wet playtime helper systems, and the running of activities for young children by pupils in Year 6. Such activities exemplify the ethos of the school, enabling pupils to develop their confidence, self-esteem and the skills of living within the wider community. The moral dimension of topics encountered in lessons is suitably emphasised and everyday conversations between adults and pupils make clear the importance of sharing, working together and taking responsibility. Adults provide very good role models. There are opportunities in lessons for pupils to reflect on their feelings and aspirations, although these opportunities can sometimes be rather hurried and lacking in depth. The very good relationships between all members of the school community and the caring school ethos support pupils' personal and social development well.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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