

INSPECTION REPORT

**Riverview Church of England Voluntary Aided Primary
School**

Epsom

LEA area: Surrey

Unique reference number: 131072

Headteacher: Mrs Sue Potter

Lead inspector: Mr Jeff Lemon

Dates of inspection: 8th - 11th December 2003

Inspection number: 257331

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:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll;	228
School address:	Riverview Rd West Ewell Epsom Surrey
Postcode:	KT19 0JP
Telephone number:	020 8337 1245
Fax number:	020 8330 6311
Appropriate authority:	Governing body
Name of chair of governors:	Rev. S. Thomas
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

Riverview Church of England Voluntary Aided Primary School is an average sized school situated in West Ewell Surrey. The school has recently changed from controlled to aided status and is actively seeking to develop strong community links. The school has dropped in number since the last inspection and there are now 228 pupils arranged in six classes. There is a 48-place nursery class, which children attend on a part-time basis, 24 in the morning and 24 in the afternoon. At present the nursery has spare places. The housing in the immediate area of the school is a mix of privately owned and local authority housing, and most pupils come from this area. There is more movement of families in and out of the area than may be expected, resulting in a slightly above average level of mobility. The school serves an area that is relatively disadvantaged socially and economically.

The percentage of pupils who are eligible for free school meals is about average. Almost all pupils are of white British origin, which is typical of the area served by the school. The number of pupils who speak English as an additional language is higher than average and some pupils are in the early stages of language acquisition. These pupils come from a variety of different ethnic backgrounds. The percentage of pupils with special educational needs is above average, and these pupils mostly have moderate learning difficulties although some have more profound difficulties and social and emotional concerns. An above average number of pupils have statements of special educational needs. The school was successful in receiving an Achievement Award in 2001 and Investors in People status in 2002. Attainment on entry is wide and represents the full range but on balance it is below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	English History Art and design Physical education
9173	Sarah McDermott	Lay inspector	
25461	Joan Walker	Team inspector	Foundation stage ¹ Mathematics Personal, social, health education and citizenship Music
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¹ The foundation stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which provides a good quality of education. Pupils are taught well and very well cared for. The leadership of the school is excellent and ensures that there is a focus on raising standards of achievement. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is excellent, she is inspirational and has focussed very well on raising expectations and standards.
- Pupils achieve well in the core subjects based on an exciting curriculum with good links between subjects.
- Teaching is good with some very good teaching in the foundation stage, Key Stage 1² and for the pupils in Year 6.
- The provision for special educational needs is very good.
- Pupils have very good attitudes to work and behave well.
- Assessment procedures are very good for English and mathematics and results are used very well to set out what pupils need to learn next. Marking is not yet always helping pupils to improve their work.
- The monitoring of achievement in science and the non-core subjects is not fully established.
- Attendance is well below the national average.
- Information and communication technology is not yet fully used across the curriculum.

The school has made **good progress** since it was last inspected in 1998. It has maintained a good quality of teaching and standards in English and mathematics have improved for seven and 11 year olds. The role of subject co-ordinator has been clarified and is now being developed further. Data is now used very well to determine how the school is doing and how it can improve. The use of information and communication technology has improved but still needs further development. Plans to improve outdoor learning areas are in place and the school now has a library and clear plans to use it more effectively.

STANDARDS ACHIEVED

Achievement is **good** in the foundation stage and the infant and junior classes.

Year 6 results

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

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.

For pupils in the nursery and reception class, achievement is **very good** in the areas of personal, social and emotional development, communication, language and literacy, mathematical development and creative development. Achievement is good in the development of knowledge and

^{2 2} The National Curriculum has been written on the basis that pupils are, by the end of Year 2, when pupils are age 7, expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

understanding of the world and in pupils' physical development. Standards are **in line** with expectations in reading, writing and mathematics but because pupils' prior attainment is below average they achieve well. Standards reached in Year 6 are broadly **in line** with expectations and pupils mostly achieve well from their previous attainment.

Pupils' personal qualities are **good**. Pupils' spiritual, moral, social and cultural development is **good**. Pupils' attitudes are **very good**, and behaviour is **good**. Pupils try hard with their work and behave well around the school and in lessons. Attendance is **well below** average, many pupils do not attend school regularly enough and this means they don't achieve as well as they could.

QUALITY OF EDUCATION

The school provides a **good** quality of education.

Teaching is **good** across the school and as a result learning is **good**. Teaching is often **very good** in the nursery, the infants and in Year 6. Teachers are good at encouraging pupils and they enthusiastically use a stimulating range of activities to help learning. The curriculum is good and meets the needs of pupils well. The good quantity and quality of accommodation and resources help the pupils to learn effectively. The school is very good at caring for pupils and in providing the right level of support and guidance. The school genuinely values the views of pupils and involves pupils well in the running of the school. Links with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both **very good**.

The headteacher is an **excellent** leader and focuses very well on raising standards. She has an extremely clear vision and high but realistic expectations of pupils. The deputy headteacher and other staff work very effectively to support the headteacher.

Management is **good**. The procedures for monitoring and evaluating the quality of teaching and learning and for giving support where necessary are very good.

The governance of the school by the governing body is **good**. The governors provide good support and have thorough understanding of what the school does well and what needs to be improved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are **very satisfied** with the school. Most parents are supportive and are very appreciative of what the school does for their children. Some parents were concerned about homework but the inspectors found that the procedures were effectively managed. However, there are still many parents who do not become sufficiently involved in their children's learning and too readily keep their children off school, which slows down their progress.

Pupils are **very satisfied** with the school. They have very good relationships with all adults in the school and really feel their views are taken into account. The school council is well established and allows pupils in each class to put forward their views knowing that they will be listened to for the good of the school.

IMPROVEMENTS NEEDED

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

- Extend and improve the use of information and communication technology.
- Establish a simple and manageable system for the monitoring of pupils' achievements in science and non-core subjects.
- Ensure that parents take greater responsibility for ensuring their children attend school.
- Improve the consistency of marking procedures to give pupils clearer guidance on what they need to do to improve their work and make sure they follow the guidance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children's achievement is **good** in the areas of learning for the foundation stage. Pupils' achievement in all other year groups in English, mathematics and science is good. Standards of work are **satisfactory** overall.

Main strengths and weaknesses

- Pupils achieve well in most areas of learning in the foundation stage.
- Pupils achieve well in English, mathematics and science in Years 1 to 6 and also in their personal, social and health education.
- Results attained in the national tests for seven and 11 year olds are improving.
- Pupils with special educational needs and those who speak English as an additional language achieve well.
- Information and communication technology (ICT) is not yet effectively used to raise achievement in other subjects.

Commentary

1. In the 2003 national tests for seven year olds standards were average when compared to all schools and to similar schools in reading and mathematics and were above average in writing again when compared to all schools and similar schools. In the tests for 11 year olds overall performance was average when compared to all schools, but below average when compared to schools that had pupils of the same attainment at Key Stage 1. Standards in English and mathematics were below the average reached by all schools and similar schools and average in science. However results at both key stages had improved over the previous year and the value added analysis included in the school's performance and assessment report for 2003 showed that the school was adding above average value from Year 2 to Year 6.

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

Standards in:	School results	National results
Reading	15.9 (14.7)	15.7(15.8)
Writing	15.7 (14.2)	14.6 (14.4)
Mathematics	16.6(16.0)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.2(24.4)	26.8(27.0)
Mathematics	26.2(24.0)	26.8(26.7)
Science	29.0(27.9)	28.6(28.3)

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

2. Children enter the nursery with levels of attainment that are slightly below those expected from children of a similar age. Children's attainment in speaking and listening and in their social and emotional development is further below expectations than in other areas. Children's

achievement is very good in the areas of personal, social and emotional development, communication, language and literacy, mathematical development and creative development. Children's achievement is good in the development of knowledge and understanding of the world and in their physical development. Children achieve well due to effective teaching and most will achieve the goals they are expected to reach by the end of the reception year. Very effective management of the foundation stage further helps achievement. The co-ordinator leads an effective team very well and ensures children are provided with a rich range of well-planned and stimulating experiences suited to their individual needs.

3. In Years 1 and 2, pupils become accurate readers and this is due to a focussed approach to phonics, which teachers use well from the start of the school and which is built on well in classes. Standards are in line with expectations in reading, writing and mathematics, but because pupils' prior attainment is below average, they achieve well. Pupils' writing skills are well developed and they begin to punctuate their work correctly. The high standard of joined handwriting, which is taught from the time pupils start to write and is well modelled by teachers, is a strength of the school. Pupils are taught well in mathematics and as a result their mental arithmetic is improving. Pupils' achievement is high in mathematics because there is a focus on using and applying mathematics. In science, pupils achieve well because the work is often practical and the teachers use questions skilfully to increase pupils' interest and help them learn. However, opportunities for the use of ICT are too limited in scope to enable pupils to achieve sufficiently well, especially in word processing and data handling.
4. Standards reached in Years 3 to 6 are broadly in line with expectations and pupils mostly achieve well in relation to their prior attainment. This is most marked in Year 6. These good levels of attainment are due to the very good teaching in this class, the effective setting arrangements and use of focussed teaching of individuals or groups of pupils based on the analysis of test results. Pupils produce a good range of writing and are developing the use of imaginative vocabulary. In mathematics, there continues to be a good focus on learning tables effectively and also on problem solving. Pupils achieve well in science. They have good investigative and observational skills. Higher attaining pupils are sufficiently challenged to explain and justify their reasoning. The effective correction of misconceptions seen in science marking helps pupils to move on in their work and improves their achievement. As in the infants, there are too few opportunities provided to use ICT as a tool to develop pupils' work in other subjects and raise achievement in the subject.
5. The school is very good at analysing the results of assessments in English and mathematics and in using these assessments to set targets for groups or individuals. These procedures are not yet fully effective in other subjects. Pupils who have special educational needs or English as an additional language are supported well. The needs of pupils are identified and good individual action plans are produced which teachers and support assistants use effectively to ensure that these pupils achieve well. This good achievement is secured further by the very good management skills of the special educational needs co-ordinator who often works alongside teachers in lessons and is able to monitor the progress of pupils and adjust plans if necessary to ensure that the achievement of these pupils is good.

Pupils' attitudes, values and other personal qualities

Provision for the development of pupils' personal qualities is **very good**. Pupils' attitudes throughout the school are **very good**, and they behave **well** in lessons. The provision for pupils' social, moral, spiritual and cultural development is **good** overall. Attendance is **poor**, but pupils' punctuality is satisfactory.

Main strengths and weaknesses

- Pupils have positive attitudes to their work.
- Pupils behave well around the school and in lessons.
- Children in the foundation stage achieve well in their personal, social and emotional development.

- Pupils feel secure and confident in school and form very good relationships with each other and the adults with whom they work.
- The school council enables pupils to begin taking responsibility and making decisions.

Commentary

6. The school has concentrated effectively on developing a community in which pupils feel happy, secure and confident. Pupils have many opportunities to discuss issues of importance to them and to contribute to the establishment of a few school rules, which are followed closely. The school celebrates pupils' achievements through the 'Gold Book' and celebration assemblies. The school council, which is an elected group, is confident that it has a hand in making decisions that affect the running of the school.
7. Most pupils concentrate well during lessons and display very positive attitudes to their work. This aspect remains a strength of the school as reported in the last inspection. Pupils enjoy coming to school, are well motivated and concentrate for sustained periods. The majority of pupils are interested in their work and are happy to talk about it with others. They respect the school environment and have been consulted about their views concerning it through the school council. Pupils are taught to be good citizens, and to show care and respect for others within the school and the local community.
8. Behaviour is good both inside and outside the classrooms, as it was at the last inspection. A few pupils occasionally show challenging behaviour. However, the teachers and teaching assistants deal with these situations firmly but with kindness and patience. Pupils of all ages work and play together well, and this leads to very good relationships. As a result there are few incidents of inappropriate behaviour. Any that do happen are reported to teachers or other staff and are dealt with promptly and effectively.
9. Young children make good progress in their personal, social and emotional development in the nursery and reception class. Significant attention is paid to establishing routines so that children can understand what is expected behaviour in school. As a result, their behaviour is very good. Children establish particularly good relationships with all staff who work with them in this secure and happy environment. They flourish socially, learning to take turns, respect other's opinions and ideas, concentrate on their activities and listening to each other.
10. Provision for pupils' social development is very good. Pupils like and trust their teachers and are confident in asking for help if they need it. Boys and girls of all ages and ethnic backgrounds work and play well together and care for one another. Older pupils are proud of being 'Buddies' and helping to care for their younger friends. Good opportunities for social development are also provided through residential visits. Provision for pupils' moral development is good. High priority is given to equipping pupils with a clear set of moral values. This high expectation is effectively reinforced by classroom practices, the consistent application of the behaviour policy and explicit moral teaching in lessons, including those timetabled for personal, social and health education. Provision for pupils' spiritual development is good. Teachers value pupils' ideas and opinions and encourage them to develop feelings of self worth. As a result, pupils are proud of their achievements. There is limited planning to promote spiritual awareness and reflection across the curriculum.
11. Provision for pupils' cultural development is good. An appreciation of the pupils' own culture is covered well. Making visits, studying the work of artists and composers, and visitors from the local community, all make good contributions to pupils' cultural development. The study of wider traditions in order to understand ethnic and cultural diversity through art, music and literature is sound. All these aspects of pupils' personal development have a positive effect on their achievement.

Attendance

The attendance levels of the pupils are **well below** the national average for primary schools. Punctuality is **satisfactory**.

Main strengths and weaknesses

- Many pupils do not attend school regularly enough and this has a negative effect on their learning and achievement
- The school has a very good range of strategies to emphasise the need for good time keeping and regular attendance.

Commentary

12. Attendance levels have not kept pace with the gradually improving national picture and are now well below the average for primary schools. The school has a wide range of strategies to try to improve figures and is doing all it can to encourage regular attendance. Most authorised absence is due to many instances of sickness and an increasing number of holidays taken in the term time. The office staff always ring home when a pupil is away without a note to check the reason and to show that the school has high expectations of regular attendance. Staff carefully track trends and the school works very closely with the educational welfare service to help families who find it difficult getting their children to school. The celebration of good attendance through praise and certificates is raising the importance of attendance in the pupils' minds.
13. Most pupils arrive at school on time. Parents know that the side gate is shut promptly at 9.00am, after which they must report in late at the front entrance. Gradually time keeping is improving, but there is still some way to go in raising attendance levels. The school is working methodically and with determination, but the ultimate responsibility is with parents to ensure that their children do not miss vital schooling for unimportant reasons.

Attendance in the latest complete reporting year 2002/3

Authorised absence	
School data:	7.9%
National data:	5.4%

Unauthorised absence	
School data:	0.7%
National data:	0.4%

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll
155

Number of fixed period exclusions	Number of permanent exclusions
3	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

Teaching is **good** across the school and as a result learning is **good**. Teaching is often **very good** in the nursery, the infants and in Year 6. Assessment is **good**.

Main strengths and weaknesses

- Teachers encourage and enthuse pupils with a stimulating range of activities.
- Pupils with special educational needs and those who speak English as an additional language are well supported in lessons and achieve well.
- The leadership of the school focuses on improving the quality of teaching.
- Assessment procedures for English and mathematics are well established but for science and non-core subjects practices are not yet effective.
- Time and resources are usually used effectively but the summing up of lessons is sometimes too short and ICT resources are not yet fully used.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	9(24%)	14(38%)	12(32%)	1(3 %)		

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.

14. Good teaching means that pupils learn well, they are engaged in lessons and achieve above expectations. The school has been successful in maintaining the quality of good teaching since the last inspection. Children learn very effectively in the nursery, the teacher and nursery nurses provide a wide range of very well organised activities and include real elements of ‘fun’ which encourages pupils to make progress particularly in speaking and listening skills. Lessons are characterised by high expectations, very good use of time and the wide range of resources, and animated presentations and challenge, which made the children want to succeed. Very careful assessments during lessons take good account of children’s progress towards achieving the early learning goals. The teachers and nursery nurse show that they value children’s work through the careful way in which it is displayed and the classrooms provide a bright cheerful environment. In the infants and in Year 6 teachers consistently have great enthusiasm for their work and lessons are very well linked to other subjects. The best lessons move along quickly with challenging questions to help pupils understand but teachers also insist on clear, well-explained answers which helps pupils achieve more highly in speaking and listening. Although links are identified in planning, ICT resources are not yet always used as effectively as they should be. Teachers ensure pupils are clear about what they are going to learn but plenary sessions are often too short and do not focus on reinforcing what has been learnt and seeing how this will be used in the next lessons
15. The leadership and management of the school have had a very positive impact on the quality of teaching. Inexperienced staff and temporary staff are given very clear guidance and the headteacher, deputy headteacher and special educational needs co-ordinator plus a part-time teacher are deployed well to work alongside these teachers or to take out groups. This has been very effective in raising the achievement of higher attaining pupils who work in small groups with the part-time teacher. The setting of the Year 6 pupils for literacy, with the headteacher taking a set is another example of very good management that has resulted in raising achievement for all pupils in Year 6.
16. Teachers and teaching assistants use very good methods to help pupils with special educational needs or those who speak English as an additional language, during literacy and numeracy lessons. Teaching assistants and teachers note how well pupils’ respond and share the information to plan further lessons, which benefits pupils’ development.

17. Assessment of how well pupils do in English and mathematics is systematic and used very well to identify how well pupils do. From this assessment, pupils who need extra work or need extra help are identified and intervention and support is built into planning. In the summer term arrangements are made for teachers to carry out assessments of the class they will be taking in the autumn term. As a result, before pupils enter a new class, the class teacher is fully aware of what pupils need to learn next in English and mathematics. At the end of topics in other subjects teachers keep detailed records of pupils' learning and pupils themselves keep a log of what they have learned which is good practice. The school has yet to create a manageable system for using this assessment for science and other subjects to help teachers plan for pupils to build on previous learning.
18. In most classes teachers write informative comments when marking pupils work which reflect the aims of the school such as the use of correct subject vocabulary. Good practice is inconsistent and needs to be adopted by all who mark pupils work. In the best practice teaching provides time at the beginning of a lesson for pupils to read them and respond orally or in writing a note. All pupils have targets for improvement and note how they think they are improving. Occasionally, pupils add targets of their own.

The curriculum

The curricular provision is **good**.

Main strengths and weaknesses

- The effect of the curriculum on pupils' achievement is evaluated regularly.
- The effective linking of subjects has increased pupils' interest and desire to learn as well as they can.
- Intervention programmes contribute significantly to how well pupils with special educational needs achieve in core subjects. Provision for these pupils is very good.
- The school has some difficulty in recruiting teachers.
- The well maintained accommodation is brightened up by colourful and stimulating display.
- The grounds are used well to promote learning.

Commentary

19. The curriculum in the foundation stage is planned well in the six areas of learning. Management of the curriculum constantly seeks ways of modifying the curriculum. National Curriculum programmes of study are formed into topics, which capture pupils' interest and actively involve them in their own learning. All statutory requirements are met. Because pupils' needs are of a high priority, the headteacher diligently monitors the quality of weekly planning to ensure that planning is matched to the different abilities of pupils in each year group. The school correctly plans particularly well for increased opportunities for pupils to use a wide range of purposeful literacy skills in all topics and consequently their standards in writing are rising.
20. Pupils use enquiry skills well in science, history and geography to research information in school and at home as part of their homework. Presently there are insufficient opportunities for pupils to use information and communication technology for writing or to enter and interpret data to assist their understanding. Educational use of the school grounds, the local environment, visits and visitors enhance the depth of pupils' understanding. The inspection findings confirm parents' views that there is good variety of after school activities.
21. Good quality learning experiences are provided for pupils with special educational needs and for pupils who speak English as an additional language. Programmes which provide extra help for these pupils, are carefully matched to their needs by the special educational needs co-ordinator. Intensive support from teachers and trained teaching assistants enables pupils to make good progress. Well-trained learning assistants have a very good understanding of the complex needs of pupils with statements of special educational needs, which enables them to

access all subjects. A good range of visits and visitors successfully enriches the curriculum and helps achievement. The local area is used well to enhance teaching in the classroom. Amongst other trips the pupils have studied the local River Hogsmill for geography, visited Bourne Hall for history and the nursery children have been to the local post office to bring their topic to life.

22. Since the last inspection the school has done much to improve the school grounds to extend them as a learning resource in their own right. New fencing has been erected for added security. Pupils are currently contributing well to the redevelopment of the environmental area, which already has wooden walkways and railings to ensure safe access. Inside the building displays are colourful, stimulating and a positive celebration of good work. Overall the quality and amount of resources are good. The library has improved and is now part of the 'information centre' shared with the computers. However there is still scope for pupils to use the library more independently for their own research.

Care, guidance and support

The care, welfare, health and safety of the pupils are **good**.

Main strengths and weaknesses

- The school is particularly good at identifying the individual needs of pupils and doing all it can to support each pupil in the best way.
- The views of the pupils are very important in the life of the school.
- The attention given to the safety and welfare of the pupils is good.

Commentary

23. Adults are well aware of the individual needs of every pupil in the school. The good academic assessment procedures in English and mathematics provide a solid foundation for pinpointing where special help is needed. The headteacher makes sure that those staff who need to know are up to date with any pastoral concerns. Pupils with disrupted home lives are given effective and sensitive support so that their learning does not suffer. The weekly visit of a counsellor allows pupils with worries to speak to a friendly professional in confidence, yet with unobtrusive monitoring by the headteacher. The school also works very effectively with the Traveller Education Support Service to encourage the regular attendance of travelling children and to ensure they do not fall behind should they miss some school. The strong personal support for each and every pupil means the pupils are happy, confident and achieve well. This aspect remains as strong as at the time of the last inspection.
24. Pupils have very good relationships with all adults in the school and really feel their views are taken into account. Right from the youngest to the oldest, each pupil has someone to whom they can turn if they are feeling unhappy. As yet there have been no formal surveys of pupils to gauge their views on a routine basis. However, the headteacher and her staff are very adept at keeping their 'ears to the ground' and picking up where there may be problems or gleaning good ideas. The school council is well established and allows pupils in each class to put forward their views knowing that they will be debated sensibly for the good of the school. The councillors are well involved in helping to design the planned environmental area. Year 6 pupils act as responsible monitors and contribute well to the running of the school.
25. Pupils are safe and secure while at school. Very well organised policies underpin the effective welfare of the pupils and mean staff know what to do in the case of emergency. Health and safety systems are rigorous and the site is kept free of potential hazards. First aid is effective although the school is aware it needs to increase the number of staff with first aid certificates. Pupils who are sick are monitored well and parents immediately notified if their child bumps their head. However, there is not sufficient recording of other accidents to be able to prove that treatment was swift and appropriate and to look back at trends. Child protection procedures are good. Lunchtime staff are friendly, vigilant and look after the pupils well.

Partnership with parents, other schools and the community

Partnership with parents is **very good**.

Main strengths and weaknesses

- The school gives parents very good levels of information to encourage them to be well involved in all the school does for their children.
- The school is working well to develop stronger links with the local community.
- Many parents do not give sufficient priority to their children's regular attendance at school.

Commentary

26. Right from the start, parents are welcomed into the school. As well as a preliminary, supportive home visit, parents of new nursery children are given a wealth of information about the school and how they can help their children settle into effective learning. Newsletters keep parents well up to date on school events and give a good flavour of school life. Some parents have concerns about homework, but in fact work sent home is regular, well marked and an asset to learning in the classroom. The head teacher was quick to respond when she heard some parents could not remember the homework routine by publishing the timetable again in the next newsletter. Parents are kept well informed on what their children are learning in lessons. They receive half termly over-views of the topics and have useful meetings to find out how they can help learning from home. End of term reports are very thorough and detailed on what pupils can do, but not all are clear enough in letting parents know how their children have got better in each subject over the year, however, the Golden Books are an excellent way for parents to see evident progress. Pupils are very proud to bring home this special book, which preserves their best piece of work each term over their time at Riverview.
27. Parents are very appreciative of what the school does for their children. In return the active parent teacher association works well with the school to raise funds and organise popular social events for parents. Also a good number of parents help on trips, accompany swimming and come in to help in the younger classes. The list of parents who run after school clubs is impressive, however, there are still many parents who do not become sufficiently involved in their children's school or, more importantly, their children's learning. Of particular concern is the way parents too readily keep their children off school and so hamper their education.
28. As a result of the lack of full parental commitment, the school is determined to become a community centre, where parents can share in their children's learning and find out more themselves about education. So far the headteacher has started a regular coffee evening for parents to talk about areas of interest linked to bringing up children. In the summer term 2003 a good number of parents attended an evening about helping with reading and some also attended an ICT course in September 2002. Plans are now in place to set up a toy library for local parents and run a 'keeping up with the children' course. Already the school has strong links with its local churches for religious education and the Diocese of Guildford for governor and staff support. The head teacher and governors are well on the way to extending the school out into the community to highlight the importance and joy of learning.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management of the school is **very good**. The headteacher is an **excellent** leader. Her deputy supports her **very effectively** and the school is **very well managed**. The governance of the school by the governing body is **good**.

Main strengths and weaknesses

- The extremely clear vision and high aspirations of the headteacher.

- The effectiveness of the management of the school.
- The governors' understanding of the strengths and areas for development is very good.
- The strategic planning, which reflect the school's aims and goals, is very good.
- The procedures for monitoring and evaluating the quality of teaching and learning by the headteacher are very good.
- The school's self evaluation of its performance is very good.
- Educational priorities through very careful financial planning are very good.

Commentary

29. The headteacher provides an extremely well established and strongly principled vision for the school. Together with the deputy headteacher and senior management team she ensures an educational direction for the school that is firmly focused on improving standards in teaching, learning and pupils' achievements. The effectiveness of their work can be seen in the recent improved National Curriculum test results, and in pupils' attitudes and behaviour throughout the school. On appointment, the headteacher carefully identified what was required to move the school forward. Her open approach captured the enthusiasm of staff and governors, and within a very short time, everyone had the same vision and aspirations for the school. The school aims make the pupils' needs paramount, and this is evident in all school activities. One of the most effective strategies employed to raise standards has been the rigorous analysis of test results to determine pupils' strengths and weaknesses. From this, work is set which endeavours to meet all pupils' individual needs and raise their achievement.
30. The school's very effective management structures mean that the leadership's strategic vision is successfully implemented. Good management has a positive effect on achievement because it is focused on detailed analysis of pupil performance and the tracking of pupils' progress over time. The staff form strong teams, which share in the work of improving the quality of teaching and the raising of pupils' achievement. Subject co-ordinators of English, and mathematics are having a good effect on performance in their subjects. They have a clear understanding of their teaching and management roles, and play an important part in the monitoring and raising of standards. Most other co-ordinators are equally keen and committed, but their roles have yet to develop to this degree. The headteacher and governors have implemented appropriate structures and systems for performance management. All staff have targets and there is a regular review of performance.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	614,030	Balance from previous year	50,827
Total expenditure	600,195	Balance carried forward to the next	40,835
Expenditure per pupil	2,381		

31. Financial planning is very good, and therefore educational priorities are very well catered for. The school improvement plan is costed to ensure that all actions can be financed. Budget setting is very carefully considered and managed effectively. The principle of 'best value' is applied to all the school's financial transactions and the governors' finance committee monitors this carefully. Financial administration is very good and good use is made of new technologies.
32. Governors all have clearly defined roles and properly constituted committees, and they fulfil their statutory duties effectively. Regular meetings are held in which the headteacher gives reports on current issues. There are regular visits by the chairperson and parent governors, to ensure that governors are in a position to be able to hold the school to account. Agenda items are debated thoroughly, usually in committees before reporting to the full governing body. The

chair of governors gives very good support to the headteacher but is always prepared to challenge decisions and issues as and when appropriate.

33. The co-ordinator for special educational needs and for pupils, for whom English is an additional language, creates effective guidance and very good leadership. All those involved in implementing the detailed individual educational plans follow well-devised daily routines. Systematic evaluation of provision by monitoring how well pupils improve, leads to further action and involvement of parents, pupils and outside agencies to support them.
34. The headteacher, staff and governors of the school ensure that it is a fully inclusive school. All pupils are treated with the same respect and attention regardless of race, age, gender or ethnicity and inclusion for all pupils is very good. The school promotes its excellent ethos throughout the life of the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **very good**.

Children enter the nursery with slightly below the expected attainment for children of a similar age. Their attainment is significantly weaker in speaking and listening skills and in social and emotional development. During the time of the inspection in the nursery there were sessions in the morning and afternoon for different groups of children. In the reception class children attend full-time. Overall, children in the foundation stage **achieve well** because the quality of teaching and learning is **good** overall. In the nursery, teaching is **very good** and children make a very good start to their learning. The foundation stage is **very well** managed by the co-ordinator who leads an effective team and children are provided with a rich range of well-planned and stimulating experiences suited to their individual needs. This is accelerating progress and, as a result, the capacity for further development is good.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve very well and are effectively prepared for the next stage in their education.
- Well-established routines help children to learn about acceptable behaviour.
- Relationships between children and teachers and other children, are good.

Commentary

35. The majority of children are on course to attain the early learning goals³ by the end of the reception year. Some more able children have already achieved them. While the majority of children start school with poorly developed social skills, the high priority given by the school to promoting social skills and very good teaching ensures children make good progress. The nursery teacher and nursery nurse ensure that the environment provided helps children to quickly feel safe and secure. Children quickly adapt to the organisation of the class and settle to school routines happily. In the nursery and reception classes, trusting relationships and warm personalities help children to recognise that each of them is valued, and this helps to promote their self-esteem and confidence. They soon become confident in selecting their own play-activities and share and take turns well. Children are eager to please and enjoy the relevant and interesting activities offered. As a result of the stimulating and well-planned activities, children achieve well.

Communication, language and literacy

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills.
- Children achieve well because there are many planned opportunities on a daily basis for them to extend their listening and speaking and reading and writing skills.

³ These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievement children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

Commentary

36. Standards are above the expected level for children of a similar age. While most children starting in the nursery have poorly developed language skills, the school has given high priority to promoting language skills. Most children have the confidence to speak in front of the class and to inspectors, about their news, and give their ideas and opinions in the work they are doing. Teaching and learning is good because the teachers and nursery nurse are very enthusiastic and keep the children's attention throughout the sessions. Children develop their speaking and listening skills well through role-play. At the moment, in the nursery and reception class, children are very busy discussing what they will write in their letters to Father Christmas. In the role-play area in the nursery is a 'post office', children talk about the need for stamps to be on their letters and Christmas cards and that parcels need to be weighed. The good teaching observed in the nursery and reception class is characterised by a very clear understanding of how young children learn. Activities are well organised and exciting, as a result, children are well motivated and they achieve well.
37. Many opportunities are given to children to improve their reading and writing skills. The early stage of writing is developed well with many opportunities provided for children to express themselves by making marks on papers. Throughout the nursery and reception class, children have good opportunities to develop their knowledge of letter sounds. They discuss pictures, play games and practice sounds. This contributes well to their reading skills, which are usually well supported by the parents who share their children's books with them. A number of children in the nursery are beginning to write their names on their work or are able to copy them legibly. In the reception class most children write their names on their work and are beginning to develop a neat, defined cursive script.

Mathematical development

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

Main strengths and weaknesses

- Children are now achieving well due to effective teaching and most will achieve the goals they are expected to reach by the end of the reception year.
- All staff use every opportunity to encourage children to count with understanding.

Commentary

38. Teaching and learning are very good. Staff take every opportunity to develop children's mathematical skills and particularly the development of mathematical language. Children in the nursery are encouraged to count at every opportunity. All staff ask the children many questions, always trying to draw out and encourage mathematical understanding. Children are familiar with number rhymes and enjoy using their counting skills to play games. They are extending their understanding of mathematical terms and most use words such as up, down, forwards, and backwards, confidently. The learning takes place through relevant play and games and this makes the children want to take part.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children have stimulating indoor and outdoor equipment, which ensures their natural curiosity and enthusiasm is captured and enriched.

Commentary

39. It is not possible to make an overall judgement of standards in this area of learning, but from displays and teachers' planning it is apparent that children are given a wide range of many worthwhile opportunities to investigate, explore and observe real life. The construction work is purposeful and children create models from reclaimed materials. In both classes, children have the opportunity to make and play with train sets. They talk about constructing the track, such as, where the tunnel should be placed and whether a straight or curved piece of track should be placed next. In both classes children are provided with stimulating indoor and outdoor equipment, which ensures the children's natural curiosity and enthusiasm is captured and enriched. They use computers, but in general need help to use the equipment purposefully. Children's awareness of cultural traditions is successfully enhanced through special events such as the celebration of festivals.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children achieve well in their physical development.

Commentary

40. All children in the foundation stage have ample opportunities to use wheeled toys and to climb and balance in the well resourced outside play area. Children develop their manipulative skills well by handling dough, filling containers with water or sand and completing jigsaws. They handle scissors, pencils and paintbrushes with increasing dexterity. Their skills are furthered developed by cutting and gluing materials when making collages.

Creative development

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

Main strengths and weaknesses

- The range of well-planned creative play activities.

Commentary

41. Teachers and support staff provide sensitive support to the children while they play without dominating their creativity. Children learn a range of songs by heart and particularly enjoy participating in action songs. Displays of artwork are vibrant and include collage, painting and printing. During the inspection children in the nursery enjoyed using the computer to print money to use in the 'post office' and designs to celebrate Christmas. They had looked at the style of Monet and painted their own pictures in the same style. In the reception class, children listened to the story of 'The Owl who was afraid of the Dark', and drew pictures of their house in the dark and light.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The leadership and management of English are very good.

- The teaching of English is good and sometimes very good in Key stage 1 and in Year 6.
- Assessment data is very carefully analysed and used to set targets for groups and individuals.
- All pupils, including those with special educational needs and those pupils for whom English is an additional language achieve well.
- A wide range of strategies is used successfully to help pupils learn.
- Marking does not always give enough specific guidance to help pupils improve their work.
- Plenary sessions are not always long enough or sufficiently focussed.

Commentary

42. The school has improved since the last inspection. The results in recent years in Key Stage 1 showed that reading standards were very well below average. In the 2003 tests standards attained in reading were in line with the national averages when compared to all schools and to similar schools. Results in writing at the end of Year 2 were above the national average. At the end of Year 6 results in the 2003 national tests have improved although they are still below the average for all schools nationally and for schools where pupils have similar prior attainment. Targets set for 2004 are very challenging and if achieved would show attainment to be well above average. The evidence of the inspection showed that at both key stages pupils speaking and listening skills and their reading and writing skills are in line with the national average. Pupils across the school speak clearly and can express their ideas well. This is because teachers insist on correct language and full sentences and provide opportunities for discussion in lessons, for example, when asking pupils to come up with responses by talking together in groups or in pairs.
43. Much of this improvement is due to the headteacher, who is also acting as the literacy co-ordinator, carrying out a detailed analysis of results, having very high expectations and also of monitoring teaching very carefully and setting out areas for improvement. The impact of this has been to ensure a consistent approach to lesson planning for English. This is well implemented by the teachers in the infants and in Year 6 and for those teachers working in the school on short term contracts good support is given by the headteacher, deputy headteacher or special educational needs co-ordinator. Although time to sum up learning is planned into lessons sometimes teachers do not give sufficient time for this which misses the opportunity to focus on work the pupils have produced in order to consolidate learning or set out what will be learned next.
44. Regular assessments take place and the results are carefully analysed. This information is very well shared with teachers who then have the skills to plan lessons to address the weaknesses identified. In the best lessons activities are challenging and activities are well matched to the pupils' needs. The teaching is enthusiastic and stimulating and as a result pupils are keen to work hard and they then achieve well. Teaching assistants are used well, they give good support to pupils with special educational needs and English as an additional language in the whole class parts of lessons, for example, by helping pupils understand what the teacher means. Assessment through marking also generates targets for individual pupils, pupils know these well and also how they will know if they have achieved them. Marking in general is accurate but the opportunity to respond to marking is not established in all classes and as a result some pupils do not have the opportunity to improve their work.
45. Writing is developed well. In Years 1 and 2 pupils become independent writers and show a developing awareness of how to punctuate their work accurately. A joined style of writing is taught well, teachers model this well from the start of the school and pupils use this model and regular practice to produce neat legible writing. Pupils in the juniors produce a good range of writing and use more imaginative vocabulary, especially in Year 6. This good achievement in writing is due in great part to teachers using all possible strategies to support learning. For example, the school is aware of the different learning styles and the need to provide examples and illustrations to help pupils make choices. Very good management ensures that staff are used well, for example, by the headteacher teaching a set of pupils in Year 6 and also by deploying the special educational needs co-ordinator to work in classes.

Language and literacy across the curriculum

46. The school is committed to providing a lively curriculum with links across subjects. Pupils have satisfactory opportunities to use their literacy skills in other subjects and this is done well in history, for example, when pupils produce letters or diaries. In some cases worksheets are overused which limits the opportunities, especially for higher attainers to use their emerging writing skills to greater effect. Limited work was seen of pupils using ICT to improve their writing. The library is not yet a good resource for pupils to extend their research skills. Shelves are not labelled and there is no index or comprehensive guide to help pupils find information easily.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall and pupils achieve well.
 - Pupils with special educational needs are well integrated into lessons.
 - The setting arrangements are having a good impact on pupils' achievement.
 - Pupils' attitudes are very good.
 - Teachers' have high expectations of pupils' behaviour.
 - Assessment procedures are good.
47. By the end of Years 2 and 6, standards in mathematics are average and this is a similar picture to that found in the last inspection. Currently, the majority of pupils achieve well because the quality of teaching and learning is good overall with the most effective teaching in Year 2. Pupils have good and at times very good attitudes to their work, and sustain interest throughout the lesson. The school is fully inclusive and has a large proportion of pupils with special educational needs. These pupils are fully integrated into classes and are given good support by the teachers and teaching assistants and therefore these pupils achieve well. The school has made the using and applying of mathematics a priority. Pupils now use these improved skills of using and applying mathematics more effectively in other aspects, such as problem solving. Assessment procedures are good and pupils' individual progress is recorded and used well to inform future planning for their different needs. From these assessments, setting procedures and extra support for different groups of pupils have ensured that standards have risen in the 2003 national test results in both key stages in comparison with schools nationally and similar to Riverview.
48. Teaching and learning are good overall. Teachers have high expectations of pupils' behaviour. Pupils' behaviour is good and improves even further when there is a brisk pace to the lesson and they rise to the challenge when activities are interesting. In the best lessons, teaching and learning are very good because the teachers have very good knowledge and conduct the lessons at a very brisk pace, expectations are consistently high and all learning is very thorough. In addition the tasks offered matched the abilities of the pupils and, for those pupils who were less able they were given much more practical activities to assist their learning.
49. The leadership and management by the co-ordinator are good. She has only been in post since September but has already analysed national results and school tests and monitoring of teaching and learning is planned in the near future. Resources are adequate to meet the needs of the curriculum.

Mathematics across the curriculum

50. The use of numeracy across the curriculum is satisfactory. There are examples of mathematical skills being used effectively in science, design and technology, ICT, history and geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good and pupils' achieve well in science.
- Leadership and management of the subject are effective with a clear view of how to raise standards in the subject.

Commentary

51. Results from national tests show that standards at the end of Year 2 were below average in 2003, both when compared with the national average and when compared with similar schools. At the end of Year 6, standards were in line with the national average and when compared to similar schools. Inspection evidence shows pupils' achievement is good by the end of the school because a significant proportion of pupils are above the national average. Pupils in Year 2 achieve well when related to their original starting point. A good proportion of pupils in Year 6 at the time of the inspection, were already above average in their science enquiry skills and in their knowledge and understanding of how forces affect movement.
52. Opportunities for pupils to investigate for themselves have improved since the last inspection and in addition, more able pupils are challenged effectively in their learning. The teaching of science is good. Teachers mark work effectively and then correct misunderstandings or errors in the next lessons. This has a positive effect on achievement. Teachers are good at getting pupils to explain what they have learned which helps the pupils to consolidate their new knowledge or skills. Pupils are interested in their work because there is a high level of practical experience. Science is well linked to other subjects, for example, when making products as part of design and technology projects. Pupils with special educational needs make very good gains in learning as a result of effective support from staff.
53. The co-ordinator has a very clear view of the future developments needed and has produced a clear action plan. Although the school is well aware of the need to track how well pupils improve year by year and to use this information to target different groups, this is not yet fully effective. This is because assessment at the end of topics is not used well enough to record pupils' achievements and to set out what pupils need to work on next. The co-ordinator monitors the subject well and from this monitoring determines areas for development. This good leadership and management has improved provision in science particularly the level of challenge for more able pupils, and the quality of teaching and learning of enquiry skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Resources for information and communication technology have improved since the last inspection.

- Curriculum planning is not yet consistently linking information and communication technology with other subjects.

Commentary

54. The school recognises that improvement in the use of computers in the curriculum is needed and is sensibly focussing the use of computers on improving standards in literacy. This is partly successful but not all pupils at Key Stage 1 get sufficient opportunities to write using word processing programs on the computer to build on previous learning. The majority of pupils in Year 2 have not reached expected levels in word processing, which indicates some underachievement. By Year 6 pupils reach the expected levels and standards are similar to the last inspection. Many pupils achieve well in their ability to combine text, pictures and in making links to different web sites to present information.
55. Leadership and management are satisfactory; the co-ordinator monitors the subject suitably. Planning for the subject is at an early stage. There are insufficient effective opportunities for pupils to develop their keyboard skills or enhance their learning in other subjects. Pupils in Year 4 used a sensor to measure temperature in different places around the school to check predictions but opportunities to set more challenging tasks for older pupils to use this equipment to measure changes are not yet well established.
56. The quality of teaching and learning are satisfactory. In one lesson the novel use of a programmable toy in the guise of a horse and cart combined the practice of ICT skills into a meaningful context and helped achievement. Lessons in the suite allow sufficient time for pupils to find information but time for pupils to explore new skills to the best effect is not always adequate. Teachers' planning to use the suite for the most relevant activities to topics or subjects to enhance pupils' learning in other subjects could be better, for example as a follow up to data collection.

Information and communication technology across the curriculum

57. The ICT suite is part of an information centre, but is not yet used sufficiently for whole class lessons. As a result pupils have insufficient opportunities to develop their skills. ICT is used effectively as a source for finding out information to support learning and enhance work in several subjects. It is used well to support pupils with special educational needs in literacy, and for group teaching in numeracy, assisting pupils' concentration. Greater use could be made of computers for purposeful writing in all subjects; data handling in science and control work in mathematics.

HUMANITIES

58. Insufficient evidence was gathered to make secure judgements about the provision in history and geography. Religious education was not inspected. Two lessons were seen in history and none in geography. The work of pupils was scrutinised, planning files and the subject co-ordinator's file were examined and discussions were held with pupils.
59. In the **history** lessons seen the teaching was good and it is clear that the school uses history to enliven and enrich the curriculum linking it to other subjects. Computer programmes on CD-Rom and the Internet are used for research. Standards are in line with expectations as they were at the time of the last inspection. In **geography** there was some evidence of standards that are higher than might be expected. Pupils use research skills well to find out about geographical topics.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. Too little evidence was gathered to make secure judgements about the provision in art and design, and design and technology. One art lesson was seen. The work of pupils was

scrutinised, displays of work were looked at, planning files and the subject co-ordinator's file were examined and discussions were held with pupils.

61. Standards in **art** were judged to be above average at the time of the last inspection. Work seen during this inspection indicates that standards are in line with expectations and that pupils make satisfactory progress. The teaching in the one lesson seen was good; the lesson built on previous art skills and was motivating in using art skills to produce a calendar to be taken home. Pupils have sketchbooks but practice is inconsistent and these are not yet used effectively to develop skills. Some of the work seen in **design and technology** indicates that standards at the end of Year 6 are broadly in line with expectations and that pupils are well aware of the need to plan, carry out work and then evaluate the success of their product.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Standards have been maintained since the last inspection.
- The quality of teaching seen in Year 1 was good.

Commentary

62. Standards in the three lessons observed, in Years 1, 3 and 6, meet national expectations. Learning and achievement are satisfactory. From the scrutiny of work, pupils appear to understand the difference between tempo, dynamics, texture and structure. During assemblies pupils sing hymns in tune. Older pupils have evaluated some of the work of Bach and Vivaldi. Pupils with special educational needs are well integrated into these lessons and supported by teaching assistants. Standards have been maintained since the last inspection.
63. The quality of teaching and learning in the Year 1 class was good. The teacher began with the learning objective of the lesson, for pupils to recognise and describe slow and fast tempo. She read Aesop's fable 'The Hare and the Tortoise' to the class. The pupils were totally enthralled as she spoke the words of the hare fast and that of the tortoise slow. Taped music was played and pupils were asked which piece of music they thought was suitable for which animal. Pupils then responded with body movements to the tempo of the music. Finally, the pupils performed with percussion instruments their ideas of fast and slow tempo and the teacher used good questions to assess whether the pupils understood the notion tempo. The teacher's enthusiasm fired the pupils' imagination and their learning was good.
64. The sharing of instruments and listening to others pupils' performance makes a good contribution to pupils' personal and social development. The quality of leadership and management are satisfactory. There are adequate resources to meet the needs of the music curriculum.

Physical Education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Resources and accommodation are good.
- Visits by well-qualified coaches enhance and enrich the curriculum offered.
- Teaching focuses on managing and control in lessons and sometimes lacks challenge.

Commentary

65. Standards are in line with expectations at the end of Year 2 and Year 6 and all pupils achieve satisfactorily. This is the same as at the time of the last inspection so the school has maintained the standards achieved. Pupils are clear about the importance of exercise and the effect it has on their bodies, they also explain why it is important to warm up before exercise. Pupils show satisfactory skills in ball control using a hockey stick and their feet. These particular football skills are helped by the visit of football coaches from a professional football club. These coaches demonstrate a well-organised approach with plenty of stimulating ideas for warm-ups and skills development that teachers can learn from and apply in their own teaching. In the summer term arrangements are made to bring in further expertise from a professional cricket club.
66. There is a good supply of equipment, a large hall, playground and field. These are well used to help pupils develop their skills. The hall is equipped with climbing apparatus and a variety of other apparatus. Pupils are well aware of the need to get this equipment out safely and put it away safely, and they do this well because teachers insist on the proper procedures being followed. Pupils are able to use this resource to explore movement and to repeat actions with increasing control of balance and speed. Teachers set well planned tasks but these are sometimes over controlled and do not really encourage pupils into more vigorous physical activity.
67. The last inspection noted that pupils had too little opportunity to evaluate their work or that of others but teachers now securely address this and a good system is in place in Year 6 to do this formally using a notebook. In lessons pupils observed the performance of others and gave constructive comments on how a sequence could be improved. There is presently no teacher who acts as co-ordinator for physical education but the headteacher keeps an overview and leadership and management is therefore satisfactory. The school takes part in matches in athletics, football and netball against other schools that give opportunities to enhance pupils' personal development by learning about teamwork and competition.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **very good**.

Main strengths and weaknesses

- Personal and social education has contributed to good relationships and standards of behaviour.

Commentary

68. Personal, social, health education and citizenship lessons are very well structured and are planned to provide just the right guidance for the needs of the pupils in the class. Teaching is good, high quality discussions are a feature of many lessons and relationships are very good. Pupils in the Year 1 class were discussing their special family relationships. Pupils made comments such as 'Going to the park with my Dad', 'Decorating the Christmas tree with my brother' and 'I love my dog'. Their sensitivity, spirituality and love of family relationships were very well developed during this lesson. The school council make decisions based on pupils' ideas and they feel they have a say in the way the school is run. This makes a good contribution to developing their understanding of living in a democracy. Younger pupils in the school are beginning to understand the need for co-operation and in lessons teachers provide many opportunities for them to work together. Older pupils understand that undesirable actions can be caused by feelings such as jealousy and are encouraged to explore their motives. The school is also committed to encouraging healthy living. However, pupils' lunch boxes brought from home do not reflect the learning they have received in school.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	3
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).