

INSPECTION REPORT

ST ALBANS CATHOLIC PRIMARY SCHOOL

East Molesey

LEA area: Surrey

Unique reference number: 125239

Headteacher: Mrs M C Norris

Lead inspector: Mr Jeff Lemon

Dates of inspection: 15th-18th March 2004

Inspection number: 257550

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll;	210
School address:	Beauchamp Rd East Molesey Surrey
Postcode:	KT8 2PG
Telephone number:	020 8979 5893
Fax number:	020 8941 4527
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Mick Burgess

Date of previous inspection: 4th May 1998

CHARACTERISTICS OF THE SCHOOL

St Alban's Catholic Primary School is a voluntary-aided school of about average size which is situated in East Molesey, Surrey. Extensive improvements have been made to the buildings since the last inspection. This improvement has involved the demolition of an old building, the building of a replacement and the refurbishment of another building on the site. The school has dropped in numbers since the last inspection and there are now 210 pupils arranged in eight classes. The housing in the immediate area of the school is a fairly equal balance of privately owned and local authority housing but because of its Catholic status, pupils come from the wider area served by the parish. There is some natural movement of families in and out of the school and this indicates average mobility. The socio-economic characteristics of the school represent the full range but are average overall.

The percentage of pupils who are eligible for free school meals is below average. Almost all pupils are of white British origin, which is broadly typical of the areas served by the school. The number of pupils with English as an Additional Language is low and two are at the early stages of language acquisition. The percentage of pupils with special educational needs is below average, and these pupils mostly have moderate learning difficulties. An 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 this year also. In addition the school has received an award for its website. Attainment on entry is wide and represents the full range but on balance it is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	Mathematics, information and communication technology (ICT), design and technology, physical education.
13746	David Russell	Lay inspector	
16038	Jill Bavin	Team inspector	Foundation Stage, science, music, personal, social, and health education, special educational needs, English as an additional language.
24137	Gail Robertson	Team inspector	English, art and design, history, geography.

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which provides its pupils with a good quality of education. The school welcomes and includes all pupils very well. The school is well led and managed, and teaching is good. As a result standards are high, pupils throughout the school achieve well and the school gives good value for money.

The school's main strengths and weaknesses are:

- Achievement is good across the school.
- The leadership provided by the headteacher is very good and encourages a very good team spirit and hard work to ensure high standards.
- Spiritual, moral and social development is woven into all aspects of the life of the school but cultural development is not yet as well embedded.
- Teachers have very high expectations of pupils and plan challenging activities which help pupils to learn.
- Pupils with special educational needs make good progress.
- Accommodation is good overall but the accommodation provided for ICT is unsatisfactory and the accommodation for pupils in the reception class needs improvement.
- Assessment is good especially for English, mathematics and science but the recording of achievements in other subjects is not securely established.
- Governors play a full part in the life of the school and have a good understanding of its strengths and areas for improvement.

The school has made **good** improvement since the last inspection. It has successfully tackled the issue raised at this time and standards have improved. The considerable changes made to the buildings at the school enable funding to be better focussed on resources rather than expensive maintenance. Schemes of work are in place for all subjects and there have been great improvements in broadening the range of pupils' experience of literature so that writing is now a strength of the school.

STANDARDS ACHIEVED

Achievement is **good** overall.

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	A	A	A	A
mathematics	C	B	C	C
science	E	D	B	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Children in the reception class achieve very well in their personal social and emotional development and well in communication, language and literacy and their mathematical development. Children are on line to exceed the goals expected of them in these areas by the end of the reception year and will reach the expected goals in the other areas of learning. In Years 1 and 2 pupils continue to achieve well and standards of reading, writing and science are well above average with above average

standards in mathematics and history. The good achievement continues throughout Years 3 to 6 and standards are well above average in English, and above average in mathematics, science and history. This matches the results achieved in the 2003 national tests in English and science. Standards in mathematics seen in the inspection are above the test results because of the key focus on problem solving and the arrangements to teach pupils in ability groups in Year 6. Pupils' well developed literacy, numeracy and ICT skills are effectively used in the study of other subjects.

Pupils' spiritual, moral, social and cultural development is **very good** overall. However pupils have not sufficiently developed an awareness of the cultural diversity of modern British society. Pupils behave very well and have very positive attitudes to school which helps them to learn successfully. Attendance is good and pupils arrive on time and keen to start work.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are good overall with a significant amount of teaching which is very good. Pupils learn well because teachers have high expectations, relationships are very good and lessons are well planned with challenging and enjoyable activities. Assessment is good and the information is well used to determine what pupils need to do to improve. Teachers know how well pupils achieve in non-core subjects but this information is not recorded in a simple manageable system to help monitor standards.

The curriculum is very good and is very well enriched with a good range of clubs, visits and visitors. The school plans a wide variety of interesting and challenging activities that are fun and meaningful to pupils. The school takes good care of its pupils and has good links with parents and the community and very good links with other schools and colleges. Although accommodation is good overall the ICT suite is too small and not well designed and this hinders the progress pupils make. Improvements have been made to the outdoor learning area for the reception class but it is not easily accessed or visible from the classroom and is not covered.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides very good leadership and is well supported by the deputy headteacher and subject co-ordinators. The headteacher has been successful in developing a strong team that is effective in raising standards. Management is good. The school identifies how well it is doing and uses the information to determine the priorities for improvement. Governance is good, governors are enthusiastic and provide good challenge and support to ensure the school can achieve its aims.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school and believe it to be a good school where their children work hard and are happy. A small number of parents felt that the information provided about their child's progress was not clear and that there were insufficient opportunities to talk to teachers. The inspection team found that information to parents was of good quality and that the consultation procedures are effective and give ample opportunities for parents to discuss how their child is getting on at school. Pupils enjoy coming to school, they like the staff and report that the work set is interesting and often fun.

IMPROVEMENTS NEEDED

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

- Improve the ICT suite and the outdoor learning area for the Foundation Stage children.
- Establish simple ways to record the achievements of pupils in the non-core subjects in order to monitor pupils' progress more effectively.
- Increase pupils' awareness of the cultural diversity and richness within modern British society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** across the school. Standards in the core subjects are above average.

Main strengths and weaknesses

- Children in the Foundation Stage achieve very well in personal, social and emotional development.
- Standards in English are well above average in Years 1 to 6 and pupils achieve very well.
- Standards in science are well above average in Key Stage 1 and above average in Key Stage 2 and pupils achieve very well in all year groups.
- Pupils achieve well in mathematics and standards are above average across the school.
- Literacy, numeracy and ICT skills are used well in other subjects.
- Standards in history are above expectations at both key stages.
- Pupils with special educational needs achieve well as do pupils with English as an additional language.

Commentary

1. In the 2003 tests for seven year olds attainment in reading and mathematics was very well above average and in writing well above average when compared to all schools and to similar schools. The trend over the last five years for seven year olds indicates improvement, which is better than the national average. In the 2003 national tests for 11 year olds, attainment in English was well above average compared to all schools and to similar schools. In mathematics attainment was average when compared to all schools and to similar schools. In science attainment was above average when compared to all schools but well above average when compared to similar schools. The trend over the past five years shows that the school has improved standards in line with the national trend. There is evidence that the school has added more value during Years 3-6 than similar schools in the core subjects

Key Stage 1

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

Standards in:	School results	National results
reading	19.1 (17.4)	15.7 (15.8)
writing	15.8 (16.7)	14.6 (14.4)
mathematics	19.1 (17.5)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	28.6 (28.5)	26.8 (27.0)
mathematics	27.0 (27.9)	26.8 (26.7)
science	29.7 (28.1)	28.6 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

2. Pupils enter the school with a wide range of attainment but it is average overall. In the Foundation Stage standards in personal, social and emotional development are high and children achieve very well. In communication, language and literacy, and mathematical development standards are good and children achieve well in these areas of learning. The achievement of children in the reception class is good and they make good progress in their learning. Most children will exceed the early learning goals in communication, language and literacy, mathematical development and personal, social and emotional development. The high standards are due to teaching which is often very good and the very good example set by adults in this class.
3. Across the school standards in English are well above average and pupils achieve very well. This is due to the excellent management of the subject and a consistently very high standard of teaching. Standards are helped further because of the thorough assessment procedures and the good analysis of pupils' test results leading to good target setting.
4. Standard in mathematics are above average by the end of Year 2 and Year 6 and pupils of all abilities achieve well because they are given well-planned activities which match their needs. This is due to the good teaching and the good leadership and management of this subject. In science pupils achieve very well throughout the school because of very good teaching which places a high emphasis on practical work and ensures that pupils are productive and learning very well. Pupils in all year groups achieve well in history and reach standards above expectation because the activities are interesting and good "hands on" activities bring the subject alive.
5. Pupils are given good opportunities to use the skills learnt in literacy lessons for a wide range of purposes in other subjects, for example writing science reports or instruction lists in mathematics. Pupils use their numeracy skills well: they record their findings accurately and their knowledge and understanding of mathematics is well used to help them make progress in other subjects. The school has recognised the importance of ICT and plans its use very carefully so that opportunities are given in all subjects to make use of ICT skills and this has a positive impact on achievement.
6. There is no difference between the achievements of boys and girls. Pupils with special educational needs achieve well because of consistently good teaching in class and when they are withdrawn for direct teaching in smaller groups. Pupils with English as an additional language achieve well also because of good teaching and the careful management of support to pupils by other pupils.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school. Their spiritual, moral, social and cultural development is **very good** overall. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils throughout the school express a love of learning.
- Pupils work with their peers in small groups with impressive maturity.
- Spiritual, moral and social development permeates and enhances every aspect of school life.
- Pupils' cultural development is not as strong as their spiritual, moral and social development.
- Attendance levels are above the national average.
- Good systems to monitor attendance are in place. Effective follow-up procedures allow the school to report no unauthorised absences.

Commentary

7. Boys and girls and pupils of all abilities and backgrounds enjoy school. They are enthusiastic and confident learners and parents appreciate this. Their desire to learn is fuelled by knowing that their ideas will be heard and valued, so they contribute willingly to class question and answer sessions. They are particularly good at receiving a list of instructions and then setting off to work with each other sensibly and constructively without constantly needing to refer to an adult. When some pupils are so involved with the work that they forget to share equipment, a fellow member of the group politely protests, 'we're working as a team, remember!'
8. Pupils' spiritual, moral and social development is fostered throughout the curriculum. For example, pupils in Year 5 write empathetically to the title, 'Memories of a Tree'. Phrases such as, 'I am a very old tree with thousands of memories' and openings such as, 'Throughout my ninety years of life ... ' demonstrate that pupils have an unusual sensitivity to the wonder of the natural world and time passing. Younger pupils demonstrate similar strengths when they write poetically about the natural world, for example, 'the leaves were dead and the trees were swaying'.
9. Pupils' very good behaviour in lessons and around the school shows their very secure understanding of right and wrong. They are helpful and polite with each other as well as adults. Cultural development overall is good because of strengths in art and music and pupils' knowledge of their shared Catholic culture, but it is not as strong as the other areas. In spite of satisfactory improvements in providing pupils with resources and activities that reflect contemporary Britain's cultural diversity, this provision is satisfactory rather than good. Pupils still lack a secure and consistent awareness of diversity within society in Britain today, and the contribution of non-western cultures to the subjects they study.
11. Positive relationships exist between school and parents. Parents understand the importance of pupils attending school regularly. They give the school full commitment. Pupils come to school with enthusiasm. The majority arrive promptly and settle very quickly into their work routine. Attendance levels are above the national average. Monitoring systems are effective. Routine analysis of computer-generated data identifies absence trends. Using good follow-up procedures the school is able to make regular contact with parents. Statutory requirements are being met. Over the last year there have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.8
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **good** and the curriculum is **very good** with **very good** opportunities for its enrichment. The school provides **good** advice and guidance and involves pupils **well**. Links with parents and the community are **good** and links with other schools and colleges are **very good**.

Teaching and learning

Teaching and learning are **good** overall and assessment is **good**.

Main strengths and weaknesses

- Teachers have very high expectations of all pupils and relationships are very good, enabling pupils to achieve well.

- Lessons are well planned and activities are challenging and practical.
- Pupils with special educational needs are taught well and make good progress.
- Assessment is good, especially of the core subjects but the recording of assessment in other subjects is not effective.

Commentary

12. Teaching observed was good in over three quarters of lessons and in over a quarter it was very good or excellent. As a result pupils learn well, they produce good work and develop their skills knowledge and understanding well. Teachers are very clear about the standards they expect from pupils and they plan lessons well with sharply defined intentions, which they share with their pupils so that they know what they are going to learn. Relationships are very good and teachers insist on high standards of behaviour which means that activities can be stimulating and enjoyable whilst securing good learning. In the best teaching teachers are very well aware of the ability of the pupils and challenge them to improve but at the same time use questioning skilfully to make pupils think. Teachers make good use of resources especially computers and pupils are enthusiastic about this way of learning. Activities are often very practical for example in science there is a good focus on investigating and in carrying out experiments and in mathematics pupils engage in problem solving. Teachers have good and sometimes very good knowledge of the subjects they teach and this helps learning. For example their very good knowledge of literacy texts means that teachers can ask more searching questions to challenge pupils, while their confidence in ICT and mathematics ensures that pupils understand the properties of triangles.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	9(25%)	18(50%)	8(22%)	0	0	0

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

13. Teaching for pupils with special educational needs is equally good in small groups and main classes. The school's positive ethos contributes to all staff taking full responsibility for these pupils and this is a significant factor in their success. During the inspection there was an example of excellent teaching when pupils with special educational needs were fired with enthusiasm for mathematics because their needs were met exceptionally well and they learned at an outstanding rate. Teaching assistants often make a valuable contribution to pupils' learning with discreet and sensitive support. Teaching for pupils who are developing English as an additional language is sensitive and helps them to make the same good rate of progress as their peers.
14. Assessment is good overall. Because it is clear in lessons what pupils are to learn, this helps the teacher ask questions to check understanding, although occasionally this questioning is directed to individuals and it is not possible to judge whether all pupils understand. Marking is very good. Teachers give good guidance and pupils respond well, making any necessary corrections and taking notice of advice. The results of assessments in English, mathematics and science are analysed and used to determine what to do to improve. In other subjects assessments are carried out at the end of topics and an evaluation of pupils' performance is made and reported each year to parents. There is no simple recording system to enable these evaluations to be monitored which would help co-ordinators to be more secure about standards across the school.

The curriculum

Curriculum provision is **very good**. The curriculum is made all the more exciting by offering pupils a **very rich** and diverse extra-curricular provision. Accommodation and resources are **good**.

Main strengths and weaknesses

- The school plans a wide variety of interesting and challenging activities that are fun and meaningful to the pupils.
- Thorough planning ensures that pupils build on the skills they develop and knowledge they learn year on year.
- The school plans a wide variety of interesting visits and visitors to the school.
- There are many extra activities before and after school, which are very popular and well attended, most are run by the dedicated staff.
- The computerised library is well organised and stocked with a range of useful fiction and non-fiction books.
- The layout of the computer suite is not suitable to make best use of this valuable resource.

Commentary

15. The school provides a curriculum that meets all statutory requirements including the provision of personal, social and health education. Pupils have a very rich curriculum experience, which is broad and well matched to the needs of all the pupils. It is very well planned and staff ensure that pupils' learning is interesting and often fun. Subjects are taught in a challenging, lively and stimulating way. As a result, pupils develop very good skills in many subjects and this contributes well to improving standards of achievement, particularly in English, mathematics and science. All pupils have equal access to this very good curriculum which enables them to develop their own interests and talents. The curriculum is developed to take account of the different styles of learning and different gifts and talents of its pupils.
16. The curriculum is very well planned and very many activities and tasks have been planned to ensure that strong links exist between subjects so that learning in one area of the curriculum will enhance the learning of other subjects. This is an exciting way to study. For example Year 4 pupils in their history topic of Anglo Saxons are introduced to the poem *Beowulf* in literacy, research the Internet for facts about Sutton Hoo in ICT, whilst in geography they learn where Vikings came from and they use their skills learnt in art and design to illustrate their work.
17. The richness of the curriculum extends throughout the school with pupils eagerly participating in a wide range of activities. For example singing in the choir, acting in performances, taking part in a county wide "Top of the Form" quiz, which they won this year, and other competitions or playing a musical instrument such as a guitar or recorder. The school arranges visits that link very well with what pupils are learning, for example, Year 4 visited the Roman town of St Alban's to see where Alban was martyred and to learn more about the Roman way of life for their history topic. Sporting activities are encouraged; pupils enjoy the team spirit of football and netball, entering many matches with local schools. In addition, there are many visitors to the school such as the Masai hunter reading his poem of his feelings before a hunt. All of these activities contribute enormously to pupils' experiences and help them learn more effectively. The staff are particularly very good in ensuring all pupils are fully involved in what the school offers.
18. The curriculum is further enriched by a wide variety of clubs that take place before and after the school day. These are popular and very well attended by the pupils. They can choose to learn another language: for example Spanish, enjoy tap dancing, learn about gardening and many more activities besides. The staff also look forward to these times when that can relax and have fun with the pupils.

19. Classrooms are a good size and in good decorative order. Teachers display useful information to help pupils' learning and proudly display pupils' good work. There is a spacious hall and extensive playing field. Teachers take full advantage of these facilities by arranging collective worship, physical education lessons, dance, football and athletic tournaments.
20. The library area shows much improvement since the last inspection. It is well organised. Pupils are able to find information quickly from the wide range of fiction and non-fiction stock of books. It is an area where pupils can study privately in an exciting and stimulating environment.
21. The ICT suite, partitioned at one end of the library, is a cause for concern. The school recognises this problem and is considering an alternative location. The space used becomes too hot for pupils or staff to work comfortably. To alleviate this problem two large standalone portable fans move the air to an open window. These impinge on the limited space and cause teachers presentation difficulties. Positioning of the projector for the interactive whiteboard causes the presenter to cast shadows onto the screen which obscures vital information. Although teachers work hard to ensure these difficulties do not significantly hinder pupils' learning, the rate of progress in ICT is slowed.

Care, guidance and support

The care guidance and support given to pupils is **good**. The involvement of pupils is **good**.

Main strengths and weaknesses

- To benefit pupils' learning the school gives a high priority to pupils' care, safety and security.
- Induction arrangements for pupils are very effective and pupils are made to feel welcome.
- The school takes into account pupils' views on how to improve school life.
- The monitoring of personal development is good but simple, effective systems to record achievements in the non-core subjects are not in place.

Commentary

22. Governors liaise well with the school caretaker and together do regular health and safety checks around the school. Following an agreed plan of action the caretaker efficiently undertakes remedial work. Pupils learn in a safe and secure environment. The school carries out careful and thorough risk assessments for school visits and has now introduced a procedure for carrying out more rigorous risk assessments around the school.
23. Very few accidents occur around the school. Good care is provided through medical rooms if pupils need to recuperate away from the "hustle and bustle" of school life. Child protection procedures are effective. Staff are aware of signs of child abuse and report them to the headteacher who has designated responsibility for child protection.
24. Procedures for children's induction into the reception class are very good. Over a period of four weeks, afternoon sessions are programmed for new children prior to starting at school. The school invites parents in to talk to them about the curriculum. A carefully designed set of activities help children settle into their new surroundings. Pupils entering school at later stages are made to feel welcome. They are quickly fully included in all activities.
25. The school closely and effectively monitors pupils' achievements in English, mathematics and science and their personal development. Teachers are able to track their pupils' progress through systematic and well-implemented assessment procedures in these areas. However the tracking of pupils' achievement in non-core subjects is in need of development. The implementation of "Education of Personal Relationships" programmes enables teachers to understand pupils' needs and offer support and advice in their personal development. Teachers listen well to the views of pupils and take action when appropriate. There is no school council but there are sufficient opportunities for pupils to air their views on improving

school life. The majority of pupils are articulate and not afraid of sharing their feelings with members of staff or colleagues.

Partnership with parents, other schools and the community

There are **good** links with parents and the community. Links with other school and colleges are **very good**.

Main strengths and weaknesses

- Overall parents express very positive views of the school.
- The Parent Teacher Association is very active in raising funds for the school.
- School make good use of the community to enrich pupils' learning.
- The school, together with its cluster schools, have developed very effective links with secondary schools.

Commentary

26. The school sends parents good quality, relevant information about their children's progress. Pupils' progress reports are structured well giving parents good insight into their child's skills, attitudes and relationships. Targets for future learning are clearly defined. Some parents may benefit from an explanation of the levels at which pupils are working in relation to national expectations.
27. School proactively seek parents' views. Governors hold consultation meetings or "parent surgeries" regularly to seek the views of parents and to find ways of helping them. Unfortunately, very few parents take up these opportunities. For some time the parents' suggestion box remains empty. The school is persevering with other initiatives to involve parents. There is an open door policy and parents are encouraged to make contact with members of staff when they have any concerns or suggestions. Some parents felt that the information provided by the school and the opportunities to consult staff were not clear or sufficient but the inspection team did not agree and feels that communication and consultation opportunities are good. The Parent Teacher Association is very committed. They raise a lot of funds for the school to improve resources and this helps pupils' learning.
28. The school is keen for pupils to take full advantage of community opportunities. For example, for each year group there are programmes to visit places of interest, such as farms and Legoland for the younger pupils. Older pupils visit museums, abbeys and cathedrals and go away on residential courses in the Isle of Wight. Governors are keen to raise the school's profile and place a strong emphasis on improving the school's image in the wider community.
29. The school is very effective in developing transfer arrangements with local secondary schools, for example by considering the Year 7 curriculum when preparing Year 6 pupils for transition so that pupils will be happy and confident. Both sets of staff inform each other of their requirements and are able to develop effective teambuilding and networking. Similarly, the school works very well with local teacher training institutions that send students to the school to gain valuable teaching experience.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher and deputy head teacher is **very good** and delegated very well to other teachers. Management is **good**, and governance is **good**.

Main strengths and weaknesses

- The head teacher has good leadership qualities that encourage a very positive school ethos, very good team spirit and hard work to ensure standards are high.
- The head teacher and deputy head teacher inspire and motivate staff and pupils very well.
- The whole staff and governing body are totally committed to educational inclusion, the promotion of equality and the needs of individuals.
- Governors are fully involved in the life of the school and have a good understanding of its strengths and areas to be developed.
- The school monitors performance well, reviewing patterns and taking appropriate action.
- The school welcomes teachers in training and has made excellent links with the nearby college.

Commentary

30. The headteacher carries the staff forward with her very well. Teamwork and mutual respect are apparent everywhere. She has worked patiently and calmly to develop the school's very caring ethos. She values her staff and has chosen each new member very carefully to complement the team. The headteacher has created a team of adults that is effective in raising pupils' attainment. All staff are dedicated and hard working, and really care about the education and welfare of each individual pupil. Every member of staff knows every pupil very well and strives hard to cater for pupils' individual needs, succeeding very well. The headteacher's very clear vision, very good sense of purpose and high aspirations are shared throughout the school. The headteacher and deputy headteacher are inspirational. The result is a very happy, hard-working and successful school. Improvement in leadership and management since the last inspection has been good.
31. Pupils are seen as important individuals and are nurtured in order to develop the whole person as fully as possible. This very good commitment to educational inclusion from all staff and governors ensures that pupils reach their potential in academic and personal development. Pupils with special educational needs benefit from the school's decision to have a special educational needs co-ordinator who does not have a full-time class responsibility. This means that important administrative work is well organised and pupils receive good quality teaching in small groups as well as in their usual classes.
32. The school monitors its performance well and uses the information to decide on sensible priorities for improvement. The school improvement plan is good. All subjects, except for design and technology, have their own action plan, written by the co-ordinator supplementing the overall plan.
33. There is very good consideration of staff development needs and all members of staff attend courses. Staff development is firmly tied to the needs of the school as expressed in the school improvement plan, and also to the perceived needs of the individual. These are discussed at the annual appraisal of teaching staff and during the school year as needs and courses arise. Very good role models support new members of staff very well. Student teachers are fully supported and receive a professional and carefully thought out programme to help their understanding of teaching in practice. Excellent links with the local college have been established by the headteacher.
34. The governors are keen to do their job well and provide good support to ensure that the school can achieve its aims. The governing body fulfils its statutory duties well. Governors are dedicated and hard working, and know the schools' strengths and where it could improve. This means they can challenge and support all staff well and help to shape the vision and direction of the school. The school improvement plan and the financial plans are carefully worked out and help the headteacher and staff to plan carefully for the future. Since the last inspection the prudent management of the budget has ensured the school remains in balance. Financial management is very secure and through careful savings the governors have made many improvements. For example, the Foundation Stage playground is now well drained although it

requires a cover to make it more useable at all times, the playground has new fencing and the school has a computer suite.

35. The latter project, however, has not turned out to be so successful. It is too small for whole class teaching and pupils complained about the room being too hot to work in. All of the available funds are carefully prioritised closely related to the school improvement plan. Subject co-ordinators successfully manage their own budgets. The efficient administration team ensures the day-to-day financial management is very well organised. The headteacher and governors are kept up to date with the financial information, which supports the effective management of the school. The school applies the principles of best value well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	478489
Total expenditure	469602
Expenditure per pupil	2290

Balances (£)	
Balance from previous year	23824
Balance carried forward to the next	32711

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is **good**.

Commentary

36. Children join the reception class with an expected range of knowledge and skills. They achieve well because teaching is good overall and by the end of the reception year standards overall are above expectations because most children will exceed many elements of the Early Learning Goals. The strong commitment to valuing every individual child means that all children achieve equally well.
37. All children develop social skills very well because of the suitably high emphasis upon personal and social development. Consequently, standards in this area of learning are likely to be well above the expected Early Learning Goals by the end of the reception year. Similarly, because the teaching of key early reading, writing and mathematical skills is consistently good, children achieve well in these important areas. By the end of the reception year, children's standards overall are also likely to exceed expectations for their age in communication, language and literacy and mathematical development. Standards in physical and creative development are likely to reach expected levels. There is insufficient evidence to make a secure judgement about standards in knowledge and understanding of the world.
38. The school has rightly identified the need to develop the outdoor area. The commitment to following the latest curriculum guidance by giving children plenty of opportunities to work outside is evident in the money spent on draining the area to make it far more useable. Planning includes daily opportunities for children to work outside. However, it is a small uncovered area not visible from the main classroom and as such is not fully effective in providing sufficient curriculum opportunities to children. It is to the credit of staff in the reception class that children have regular opportunities to work outside in spite of these difficulties. Induction arrangements for children before they join the reception class are exceptionally helpful to children and their families.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **very good**

Main strengths and weaknesses

- Children achieve very well because of high expectations and very good teaching.
 - Children have very good opportunities to express their ideas and feelings.
 - All adults set very good and consistent examples of courteous behaviour.
- 39 Adults have high expectations of children's social skills and they always set an unfailingly courteous example of how to behave. They are sensitive and supportive throughout all activities. Children quickly learn that their ideas are valued and so their confidence to express themselves develops very well. High expectations and warm trusting relationships with adults are a winning combination. Questions from adults such as, 'has that become snatching?' encourage children to reflect on their actions and take responsibility for them without feeling criticised or blamed. Consequently they learn to modify their own behaviour and negotiate with each other, with unusual maturity for their age. In this secure environment they persevere at tasks of their own choosing remarkably well and most exceed expectations for their age significantly by the end of the year.

Communication, language and literacy

Provision is **good**.

Main strengths and weaknesses

- Children achieve well because the teachers' good teaching places a high emphasis upon early reading and writing skills.
- Teachers successfully promote children's interest in books and matching sounds and letters.
- Very good relationships between adults and children mean that children are willing to express themselves verbally and on paper.
- Opportunities to focus on individual children are sometimes missed.

Commentary

40. Teaching places a very high emphasis upon key early reading and writing skills, such as linking letters and sounds. This makes a significant contribution to the considerable success in teaching children to read and children's good achievement. Children enjoy enormously using each other's names to identify letters and sounds, and concentrate very well in such activities. Similarly teachers place a high emphasis upon correct letter formation, although, importantly, this is balanced well with valuing children's own developing writing and emerging letters. This skilful balance successfully promotes good standards in writing. All adults in the reception class make good use of their strong relationships with children to encourage them to voice their ideas. This has a direct and beneficial impact upon their literacy skills. Children have good opportunities to work at activities of their own choosing. However, on these occasions opportunities are sometimes missed to develop children's individual skills.

Mathematical development

Provision is **good**.

Main strengths and weaknesses

- Teaching is good because it is well planned and teachers have high expectations.
- Opportunities to focus on individual children are sometimes missed.

Commentary

41. Teaching is planned carefully with high expectations of children's counting skills and their use of mathematical language. Planning successfully takes account of the needs of different groups of children and so provides all children with achievable challenge and success. Consequently most children achieve well with a significant minority reaching standards that exceed expectations for their age and very few not reaching expected levels in using number and mathematical language. Adults sensibly plan a suitable variety of mathematical activities for children to select, once their more formal work is complete. However, on these occasions children often work with very little adult intervention so opportunities to extend individual skills are sometimes missed.

Knowledge and understanding of the world

Commentary

42. It was not possible to gain sufficient evidence in this wide area of learning that encompasses early geographical, historical, scientific, information and communication technology and design and technology skills to make secure judgements. However, during the inspection children had regular access to computer technology when they worked without direct adult supervision and

operated a computer mouse with the level of skill expected for their age. Evidence from photographs and children's work indicates that there are good opportunities for children to observe their immediate school environment when they search for signs of spring. However, work on maps is organised more like Year 1 than Foundation Stage work. Children have satisfactory opportunities to join materials and build constructions but this is often done independently while adults work with other groups. This means that the activity is not always fully exploited.

Creative development

Provision is **satisfactory**

Main strengths and weaknesses

- Children have regular opportunities to use their imaginations both inside and outdoors.
- Teachers concentrate on teaching specific skills in art and music.

Commentary

43. Adults in the reception class have a good understanding of the importance of children using their imaginations. Consequently children have opportunities each day to develop stories in small groups in role-play, either inside or outside. In suitable art and music activities teachers plan to teach skills, such as cutting or using percussion instruments satisfactorily. However, children's work indicates that they often follow ideas initiated by an adult and opportunities for them to experiment with materials are sometimes missed.

Physical development

Provision is **satisfactory**

Main strengths and weaknesses

- Children have regular access to the outside area and the school hall.
- Adults provide plenty of opportunities for children to use small equipment.

Commentary

44. Children have satisfactory opportunities to use scooters and tricycles in the small outdoor area and to practise throwing and balancing skills in the school hall. Throughout the school day children use pencils, scissors and paste spatulas in various activities with the level of control expected for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards by the end of Year 2 and Year 6 are well above the national average.
- The management of the subject is excellent and the co-ordinator is a very good role model for the rest of the staff.
- Pupils' high level of achievement is the direct result of the very high standard of teaching.
- Creative writing is of exceptional high quality in Years 5 and 6.
- There is a very good use of literacy skills across the curriculum.

Commentary

45. Pupils make very good progress and achieve very good standards in English compared with pupils in all schools and similar schools nationally. All pupils, including those who find learning difficult, the more capable and those for whom English is an additional language, achieve very well. In the most recent tests, infant pupils' results were in the top five percent for reading and well above average in writing. Junior pupils' results in English were above average. These high standards are the result of the way the subject curriculum builds on pupils' knowledge and skills year on year and the thorough assessment and analytical monitoring of pupils' test results. During the inspection the standards were judged to be well above average in the infants and juniors and the creative writing in Years 5 and 6 is exceptional.
46. Pupils are articulate and know how to adjust their speech in a variety of situations. They speak with confidence in pairs, small groups, in front of class or in assembly. They achieve so well because teachers are skilled at developing language and communication skills and clarify unfamiliar vocabulary for pupils. Teachers ensure there are rich opportunities throughout the curriculum for the development of pupils' speech and vocabulary. By the end of Year 6, pupils listen attentively to each other, respecting each other's views in discussion and know how to interest the listener with vocabulary that engages a response.
47. Pupils enjoy a wide range of reading activities and they quickly learn to love books. Literature now has a high profile in the school, and the range of fiction and non-fiction books in the library and classrooms is really very good, an enormous improvement since the last inspection. From the time children start school, parents are expected to play a big role in listening to reading and helping their child to make progress. All pupils have a bookmark for parents and teachers to record how well a book was read. Pupils choose to read for enjoyment and they use their reading skills effectively when carrying out research. Younger pupils are taught different strategies that will help them to become fluent confident readers. Older pupils tackle unknown words using ideas from the context of the story and their knowledge of sound blends. By Year 6, pupils are able to discuss a wide range of authors and explain why they prefer certain ones.
48. Pupils develop very good writing habits, such as well-styled handwriting, good spelling and punctuation and neat presentation. Infant pupils cover a wide range of different types of written work, such as descriptions, letters instruction reports and lists. This good work continues in the juniors with teachers planning tasks and opportunities for pupils to develop an exceptional creative writing standard. Their works shows originality, flair, an ability to sustain ideas and follow them through using adventurous vocabulary. They are given time to draft, redraft, check with a partner and take home a piece to complete.
49. The quality of teaching is very good throughout the school and as a result pupils work productively and learning is very good. Teachers have very high expectations of their pupils. They know exactly what they can do and plan very well to provide just the right levels of support and challenge. The marking is very good and it informs pupils of their success, and helps them to improve further. Teachers have very good knowledge of texts, which enables them to ask searching questions that makes pupils think and concentrate before answering.
50. There has been good improvement since the previous inspection because standards have improved this is due to the very good teaching and also the very good leadership and management. The co-ordinator is an excellent role model, often giving example lessons.

Literacy across the curriculum

51. Pupils are encouraged to value their skills learnt in literacy lessons because they use them frequently in other subjects. Pupils throughout the school write for a wide range of purposes, from science reports and lists of instructions in mathematics to writing book recommendations for friends. Good links with literacy are developed in science lessons through the use of specific vocabulary such as separating, filtration and evaporation. In Year 5 good use is made

of pupils' speaking and listening and writing skills when writing up an experiment. English is taught effectively through history, science, art and design, geography and religious education. Subjects such as ICT contribute greatly to the learning in English.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6.
- Good teaching throughout the school ensures good learning and high achievement.
- Assessment procedures are good and data obtained is well used to help learning.
- Good leadership and management have a positive impact on standards achieved.
- ICT is well used to help pupils practise and consolidate mathematical ideas.

Commentary

52. In the 2003 national tests for seven year olds, pupils attained standards which were well above average when compared to all schools nationally and to similar schools. There were a high proportion of higher attaining pupils in this cohort and they continue to reach high standards in their current class. Inspection evidence shows that by the end of Key Stage 1 standards are above average, pupils confidently recognise and name simple fractions and they are good at adding and subtracting numbers to 100. All pupils including those with special educational needs, higher attaining pupils and pupils with English as an additional language achieve well because they are given well planned activities which are well matched to their abilities.
53. In the national tests for 11 year olds in 2003 standards were average compared to all schools and to similar schools. However, this was a very small cohort so statistical comparisons should be regarded with caution. Standards seen in the inspection were above average and pupils of all abilities achieve well. The difference in standards now being reached is because the good leadership and management have analysed the information from assessments, identified where pupils did not do so well and introduced strategies to improve standards. For example it was found that pupils were weaker at problem solving so in-service training was provided for teachers and a greater emphasis was given to this area in planning. Pupils are very accurate in their knowledge of tables. They confidently name and identify the properties of triangles and a significant number calculate accurately the area of triangles and parallelograms and explain how the formula is arrived at.
54. Teaching and learning are good across the school with some examples of excellent and very good teaching observed. Teachers plan lessons well and explain well to pupils what they will be learning about in the lesson, and why, which helps the pupils to develop very positive and responsible attitudes to their work. Teachers have very good knowledge and know their pupils well. This helps when working with pupils of very high ability or pupils who are less able in mathematics. For example in a very good lesson in Year 6 higher attaining pupils were challenged and stimulated to explain how to calculate areas of triangles and parallelograms; Year 5 pupils who find learning difficult were given excellent encouragement and very skilful questioning to help them understand the relationship between addition and subtraction. Relationships are good and expectations are high, both of which help pupils to work productively on interesting activities. Teachers are good at planning opportunities to use ICT in lessons and make good use of the available software and resources. This is helping pupils' achievement. For example pupils develop the use of a spreadsheet and understand how to use formulae, and good use is made of the computers in the ICT suite to help pupils understand equivalent fractions.
55. Assessment in lessons and in the marking of pupils' work is good with a good balance of encouragement and also clear guidance on what needs to be done to improve. Occasionally teachers direct the questions just to individuals, which does not give all pupils a chance to

show their understanding or the teacher a further opportunity to assess the pupils' learning. Assessment information is also used well. The performance of the pupils in the national tests for Year 2 and Year 6 and the optional tests for other years is analysed and used to determine targets for each pupils for the following year. In addition any causes for concern, for example that pupils had some difficulties with problem solving, become priorities in the school's improvement plan and generate clear action plans to address such issues.

56. Leadership and management are good. The subject co-ordinator works well on the analysis of data. She monitors teachers' planning effectively and has started to carry out supportive observations of teaching and learning. Management has been effective in establishing groups for mathematics teaching in Year 6 based on pupils' prior attainment. The group size can be made smaller as the headteacher teaches one group each day, an arrangement that helps pupils to achieve well. Similarly in Year 5, pupils who have some difficulties in learning mathematics are very well taught in a small group by the special educational needs co-ordinator and they achieve very well. Improvement since the last inspection is good: standards in Key Stage 1 have been maintained as above average and standards at Key Stage 2 have risen to above average.

Mathematics across the curriculum

57. The use of numeracy skills across the curriculum is good. Pupils use their good knowledge of data handling to draw graphs to record their findings in science investigations and are accurate in measuring in design and technology. They apply their good knowledge of formulae to their work in information and communication technology and use scale confidently in geography.

SCIENCE

Provision for science is **very good**

Main strengths and weaknesses

- Pupils achieve very well throughout the school.
- Teachers have high expectations of pupils.
- There is a high emphasis upon practical work and pupils enjoy the subject enormously.
- There are good links between science and other subjects such as information and communication technology, art and literacy.
- The subject is led and managed well.

Commentary

58. Standards by the end of Year 2 are well above average and they are above average by the end of Year 6. Throughout the school pupils achieve very well in science. The above average standards in Year 6 represent very good achievement because 25 per cent of the pupils have special educational needs. These standards are very similar to the results gained in last year's standard assessment tests and mean that the school has successfully maintained the significant improvements in standards that began in 2001.
59. Teaching is very good because teachers have consistently high expectations of all pupils and plan carefully to ensure that they develop a secure understanding of all elements of the subject. The co-ordinator and teachers recognise that pupils learn best through practical scientific investigations and so they place a very high emphasis upon this. This is combined with very good relationships between staff and pupils that enhance pupils' self-esteem. The result of this combination of factors is pupils who undertake scientific work enthusiastically, thoughtfully and confidently. They perceive themselves as 'scientists' and willingly observe, predict and identify scientific patterns. This is evident when, for example -
- younger pupils identify that water changes into ice or steam but these changes are reversible

- younger pupils discover that bulbs do not light when a circuit is broken
 - older pupils identify principles of dissolving and filtration working with salt and soil in liquid.
60. The subject is led and managed well with considerable enthusiasm. Priorities have been well chosen and have successfully raised standards in the subject. The subject is enhanced by links with other subjects. For example, younger pupils use collage to record how seeds appeared under a microscope and older pupils use a computer link to access an electron microscope for scrutinising filter paper. Throughout the school pupils make very good use of their considerable skills in speaking and writing to express scientific ideas and discoveries. The very good teaching and good leadership and management have ensured that standards in science are rising and that improvement since the last inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT is linked well to other subjects.
- Teachers are confident in using ICT and they set challenging and stimulating work.
- The accommodation is unsatisfactory and hinders the progress of pupils.

Commentary

61. Standards in ICT are in line with expectations in both key stages and pupils' achievement is satisfactory. The achievement of pupils with special educational needs and English as an additional language is the same as other pupils because pupils often work together and more confident or able pupils support and guide these pupils whilst at the same time developing their own skills.
62. Teaching and learning are good. Teachers are confident, and knowledgeable and plan work well, they make good use of the computers in their classrooms and also of the timetabled time allocated to them in the ICT suite. They set challenging and stimulating work and have high expectations of pupils. For example Year 6 pupils are challenged to produce multi-media presentations, and Year 5 pupils develop good skills when solving mathematics problems using a spreadsheet. Assessment is good. Teachers are skilled at questioning pupils in lessons and a satisfactory recording system has been set up to enable pupils to evaluate their own progress and see what they need to do next. There is however no simple procedure for teachers to bring this valuable information together to enable them to have an overview of pupils' work and for the subject co-ordinator to monitor standards. Teachers make satisfactory use of an interactive whiteboard, for example when they teach fractions, to show that a half can also be two quarters or four eighths and so on. This helped pupils to understand this concept and then to practise it for themselves. However the ICT suite is not well designed and despite good teaching pupils' progress is slowed because of this.
63. The suite is well equipped with computers but is not big enough for a whole class to use it comfortably. The room is too hot, which leads to some pupils losing concentration and becoming distracted. This hinders their learning. The interactive whiteboard is a powerful resource but it is situated in a corner and cannot easily be seen. In addition the projector is too low and some times casts the shadow of whoever is demonstrating, teacher or pupils, onto the board which makes it more difficult to see what is being shown. Teachers usually plan lessons in the library/ICT suite so that half the pupils work on ICT whilst the other half works in the library. This organisation is well managed and teaching assistants are skilled in supporting and supervising the pupils under the overall direction of the teacher. However this arrangement inevitably reduces the time pupils have to develop their ICT skills and so although satisfactory, achievement could be better.

64. The leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and together with the governors and the headteacher has a clear view of how provision could be improved. The school is aware of the shortcomings of the ICT suite and has commissioned some plans to redesign it but lack of funding is holding up progress. Improvement since the last inspection has been good. A clear scheme of work has been introduced which is well used to plan interesting activities linked to other subjects alongside direct teaching of ICT skills.

Information and communication technology across the curriculum

65. The use of ICT to support work in other subjects is good. Much of the work is well linked to other subjects so that pupils see the relevance of ICT and how they can use it. In most lessons teachers make use of the computers in classrooms to extend learning, for example in mathematics lessons to reinforce addition facts or to investigate the properties of triangles. Pupils in Key Stage 1 confidently use the computer to draw designs in art and they competently use word processing skills to put instructions in order. Pupils in Key Stage 2 use word processing to demonstrate the very good writing skills they have and produce extensive and well-presented work using a variety of fonts and graphics.

HUMANITIES

66. There was insufficient evidence to judge the standards or quality of teaching throughout the school in **geography**. It was only possible to observe one very short lesson in Year 6. Evidence has been obtained by discussions with pupils and staff and by looking at work covered this year, planning and displays. Year 6 pupils knew that history and geography were taught in alternate blocks and reported that is a good idea because they have more time to learn and research. Year 5 pupils knew a great deal about mapping. They could work out the scale and fully understood keys. They gave very good directions from a map to get from A to B. Year 6 geographical vocabulary is secure using the correct terminology when describing a river's course. In the short lesson seen, they were looking at the school's environment and had clear ideas about what could be done to improve it. The co-ordinator is keen and enthusiastic; she has a clear picture of the subject's scheme of work, correctly identifying assessment as an area for improvement

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Interesting activities and good 'hands on' activities bring the subject to life.
 - Assessment of the subject is undeveloped.
 - Computers are used to enrich pupils' knowledge and understanding.
 - Pupils learn to be young historians.
67. Across the school all pupils, including those with special educational needs, achieve standards that are above those expected nationally. There has therefore been good improvement since the previous inspection.
68. Pupils in Year 1 enjoy experiencing a wide range of activities, from looking at old toys and describing how they are different to modern ones to making informed guesses about old objects and their uses. Pupils in Year 6 study the Tudor period. They research well the reasons for Henry's need for a divorce They are taught how to look at inventories to extract information that will help them to make historical connections. They pose questions they would like to ask people of this era and then use their skills learnt in their history lessons effectively to

find out the answers. They know the value of the computer for research and word-processed their work.

69. The quality of teaching is good throughout the school and ensures good learning. Good visits to bring history alive are planned. For example, Year 2 visit Brooklands museum when studying the changes which have taken place in transport. Teachers make good links with literacy by exploiting pupils' speaking and listening skills in discussions and by recording their written findings. There is good use of computers to enrich pupils' learning in history, for example by accessing the Internet for information and by word processing writing. Leadership and management are good. The co-ordinator is enthusiastic and has monitored the teaching. The scheme of work is good and followed well by all staff. Assessment is not fully effective. Although pupils' performance is evaluated and reported to parents, there is no simple way to record pupils' achievements in order to monitor progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No design and technology lessons were seen, only one music lesson and one art lesson was observed so it is not possible to make a secure judgement about provision in these subjects.
71. **Art and design** work covers a wide range and pupils experience working with many different media. Teachers plan lessons closely following the national scheme for art and have begun to adapt this to suit their own pupils. A good range of pupils' artwork is displayed throughout the school and it is evident from these quality displays that teachers value the pupils' work. Displays are exciting, appealing and interesting such as the three-dimensional effect in one class, which makes those who pass by want to look and reflect. In the one lesson seen pupils worked at the expected levels and the teacher provided interesting activities to encourage pupils. Pupils have a good attitude to art and reported that it was one of their favourite subjects. In discussion with Year 6 pupils they could only name three famous European artists and could not recall studying art from other countries. The subject co-ordinator is a good role model and is keen and enthusiastic. She recognises that the recorded assessment of pupils' skills and knowledge is insufficiently developed.
72. In **music** evidence was also gained from hymn practices and discussions with staff and pupils. Music clearly makes a significant contribution to enriching the curriculum, with the choir and instrument tuition involving large numbers of pupils, outside the normal school day. At the end of the inspection younger pupils enjoyed listening to a jazz ensemble. Staff and pupils alike are justifiably proud of their participation in concerts and music festivals. The lesson seen was good because the teacher has good knowledge and was able to help pupils improve their skills in playing a range of tuned and untuned instruments together. During the inspection in assemblies and hymn practices pupils mostly sang well, with an awareness of timing and tunefulness that exceeded expectations for their age. However, the hymn practice for younger pupils is too long, especially for children in the reception class.
73. Work seen in **design and technology**, for example making moving vehicles, designing packaging for biscuits and the design and making of picture frames, was of a satisfactory standard. From discussions with pupils in Year 6, it is clear that they have taken part in design and make tasks but are not clear of the distinctive nature of the subject, and some see it as art and design. They are, however, aware of the need to say how successful their designs had been and then to suggest ways in which they would improve them or to change the methods they used in making things. The co-ordinator has had little time to focus on design and technology and there is no completed action plan as for other subjects in the school improvement plan although it does feature in the review schedule. Curriculum plans indicate that coverage of this subject meets National Curriculum requirements but recording practice is not yet consistent across the school as some classes have books and others do not. Assessment is satisfactory as evaluations of pupils' achievements are carried out and reported to parents but there is no simple system for recording how well pupils have developed

skills and understanding in order to monitor standards across the school and ensure that pupils achieve as well as they could.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils are enthusiastic about physical education and work well together.
- Standards are enhanced by the wide range of extra curricular activities provided.
- Assessment procedures are not fully effective.

Commentary

74. Pupils reach standards throughout the school that are in line with expectations, and achievement is satisfactory for all pupils. Pupils develop co-ordination in moving in different ways and in their control in passing and bouncing balls. They improve their skills and also learn how these skills are important in games, for example the need for accuracy in shooting in order to score goals in hockey. Teaching and learning are satisfactory, with a strength being the good planning by teachers, which encourages pupils to work together. As a result pupils enjoy working out a dance sequence as “astronauts” in a group, or in developing their own ideas for games using bounce pass techniques they have practised.
75. Leadership and management are satisfactory; the recently appointed co-ordinator is enthusiastic and has set out a clear action plan in order to develop the subject. There is a core scheme of work and all the requirements of the National Curriculum programme of study are suitably covered. There is some variation in the resources teachers use to help planning some of which is rather dated. However this is under review and it will be part of the co-ordinator’s monitoring role to support and guide staff. There is a good range of clubs - skipping, football, netball, athletics, tap-dancing - which are available for pupils of all ages in the school. There is also a good programme of matches in various team sports against other schools in the area. These activities have a positive effect on standards and helps pupils to develop an understanding of healthy competition and fair play.
76. Assessment is not well established. Teachers know their pupils well and satisfactorily evaluate how well pupils have done in various activities and sum up these achievements in annual reports. However, there is little recording of achievement to back up these judgements or to enable the school to monitor standards in the subject. Too little emphasis is given in lessons to get pupils to evaluate their own performance or that of others in order to determine how they could improve. Improvement since the last inspection is satisfactory as standards have been maintained and the good contribution made by sport to the life of the school has been kept up.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. There is insufficient evidence to make an overall judgement about provision because only two lessons were seen, one in Year 3 and one in Year 4. In these lessons pupils had satisfactory opportunities to consider the value of school rules and good discussions about the importance of respect and tolerance in day-to-day relationships and communication. There is a well-planned programme of work which links very closely with the school’s religious education lessons. The school’s strengths in promoting spiritual, moral and social development throughout the curriculum clearly support this area of work and contribute to the very high standard of behaviour and pupils’ mature attitudes throughout the 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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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