

INSPECTION REPORT

**ST HUGH OF LINCOLN CATHOLIC PRIMARY
SCHOOL**

Woking

LEA area: Surrey

Unique reference number: 125226

Headteacher: Mrs B Walsh

Lead inspector: Mr D Manuel

Dates of inspection: 8th – 10th June 2004

Inspection number: 257679

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:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	202
School address:	Five Oaks Close St John's Woking Surrey
Postcode:	GU21 8TU
Telephone number:	01483 480441
Fax number:	01483 480441
Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Rushton
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

St Hugh of Lincoln is a Catholic primary school for children aged between four and eleven years. The school is situated in Woking, Surrey and mainly serves the local area. The school is regularly oversubscribed. The area is above average on the socio-economic scale. In the past year, seven pupils joined and ten departed at other than usual times.

Distinctive features of the school include the influence of the Catholic ethos and its commitment to providing an inclusive education through considering the needs of every pupil, whether personal, social or academic, and providing the necessary support.

The school has 202 pupils on roll, which is below average size, with slightly more girls than boys. These are organised into seven classes, one in each year group. There are 30 pupils on the special educational needs register (seven per cent, which is below average), six of these at School Action Plus and there is one statemented pupil. There are no traveller children nor pupils in public care. Fifteen pupils come from minority ethnic groups, but none speak English as an additional language. Attainment on entry covers the full range of capability but is broadly average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	English History Music Special educational needs English as an additional language
1305	Mr B Rance	Lay inspector	
12367	Mr A Green	Team inspector	Mathematics Art and design Geography Physical education
22510	Mr C Banbury	Team inspector	Foundation Stage ¹ Science Information and communication technology Design and technology

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 inspection 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).

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.

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 and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many very good features. With her excellent leadership, the headteacher has created a very positive ethos, a highly committed team of staff, a well-organised curriculum and good and often very good teaching. As a result, the school enables its pupils to achieve high academic and personal standards and provides very good value for money.

The school's main strengths and weaknesses are:

- The governance, leadership and management of the school are very good overall.
- Pupils of all capabilities achieve well in the core subjects and in history.
- The pupils display very good attitudes, behaviour and personal qualities, developing into mature, dependable and confident young citizens as they move through the school.
- Standards are well above expected levels in English and history and above expected levels in mathematics, science, information and communication technology (ICT), geography, music and physical education by the end of Year 6.
- Teaching is good overall, particularly in Years 3 to 6. It is characterised by high expectations of how pupils should behave and what they should achieve.
- The levels of care and support provided to all pupils by all staff are very good.
- The school has created very good links with parents and the community.
- Assessment procedures for non-core subjects do not match the good quality procedures in English, mathematics and science.

The school has shown **very good** improvement since the previous inspection, when there were weaknesses in leadership, management, governance, teaching and the curriculum and below average standards in several subjects. All key issues identified in the previous inspection have been improved and the school has continued successfully with its own programme of development.

STANDARDS ACHIEVED

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

Key: A – very high; A – well above average; B – above average; C – average; D – below average; E – well below average.*

Similar schools are those with similar percentages of pupils eligible for free school meals

The 2003 test results show that at the end of Year 6, pupils' attainment is very high in English, well above the national average in mathematics and above average in science. When compared to similar schools, results are well above average in English and mathematics and average in science. Statistics also show that the progress of these pupils between Year 2 and Year 6 was very good. Inspection evidence indicates that the attainment of the current Year 6 pupils is well above average in English and above average in mathematics and science. The slight variation is due to there being a smaller percentage of higher attaining pupils in the

present Year 6. In Years 3 to 6 pupils achieve **very well** in English and **well** in mathematics and science.

Attainment on entry varies from year to year but most children start school within the range of broadly average standards. Achievement in the reception class is good in personal, social and emotional development, language and literacy and mathematical development and satisfactory in all other areas of learning. The 2003 test results at the end of Year 2 show that attainment in mathematics is well above average, in reading is above average and in writing is average. Inspection evidence shows that standards in Year 2 are above average in English and mathematics and at expected levels in science. Pupils' achievement is good in English and mathematics and satisfactory in science. This is the result of the school's focus on literacy and numeracy.

In other subjects, inspection evidence shows that pupils achieve very well in history to attain well above average levels, and achieve well to attain above average levels in all other subjects that were inspected. The achievement of pupils with special educational needs is good overall, as is the achievement of higher attaining pupils and the very small number of pupils from minority ethnic groups, none of whom speak English as an additional language. Pupils' spiritual, moral, social and cultural development is **good** overall. The development of pupils' social skills is very good and has a very positive impact on the pupils' **very good** personal development. Pupils have very positive attitudes and values, form very secure relationships with staff and their peers and generally behave very well. Attendance levels are **excellent** and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**, and often very good. The quality of teaching and learning is **good**, particularly in the core subjects. In Years 3 to 6, teaching is often very good and sometimes excellent. The quality of support provided by special needs support staff and other teaching assistants is good and makes a very positive contribution to the achievement of all pupils. Assessment data is used very effectively in English, mathematics and science to identify strengths and relative weaknesses in provision and guide planning to match work to the individual needs of all pupils, ensuring that they all learn well. The school is aware of the need to develop assessment and recording procedures for other subjects and plans are in hand to facilitate this.

The school provides a good curriculum for pupils of all abilities with well-planned links between subjects. Provision is effectively enriched by a good variety of extra-curricular activities, including sport and the arts and has a very positive impact on pupils' learning and on their personal development. The school has well-qualified teaching staff who are effectively supported by a good number of well-trained support staff. The accommodation is good and good resources are used well to support teaching and learning. Strategies for providing a caring and safe environment for the pupils are very good, as are the procedures for the guidance and pastoral support of pupils. Links with parents, other schools and the community are very good.

LEADERSHIP AND MANAGEMENT

The school is **very well** led and managed. The headteacher provides excellent leadership with her experience and enthusiasm and, with the very effective support of the deputy headteacher, has created a strongly committed team of hardworking co-ordinators and a dedicated

governing body. The governance of the school is **very good**. Governors are very effective in the way they monitor the life and work of the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost unanimously, parents are very pleased with most aspects of the school's work. They are particularly pleased with the leadership and management of the school and the good quality of teaching. Pupils themselves are very pleased with the school. They like their teachers who make them work hard and most want to do their very best at all times. They greatly appreciate the help and support they receive from all staff.

IMPROVEMENTS NEEDED

- Improve the quality of assessment procedures for non-core subjects to match the good quality procedures in English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement by children in the Foundation Stage is **good**. The achievement of all pupils in Years 1 and 2 is **good** in English, mathematics and history and **satisfactory** in all other subjects reported. Achievement is **good** overall in Years 3 and 4 and **very good** in Years 5 and 6. By Year 6, standards are well above average in English and history and above average in mathematics, science, ICT, geography, music and physical education.

Main strengths and weaknesses

- Pupils make very good progress in English and history.
- In mathematics and science, investigative skills are good.
- The achievement of pupils with special educational needs is good due to the good support they receive.
- Higher attaining pupils are effectively challenged and achieve well.
- Pupils make good use of cross-curricular skills in literacy, numeracy and ICT to support their learning in other subjects

Commentary

1. Provision in the Foundation Stage is good. This is an improvement since the previous inspection when provision did not relate sufficiently to the needs of this particular age group. Attainment on entry to the school is broadly in line with expected levels. Good teaching in the reception class ensures that by the end of the reception year, a higher proportion of children than normal will exceed the Early Learning Goals² in personal, social and emotional development, communication, language and literacy and mathematical development. Most children will achieve the expected levels in the other areas of learning. Children in the reception class make a good start to their learning and quickly settle into school routines. As a result they learn to form very positive relationships with adults and other children. Achievement is good in personal, social and emotional development, communication, language and literacy and mathematical development and is satisfactory in all other areas of learning.

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

Standards in:	School results	National results
reading	16.8 (17.3)	15.7 (15.8)
writing	15.0 (15.5)	14.6 (14.4)
mathematics	17.7 (18.9)	16.3 (16.5)

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

2. When compared to national standards and the standards attained in similar schools (those with up to and including eight per cent of their pupils eligible for free school meals), the scores gained in national tests for seven-year-olds in 2003 were well above average in mathematics, above average in reading and average in writing. Teacher assessments

² Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements 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.

indicated that standards in science were above average. Test results over the past three years show trends in reading and mathematics, which are well above the national average and in writing above the national average.

3. Inspection evidence shows that achievement is good in Years 1 and 2, because the teaching is consistently of a good standard. It also shows that standards in the current Year 2 class are above expected levels in English, mathematics and history. In all other subjects inspected, standards are at expected levels.

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

Standards in:	School results	National results
English	30.0 (28.8)	26.8 (27.7)
mathematics	29.2 (28.4)	26.8 (26.7)
science	29.6 (30.6)	28.6 (28.3)

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

4. Results in 2003 tests at the end of Year 6, were very high in English, well above average in mathematics and above average in science when compared to all schools nationally. When compared to schools with a similar proportion of pupils eligible for free school meals, results were well above expected levels in English and mathematics and average in science. When compared to similar schools by prior attainment, standards were very high in English, well above average in mathematics and above average in science. Evidence also indicates that pupils had made very good progress in Years 3 to 6.
5. Inspection evidence shows that levels of achievement in Years 3 to 6 are good overall, with some very good achievement in Years 5 and 6. Standards in the current Year 6 are well above average levels in English and history and above expected levels in mathematics, science, ICT, geography, music and physical education.
6. Most pupils with special educational needs attain average standards, with a small minority attaining below average levels. They receive good support from teachers and learning support assistants and this enables them to make good progress towards their targets. In relation to their prior attainments they achieve just as well as other pupils. Their achievement is well supported by the school's arrangements for in-class support and in sessions when they are withdrawn for specific help. For example, in Year 6 they were seen working together successfully on tasks involving literacy, history and ICT skills. The achievement of higher attaining pupils is good overall and is very good in Years 5 and 6, where the teaching is consistently challenging and of a very good standard. The achievement of the very small number of minority ethnic pupils is good. None speak English as an additional language. Overall, girls achieve slightly better than boys, which matches the national picture.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Pupils' spiritual, moral, social and cultural development is **good** overall. Attendance is **excellent**.

Main strengths and weaknesses

- Pupils are very positive about school and greatly enjoy learning.
- The behaviour of pupils in and around the school is very good.

- Children in the Foundation Stage achieve well in their personal, social and emotional development.
- Pupils' spiritual, social and cultural development is good and pupils' moral development is very good.
- Attendance is excellent because pupils are enthusiastic to come to school and learn.

Commentary

7. The pupils' very positive attitudes to learning and their very good behaviour have been maintained since the previous inspection and remain strengths of the school. These strengths support pupils' learning very well. Pupils enjoy school, taking a pride in what they accomplish in lessons and joining in all the school's activities with enthusiasm. In lessons, pupils listen very carefully to others, work very well in small groups and share resources sensibly, thus enabling them to make good progress. Very good relationships exist between pupils and with all adults involved in teaching. Teachers and teaching assistants have high expectations of pupils' behaviour and set very good examples for pupils to follow. All pupils respond very well to these qualities. Pupils behave very well in and around the school. They value their surroundings and develop very good personal qualities. Chances to share their good work and celebrate other achievements in golden assemblies, provide effective incentives for effort, good behaviour and quality of work. The very positive ethos of the school permeates all its work.
8. Young children make good progress in their personal, social and emotional development in the reception class. Significant attention is given to establishing routines so that children can understand what is expected of them. They develop particularly good relationships with all the adults who work with them in this secure environment. They work very well together, learning to take turns, listen to each other and concentrate on their work.
9. The staff work hard to ensure that pupils who have special educational needs enjoy the same very good relationships with adults as all other pupils. As a result, they have positive attitudes to their work and are keen to do well. Pupils respect and care for each other and this encourages those who are less confident and raises their self-esteem.
10. Good opportunities to support pupils' spiritual development are provided, particularly in assemblies and in sessions set aside for pupils to discuss a wide range of personal and general issues. Pupils are regularly given time to reflect on particular themes and are confident when expressing feelings and thoughts. Pupils know right from wrong and they respond very positively to the high expectations staff have of them. The annual residential visit contributes to pupils in Year 6 developing their personal qualities to a high level. The good standards of pupils' social development can be seen in all lessons as pupils work together very well, sharing ideas and supporting each other. Pupils are given tasks both in class and around the school that develop their sense of responsibility well. The school council is very effective in promoting pupils' involvement in the school's development, and its members display mature, responsible attitudes. Improved provision for the development of pupils' cultural development is evident since the previous inspection. Visits to museums and other local places of interest improve pupils' understanding of their own culture. Pupils develop a greater understanding of people from other cultures and religions through, for example, their work on African art and Indian stories.

Attendance

11. Pupils' attendance is excellent and punctuality is very good. They enjoy coming to school and arrive in good time. In comparison with national statistics, pupils' attendance was above average in the last academic year and has improved even further in the present year. The procedures for promoting attendance are very good, and there are very few instances of unauthorised absence because the school ensures that they have an explanation of pupils' absence. The school's registers show that pupils are hardly ever late in arriving at school. These high levels of attendance and punctuality mean that pupils are able to take maximum advantage of the education that the school provides.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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
White – Irish
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
139	0	0
9	0	0
11	0	0
4	0	0
3	0	0
3	0	0
1	0	0
4	0	0
3	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching is **good** throughout the school, and very good in Years 5 and 6. Assessment is **good** in the core subjects. The statutory curriculum is **good** and is effectively enriched by a good range of additional learning opportunities. The school provides **very good** levels of care, support and guidance and pupils' views are actively sought and acted upon. Links with parents, the wider community and with other schools are **very good**.

Teaching and learning

The overall quality of teaching and learning is **good**. Teaching and learning are **good** overall in the Foundation Stage and in Years 1 and 2, particularly in English and mathematics. Teaching and

learning are **good** overall in Year 3 to 6 and are **very good** in Years 5 and 6. The quality of assessment is **satisfactory** overall but **good** in English, mathematics and science.

Main strengths and weaknesses

- The quality of teachers' planning is very good and subjects are often linked together very well into cross-curricular topics.
- Teachers ensure that pupils behave very well and concentrate hard and this has a positive effect on their achievement in most lessons.
- Teachers make good use of well-trained and effective teaching assistants.
- The teaching and learning of pupils with special educational needs are good.
- Teachers make good use of assessment information in English, mathematics and science to ensure that the lessons consistently meet the needs of all the pupils.
- Assessment information is not recorded in sufficient detail to effectively guide planning in subjects other than English, mathematics and science.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	9 (26%)	17 (48%)	8 (23%)	0	0	0

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

12. The quality of teaching is good overall. This is an improvement since the previous inspection when teaching was judged to be satisfactory with 16 per cent unsatisfactory. During this inspection, teaching ranged from satisfactory to excellent. There is a much higher proportion of good and better teaching than was observed in the previous inspection and no unsatisfactory teaching was observed.
13. The quality of teaching and learning in the reception class is good overall, with strengths in the teaching of personal development, literacy and mathematical skills. The children are provided with an interesting range of activities. Learning is particularly good and skills are developed well when the children work alongside the adults and talk about what they are doing and why. Teaching in Years 1 and 2 is good in English, mathematics and history and satisfactory in all other subjects. Strengths are in the teachers' insistence on very high standards of behaviour and the very good use of the highly trained and effective teaching assistants to make sure that all pupils do their very best and achieve well.
14. Teaching in Years 3 to 6 is good overall and in Years 5 and 6 teaching is very good and sometimes excellent. Teachers' planning makes good use of national guidance to ensure that pupils' learning develops systematically as they move through the school. Planning identifies very good links between subjects to make learning more meaningful for pupils. This is particularly evident in links between literacy, history and ICT. It was very evident in the Year 5 class when pupils were challenged to carry out very effective research and gather information about the Victorians to enable them to make well-considered oral and written responses to challenges in their history lesson. Pupils' numeracy skills are reinforced very well through planned links with ICT and science. Carefully planned homework, linked to classroom activities in several subjects, is set regularly throughout the school. Because the pupils can see the relevance of the tasks, it is completed conscientiously and returned on time. The work is marked carefully and this contributes to the good achievement of the pupils.
15. Pupils with special educational needs receive good support in their classes and good extra support from the special needs co-ordinator. This support helps these pupils to improve their understanding, to complete the tasks set on time and to make good progress. Teachers and teaching assistants focus clearly on the particular needs of these pupils, helping them to meet their individual targets. They are calm and patient and are clearly aware of pupils' emotional and physical needs while supporting them academically. The good support provided by teaching assistants contributes significantly to the good, and sometimes very good, progress made by these pupils.
16. Teachers have created very positive relationships with the pupils, based on trust and mutual respect. As a result, they are able to enthuse and encourage them to try their very hardest. Very good use is made of deadlines to motivate the pupils and to ensure that tasks are completed in the allotted time. As a result learning is very effective, since pupils work very hard and make the most of the time at their disposal.

Example of outstanding practice

Staff skilfully link together the essential skills and concepts within different subjects and teach them in an inspiring way that brings great relevance and excitement to pupils' learning.

In an excellent lesson in Year 5, pupils were not only taught about the history of the Victorian period, they were involved in high quality discussion about the similarities and differences between the social classes and the suffering of poor children. The teacher not only provided a very good range of resources but used rich and expressive language to describe events of the time, portrayed in early photographs and art work. This led to very good exchanges of views between pupils about the reliability of respective artefacts and illustrations when sifting through evidence as 'historical detectives'. The lesson contained many very good opportunities for pupils to practise their literacy skills and ICT skills as they researched deeper and deeper into evidence of local history, to conduct their own research about the period and the lives of Victorian people.

17. Assessment in English, mathematics and science is good. Individual and group targets are shared and regularly reviewed with pupils or groups of pupils in English and mathematics. In Years 5 and 6 pupils know their targets well, and these are also shared and reviewed with parents or guardians. Assessment in other subjects has yet to be developed and formalised as a means of guiding planning, target setting, tracking standards and achievement of pupils and reporting to pupils and parents. This has already been identified by the school as an area for development.

The curriculum

The curriculum is **good** overall. The enrichment of the curriculum is **good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The overall quality and range of learning opportunities are good and there are good links between subjects, especially in the use of literacy, numeracy and ICT across the curriculum.
- Subject leadership is good in providing clear guidance for what should be taught in all subjects.
- The curriculum for pupils with special educational needs is good.
- The school prepares pupils well for the next stage of education both within school and when they transfer to secondary school.
- Accommodation and resources are good and used well to enhance pupils' learning.

Commentary

18. At the time of the previous inspection a key issue was that planning for the curriculum was not helping pupils to progress systematically. This issue has been addressed very well in all subjects, particularly those with identified weaknesses in the previous report. The curriculum is now broad and balanced, covers all subjects of the National Curriculum and is relevant to the needs of all pupils. All statutory requirements are met. Subject leaders have worked hard to ensure that all elements of their subjects are taught through programmes of work and careful planning. Good links between subjects have been established, especially in the use of ICT across all subjects. The skills taught in literacy and mathematics are also being used effectively in other areas of the curriculum. For example, in the use of speaking and listening groups when pupils discuss their ideas in subjects other than literacy. The school also provides for the teaching of a modern foreign language, French, to the oldest pupils.

19. Provision and planning for supporting pupils with special educational needs are good and fully comply with the Code of Practice. Teachers and teaching assistants carefully adapt work to meet the specific needs of individuals, including their academic, personal, social and physical needs. This support enables pupils to access all subjects and improves their attitudes and responses to learning. Good liaison involves the special educational needs co-ordinator who works very closely with staff and pupils and provides very sensitive and effective support. This support follows the learning of pupils' respective classes and enables them to achieve well in relation to their set targets and to reach their full potential.
20. To help pupils with their preparations for the change of class each year, offers are made to parents to discuss their children's move. This includes transfer from the reception class to Year 1 and parents of other year groups are also encouraged to visit their children's next classroom and teacher. The school also arranges for pupils to meet with their new teacher in their secondary school when the Year 6 pupils have their induction day.
21. The enrichment of the curriculum is good. A number of visits are arranged, linked to different subjects, which excite and enthuse pupils and promote good achievement. A variety of visitors come to school to talk to pupils. The range of extra-curricular clubs is satisfactory. A strength is the large number of pupils who get the chance to participate in sporting activities, both in school teams and in after-school clubs.
22. The school benefits from having had no major staff changes over the last two years and, because of this, teachers and teaching assistants know the pupils well. The school is spacious, with large classrooms, a multi-purpose hall, a library, a small computer suite and several practical areas. There are two playgrounds and spacious and attractive grounds that are used effectively to enhance the curriculum. The reception class has been extended and has a covered outdoor play area. This is another improvement since the previous inspection. However, there is still a need to provide a better range of large equipment for the reception children, a fact that the school is taking action to improve.

Care, guidance and support

The school provides **very good** levels of support and guidance for pupils. The levels of care that the school takes of pupils are **very good**. The school is **very effective** in the way that it consults pupils about aspects of its work.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are very well established.
- All the staff know the pupils very well, care for them and guide their personal development.
- The school council is a very good way for the school to take account of pupils' views.

Commentary

23. Child protection procedures are in place, with the headteacher and the special educational needs co-ordinator sharing the role of designated person. All members of staff are fully aware of their responsibilities in this regard. Routines for dealing with first aid and accidents are well established with all staff trained in emergency first aid and two staff fully qualified. There is a health and safety policy in place and thorough formal risk

assessments are carried out and reviewed by the governing body every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested weekly and practice evacuations of the premises take place each term.

24. With the school being a vital part of the local Catholic community, teachers and other staff in school know the pupils and their families very well. The school makes good arrangements for the induction of children and provides continuing support of good quality to give them a confident start to their education. Academic progress is monitored very effectively in the core subjects. Personal development is monitored through open discussion on a range of relevant topics and the personal, social and health education curriculum, which is timetabled in every class. Teachers share in the pupils' personal development, and this is clearly demonstrated by the perceptive comments that they make in annual reports to parents. Older pupils take on some responsibility for the care of the younger pupils through the buddy scheme or simply by befriending them in the playground when they are lonely or upset. Besides helping the school to care for the younger pupils, this is a positive feature in the personal development of the older pupils.
25. Informally, through general discussion, and more formally through surveys and the school council, the staff and governors take account of the views of pupils. Pupils thoroughly enjoy participating in the school council and are pleased that their views have been taken into account. Examples include changes to the school meals menus, additional play equipment, a playground football rota and selecting the items of equipment for the activity playground. Additionally, the school council has organised fund-raising events for a number of charities. All these activities give pupils an increased sense of responsibility, for the school as a community, and also for others less fortunate than themselves.
26. The headteacher and staff are very aware of the needs of individuals, and pupils with special educational needs are identified early in their school lives. This is reflected in the good provision made for them in the reception class and ensures that they receive good levels of support throughout the school. Individual learning plans are of very good quality and are very detailed. They are reviewed and updated regularly and teachers and support staff keep a close eye on progress. Good liaison takes place between teachers and the special educational needs co-ordinator. As a result, they know these pupils well and have a clear awareness of their strengths and weaknesses.

Partnership with parents, other schools and the community

The school's partnership with parents, the wider community and with other schools is **very good**.

Main strengths and weaknesses

- Parents have a very high regard for the school.
- Parents receive detailed information about the school and very good reports on their children's progress.
- The parents' forum fosters a strong relationship between the school and parents.
- The church and wider local community are actively involved in the school.
- Liaison with other schools and pre-school groups in the area is very good.

Commentary

27. Parents are very happy with the school. At the parents' meeting, in discussions during the inspection and in the questionnaires, no significant concerns were expressed. Parents appreciate the Catholic ethos of the school, the care that the staff take, the behaviour and quality of relationships between pupils and staff, and the academic standards that their children achieve. The school provides parents with relevant information and has recently achieved the award for 'Working in Partnership with Parents'. At the end of the summer term parents receive, and greatly appreciate, good quality and comprehensive annual reports for their children. These reports include a perceptive commentary on social and personal development. In the associated pupil profile document, pupils self-appraise their own progress and targets, and action plans are recorded.
28. Parents help their children at home with their homework assignments, and a number come into school to assist in class. This help supports pupils' learning effectively. Parents also support the fund-raising activities of the friends-school association, which regularly raises very substantial funds that have been used to improve the school's facilities and provide additional resources. Consultation and ongoing dialogue with parents is notably enhanced by the parents' forum, which has representatives from each year group and meets the headteacher formally on a regular basis to talk through parents' concerns. Forum representatives also assist in conscripting parental help for school trips and welcoming any parents new to the school during the year. All parties concerned see this forum as a very effective mechanism for liaison between the school and parents.
29. The school has very close and strong links with St Hugh of Lincoln Church. The school is quite simply part of the life of the church community. Pupils attend services on feast days, the church and school distribute each other's newsletters, jointly organise a summer fête and the priest holds a parish mass before school every Thursday. These positive factors also contribute effectively to pupils' learning and personal development. Additionally, pupils enjoy a wide range of trips to places of interest, and visitors such as the fire brigade, road safety experts, the Red Cross and the local history society. All these activities enrich the educational experience for the pupils, with the close relationship of the church and parish enhancing the strong Catholic ethos of the school.
30. The school is one of five Catholic primary schools linked to St John the Baptist Secondary School, to which nearly all the pupils transfer. Liaison between all these schools is close, with a well-managed programme for pupils to transfer on to Year 7. At the end of June all pupils have a trial afternoon in their next class with Year 6 pupils spending a whole day in their new school. This helps give them confidence to face the forthcoming changes. Liaison with pre-school groups is equally strong with this school being the formal hub of a cluster of some 15 different pre-school centres, who send co-ordinators to regular meetings in school.

LEADERSHIP AND MANAGEMENT

The headteacher provides **excellent** leadership. The leadership of other key staff is **good**. Management is **very good**. Governors know and support the school **very well**.

Main strengths and weaknesses

- The excellent leadership, drive and vision of the headteacher have resulted in very good improvement since the previous inspection.
- The monitoring of teaching and learning has been very effective in improving the quality of education in many subjects of the curriculum.

- The deputy headteacher makes a very good contribution to the leadership and management of the school.
- Leadership and management of the Foundation Stage and of subject leaders are good.
- The governing body makes a very good contribution to the management and development of the school.
- The contribution to teacher training is very good and the induction of new staff is good.
- Finances are controlled and managed very well.

Commentary

31. At the time of the previous inspection, the present headteacher had only been in post for a term and a half. Prior to her appointment there had been a long period of instability of the senior management team. The relatively new leadership and management of the headteacher was judged to be purposeful and providing a new and clear direction for the school. However, the overall leadership and management of the school and the role of the governors were judged to be areas for improvement. Since that time, the headteacher has successfully built on the positive impact she made when appointed and provides excellent leadership. With the support of the very good deputy headteacher, the senior management team and the governing body there is a strong, shared commitment to improvement and to high achievement. The headteacher has helped to motivate and build a community with a common commitment and has systematically dealt with each priority as it has been identified. This approach has taken the school from one where, five years ago, there were overall weaknesses in leadership and management and unsatisfactory progress in a number of subjects, to one where now there are considerable strengths in many areas of the school's work and where all pupils achieve well.
32. Among the many weaknesses in leadership and management at the time of the previous inspection was the ineffectiveness of staff with responsibility for managing subjects. Subject leaders and staff with management responsibilities all now do an effective job, which has resulted in the improvement in teaching and standards in many subjects as a result of the agreed priorities in the school development plan. The management of the school's arrangements for pupils with special educational needs is good. The co-ordinator is an experienced teacher who has a good view of the whole-school picture and is committed to further improvement of the school's provision. This includes continuing to refine teachers' and teaching assistants' expertise.
33. The headteacher and senior staff have been very effective in monitoring teaching and learning, and this has contributed to the very considerable improvement in the quality of teaching. The headteacher has developed weaker areas and is aware of the need for further improvements in teaching. Standards have also risen considerably since the previous inspection as a result. Lessons are observed regularly and appropriate points for development are noted. However, not all co-ordinators have the opportunity to regularly observe colleagues teaching. The headteacher is aware of this need and is preparing an action plan accordingly. New members of staff are given good support and are mentored well by designated colleagues. The school makes a very good contribution to teacher training.
34. Governors know the school very well and share fully the vision that is driving the school forward and raising standards. This represents very good improvement since the previous inspection, when the role of governors was judged to be unsatisfactory overall. Governors now

visit and report on activities and learning in the school and are not solely dependent on the headteacher and staff for information. They have a very good appreciation of the need to apply the principles of best value in the school's work, including comparing how well the school is doing with schools nationally and locally. They ensure that, in determining spending priorities, judgments are made about the benefits and impact on pupils and continuing improvements in provision. All legal requirements are fully met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	502,848	Balance from previous year	12,858
Total expenditure	505,799	Balance carried forward to the next	9,907
Expenditure per pupil	2,504		

35. The school office is run very efficiently. Financial planning and control are very effective. They involve all relevant parties where appropriate and fully support the areas of improvement identified in the school's development plan. The school's administrative officer and the chairman of finance of the governing body both have very relevant experience in financial management, which ensures that financial control is very well structured and rigorously monitored. The pre-inspection parents' questionnaire shows that parents are very happy with the quality of leadership and management of the school. Given the good achievement of pupils, the high standards attained, average spending costs and the very good improvement following the previous inspection, the school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision in the Foundation Stage is **good**. This is an improvement since the previous inspection when provision did not relate sufficiently to the needs of this particular age group. Attainment on entry to the school is broadly in line with national expectations. Overall, teaching and learning are good in the reception class and by the end of the reception year a higher proportion of children than normal will exceed the Early Learning Goals in their personal, social and emotional development, in communication, language and literacy and in mathematical development. Provision for children with special educational needs is good. Effective planning provides a good balance between adult-led activities and those chosen by children. The leadership and management are effective and involve the teaching assistants taking a responsible role in leading groups and making observations of children's progress in consultation with the teacher. A wide range of interesting activities is provided and children are very well cared for in a generally well-resourced environment. Despite the increase in resources for outdoor play some large fixed and construction type apparatus is still lacking. The extension of the classroom and the provision of a covered outside area have provided dedicated areas linked to the areas of learning for reception children. This also is an improvement since the previous inspection. Children are being prepared well for their move to Year 1 in September.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well through good teaching and most will reach higher standards than expected by the end of reception.
- Well-established routines help children to learn about acceptable behaviour.
- Children successfully develop their ability to work independently.
- The very caring atmosphere enables children to establish very good relationships.

Commentary

37. Teaching in this important element of the curriculum is good. As a result, children make good progress in their learning. They have very good attitudes towards the work they do in school and behave very well. The adults act as very good role models and set clear boundaries that ensure the children know what is expected of them, particularly how to behave. By this time in the year, children know the routines very well, settle down to the activities and behave very sensibly. All the children are eager to learn, attempt the activities provided and show great interest in what they are doing. They concentrate and persevere with an activity to finish it. Children clear up after themselves and many do this without much prompting. The teacher and teaching assistants, who are very kind and caring, work well together and promote children's personal and social development very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children develop their understanding of letter sounds and their names very well.
- Children are given plenty of good opportunities to develop their language skills in other areas of learning.
- There are good opportunities for children to talk to adults and to each other.
- On some occasions children are expected to sit and listen for too long.

Commentary

38. Teaching and learning in this area are good. Children are given every opportunity to develop their knowledge of letter sounds and their names and learn well as a result. They regularly practise the names and sounds of all the letters of the alphabet and know the sound made when two letters come together in a word. This contributes well to their reading skills. All children recognise their own name and many are reading simple sentences. There is a defined area where books are displayed attractively to encourage children to share books and develop their interest and ability in reading. They respond to this provision well and are inspired to read as a result. Learning is well supported by a successful home-reading arrangement for sharing books.
39. Most children write their own names independently and many write simple words and sentences by identifying the sounds. Their progress in writing is further helped because they learn from clear, well-formed adults' writing. There are many examples of writing in the classroom in the form of labels on objects and on displays to help children with their writing. A good range of activities are provided for children to practise writing patterns, to make lists and to use books for their own writing.
40. Staff take every opportunity to encourage children to communicate orally. Many children are confident in speaking and have a good range of spoken vocabulary. Teaching assistants are particularly adept at encouraging children with special educational needs to explain what they are doing. Children readily chat to each other about their pets in the role-play area as they dress up as the vet and the pet shop owner. However, in some sessions, children are expected to sit and listen to adults for too long, before being set to work on their own activities. Most children have the confidence to talk to visitors and involve them in their activities. When children enter school their language skills are what is expected for children of this age. By the end of reception most children will meet national expectations and a small number will exceed them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of activities, which motivate the children.
- Adults use every opportunity to encourage children to count in other areas of learning.
- Introductions to mathematics sessions can be too long and explanations too complicated for lower attaining children.

Commentary

41. Teaching and learning in this area are good. By the end of the reception year, a higher proportion than normal will exceed the Early Learning Goals. Children benefit from the good support they receive from teachers and teaching assistants who patiently help them to understand new mathematical ideas as well as to practise the things they know. Children enjoy a wide range of activities as they explore numbers and make good progress in their learning. However, the introductions to some mathematics sessions can be too long and explanations too complicated for lower attaining children.
42. All children count to ten and many count well beyond, some to over 100. They recognise numbers over 20 and count up to 20 in twos and up and back to 100 in tens. They add and subtract numbers between one and 20 and most children work out sums using one and two 'more than' or 'less than' given numbers. They respond enthusiastically to mental challenges, counting and naming objects around the room. Children see mathematics all around them and are encouraged to count at every opportunity outside their normal numeracy sessions. For example, they count the number of large balls they use in their outdoor play. Children correctly name the days of the week, say what day it is and what the day was yesterday and will be tomorrow. They recognise and name two-dimensional shapes such as a circle, square, triangle and oblong and know how many edges and corners each has. Children use words such as 'more than', 'less than', 'heavier' and 'lighter', and understand full and empty, and the differences, when playing in the sand tray.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good opportunities to explore living things and the world around them.
- Children make good progress with ICT skills as they have regular access to the computer suite and other equipment.

Commentary

43. Teaching and learning are satisfactory in this area. Children are very curious about the world in which they live. They learn about the life cycle of a butterfly and sequence pictures in the correct order. They know that some objects are attracted to a magnet and some are not. Children have regular planned visits to the computer suite and, as a result, they are making good progress in their ability to use the mouse control to draw pictures and patterns on screen. They type a sentence stating who they are with the correct use of the shift key for capital letters and the space bar for gaps between words. Within the range of planned activities, children learn some of the properties of materials as they play with sand, water, fabrics and paper with different textures. They operate an audio cassette player to listen to stories and talk about what they have heard. They use construction kits to make models as part of their tabletop activities and this is linked to work in other areas of learning. Children learn about present and past events in work about themselves and their families. Most children achieve satisfactorily and will meet national expectations by the end of reception.

PHYSICAL DEVELOPMENT

44. Very little teaching was seen in **physical development** and it is not possible to make a judgement about provision. Outdoor play takes place mostly in the afternoon and the

suitable activities planned make adequate contributions to children's physical development. There is a satisfactory number of large wheeled toys and a suitable variety of small apparatus, which help children's learning. Children have access to the outside area used by pupils in Years 1 and 2 but there is no fixed apparatus nor large construction materials specifically designed for children of this age, and this is likely to limit the progress that they can make.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A wide range of activities gives children opportunities to experiment with painting, drawing and modelling.
- Children use their imagination to explore materials and tools.

Commentary

45. Teaching and learning are satisfactory in creative development and most children will meet the Early Learning Goals by the end of reception. Overall achievement is satisfactory. Children use pencils, paintbrushes and crayons well. There are good examples of children experimenting with paint and using different materials and tools to create models. Good planning encourages children to take the part of different characters in the role-play area, enables them to use their imagination and to use other tools such as the telephone, calculator, pens and rubber stamps. They clap and beat out the rhythm of the names of animals and fruit from a story, both with their hands and with musical instruments.
46. Outdoor play takes place mostly in the afternoons and the activities planned make a contribution to children's physical development. The play area has no appropriate markings but there are adequate large wheeled toys and a variety of small apparatus. Children have access to the outside area used by Year 1 and Year 2 pupils, but there is no fixed apparatus or large construction materials specifically designed for children of this age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6.
- Very good provision has led to very good achievement by pupils.
- Consistently good and better teaching builds on good planning and the use of regular assessment.
- Improved teaching of literacy skills supports very good links with other curriculum subjects.
- The subject co-ordinators provide very good leadership and management.

Commentary

47. By the end of Year 2, standards are above average in speaking, listening, reading and writing and by the end of Year 6, standards are well above expected levels in all aspects of the subject. The achievement of all pupils is good overall and very good in Years 5 and 6. Boys and girls achieve equally well. A good proportion of pupils with special educational needs achieve well to reach expected levels. Higher attaining pupils achieve very well.
48. The school's procedures for implementing and adapting the National Literacy Strategy have been consistently very effective. Very good guided reading and writing sessions play important roles in maintaining high standards. In Years 1 and 2, the pupils explore the differences between written and spoken language and good links are made to all aspects of learning in language and communication. By the end of Year 6, pupils demonstrate very good all round standards in literacy in many links with other subjects.
49. Standards in writing are above average by the end of Year 2 and well above average by the end of Year 6. Teachers plan a wide range of tasks to enable pupils to develop their writing skills. Pupils effectively demonstrate different styles of writing. A good example of poetry was seen in Year 2 when pupils wrote their own imaginative nonsense poems in the style of Spike Milligan. Year 6 pupils demonstrated very good skills and considerable maturity in identifying similarities and differences in the writings of two Charles Dickens' novels – 'Oliver Twist' and 'Nicholas Nickleby'.
50. Most pupils speak, listen and read confidently and make very thoughtful contributions to discussions, as demonstrated in Years 1 and 2 when discussing and writing about characters in their storybooks. Good prompts by teachers stimulate good responses from pupils. All pupils, including higher attainers and those with special educational needs, are suitably challenged at their different levels of capability to achieve their full potential. All pupils have very good attitudes towards reading and enjoy small group sessions, discussing and sharing the enjoyment of stories together. Guided reading sessions for younger pupils in Years 1 and 2 are led well by teachers to focus on key elements such as vocabulary, letter sounds and sentence structure. Older pupils in Years 5 and 6 were observed reading information to share and debate ideas about the Victorian period. They did this very successfully and developed a very good understanding of challenging texts and ideas contained within them in response to the very good subject knowledge and challenges from the teacher. The range of standards within these aspects of English is well above expected levels and shows very good improvement over time from their original assessments.
51. The quality of teaching is good overall. It is good in Years 1 to 4 and very good in Years 5 and 6. As a result, the quality of learning increases as pupils progress through the school. In the best lessons, teachers plan a good range of stimulating and well-planned activities, regularly assess pupils' progress and challenge them by adjusting the pace of learning in relation to the rate of achievement. Lessons are well structured, often stimulating and good links with other subjects provide a clear sense of purpose. Relationships are very good and bring a happy and co-operative spirit to learning activities. All teachers use questions and prompts skilfully to promote further understanding of tasks and to stimulate different ways of thinking. As a result of these effective strategies, all pupils achieve well. Boys and girls achieve equally well in the subject. This is due to the focus placed on interesting texts and the effective direct teaching in lessons of small mixed groups alongside worthwhile activities for the rest of the class.
52. The joint co-ordinators have supported colleagues very well in maintaining the school's development of literacy. Assessment procedures are good and are used effectively to track pupils' progress and meet the needs of all pupils. Resources are of good quantity and quality and are used very well to support pupils' learning. Improvements include a wider range of resources and visits by authors and storytellers. Good involvement with homework by parents encourages pupils, supports their learning and the school's efforts to maintain high standards. There has been good improvement since the previous inspection when standards in all areas were judged to be above average by the end of Year 6.

Language and literacy across the curriculum

53. The school's provision for language and literacy makes very good links across the curriculum. Teachers plan interesting activities in subjects such as geography and history to consolidate and extend pupils' literacy skills. There are good links with ICT when lessons in the computer suite focus on reinforcing key skills in both subjects. The school places a high priority on the development of speaking and listening skills in all lessons. Teachers strongly encourage all pupils to share and discuss how they have used their knowledge and skills to complete written tasks successfully. Pupils respond well with very imaginative answers and their interaction is very productive. These experiences later help pupils to contribute their own good quality views relating to the different subjects involved.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain above average standards.
- Teaching is good overall and supports learning well.
- Pupils' attitudes to the subject are very good.
- Marking of pupils' work is not consistent.
- The leadership and management of the co-ordinator are good.

Commentary

54. Standards by the end of Year 2 and Year 6 are above average. As a result of the overall good teaching throughout the school, standards have improved by Year 2 since the previous inspection, when they were judged to be average, and have been maintained at above average levels by Year 6. Pupils, including those with special educational needs and talented pupils, achieve well because of good teaching, well-matched work and good support by learning support assistants for lower attaining pupils. No differences were observed in the achievement of boys and girls.
55. Teaching and learning are good overall and have improved since the previous inspection when they were judged to range from unsatisfactory to good. No lessons observed were less than satisfactory. The good teaching has a positive impact on pupils' learning, which is seen in the very good test results in Year 2 and Year 6 for the last three years. By Year 2 and Year 6, a higher proportion of pupils than expected achieve Level 3 and Level 5 in the national tests, though indications are that there is a smaller percentage of higher attaining pupils in the present Year 2 and Year 6, and so test results this year are not expected to be as high as in previous years. Learning support assistants are well deployed to teach and support groups of pupils, especially lower attaining pupils. They have a good understanding of their roles and support pupils well. This represents good improvement since the previous inspection when there was little support for pupils with special educational needs. Teachers manage their pupils very well. This, and the appropriately matched work, results in very good attitudes overall by pupils, who want to learn and who work very well together.

56. Where teaching is satisfactory, teachers do not always stress the mathematical vocabulary of the lesson or encourage pupils to expand their explanations and use of mathematical language, in order for pupils to share different methods. Opportunities are missed to extend pupils' understanding of key concepts. The majority of teachers share the objectives of the lesson so that pupils know what is to be learnt and why. However, in the satisfactory lessons they do not always use the end of lesson review period to return to the objectives or encourage pupils to self-assess whether they have achieved the objectives, so that they are aware of their own learning and their own areas for improvement from the lesson.
57. The marking of pupils' work is satisfactory. The best marking includes comments and targets to move pupils forward in their learning but, in other examples, teachers' marking is mainly through ticks to show answers are correct. However, teachers' assessment of pupils' work is good and has improved since the previous inspection when assessment was judged to be unsatisfactory. Group targets are set from reception to Year 2 and individual targets for pupils in Years 3 to 6. By Years 5 and 6 pupils have a good understanding of their long-term targets and talk positively about their work and how it can be improved.
58. The co-ordinator has analysed test results to identify strengths and areas for development, which are identified in the school development plan. She regularly tracks a cross section of pupils from each class to sample standards, achievement and progression. This results in a good understanding of pupils' learning and strengths and areas for development in the mathematics curriculum. However, she has not had regular opportunities to observe teaching and learning at first hand. The numeracy governor supports the subject very well and regularly works with groups of pupils to extend their skills and knowledge in mathematics.

Mathematics across the curriculum

59. The use of mathematics and numeracy across the curriculum is good. Teachers plan activities well in other curriculum subjects such as science, history and geography to consolidate and extend pupils' numeracy skills. For example, in science, pupils draw graphs and charts to show the results of friction experiments. In geography, they plan and price a holiday abroad for a family of four and in history, timelines and dates are used to develop an understanding of chronology. These tasks are having a positive impact on the high standards in mathematics and give pupils the opportunity to use mathematics in real-life situations. In the good lessons observed teachers also encouraged pupils to discuss work and explain strategies with a partner, which contributed well to pupils' speaking and listening skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The standards reached by pupils are above average by the end of Year 6.
- Pupils, particularly those in Years 5 and 6, achieve well.
- There is regular planning for pupils to carry out investigations.
- Assessment of pupils' learning is good.
- Subject leadership and management are good.

Commentary

60. Pupils start in Year 1 with an average understanding of the world about them and are achieving satisfactorily in Years 1 and 2. Standards in science by the end of Year 2 are average. This is the same judgement as at the time of the previous inspection. Boys and girls achieve equally well.
61. The assessments made by teachers at the end of Year 2 in 2003 showed standards to be above average. Initial assessments from this year are tending to show fewer pupils with the higher than expected Level 3. Standards in Year 6 are above average as they were at the time of the previous inspection. The results of the tests in 2003 for eleven-year-olds showed that all pupils obtained scores at nationally expected Level 4 and above. Evidence from the scrutiny of work, discussion with pupils in Year 6 and with the subject leader show that these above average standards will be maintained at the end of this year. Inspection evidence shows that pupils in Years 3 to 6, particularly in Years 5 and 6, achieve well, including those with special educational needs.
62. Evidence shows that pupils are taught all elements of science effectively as they move through the school. Pupils in Years 1 and 2 make satisfactory progress in their learning. They make careful observations and, in response to good prompts by teachers, use the correct scientific vocabulary. Good planning by teachers enables pupils to gain a good knowledge of living things, and to know that a prediction is a sensible guess about what might happen in an investigation. They know how some materials change when they are heated and are aware of the safety issues when working with simple electric circuits. By Year 6, pupils have made good progress in their learning and achieve well. They plan their own investigations in response to the good challenges by teachers. They know how to carry out an investigation in a scientific way and that they must repeat observations and measurements to ensure reliability. They describe the functions and positions of the main organs of the body. They understand the differences between a solid, a liquid and a gas, how they change, and explain clearly the force of gravity and how air resistance affects falling objects.
63. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. In the lessons seen during the inspection, teaching varied from satisfactory to good. Where it was good, the teachers' enthusiasm was communicated to pupils and the lesson proceeded at a good pace with pupils showing a real interest and enthusiasm for science. Here the learning was good. All lessons are well prepared and build well on pupils' previous learning. Teachers assess pupils' attainment well, both during lessons and at the end of each unit of work. Links with other subjects are appropriately made. For

example, pupils in Year 6 use their knowledge of the harmful effects of drugs to create a multimedia presentation in ICT.

64. The subject co-ordinator has made good improvements since the previous inspection. She has provided clear guidance of what should be taught with the introduction of a new programme of work. She has also ensured, through her checking on standards, that a balance is maintained between enquiry skills and scientific knowledge. She has observed teaching, looked at teachers' planning, talked to pupils and looked at their work and has used this information well to maintain the standards. She has identified the further improvement of assessment as her priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The standards pupils have reached by Year 6 are above expected levels.
- Pupils are confident and enthusiastic in their use of ICT.
- ICT is used very well across other subjects of the curriculum.
- The co-ordinator provides good leadership and management.
- Assessment of ICT is underdeveloped.

Commentary

65. Pupils in Years 1 and 2 achieve satisfactorily and pupils in Years 3 to 6 achieve well. The standards attained are an improvement from the previous inspection when, by Year 6, standards were judged to be below average. Most pupils in Year 2 save, print and retrieve their work. Pupils in Year 6 are confident in their use of the Internet to find, evaluate, select and use information. They are very confident about the basic keyboard functions when word-processing. Boys and girls achieve equally well and have the same levels of enthusiasm for the subject.
66. Pupils cover all aspects of ICT through a programme of work that is based on an adaptation of national guidance to fit with the school's topics. They learn to use text, graphics, the Internet, data handling and analysis, control procedures, remote sensing, modelling and digital imaging. They make good use of their knowledge and skills to enhance what they learn in other subjects. In Years 3 to 6 learning is good, building on the satisfactory progress made in Years 1 and 2. Pupils with special educational needs make good progress in their learning due to the good support provided for them.
67. Teaching is good overall. This is an improvement since the previous inspection when it was unsatisfactory. The major strength in teaching is the way teachers plan ICT links in a whole range of other subjects. All the ICT lessons seen during the inspection were of this type. Teachers combine the teaching of ICT skills and their use in other subjects very well. For example, in Year 2 the teacher gave a clear demonstration of the operation of a floor robot as part of a mathematics lesson and pupils responded well in their own tasks. Teaching in Years 3 to 6 is good due to teachers' higher expectations and extending of pupils' skills and understanding. Higher attaining pupils, particularly in Year 6, are very confident in the use of their skills. This was shown in the challenging task of planning a foreign holiday using information from the Internet on accommodation, the route and the destination. Other pupils working independently on computers show very good use of the skills they have learnt. Discussion with pupils shows they have learnt the skills of ICT well and made good use of them in all subjects. Evidence shows that, as a result of the

improved teaching and planning, learning and achievement are good by the end of Year 6.

68. The good leadership and management by the subject leader is also an improvement since the previous inspection when there was no structured approach to planning. She has provided clear guidance on the use of programmes linked to each unit of work in ICT. She has also ensured that ICT is integrated into teachers' planning across all subjects. Assessment is being developed through the use of portfolios of pupils' work in each year group. These examples of pupils' work are not yet linked to the standards for ICT and do not yet provide clear guidance on the sequence of skills that pupils need to learn. The subject leader has identified this as a priority for development as well as the provision of more portable computers to supplement the small computer suite. Resources in the subject are satisfactory. Teachers make good use of the ICT suite and all classes have computers to supplement work carried out in the suite.

Information and communication technology across the curriculum

69. The use of ICT across other subjects is good. It has been carefully integrated into the planning for all subjects and many examples were seen during the inspection. Pupils have used word processing to tell stories, describe mini-beasts in science, gather information about Egyptian Pharaohs and the Victorians in history, and much more. Older pupils use the Internet to research and gather information to produce a high quality information leaflet about Woking. All this work is good quality.

HUMANITIES

Religious education was not part of this inspection. It will be reported on by a separate Section 23 inspection at a later time.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Standards are above expected levels by the end of Year 6.
- Teaching is good.
- The subject is led and managed well.

Commentary

70. By the end of Year 2, pupils' achievement is satisfactory and standards are at expected levels. By the end of Year 6, pupils' achievement is good and standards are above expected levels. Standards and achievement have improved since the previous inspection, when they were judged to be satisfactory overall but with some weaknesses in the use of geographical skills. By Year 6, pupils have a good knowledge of places and environments in different parts of the world and use their knowledge and understanding to respond to different challenges. All pupils, including those with special educational needs, achieve well.
71. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. All lessons seen during the inspection were satisfactory or better. In one lesson observed teaching was very good. Teachers have good subject knowledge and use resources well to motivate and interest pupils and to develop their skills of enquiry. For example, in a Year 2 lesson,

the teacher used photographs she had taken of seaside locations to stimulate discussion on the similarities and differences between different seaside resorts and between the resorts and the school's locality. Teaching in Years 3 to 6 is good with a greater emphasis on developing and extending key skills. In extending their learning effectively as a result, Year 5 pupils use their research and enquiry skills to produce well-presented topics on India. Teachers manage their pupils very well. As a result of teachers' good subject knowledge, good use of questions in lessons and very good management, pupils are highly motivated and interested in their work. This also stimulates the good achievement by Year 6.

72. The co-ordinator regularly samples a cross section of pupils' work to monitor standards, achievement and progression. This results in a good understanding of pupils' learning and identifies strengths and areas for development. However, she has not had regular opportunities to observe teaching and learning at first hand. At the time of the previous inspection, there was no planned programme of work and resources were unsatisfactory. A programme of work is now in place, which ensures good progression in the subject, and resources are now adequate. There has been good improvement in the subject since the previous inspection.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Pupils have very good levels of historical knowledge and understanding by Year 6.
- Standards have improved considerably since the previous inspection.
- Teaching is good in Years 1 and 2 and very good in Years 3 to 6.
- Cross-curricular links are very well developed.
- The co-ordinator provides excellent leadership in the subject.
- The formal recording of individual achievement is only in the early stages of development.

Commentary

73. All pupils achieve well and by the end of Year 2, standards in history are above expected levels and by the end of Year 6, are well above expected levels. This is very good improvement since the previous inspection when progress was judged to be unsatisfactory. The curriculum has been developed very effectively and by Year 6 pupils achieve very well and have developed very good levels of subject knowledge and skills of historical enquiry. This is because of the range of challenging, interesting and meaningful tasks they are set, both in lessons and for research topics.
74. By Year 2, pupils' learning is good as they develop a good sense of the past. They develop a good sense of historical enquiry and analyse why events such as The Great Fire of London happened and what the consequences were. Teachers encourage pupils to look closely at events, characters, the changes that took place and what can be learned from them. These skills are further developed in Years 3 and 4 and very strongly in Years 5 and 6. Close links with literacy and geography are used very effectively by teachers to make the subject very interesting and meaningful. These qualities were seen to outstanding effect when Year 5 pupils' very good knowledge and understanding of Victorian times were very evident. They discussed and compared differences and similarities between the different social classes at that time. In response to the teacher's

excellent subject knowledge and very high expectations, they thoroughly evaluated information sources and challenged each other's evidence. The local area is rich in history, and pupils' learning is very effectively linked to this. A very good range of resources has also been collected by the co-ordinator and these resources, plus regular visits into the locality, inspire pupils to show high levels of enthusiasm and interest, resulting in very good achievement and learning. Further very good links with literacy and ICT are made when gathering data and creating their own database to support their writing of articles and events based on local and other historical evidence. By the end of Year 6, standards are well above expected levels.

75. The very enthusiastic co-ordinator provides excellent leadership and management of the subject. Well-organised visits to museums and historical buildings enhance and develop pupils' knowledge and understanding. One area for further improvement, identified by the co-ordinator, is the need for assessment procedures to track pupils' progress and guide planning across the age range. The co-ordinator has recently introduced new procedures to facilitate this provision but there has been insufficient time for them to be put into practice.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Only limited observations were made in art and design and design and technology. It is, therefore, not possible to report fully on overall provision in these subjects. Inspectors gathered evidence from the subject co-ordinators, looked at examples of planning, displays of pupils' work and spoke to pupils about their work, in order to sample the school's arrangements for these areas. Music and physical education are reported in full.
77. Based on the limited evidence available, it is not possible to make overall judgements about teaching and learning in **art and design**. In the one lesson observed, teaching was good and the teacher showed a good knowledge of the subject. An analysis of teachers' planning and displays of pupils' work indicate that by the end of Year 2 and Year 6 standards are at expected levels. Provision ensures that there is a breadth of activities and that skills are systematically developed. This represents good improvement since the previous inspection when there was no programme of work to support progression of skills, and opportunities to use a range of materials were limited, especially for older pupils.
78. In **design and technology**, no lessons were planned to take place during the inspection. Discussion with pupils about work in their books and on display showed that they are experiencing a good range of materials and techniques and reaching the expected levels in the subject. Pupils develop their skills through a carefully planned programme of lessons that link well with other subjects in the curriculum. This is an improvement since the previous inspection when provision was unsatisfactory and pupils made little progress.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards are above expected levels by the end of Year 6.
- There is a good range of extra-curricular activities, which enrich pupils' learning.
- The teaching in Years 3 to 6 is good.
- Teachers plan challenging and relevant activities in lessons.

- Subject leadership and management are good.

Commentary

79. Achievement by pupils in Years 1 and 2 is satisfactory and they attain expected levels. By the end of Year 6, pupils' achievement is good and attainment is above expected levels. Following the previous inspection, the school identified the need to introduce specialist teaching to the subject in Years 3 to 6. This was achieved through the appointment of the current music teacher almost three years ago. The quality of teaching and learning is now good in Years 3 to 6, and pupils benefit greatly from the very good subject knowledge of the specialist teacher.
80. Pupils in Years 1 and 2 sing tunefully and with good expression. Pupils work together well when performing. In a Year 2 lesson, pupils responded well, having listened to *Night on a Bare Mountain* by Mussorgsky. They composed and performed their own imaginative phrases representing stormy weather. Learning and achievement are satisfactory by the end of Year 2. Pupils in Years 3 to 6 are extended in their listening, appraising, composing and performing skills by the good teaching of the co-ordinator. This was demonstrated effectively by Year 5 and Year 6 pupils in good links with history, when singing and playing accompanying phrases to Victorian songs. They performed with good control and rhythmic accuracy using tuned and untuned percussion instruments. Pupils in Year 6 performed well, adding a melodic ostinato (a five note scale) and showed the high levels of confidence and pleasure that all pupils gain from the subject. The good quality of performances reflects the high levels of confidence pupils develop and the good learning and achievement by the end of Year 6.
81. The good range of activities and challenges for pupils to compose and perform makes a good contribution to pupils' learning and consequent good achievement. A good number of pupils are involved in various extra-curricular musical activities, either singing or playing a musical instrument. These activities enable pupils to practise their skills and apply what they have learned in their lessons.
82. Pupils who are learning to play a musical instrument have good skills. This was demonstrated in individual sessions and in group practices. In sessions observed, the quality of teaching and learning was good. Pupils with special educational needs also enjoy the subject greatly and make good progress. Boys and girls achieve equally well and with the same high levels of interest.
83. The subject co-ordinator regularly monitors pupils' achievement and adjusts the quality of the curriculum accordingly. Opportunities are identified to make further improvements to provision as a result. This includes the formal recording of assessment information, which has yet to be structured. There has been a significant improvement in standards since the previous inspection, when progress across the year groups was judged to be unsatisfactory.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good.
- Standards are above average by Year 6.
- Pupils behave very well in lessons, are motivated and enjoy the subject.
- Very good improvement has been made since the previous inspection.
- The subject is very well led and managed by two co-ordinators.

Commentary

84. Only dance was observed in Years 1 and 2; therefore it is not possible to make judgements about standards in athletics, gymnastics and games. Standards in dance by Year 2 are above expected levels and have improved since the previous inspection, when standards were judged to be average. Improvement is due to good teaching overall, some of which is very good. By Year 6, standards are above expected levels in gymnastics, games and swimming. The majority of pupils exceed the required minimum standard of being able to swim 25 metres or more. No dance lessons were observed in Years 3 to 6, to judge standards in this aspect of the subject. The overall achievement of pupils, including those with special educational needs, is good. The achievement of gifted and talented pupils is also good because of the opportunities they are given to take part in extra-curricular activities and inter-school sporting events, which develop their sporting prowess.
85. The quality of teaching and learning is good overall and has improved since the previous inspection when teaching was judged to be unsatisfactory. In lessons observed, teaching ranged between good and very good. Pupils are very well managed, which results in very good behaviour and a safe environment where pupils are eager to apply themselves to the task. Tasks are challenging and, as a result, pupils' attitudes and behaviour are very good. This is an improvement since the previous inspection when attitudes were judged to be generally good, but higher attaining pupils did not stay on task because of insufficient challenge. Throughout the school, pupils develop a good understanding that exercise has a positive effect on the body and stimulates the heart. Pupils are encouraged to watch each other and constructively evaluate each other's performance in order to improve the quality of their work.
86. A national initiative to ensure that pupils receive at least two hours a week of high quality activity through physical education, school sports and club links is being met. This is achieved through the time allocated to physical education, the good links with the local secondary sports college and the number of extra-curricular activities available. These activities are well supported by boys and girls, though mainly those in Years 3 to 6. The school has successfully competed against other Woking schools in football, netball and athletics events.
87. The two co-ordinators use their individual expertise and knowledge very well and have ensured that there has been very good improvement since the previous inspection. The key issues for physical education have been addressed well. The large field and two hard areas provide good facilities for outdoor activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school provides a very good balance between formal lessons and informal activities to promote very good levels of pupils' personal development.
- Teaching is very good and deals with issues sensitively.
- All adults provide very good role models.
- Pupils have great interest in school life and enjoy taking responsibility.

Commentary

88. The very good range of experiences emphasises the great importance that the school attaches to pupils' personal development. From an early age, young pupils are given good opportunities to gain self-confidence and develop socially and morally responsible behaviour, both in the classroom and beyond it. Teachers deal very well with issues such as feelings and emotions, diet, health, sex, drugs and personal safety. Many of these are dealt with effectively in specific sessions set aside for this purpose and also less formally in subjects such as science, history and religious education. Well-planned sessions have a significant impact on pupils' moral and social development as well as their learning. Teachers are very good at encouraging pupils to share ideas and discuss opinions to examine all possible aspects of a debate. This was done very well in history when discussing the different social conditions in Victorian times.
89. In addition to the very good teaching, pupils' learning also benefits from the good role models of staff. All adults consistently implement the school's policy and approach, which include the establishing of school rules, class rules and even group rules. Many issues that affect all pupils are dealt with sensitively in assemblies. There are also constructive strategies relating to rewards and sanctions. Pupils benefit from the consistent approach across the school.
90. All of the previously mentioned qualities help to promote the very caring and supportive atmosphere and mutual respect throughout the school. Very good relationships are evident throughout the school. All pupils in Year 6 carry out agreed and specific duties in their roles and areas of responsibility. These roles include being prefects, monitors, school council representatives and members of the buddy scheme for helping at playtimes. Their enthusiasm for their roles helps contribute to the smooth running of the school and the very good relationships within it. Pupils are encouraged, with very evident success, not only to learn what it means to be helpful, considerate and mature within their school community but also what it means to be a good citizen in the wider and more diverse world.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
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	4
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	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
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).