

# INSPECTION REPORT

**ST MARTIN'S CHURCH OF ENGLAND  
VOLUNTARY CONTROLLED JUNIOR  
SCHOOL**

Epsom

LEA area: Surrey

Unique reference number: 125142

Headteacher: Mr C Poole

Lead inspector: Mr N Sherman

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> May 2004

Inspection number: 257801

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	309
School address:	Ashley Road Epsom
Postcode:	KT18 7AD
Telephone number:	01372 721996
Fax number:	01372 739176
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Palmer
Date of previous inspection:	16 <sup>th</sup> March 1998

## **CHARACTERISTICS OF THE SCHOOL**

St Martin's Church of England (Voluntary Controlled) Junior School is in the town of Epsom in Surrey. Taking most of its pupils from the infant school of the same name on the same site, it provides education for pupils aged seven to 11. In recent times the composition of the school population has altered due to the changing nature of the population in the area. Pupils of white British ethnicity comprise the largest group. The school has a high number of pupils who are learning English as an additional language. Of the number of pupils on roll, 24 per cent have special educational needs, a figure that is just above average. The number of pupils with a Statement of Special Educational Need is below average. Attainment on entry is generally above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Mr N Sherman	Lead inspector	Mathematics, information and communication technology, art and design, design and technology, English as an additional language.
9614	Mrs C Webb	Lay inspector	
12997	Mrs C Cheong	Team inspector	English, music, physical education, personal, social and health education and citizenship, special educational needs.
32136	Mrs L Brookes	Team inspector	Science, history, geography, religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **good** quality of education and gives good value for money. Teaching is good overall and pupils reach standards that are well above average in mathematics and above average in English and science. The school is well led and managed.

#### The school's main strengths and weaknesses are:

- the good achievement of pupils in English, science and music and their very good achievement in mathematics;
- how the leadership of the school effectively ensures that pupils learn in an environment where all are valued and well cared for;
- the good teaching and the ways the school's management ensures that the skills and expertise of teachers are used to good effect;
- the very good provision that is made for the pupils' social and moral development;
- the insufficient use made of information and communication technology in daily lessons;
- insufficient development of the monitoring of pupils' progress in some subjects;
- insufficient time allocated to religious education;
- the good provision for pupils with special educational needs and those who are at various stages of learning English as an additional language;
- pupils behave well and greatly enjoy what the school provides for them.

The improvement since the last inspection has been satisfactory. The key issues have been successfully addressed. Pupils now reach standards in design and technology that are in line with national expectations. The school's management has effectively tackled the shortcomings in teaching, and provision for the pupils' spiritual, moral, social and cultural development is much improved.

### 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	B	D
Mathematics	C	A	A	B
Science	C	A	B	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils' achievement is **good**. Pupils with special educational needs and those at various stages of learning English as an additional language also achieve well. Pupils achieve very well in mathematics. Inspection evidence indicates that:

- pupils have good opportunities to develop their literacy and numeracy skills in other subjects and reach standards well above average in mathematics and above average in English and science;
- insufficient use of computers in day-to-day lessons and the insufficient time for religious education hinders pupils' achievement in these subjects.

Behaviour is good and many pupils understand the impact that their behaviour has on others. Pupils' spiritual, social, moral and cultural development is **good** overall with particular strengths in their moral and social development. Teachers make good use of other subjects to promote the pupils' understanding of the world in which they live. Pupils work hard in lessons. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. Teaching and learning are **good** overall. In all year groups, pupils are grouped according to their ability in English and mathematics and this has helped to ensure the high standards that pupils reach in these subjects. The skills and interests of individual teachers are put to good use, with some teachers effectively teaching subjects in classes other than their own. The school has detailed systems to plan pupils' learning in English, mathematics and science, and good use is made of the information gained to plan pupils' next steps. Further work is needed in other subjects to develop similar assessment procedures. The curriculum is satisfactory, with a good range of learning opportunities provided for pupils after school. However, the time for religious education is less than that recommended and pupils get too few opportunities to develop their understanding of the control and modelling aspects of the information and communication technology curriculum. Pupils are well cared for and they are given good scope to 'have a say' in the day-to-day life of the school. Links with parents are good and those with the wider community are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The headteacher, ably supported by the senior management team and staff, provides a clear steer to the school's educational development. Ways of monitoring and evaluating the school's provision are well developed. The school's aims are generally fulfilled and all pupils are fully included in what the school has to offer. Governance is good. The role of the governing body is much improved since the previous inspection. The governors support the school well, while also challenging and holding the school to account for the standards it attains. They are effective in fulfilling their responsibilities.

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

Parents hold the school in high regard and support it well. They value what the school provides for their children and appreciate the opportunities they are given to express their views about the school. Pupils say they are challenged in lessons and that the adults who support them treat them fairly, appreciating and welcoming their views and opinions.

## **IMPROVEMENTS NEEDED**

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

- ensure that religious education has sufficient time for pupils to explore the subject in greater depth;
- provide pupils with more opportunities to use information and communication technology to support their learning in other subjects;
- develop assessment procedures in subjects where they are lacking.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects**

**Achievement in Years 3 to 6 is good overall**, particularly in mathematics where pupils achieve particularly well. Higher-attaining pupils, those who are gifted or have special educational needs or are receiving support because English is not their first language, achieve equally well. Standards in the core subjects are **well above average in mathematics** and **above average in English, science and music**.

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

- In all year groups, pupils of all ages and abilities achieve very well in mathematics and well in English and science.
- Shortcomings in the provision for information and communication technology and religious education limit pupils' achievements in these subjects.
- Standards in design and technology have improved since the last inspection.

#### **Commentary**

1. Pupils enter the school with generally above average levels of attainment and they make good progress in English and science as they move through the school. In mathematics progress is very good. Standards in English and science are above average. In mathematics, they are well above average. This reflects the 2003 National Curriculum test results. The school has kept pace with improvements seen nationally in how pupils perform in the tests.
2. The school has made good progress since the last inspection in developing ways to ensure that the literacy and numeracy skills pupils learn in English and mathematics lessons are used to good effect in other subjects. In science, for example, pupils are given every encouragement to think through and write clear, precise explanations of the approach they have taken to follow through a scientific investigation. Standards in presentation, handwriting and spelling are good and the good opportunities pupils are provided with in lessons to discuss and share their opinions in front of others help them to achieve well in speaking and listening.
3. Pupils' achievements in music are good and standards are better than those normally seen for 11-year-olds. In all other subjects achievement is satisfactory and standards are average. Shortcomings in the provision for information and communication technology and religious education limit pupils' achievements. Religious education has too little time allocated to it to enable the pupils to explore the subject in sufficient depth. The school has been effective in tackling the shortcomings identified in the previous report in design and technology. Pupils' achievements in this subject are now satisfactory.
4. Different groups of pupils achieve well – particularly in the core subjects of English, mathematics and science. How the school assesses the pupils in these subjects enables them to be grouped according to their ability and they are supported well in their learning. Pupils who are learning English as an additional language have their needs addressed well. Teachers are careful and effective in ensuring that the pupils



concerned are fully included in the discussion activities within lessons. This helps to boost their achievement and their confidence in using spoken English.

5. The National Curriculum test data points to the girls performing slightly better than the boys in English, mathematics and science. However, inspection evidence could find no difference between the achievement of boys and girls.

### Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	28.0 (28.9)	26.8 (27.0)
Mathematics	29.3 (28.5)	26.8 (26.7)
Science	29.9 (29.9)	28.6 (28.3)

There were 90 pupils in the year group. Figures in brackets are for the previous year.

### Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to education are **good**. Their spiritual, moral, social and cultural development is **good** overall. Attendance and punctuality are **satisfactory**.

### Main strengths and weaknesses

- Pupils' personal development is very good and there are particular strengths in how the school promotes their moral and social development.
- Pupils are proud of their school and try hard to achieve to the best of their ability.
- The school has effective behaviour management strategies.
- The attendance of a small number of pupils is unsatisfactory.

### Commentary

6. Pupils like school and the majority arrive in good time in the morning. Their attendance and punctuality are carefully monitored. Although the overall absence rates are slightly above the national average, this is due to the very few whose average yearly attendance is below 50 per cent. The school works carefully with the education welfare service, which is appropriately involved with the families concerned.
7. As a result of consistent, effective yet sensitive behaviour management and high expectations from teachers, pupils' behaviour is good in classrooms, the playground and around the school. The school's procedures for dealing with any issues in respect of bullying are effective and pupils feel comfortable in approaching and discussing any issues with another adult. Pupils relate well to one another, and those who have joined the school at different times say other pupils go out of their way to make them feel comfortable in their new surroundings. Pupils try hard in lessons to gain team points that are awarded for endeavour, attitude and behaviour and eagerly look forward to the weekly announcement of which house has won the most. Rewards also include 'Star of the Week' and a mention in the 'Good Work' book. Sanctions are regarded by the pupils as fair and few names appear in the book kept for recording weak behaviour. No bullying or harassing behaviour was observed, and pupils are encouraged either to resolve minor disagreements between themselves or to seek out the support of an adult. There have been no exclusions in the past twelve months.
8. Pupils are expected to be aware of those less fortunate than themselves and to care for all from the time they arrive. The school is a Christian, caring and inclusive

community. Pupils relish and thrive on the many opportunities to take responsibility. These include monitors being chosen to help teachers in the classroom, Year 5 pupils acting as guides to younger pupils and Year 6 pupils assisting wherever they can. For example, they run the school shop, accounting carefully for items the school has bought, and during wet playtimes assist the dinner supervisors in the classrooms. House captains take their responsibilities seriously, and membership of the school forum is regarded as important.

9. Pupils' spiritual development is good as a result of the school's Christian principles and the spiritual element they experience in assemblies and such lessons as music and art. Opportunities to enhance pupils' spirituality are developed in other lessons where they arise. They are aware of their own culture, and through participation in the Comenius project and their French lessons pupils learn of other European cultures and traditions. They have not yet had the opportunity to visit the places of worship of other religions, but members of the Hindu and Jewish faiths have talked to them. The cultural diversity of the school is actively celebrated and pupils' cultural development is satisfactory.

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

Authorised absence		Unauthorised absence	
School data:	5.8	School data:	0.3
National data:	5.4	National data:	0.4

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

#### Exclusions

10. There have been no exclusions during the past academic year.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **good** overall. The curriculum is **satisfactory** overall. The school enriches pupils' learning **well**. Pupils are provided with **good** levels of care, support, advice and guidance. Links with parents are **good**.

#### Teaching and learning

The quality of teaching and learning is **good** overall. There is good teaching in English, mathematics and science. Assessment is satisfactory. Good use is made of the assessment information to plan pupils' subsequent learning in these subjects. However, not all subjects have sufficiently robust assessment procedures.

#### Main strengths and weaknesses

- Teaching has improved since the previous inspection.
- Good use is made of the skills and interests of individual teachers to teach certain subjects to classes other than their own.
- Teachers make good use of other subjects to extend pupils' learning in literacy and numeracy.
- Pupils with special educational needs, as well as those who are learning English as an additional language, are provided with well-targeted support.

- Teachers' marking does not always give sufficient guidance to pupils on how they might improve.
- Some subjects do not have assessment procedures sufficiently developed.
- Insufficient use is made of information and communication technology in daily lessons.

## Commentary

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	3 (8%)	18 (49%)	15 (40%)	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.

11. There is much good teaching in all classes. During the inspection, no unsatisfactory teaching was seen, indicating good improvement since the last inspection when one in ten lessons was judged to be unsatisfactory. The headteacher and his colleagues have proved effective in ensuring that teaching quality is consistent in each year group. Tighter monitoring of teaching and ensuring that pupils are provided with good opportunities to extend and refine their literacy and numeracy skills in different subjects have been effective in bringing about this improvement.
12. There is much good and sometimes very good teaching in English, mathematics, science and music. The school has continued the practice of setting pupils for English and mathematics in all year groups. Careful note is taken of the pupils' abilities so that they are placed in the right set. These arrangements and the pupils' progress are reviewed termly to ensure that the pupils are making the progress of which they are capable. Such arrangements often benefit those with special educational needs and higher-attaining pupils. Pupils with special educational needs are often taught in smaller groups and they benefit from the close one-to-one attention they often receive. Teaching from the specialist teacher is good and very tightly planned to meet individuals' needs. In addition, the skills and expertise of the learning support assistants are used well in this respect. Teachers carefully and effectively tease out in their lesson plans how pupils' literacy and numeracy skills can be extended in other subjects. Consequently, pupils develop well their understanding of how other subjects can extend their learning of English and mathematics.
13. Effective use is made of the teachers' individual expertise in subjects where they have a strong interest. Music is taught by the co-ordinator in classes other than her own, as is French. In Year 6, pupils in each of the three classes are taught physical education by the previous co-ordinator. Pupils respond well to the high expectations teachers have and their progress in the lessons concerned is often good. In many lessons, pupils are managed extremely well. They benefit from the warm, yet purposeful rapport many teachers have established with them. As a result, pupils are confident in answering teachers' questions and in giving their opinions. This proves fruitful for those who are at different stages of learning and using English as an additional language. The pupils concerned make clear progress in using English in their day-to-day learning.
14. Although teaching is good overall, there are a number of shortcomings that reduce its overall impact. These include:

- the lack of use of information and communication technology in day-to-day lessons. In many lessons, teachers do not capitalise on the potential that computers have to extend pupils' learning;
  - marking not giving the pupils clear and pertinent guidance on how they may take steps to improve their efforts;
15. The school has made satisfactory provision for assessment. Very good systems and practice are in place for English, mathematics and science. In these subjects a school-wide timetable for assessment is consistently followed and the resulting information used very well to set targets for individual pupils and groups, as well as to plan future lessons and to monitor teaching and provision. Target setting is well established in these subjects and pupils are aware of what they need to do to improve. In subjects such as history, geography and music, assessment practice is satisfactory with assessments sometimes being recorded at the end of sections of work. However, as these are not against levels of the National Curriculum it is hard for both teachers and pupils to judge standards or to know what to do next in order to improve. This is a similar judgement to one made in the last inspection report.

### **The curriculum**

Curriculum provision is **satisfactory**. Activities planned to extend pupils' learning outside the school day are **good**. Accommodation and resources are **satisfactory** overall.

### **Main strengths and weaknesses**

- There are good numbers of suitably qualified and experienced teaching staff.
- The school is careful to ensure that those with special educational needs or English as an additional language have access to a curriculum that effectively meets their needs.
- Religious education does not have sufficient time allocated to enable the pupils to explore the subject in enough depth.
- The school does not give pupils sufficient opportunities to learn about control and sensor equipment in information and communication technology.
- There are good opportunities to learn outside lesson times.
- The curriculum is suitably enriched by the provision of French.

### **Commentary**

16. The curriculum is satisfactory overall and meets statutory requirements. The staff have worked hard to ensure that schemes of work are in place to help them plan learning for all subjects and age groups. Although subjects other than English, mathematics and science are taught regularly in all classes, not enough time is allocated to religious education and the locally agreed syllabus is not taught in sufficient depth. In addition, the school has yet to develop ways in which pupils develop their understanding of how the use of control and sensor equipment can extend their learning of information and communication technology. The school is aware of these shortcomings and the school improvement plan highlights proposed actions to remedy this situation. Provision for sex and drugs education is satisfactory and that for the pupils' personal, social and health education is good.
17. The school plans the learning well for those pupils with particular learning needs. Care is taken to ensure that all pupils are fully included in what the school has to offer. Pupils with special educational needs have their learning pitched at just the right level, enabling them to achieve as well as their classmates. Equal care is taken to ensure that the learning for those pupils who speak English as an additional language is

planned carefully. The school enriches the curriculum well, and encourages pupils to take part in after-school arts and sports clubs, visits, and a range of other activities. Pupils have the opportunity to learn French and this gives them a good early understanding of a modern foreign language. After-school and lunch-time sports clubs include netball, football and rugby, with the addition of field and track events in the summer months. Other clubs cover a range of activities including chess, recorders and sewing. Year 5 and Year 6 pupils organise craft clubs for Year 3 pupils. The children take part in music festivals with other schools and they provide dramatic productions for parents. Annual residential trips for pupils in Years 4 and 6 further enhance learning and develop pupils' personal and social skills.

18. Resources are good and the accommodation is satisfactory overall. Some classrooms are just adequate in size and teachers make good use of the available space. However, although a new computer room has recently been opened, the organisation of the three classes in each year group to form four teaching groups for literacy and numeracy means that this is used for teaching these subjects in morning sessions. The library is also used as a teaching bay. These arrangements limit the scope for pupils to have further access to the facilities the library and information and communication technology room provide.

### **Care, guidance and support**

The school's procedures for promoting the health, safety and welfare of the whole school community are **good**. Pupils receive **good** support, advice and guidance from teachers. The school has **good** arrangements to seek and act upon the pupils' views.

### **Main strengths and weaknesses**

- Almost all staff are trained in first aid.
- Good relationships ensure that all pupils have an adult in whom they can confide.
- Clear and effective child protection guidelines are in place and are followed by all staff.

### **Commentary**

19. Health and safety are high priorities for the school. Security is reviewed regularly and risk assessments are carried out annually. Practice of first aid is good and all incidents are recorded. An improvement since the last inspection, the now good procedures for child protection are well known to all teaching staff, who are reminded of these issues at the beginning of every term. Pupils with special educational or other needs and those who speak English as an additional language are well integrated with their peers and well supported by staff. This enables them to feel valued and to make a valuable contribution to the day-to-day life of the school.
20. As a result of good relationships evident throughout the school community, all pupils have an adult to whom they can turn for advice, confident that their problems will be dealt with swiftly and effectively. Pupils know exactly what they have to do in order to reach a higher National Curriculum level in literacy and numeracy and understand the targets set for their improvement, which are recorded in their homework diaries. Pupils find teachers' comments in lessons useful, but say that their homework, marked once a week, is sometimes just ticked without any written comment about how they might improve their efforts and achievement.
21. Although not formally planned, monitored or recorded, other than in their annual reports, the capabilities of pupils are known well by their teachers, and as a result pupils' personal development is very good. Pupils are confident that their views are

taken into consideration when decisions are made about the school. The school forum, with 24 elected members, is an effective means of communication with teachers. Pupils voice their hopes and concerns through this, and influence decision-making. The 'Adventure Trim Trail' resulted from their representations, and the Environmental Club has recently carried out a survey to see how pupils would like to develop the environment.

### **Partnership with parents, other schools and the community**

The school's relationship with parents is **good**. Links with other schools and the local community are **satisfactory**.

### **Main strengths and weaknesses**

- The school has very good systems to consult with parents and to take into account their views.
- The parents are very supportive of the school.
- The school provides parents with clear and regular information about the day-to-day life of the school and how their children are progressing.
- Close links are maintained with the church.

### **Commentary**

22. The school now enjoys good links with parents, an improvement since the last inspection. Parents appreciate the school's Christian ethos and support its aims and ambitions for their children. Parents help children with homework where they can, although in response to the pre-inspection questionnaires a minority indicated that they would appreciate further guidance on how to do this. A few parents also assist teachers in classes. The school invites parents' views through annual surveys and at meetings, when their attendance is very good. The timing of these has been altered as a result of consultation, and parents have recently been involved in reviewing the school's reporting system. School performances fill the hall to overflowing, and successful fun and fund-raising events are organised by the enthusiastic parent teacher association, which family, friends and the local community enjoy.
23. The school provides good information for parents through the prospectus, governors' annual report, news and other letters. The pupils' annual reports include targets to help them improve and average scores so that parents have a benchmark for their children's achievement. Friendly office staff are always ready to give any help needed. Parents of children with special educational or other needs are well supported, involved with and informed about their children's individual education plans, and the school makes sure that parents who speak English as an additional language understand any communication sent out.
24. Links with the local community are satisfactory overall. A national building company sited very close to the school has been generous with its donations for teachers to attend courses, with surplus materials for the school to use and with resources for them to borrow. The school's choir sings at a local old people's home and in the town centre at Christmas. Close links with the local church include the vicar's assemblies and visits from members of Christian Fellowship.
25. The school's links with other local schools are satisfactory overall and liaison with three of the 15 secondary schools to which pupils transfer is well developed. Links with the infant school have been boosted recently with the deputy headteacher visiting

once a week, ensuring that the handover of pupils from Year 2 to Year 3 is smooth and unobtrusive. Pupils enjoy their sports matches against pupils from other local schools.

## **LEADERSHIP AND MANAGEMENT**

The school is **well** led and managed. The headteacher and his key staff provide good leadership. Management and governance are both good. The governors provide good support and successfully fulfil their legal responsibilities.

### **Main strengths and weaknesses**

- The headteacher and senior management team provide clear and effective educational direction.
- The school is effective in ensuring that all pupils are fully included in what the school has to offer.
- Arrangements for overseeing provision for pupils with special educational needs and those who are learning English as an additional language are good.
- Teachers' individual subject knowledge and understanding are put to good use.
- The role of the governors is much improved since the previous inspection and they now provide well-targeted strategic support.
- There is a lack of medium-term financial planning to help guide the school through a period of falling numbers.

### **Commentary**

26. The headteacher provides firm yet clear and sensitive educational direction. He has a good understanding of the school's many strengths and what still needs to be achieved in order to improve the quality of education for pupils. He enjoys the support of all staff, and the senior management team meets regularly to review progress and to determine the next steps forward for the school. Since the last inspection, the role of the co-ordinators and arrangements to monitor the work of the school formally have been successfully developed. The monitoring of teaching takes place regularly and good use is made of the information gathered to plan the next steps in the school's development. The school has noted, for example, that the pupils' performance in the National Curriculum tests for English has dipped compared to that in mathematics. A sharper focus has been given to promoting boys' literacy development across the school and early indications are that pupils' performance in English is improving. The school improvement plan provides a clear and realistic tool for moving the school forward. Progress towards achieving the school's targets is regularly evaluated to measure the success of implemented initiatives.
27. Subject co-ordinators and those responsible for overseeing the management of arrangements for gifted and talented pupils, those with special educational needs or who are learning English as an additional language carry out their roles effectively. This enables the school to fulfil its stated aims of ensuring that all pupils in the school are treated fairly and play a full and active part in what the school has to offer.
28. Governors effectively fulfil their legal responsibilities. Good progress has been made by the governors in developing their role of providing strategic support for the school. They have a good relationship with the staff. The annual meeting that is held between the governors and all the staff to review and establish the next steps forward for the school has helped to establish a culture of trust and openness and a strong sense of teamwork at many levels. Full discussions have taken place with the staff with regard to the impact that the governors' recent decision to seek aided status for the school will

have on the school and this has boosted further the degree of trust between staff and governors. The governors visit the school often both formally and informally and this gives them a clear insight into what the school provides for the pupils.

29. Day-to-day procedures are unobtrusive and movement around the school is smooth, with pupils moving freely and effectively, for example, to different classes when necessary. The school's management makes good use of the skills and expertise that teachers and staff have to offer with careful deployment of teachers to teach subjects in classes other than their own being effective.
30. The school is on the cusp of having to make some fundamental decisions in respect of its long-term goals. Historically, the school has had a higher than average number of teachers owing to a decision made by governors to staff four teaching groups each for literacy and numeracy in Years 5 and 6. Discussions have taken place with regard to anticipated falling rolls coupled with sharp budget reductions for the financial year 2004/05. Decisions are about to be made on the impact that this will have on the school's medium-term future, in particular its staffing levels. The school's higher than average contingency has been used to fund some refurbishment and the carry forward figure for 2003/04 is likely to be used to set a balanced budget. While the day-to-day management of the budget is secure, the governors do not have a medium-term financial plan that will address pressing issues for the school. The head and governing body appreciate that producing such an action plan is a priority.

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

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	784 206	Balance brought forward from the previous year	104 166
Total expenditure	785 073	Balance carried forward to the next	103 299
Expenditure per pupil	2 379		



## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **good**.

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

- Good teaching in English is characterised by teachers who make learning the mechanics of the language interesting and rewarding.
- All pupils achieve well.
- Other subjects, apart from information and communication technology, are generally used very well to develop pupils' literacy skills.
- New forms of assessment are bringing dividends.
- Pupils are not always sure how to locate particular books or topics.
- Marking does not always give pupils a clear picture of what they need to do to improve.
- The subject co-ordinator monitors teaching and pupils' standards well.

#### **Commentary**

31. The school is successful in maintaining high standards. This is because of the consistently good teaching pupils receive. No significant differences were found during the inspection between the standards being attained by boys and girls. The improvement in boys' standards has been a recent area of development within the school. All groups of pupils achieve well from their personal starting point, including those with special educational needs, those learning English as an additional language and higher-attaining pupils. Pupils with particular needs are provided for well by the grouping of pupils by ability for English lessons and by support from teaching assistants. Pupils with the ability to learn quickly are challenged effectively.
32. Speaking and listening skills are good because of the strong emphasis the school places on their development. Teachers successfully develop speaking and listening through effective question-and-answer sessions and through the many opportunities they provide for pupils to talk in pairs and small groups as a matter of routine in many subjects. Most pupils make articulate contributions to discussions, for example, *What makes a good team?* in a citizenship lesson. Technical vocabulary, such as simile and metaphor, is taught well and teachers find interesting and meaningful ways to help pupils retain and use the correct vocabulary in their speaking and writing.
33. Reading is also taught effectively and pupils achieve well. By the time pupils leave the school, standards are well above those found nationally and pupils read with fluency, great expression and much enjoyment. Pupils are rightly encouraged to take books home and read regularly. The school's main non-fiction library is housed in a small teaching area and this hampers access during teaching times. As some bookshelves are tucked away behind tables, access at other times is difficult too. Consequently, pupils have an unsatisfactory knowledge of how the library is organised and many do not know precisely how to locate relevant books. Classroom reading resources are satisfactory.
34. The teaching of writing is good. Across the school, pupils are effectively taught how to write in different ways for different purposes. By Year 6, pupils write at length using

paragraphs and interesting language. Teachers have high expectations of pupils. The skills of grammar and punctuation are taught successfully. Handwriting and spelling are taught regularly and the school has a powerful reward system for pupils, called 'pen licences' that pupils feel is fair and work hard to achieve. Consequently, pupils make good progress as they move up the school. The range of writing tasks is good. In Year 5, teachers make very good use of combining grammar knowledge with expressive writing to form exciting chapters for stories entitled *The Forest of Doom*. This subject is well chosen as it particularly captures the interest of the boys and encourages them to write at length. Little use is made of information and communication technology in lessons to extend or improve writing skills.

35. The quality of teaching is good, with all the teaching seen being at least satisfactory. It is evident both from the lessons seen and from last year's results that the reason that pupils do well is because of the consistently good teaching that they receive. Teachers have high expectations of pupils, employ good, lively methods and choose interesting texts for pupils to study. As a result, pupils enjoy the lessons and are keen to take part fully. The recently improved assessment and target-setting sheet is a very good resource that helps both teachers and pupils to see clearly what has been achieved and what the next challenges are. The marking of pupils' work is less helpful. It does not always give pupils a clear enough view of what they need to do to improve and work is not always marked against the learning aim for the lesson.
36. Leadership and management are good. The subject leader has a strong vision for the school and a clear picture of pupils' successes and difficulties. She has put in place suitable actions to address weaknesses. Good monitoring of standards, teaching and pupils' books is regularly undertaken. The school has good records of pupils' standards and can plot their progress well.

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

37. Provision for the development of speaking, listening, reading and writing across the curriculum is very good, except in information and communication technology where it is satisfactory. Pupils are given very good opportunities to consolidate and extend their writing skills in subjects such as history and science, where they write lists and accounts, letters and reports.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teachers build successfully on pupils' above average standards when they enter the school.
- Standards have been successfully raised since the previous inspection.
- Teachers have high expectations of the pupils.
- Teachers make good use of assessment information to plan pupils' learning.
- Pupils enjoy their learning and work hard in lessons.
- Pupils have too few opportunities in lessons to use computers.

## Commentary

38. At the time of the last inspection, standards were above average. They are now well above average, indicating good improvement and reflecting the picture of attainment in the end of key stage National Curriculum tests for 2003. The school has not only successfully implemented the National Numeracy Strategy, but the teaching of pupils according to their particular abilities has helped to raise standards. Pupils of all abilities achieve very well, as do those pupils who are learning English as an additional language. Two pupils, for example, have been identified by the school as being particularly gifted and talented in mathematics and receive good support to enable them to undertake work that is geared towards pupils of secondary school age.
39. Across the school, teaching and learning are good and, in some classes, it can be very good. In one Year 6 class of higher-attaining pupils, for example, pupils were set the challenge of working out the volume of a box if each corner was taken away. From this, they had to work out and determine the volume if four corners were removed and what the formula would be for working out the answer. This degree of challenge is a key feature of lessons and the pupils respond well to the high expectations that the teachers have of them. Opening sessions are brisk and purposeful, characterised by challenging questions in relation to problems that pupils find interesting. Many lessons are conducted at a brisk pace and keep pupils highly motivated to the end. Lessons conclude with tasks that stimulate the pupils' thinking further. One Year 5 lesson finished with pupils taking part in a game of mathematical 'ping-pong' that involved them having to recite the three times table. Pupils responded well to the challenge and such tasks successfully developed their understanding of the numbers that carry multiples of three.
40. As they move through the school, the pupils develop a high level of confidence in solving open-ended problems that require them to draw on their knowledge and understanding of the different mathematical concepts of number, shape and space or handling and interpreting mathematical data. They have a good understanding of the purpose and relevance of mathematics in their daily lives and ably solve problems using the four rules of number. However, insufficient use is made of computers in lessons to extend what pupils already know. Year 6 pupils understand what a spreadsheet is and demonstrate how to use such software in solving problems quickly and effectively. However, this achievement is balanced by a lack of understanding of how to use the finer features of such software to produce a range of different charts and tables. Given the pupils' general abilities and interest in mathematics, they are capable of such work as well as using software such as 'Logo' to construct and devise mathematical shapes.
41. There is good leadership and management. Although the co-ordinator is new to his role, he has quickly built up a good picture of what the pupils do well and what needs to be strengthened. Good use is made of the well-developed assessment procedures to monitor and check on the pupils' progress. Their progress is monitored termly to ensure that they are on track to reach the targets that are set for them.

## Mathematics across the curriculum

42. Teachers are generally successful in promoting pupils' numeracy skills in other subjects. In science, for example, pupils chart the results of their investigations and in design and technology, they successfully estimate and measure in order to construct their models. However, there is much greater scope to incorporate the use of information and communication technology into the pupils' day-to-day learning of mathematics.

## SCIENCE

Provision for science is **good**.

### Main strengths and weaknesses

- Approximately half the pupils in Year 6 achieve standards above those expected for their age.
- Pupils' knowledge is enhanced well through the good opportunities they are given to undertake investigative work.
- The marking of pupils' work does not always give clear guidance on how to improve.
- Insufficient use is made of computers in lessons to enhance learning.

### Commentary

43. In the 2003 national tests, the school's performance is above average when compared to all schools nationally and when compared with similar schools. These standards, which were confirmed by inspection, are similar to those found at the last inspection. All groups of pupils achieve well, regardless of background, ability or gender, and make good progress. This is because they develop a good understanding of the processes involved when undertaking investigation work and through a consistent 'hands-on' approach to solving open-ended problems. In science lessons, pupils are involved in exploration, experiments and challenges about 'fair tests', which encourage their thinking and evaluation skills. As they move through the school, the pupils make good progress in their understanding of different scientific ideas and how different scientific ideas are to be seen in the pupils' day-to-day lives. In an excellent lesson seen during the inspection with Year 4 pupils, the use of an electron microscope enabled them to examine solids and liquids in greater depth. Pupils responded with high levels of interest and curiosity. However, in the main information and communication technology is not used as well as it might be in all classes to support scientific work.
44. Teaching and learning are good. Teachers prepare resources carefully, use teaching assistants, who are equally competent and enthusiastic, effectively and constantly challenge their pupils to draw scientific conclusions. Pupils frequently work in small groups and, as their interest is constantly sustained by the challenges, their behaviour and personal development is often good. In the lessons observed they remained constantly on task, determined and keen to learn. Work in books and on worksheets is of the same high standard as pupils' verbal responses. Science makes an effective contribution to the development of pupils' literacy skills. A shortcoming in teaching lies in how pupils' work is marked. While there is some good marking, in the main too many comments relate to the effort that pupils have applied and do not give them the guidance they need to improve their work.
45. A newly-appointed and enthusiastic subject co-ordinator brings expertise and experience to the role and the overall quality of leadership and management is good. She has reviewed the policy and developed a subject action plan. The order of topics within the scheme of work has been re-organised to match more closely the identified needs of the school. The leadership and management team monitors workbooks regularly against agreed criteria. As yet, though, owing to the fact that the subject leader has only just taken up the role, she has had little opportunity to monitor the teaching and learning in the school, although this was carried out last year by the previous post-holder. The school is currently trialling a new assessment scheme which

involves the pupils in self-assessment. Its introduction is planned for the next academic year.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Recent developments in information and communication technology have improved provision significantly.
- Teaching in the small computer room is good and pupils are enthusiastic users of the computers.
- Insufficient use is made of computers in daily lessons.
- Pupils have too few opportunities to explore certain aspects of the subject in depth.

### **Commentary**

46. Standards are currently not as high as noted at the time of the last inspection. Although pupils reach standards that are in line with expectations, the subject has been led by three different co-ordinators in the past two years and this, coupled with restrictions in space, has limited developments. However, the new co-ordinator has worked hard to improve provision in the subject during the current academic year. This has resulted in the subject having a higher status in the school and the pupils now have a weekly session in the school's computer room where they are taught specific skills. The achievements of all pupils, including higher-attaining pupils, and those with special educational needs or who are learning English as an additional language, are satisfactory.
47. The pupils' skills and understanding progress at a satisfactory rate. By the time they leave the school, pupils can use multimedia software to good effect, combining text and graphics well to present information in an interesting and informative way. Pupils use word-processors ably and have sufficient skills to use the Internet independently to research and analyse the information gathered in support of their studies in history or geography. Pupils have a secure understanding of the part and place that information and communication technology has in their daily lives. They can explain, for example, how many modern day objects are dependent on computer programs to make them work and that the transfer of financial data can be achieved quickly and effectively using credit cards. There are gaps, however, in the pupils' level of understanding. These include:
  - how equipment such as control and sensor equipment can be used to monitor certain external devices;
  - how art software can be used both to create and manipulate images that may have originated, for example, from digital cameras;
  - how the features found within spreadsheets can be used to present numerical information in a wide range of tables and charts;
  - how computers can be used to create music.
48. Teaching and learning are satisfactory overall, although when pupils are taught as a class in the computer room, it is often good. Recent staff development on how computers can be used to extend pupils' learning has been effective. Teachers are now confident in teaching pupils how to manipulate the finer features of the software

they are taught to use. Teachers make satisfactory use of other subjects to support pupils' learning, although there is potential to make more use of subjects such as art and design, mathematics and design and technology to further extend pupils' understanding. The main shortcomings in teaching lie in the lack of opportunities pupils have to explore aspects of the information and communication technology curriculum described above and the limited opportunities to extend the skills they learn in the computer room in lessons on a daily basis.

49. The leadership and management of the subject are satisfactory and recent progress has been good. The co-ordinator gives a clear lead in the subject and is aware of the need to boost pupils' use of computers in different subjects. Resources are satisfactory, although there are shortcomings in the range of equipment to extend pupils' learning of control and technology.

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

50. Improvements in provision are now enabling the pupils to make satisfactory use of computers in different subjects of the curriculum. In English, for example, pupils are making increasing use of desktop publishing software to draft and edit their writing in the form of a 'newsletter'. They also make good use of the Internet to explore and gather information about the topics they study in history or geography. There is potential, however, for pupils to use information and communication technology more extensively in other subjects, particularly mathematics and science, to support of their studies.

## **HUMANITIES**

51. **Geography** was not a focus for inspection. Samples of work were evaluated, as were teachers' planning files and the co-ordinator's management file. On this basis, it is not possible to make a secure judgement about provision in the subject. Evidence indicates that there is a suitable curriculum overview that outlines what themes pupils are to explore from class to class and this also sets out the skills to be developed in each class. Discussions with Year 6 pupils, as well as evaluation of their work, indicate that they are able to make comparisons between Epsom and Ryde on the Isle of Wight, which they have explored following a residential trip. The curriculum is sufficiently detailed and identifies how literacy, numeracy and information and communication technology skills can be used in the subject. From pupils' books, it appears that information and communication technology does not feature as strongly as it might. Assessment, which takes the form of tick sheets, is unsatisfactory.

## **Religious Education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Standards at the end of Year 6 are in line with those expected.
- Time allocation for the subject does not match the recommendations of the local Agreed Syllabus.
- Standards have fallen because not enough time is allocated to the subject.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

## Commentary

52. Since the last inspection, standards have fallen and they are now in line with the expectations of the locally agreed syllabus at the end of Year 6. Standards have fallen because the pupils do not have sufficient opportunities to study topics in any depth. Pupils' achievement, including that of pupils with special educational needs and those who are learning to speak English as an additional language is satisfactory. This satisfactory level of achievement is due to the pupils' ability to remember what they have learned about the different themes and topics they have explored and recall this knowledge and understanding when asked.
53. Pupils are introduced to a satisfactory range of world faiths, including Christianity, and are developing a satisfactory understanding of the similarities and differences between them. They understand the religious significance of the events in the Christian calendar and they have a satisfactory grasp of the main elements, festivals and customs of other world faiths. The school's Christian ethos is supported and developed in religious education lessons, although it is not as overt as it might be.
54. Teaching and learning are satisfactory. Lessons are suitably prepared and the way in which teachers explain different religious beliefs, festivals and ways of worship successfully captures pupils' interest and attention. Teachers make good use of the local church to stimulate learning and the school has a range of artefacts relating to different religions, which are used to good effect. Some visitors, such as a Hindu parent, offer first-hand experience of other religions, but pupils have not been encouraged to use the Internet to research information and visits to places of worship other than the local church have not taken place.
55. Overall, there is satisfactory leadership and management of the subject, although there are shortcomings in how the curriculum is managed. The co-ordinator is enthusiastic, committed and works hard. She has provided training and guidance for staff on the requirements of the syllabus. She has a good overview and grasp of the subject and how it could be further improved. Although, the school uses the local education authority Agreed Syllabus, the low time allocation means that the subject is not as developed as well as it might be, and this is reflected in pupils' standards and achievement. Assessment is currently being developed and extended. Resources are appropriate and sufficient and good use is made of assemblies to extend and broaden pupils' understanding of different themes and topics.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Resources, including information and communication technology, are used well to develop pupils' research skills.
- Pupils are curious about the subject and work hard in lessons.
- Higher-attaining pupils are not always challenged sufficiently.
- Marking is not as effective as it might be in developing pupils' historical skills.

## Commentary

56. Standards are in line with expectations at the end of Year 6 and pupils, including those with special educational needs and English as an additional language achieve

satisfactorily. The picture in terms of standards is similar to that found at the last inspection.

57. As they move through the school, pupils develop a satisfactory understanding of chronology and how evidence from the past is derived from various sources. During one lesson seen during the inspection, for example, Year 5 pupils were studying the life of poor Victorian children. Sufficient resources in the form of books, accounts and photographs were provided for pupils to do their own research and to report back to the class on their findings. Most settled well to the task and enthusiastically shared their findings with their classmates developing well in the process that day-to-day life for Victorian children of a similar age was very much different to their own lives. As they move through the school, and as a result of the improving provision in terms of information and communication technology, pupils learn that technology can be used to explore the history and life-styles in other countries. During the inspection Year 6 pupils in studying Ancient Greece, used the Internet well, to gather and research information about life in Sparta and were able to compare and contrast this with what they had previously discovered about life in Athens. Their note-taking skills are developing well and they used the information they gained to write a letter 'home' from the viewpoint of specific characters. Pupils' literacy skills are used well to discuss ideas and to write in a variety of ways. In the main, however, higher-attaining pupils are capable of producing work of a higher standard and are not always sufficiently challenged, nor do they have enough opportunities to work independently or to follow through their own lines of historical enquiry.
58. The quality of teaching and learning is satisfactory. Teachers have secure subject knowledge and understanding and many teachers carefully plan pupils' learning so that it effectively supports pupils' literacy development. The planning of pupils' learning is satisfactory, although how learning is planned for higher-attaining pupils needs to be made sharper. Lively teaching and good use of historical artefacts and resources promote within pupils a strong interest in the subject. Pupils enjoy the work that they are asked to undertake and are curious about how people lived their lives in the past and how certain people have influenced and shaped the course of history. However, a shortcoming in teaching lies in how teachers monitor pupils' progress and in the use that is made of assessment information to plan the next steps in their learning. This is largely in the form of tick-sheets and is underdeveloped. In addition, not all teachers mark work as effectively as they might to develop pupils' learning still further.
59. Leadership of the subject is satisfactory. Monitoring of the subject is carried out by the co-ordinator and the information used to plan further developments. To enrich pupils' learning of history, good use is made of particular 'theme days' where teachers use the skills of visiting groups and speakers who often dress up and act out day-to-day life of the particular topic that the pupils are exploring.

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

60. No lessons were seen in **physical education** or in **art and design**. It is therefore not possible to form judgements about provision, standards or achievement. However, in **physical education**, a group of Year 6 pupils recently did well to win a local schools' netball tournament. The school provides several sports clubs, such as football, athletics and cricket and the pupils achieve some success in competitions against other schools. These are mainly for the top two year groups. The school lacks separate changing areas for the oldest pupils. In **art and design**, pupils are introduced to a suitable range of work by different artists and they reflect critically on what pleases them about the works they explore and the emotions that they stimulate. Pupils have



satisfactory opportunities to develop and produce art work in a range of media and this successfully develops their perception that art can be created using a mix of materials. While pupils use sketchbooks to develop their ideas, the use of these books in terms of improving pupils' understanding of preparatory work is limited, as is their understanding of how new technologies can be used to create works of art. There are few trips to places such as galleries.

61. The inspection focused on design and technology as standards were below expectations at the time of the last inspection, and music, where the school is proud of its accomplishments.

## **Design and Technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- There has been good improvement in provision since the previous inspection.
- Pupils understand well the importance of initial designs in making design and technology artefacts.
- Teachers provide pupils with good scope to evaluate their work with a view to improving it.
- information and communication technology is insufficiently used to broaden pupils' understanding of the subject.

### **Commentary**

62. By the time pupils leave the school at the end of Year 6, they reach standards that are in line with expectations. This marks good improvement since the previous inspection when standards were below expectations. The school has successfully introduced national guidelines, which are used well to guide learning for pupils as they move from class to class. As a result, pupils, including those who speak English as an additional language and those with special educational needs, achieve satisfactorily.
63. The quality of teaching and learning is satisfactory across the school. In Year 3, pupils are successfully introduced to the need to look at and evaluate the importance of design in the food packaging products that they have taken apart. From this, they successfully design and make their own packages that take into account the need to make their products eye-catching and pleasing. Teachers ensure that the challenge for pupils increases as they move through the school. For example, in Year 4, pupils have designed 'chairs' to fit in with the characters from 'Alice in Wonderland'. In Year 6, pupils have designed and made slippers, exploring the main characteristics of slippers that they themselves had brought to school. Teaching suitably emphasises the need for pupils to make initial designs, think about the materials to be used and what resources are going to be needed to make their models. In all classes, teachers provide good opportunities for the pupils to evaluate the success of their work and to suggest, if they were to make another attempt at their work, what approaches they might take to improve its overall quality. Older pupils have a satisfactory understanding of the part that design and technology plays in their daily lives. They explain, for example, that many everyday objects, such as kettles, often perform a basic function but are designed and made using a range of different materials.
64. There is satisfactory leadership and management of the subject. The co-ordinator has given a clear lead in the subject and has led developments well. However, there is a

need to ensure that the use of information and communication technology is identified in planning to improve pupils' learning.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- The standard of singing is good in lessons and in assembly.
- Teachers' good knowledge and skills help enthuse pupils.
- Pupils have very good attitudes to the subject and are keen to learn.
- Curricular provision is good and enhanced by a good range of peripatetic music and after-school activities.
- Assessment methods lack clarity.
- The subject co-ordinator has ensured that the subject has a high profile.

### **Commentary**

65. Last time the school was inspected, standards in music were found to be above average. This is still the case. As they move through the school the pupils develop a good understanding of different musical styles and what instruments are used to produce the music they are given scope to listen to. Pupils understand well different musical notations and how to record music onto paper and then use both tuned and untuned instruments to play that music. Good progress is made in developing their compositional skills and Year 6 pupils talk keenly about the different sorts of music they listen to. Throughout the school, pupils' standard of singing is above that generally found for their age. Pupils sing well in whole-school assemblies and in lessons, showing both enjoyment of and great enthusiasm for music. They confidently sing rounds, with clear diction and good control of pitch. Pupils achieve well.
66. Teaching and learning are good. The pupils' interest and enjoyment are significantly enhanced by the musical skills and enthusiasm of the staff. Teachers have very good subject knowledge and effective methods of transmitting that knowledge to pupils. For example, in one very good lesson seen with a Year 3 class, very good teaching skills and high expectations enabled pupils to name and correctly use instruments to pick out short musical phrases by ear having only sung them before. Curricular planning and content is good, with many resources drawn upon to ensure that teaching is of a high standard, even when not taught by a music specialist.
67. Leadership and management are good. The co-ordinator runs a choir, and some pupils have piano or guitar lessons within school. The subject is well resourced. Current assessment and record-keeping methods are satisfactory, but do not help teachers and pupils to understand how well pupils are doing or what they need to do next in order to improve.

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

The school's programme for personal, social and health education, including drugs awareness and sex and relationships education is good. Provision is well planned, supported by an effective and comprehensive scheme of work. Good teaching helps pupils explore citizenship and relationship issues well. Pupils are given regular weekly opportunities to talk about personal and social aspects of school life. They enjoy the lessons

and the vast majority join in well, fully engaging with the topics. Teaching and learning are good overall, with some good use being made of discussions by pairs of children and whole classes for topics such as "*What is addiction?*" Good teaching is characterised by methods that promote deep thinking and open discussion. Residential visits are also well used.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	