

INSPECTION REPORT

ST MARY'S CofE CONTROLLED PRIMARY SCHOOL

West Byfleet

LEA area: Surrey

Unique reference number: 125150

Headteacher: Miss C Neef

Lead inspector: Brian Espiner

Dates of inspection: 6 – 10 October 2003

Inspection number: 257837

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	277
School address:	Hart Road Byfleet West Byfleet Surrey
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs K Stainsby
Date of previous inspection:	24 May 1999

CHARACTERISTICS OF THE SCHOOL

St Mary's is unusual in its structure. As well as an intake of 30 into the reception class, there is another intake of 30 into Year 4 from a local first school. This high pupil mobility has an unsettling effect on pupils, although the school does a good job in minimising this. At both these entry points, pupils' attainment is below average. This has the effect of depressing results, particularly in the Year 6 national tests. Sixty-five pupils (24.4 per cent) have special educational needs (SEN), an above average proportion, and eight pupils (3 per cent) have statements of SEN, also an above average proportion. The school has an SEN unit for pupils with dyslexia. Although this has room for 10 pupils, and last year had six, numbers this year have gone down to two, and the school is seeking re-designation to cover other areas of SEN. There are 12 pupils from ethnic minorities or of mixed race, with no single heritage dominant, and very few pupils have English as an additional language. The school has 'Investor in People' status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9457	Mrs G Bindoff	Lay inspector	
22113	Mrs A King	Team inspector	Music Physical education Foundation stage Special educational needs
11901	Dr P Lowe	Team inspector	English Geography History English as an additional language
30717	Mr G Tompsett	Team inspector	Mathematics

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. Standards are in line with expectations and pupils' progress is good. Teaching and learning are good throughout the school. Leadership and management are very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The ethos of the school is excellent. All pupils are valued highly as individuals, and the school includes all pupils very well.
- Leadership and management are very good overall.
- The headteacher leads the school very well, with an excellent clarity of vision and sense of purpose.
- Pupils' attitudes are very positive and they work hard.
- Pupils' spiritual, moral, social and cultural development is very good.
- Standards in art are well above expectations.
- The curriculum is very good with many opportunities for enrichment in sport, art and other areas.
- Thorough and constructive assessment is used very well to respond to pupils' individual needs, but marking is inconsistent.
- Action is needed on some health and safety issues.
- Parents' and pupils' views are not sought enough on a formal basis.

Improvement since the last inspection has been good. In the school's performance, improvement has been satisfactory. There were three main recommendations from the last inspection, concerning the standards in writing reached by more-able pupils in Year 2, assessment in information and communication technology (ICT), and the withdrawal of pupils with SEN from the same lessons every week, thus stopping them having access to the whole National Curriculum. All these issues have been tackled well. There were six minor recommendations, and these have also been tackled well. Many areas of the school were praised, and these have stayed much the same.

STANDARDS ACHIEVED

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

*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.*

These grades are of limited value statistically and should be treated with great caution. The school's results include those of the pupils in the special educational needs (SEN) unit. The 'similar schools' grades are further complicated by the fact that half the pupils in Year 6 joined the school in Year 4, so these grades are of very limited value, too. If these factors were taken into consideration, the grades would be higher.

Pupils' progress is good, and all achieve well. At both points of entry, in Reception and Year 4, attainment is below average. Standards in Years 2 and 6 are in line with the national average, and often above. For example, attainment in geography and history is above national expectations for Year 6 pupils, and attainment in art is well above. In the core subjects of English, ICT and religious education (RE), standards are satisfactory overall in Year 2 and Year 6. In mathematics, standards are above average in Year 2 and average in Year 6. Because evidence was limited due to the nature

and timing of the inspection, no judgement was made about standards in science (although standards in scientific enquiry are above average), design and technology (DT), physical education (PE) and music (although standards in singing are well above average).

Pupils' personal development is very good, particularly in the spiritual, moral and social aspects. Cultural development is good. Pupils' attitudes are very good; they are keen to learn and the inspection team found them delightful. Behaviour is good, largely because of the expectations and skills of staff. Attendance is about average, and punctuality is very good. The views of pupils are not sought often enough.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good throughout the school**, and these aspects are supported very well by the school's very good curricular provision and assessment procedures. All these things contribute well to the good progress made by all pupils, including those with SEN, pupils who are generally more able, and those with particular gifts or talents.

LEADERSHIP AND MANAGEMENT

Leadership and management are both very good. The highly-competent and totally-committed headteacher ensures that the school is focused on improvement in every area. The new senior management team is good in what it does, although it misses a deputy-headteacher, as the new one takes up her post in January 2004. The effective Governing Body works hard to make sure that all educational priorities are supported well, backed by suitable financial provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils, rightly, feel nurtured and very secure. They enjoy school, and see it as a place with lots of friends and a great deal of happiness, although they would welcome being asked for their views more often. Parents are also very supportive of the school, although a substantial minority said that the school could do better in giving them information. The inspection team judged this aspect to be good overall, although parents' views of the school are not asked for often enough.

IMPROVEMENTS NEEDED

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

- Make sure that all teachers follow the guidance in the good school policy on marking work, especially in ensuring that suggestions for improvement are made whenever necessary.
- Review and revise the health and safety issues discussed with the governing body.
- Set up systems to take into account, and act on, parents' and pupils' opinions more formally.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards are **in line with expectations**. All pupils, including those with SEN or individual gifts or talents, **achieve well**.

Main strengths and weaknesses

- Standards in art are well above national expectations, and are often excellent.
- Standards in reading, speaking and listening are above average.
- Standards in mathematics are above average at the end of Year 2.
- Standards in geography and history are above expectations.
- Every year, the school has some able pupils in mathematics who achieve levels expected of 14-year-olds or higher.

Commentary

1. Children come into the reception class with below-average skills in language and literacy and social skills, and weak hand control, but there is also a wide range of abilities within the year group. Progress is good and by the time the children leave the reception year their attainment is about the expected level for their age in all six areas of the Foundation Stage curriculum. The children achieve well, including those children identified as having SEN. They have positive attitudes, are responsive and behave well.

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

Standards in:	School results	National results
reading	16.0 (17.2)	15.7 (15.8)
writing	14.3 (14.0)	14.6 (14.4)
mathematics	16.7 (17.1)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

2. Pupils continue to make good progress in all subjects in Years 1 and 2. Standards in reading, speaking, listening, mathematics, geography and history are above average by the end of Year 2. Standards in writing, science, ICT and RE are in line with expectations. In art, standards are consistently above expectations, and often well above. No judgement was made about standards in design and technology (DT), music and physical education (PE).

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

Standards in:	School results	National results
English	25.1 (24.9)	26.8 (27.0)
mathematics	26.7 (24.9)	26.8 (26.7)
science	27.4 (25.5)	28.6 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year

3. Standards in Year 3 are generally in line with expectations, with attainment in some subjects above and none below. In Year 4, the number of pupils is doubled with the addition of pupils from a local First School. The standard these pupils have reached when they enter the school are generally below those reached by pupils who have been at St. Mary's since

Reception, although there is evidence that the standards of the pupils who join in Year 4 are rising from year to year. When half of the present Year 6 were in Year 3 at the First school, an Ofsted inspection report was very critical about the quality of education they were receiving, and the school was judged to have serious weaknesses. Consequently, although the raw points score appears to indicate that pupils' progress in juniors is not as good as it is lower down the school, this is not the case, as half the pupils had a different experience when they were younger. School analysis shows that pupils make good progress throughout the school, and this was confirmed during the inspection, but attainment results are skewed because of the mobility. They are also affected adversely by the large number of pupils with SEN. All pupils follow the National Curriculum, so the results of pupils in the SEN unit are counted in with the rest. Consequently, national statistics are of limited value, especially Year 6 comparisons. The really important statistics are not the ones concerning attainment, but the ones showing how much progress pupils have made. Since these show good progress, the school is doing a much better job than the numbers would seem to indicate. This is further supported by the judgement of the inspection team that teaching and learning are good throughout the school. Over the last three years, improvements in standards in Year 2 have been above trends nationally.

4. Standards reached by 11-year-olds are above average in reading, speaking, listening, geography and history. In writing, mathematics, ICT and RE, attainment is in line with expectations. In art, attainment is well above expectations, and some drawing, painting and printing is excellent. No overall judgement was made for science as all last year's books were destroyed by flooding, but standards in scientific enquiry are above average. No overall judgement was made in music, although singing is very good. Pupils sing with verve and enthusiasm. They have good diction, pitch and expression, and the singing in assemblies is uplifting. No judgement was made in DT and PE.
5. The achievement of pupils with SEN is good. The very good assessment procedures in the school ensure that a clear picture is kept of pupils' attainment on entry to the school and how they progress. There is good provision for SEN and the pupils receive a good level of support from teachers and learning support assistants.
6. The judgements about standards and progress are much the same as in the last inspection, so the school's improvement has been satisfactory. The school sets itself very ambitious targets, and did not reach them in 2003. Targets for 2004 are more realistic whilst still being challenging, and the school should achieve them.

How well are pupils' attitudes, values and other personal qualities developed?

By year 6, pupils develop serious and mature attitudes to their work which contribute to their good achievement. Pupils' **behaviour is good** because the school has high expectations which are consistently applied and which establish a calm and orderly environment for learning. Pupils have some very good opportunities to develop as caring, thoughtful people within the school community. Attendance is **satisfactory and punctuality is very good**.

Main strengths and weaknesses

- The school provides a very positive environment for learning.
- Pupils are happy at school and enjoy the very good range of activities provided, are interested in their work, sustain their concentration and work hard.
- Pupils' behaviour is good.
- Relationships between the pupils themselves and between pupils and adults are very good and pupils show care and consideration for each other.
- Patterns of absence and the impact on learning are not monitored by the school.
- The pupils' spiritual, moral, social and cultural development is very good.

- Good cultural experiences are provided overall. Multi-cultural experiences are somewhat limited, largely because the school does not have a significant number of parents and grandparents from ethnic minorities, so their resources are limited.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.1
National data	5.4	National data	0.5

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

- Attendance is in line with the national average and unauthorised absences are below the national average. The school has good strategies to encourage parents to bring their children to school on time and punctuality is very good. Pupils come to school ready to work; they know what to do and settle quickly and quietly to their tasks. Patterns of attendance are not monitored systematically by the school and this limits the effectiveness of support for individual pupils and strategies for raising levels of attainment.
- Pupils' very good attitudes to school have been sustained since the previous inspection. Very good arrangements for Reception children to settle in to school help them to make a good start to their schooling and pupils who join the school in Year 4 are well supported so that they make a smooth transfer from the First School. Pupils' behaviour is good because they know what the school expects and because there is a consistent focus on pupils developing personal responsibility and care and consideration for others. The resulting environment helps pupils to concentrate on their work and to develop as individuals. The school has very good strategies to support pupils who have difficulty managing their own behaviour and is successful in enabling these pupils to remain in school. This reflects the school's commitment to giving all pupils the best opportunity to succeed and explains why there have been no exclusions in recent years.
- Pupils with SEN work very well together and relationships in the school between classmates and teachers are very good. There is an atmosphere of mutual trust and understanding which is nurtured carefully to help pupils who find learning more difficult to cope with their problems and surmount them. The school strives very hard to develop successfully the pupils' confidence in their abilities and to build their self-esteem.
- Provision for pupils' personal development is very good overall and there are some good opportunities for pupils to take responsibility for aspects of the life of the school and to develop as citizens within the school community. The responsibility that Year 6 pupils have for the support of children in the Reception class contributes very well to their social development and helps to reinforce the friendly, sociable atmosphere in the school.
- The provision for spiritual, moral, social and cultural development is very good overall. The school has a very comprehensive programme of activities to support this important area of the pupils' development.
- The cross-curricular approach to learning in the school is very effective in promoting the pupils' spirituality. This is very evident, especially through daily assemblies which are carefully planned to offer a good balance of themes, including comedy, pathos and reflection and to consider relevant issues. The learning support assistant who led assembly singing whilst playing the guitar succeeded very well in inducing a real spiritual aspect into pupils' well-above average singing, which was evangelistic in its power.

13. The provision for moral development is very good overall. The pupils behave well in school, having very good levels of respect and understanding for themselves and others. They learn in science how to care for and be responsible for the environment and discuss moral issues of conservation and preservation. They are learning to care for others, especially for the younger children in the school. Issues are dealt with carefully through the very effective programme for personal, social and health education and discussions are held regularly in classes about how to behave properly towards each other.
14. The provision for social development is very good overall. Kindness, respect and understanding are promoted very well in the school to develop the pupils' awareness of social skills and tolerance of others. Openness is encouraged. Pupils' contributions are valued and the school is a sanctuary for some, where they can express their feelings, fears and emotions in a safe and caring environment.
15. The provision for cultural development is good overall, having been judged as in need of some improvement at the previous inspection. Through art, history, geography, religious education and literacy, work is covered on a variety of cultures and traditions. French is promoted in the school to reinforce positive images of different languages. Music from different types cultures are offered in assemblies. The school acknowledges different traditions such as 'Diwali', 'Eid' and 'Chinese New Year' and the pupils' different faiths and customs are respected in the school. Visits are made to places of worship, such as a synagogue and a mosque, and proper care is taken of religious artefacts such as the Koran. The school is aware of the importance of promoting an understanding of cultural diversity, but sometimes there are not enough multi-cultural experiences for the pupils.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	268	0	0
White – any other White background	1	0	0
Mixed – White and Black African	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	2	0	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

Teaching and learning

Teaching and learning are **good** throughout the school. The provision for assessment is **very good**.

Main strengths and weaknesses

- Teachers encourage and engage pupils very well.
- Relationships between adults and pupils are very good, leading to good learning.
- Pupils work hard and enthusiastically.
- Almost all aspects of teaching and learning are at least good. None are less than satisfactory.

- Equality of opportunity is promoted very well.
- The procedures for assessments are a strength of the school.
- The system for tracking pupils' progress is excellent and is used very effectively.
- Pupils have challenging, yet achievable, targets.
- Pupils know how they can improve.
- There is inconsistency in the standard of marking.

Commentary

There were no unsatisfactory lessons seen during the inspection, and 80 per cent were good or very good.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (17%)	30 (62%)	10 (21%)	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.

16. In Reception, the quality of teaching and learning is good overall. The staff have a secure understanding of the curriculum for young children and recognise the importance of learning through play. They plan well, with a good balance of activities and effective methods to deliver the curriculum. Resources are generally used appropriately and lessons are reasonably paced overall. The staff have good levels of interaction with the children and participate in their learning, encouraging them to be productive and to behave well. The children settle quickly in school because of this and the sensitive and sympathetic approach taken by the staff. There are very good levels of mutual trust and understanding, and respect features strongly in the work of the Reception class.
17. In Years 1 to 6, teachers use their generally good subject knowledge to engage and enthuse pupils, who respond by working hard and making good progress. Planning is good, with teachers using their very good knowledge of individuals and groups to ensure that work is challenging but realistic. Teachers almost always share the learning objectives with pupils at the start of each lesson, so pupils know what they have to do. These objectives are often referred to during the lesson, and usually returned to at the end to see if they have been met. Teachers and learning support assistants expect pupils to behave well and work hard, and they also have high expectations of pupils' potential. Equality of opportunity is promoted very well, with, for example, pupils who use the SEN unit being totally integrated into the school for everything other than English. Girls and boys work easily together and pupils with EAL are fully integrated. This results in self-confident pupils who themselves expect to behave well and do their best in a quiet working atmosphere that encourages learning and leads to good progress. This is all supported by the excellent school ethos, within which each pupil is highly valued and feels safe and nurtured.
18. Teaching methods are effective. The school has adopted the National Literacy and Numeracy Strategies, which are used well, and the structure of lessons in other subjects is often based on their model. Learning resources are used well, and lessons have a good pace, so pupils are interested and learning is enhanced. Learning Support Assistants are used well in a genuine partnership with teachers, and there are easy and productive relationships between adults and pupils. Homework is used satisfactorily to enhance learning. Pupils know when they will get it and when they have to hand it in, and they are given enough time to complete it. The amount that they are given increases as they move through the school and is appropriate for their age.
19. Pupils' acquisition of skills, knowledge and understanding is good throughout the school. They apply themselves willingly, and genuinely want to please their teachers and Learning

Support Assistants. As they move through the school they are taught to work independently and collaboratively, and do this well.

20. Very comprehensive records are kept on every pupil and the excellent system for tracking pupils' progress and achievement is helping to raise standards. All of the teachers are fully aware of where the pupils can improve and the daily evaluations of lessons and progress greatly enhances this system. Pupils are set both learning and behaviour targets which are frequently reviewed. This enables them to be fully aware of their progress and areas they need to work on. In some subjects there is a need for greater depth of marking with more constructive and helpful comments. Opportunities are sometimes missed to give short-term targets, and marking is not used consistently to add to the tracking of pupils' progress in all subjects.

The curriculum

The overall quality of the curriculum is **very good**, with many opportunities for enrichment in sport, the arts and other activities. Accommodation and resources are **good overall**.

Main strengths and weaknesses

- The breadth of curriculum opportunities is good in the Foundation Stage.
 - The curriculum in Years 1-6 is comprehensive with a very good consideration of how much time is given to each subject.
 - Opportunities for the enrichment of the curriculum are very good.
 - Accommodation and resources are good in Years 1 to 6, and satisfactory in Reception.
 - The National Literacy and Numeracy Strategies are used well.
 - Cross-curricular links are very good, especially in ICT, which is used well across the curriculum.
 - Provision for personal, social and health education (PSHE) and citizenship is very good.
 - Equality of access and opportunity for all pupils is very good. Educational inclusion is a strength of the school.
 - Provision for pupils with SEN is good.
 - Pupils are well-prepared for later stages of education.
 - Support for learning outside the school day is very good.
 - The match of teachers and support staff to the curriculum is good.
21. The curriculum meets statutory requirements including provision for religious education. There is provision for collective worship, largely Christian in nature, on a daily basis.
22. There is a good breadth of curricular opportunities in the Foundation Stage. The provision for SEN for the youngest children in the school is good and all children are well prepared for their future education in Year 1. There is a good match of teachers and learning support assistants to meet the needs of the children. The accommodation and resources are satisfactory. Some resources have been improved to develop activities in role-play and using the outdoor area. This latter is still underdeveloped, but the staff have clear ideas about how to improve the provision by purchasing more imaginative equipment and developing the use of the available space.
23. The quality and range of the curriculum opportunities provided are very good in Years 1 to 6. Pupils are prepared well for later stages of education. Literacy and numeracy skills are taught well. This has been instrumental in improving achievement. There are consistent whole-school approaches to teaching and applying literacy and numeracy skills across the curriculum, particularly in ICT, history and geography. The school is innovative in its approach to the curriculum; for example, in the recent introduction of teaching in ability groups in literacy and numeracy in Year 6. This is already having a positive impact on

standards. In Years 1-6, nationally recommended schemes of work are used as a basis in other subjects.

24. Provision for pupils' personal, social, health education and citizenship, including sex and drugs awareness education, is very good.
25. Equality of access and opportunity for all pupils, regardless of ability, gender or ethnicity, is very good. The school provides very good inclusion for all pupils. Pupils from ethnic minorities are catered for sensitively. The needs of those with English as an additional language are identified by local education authority experts and pupils are given the necessary help. Pupils identified as having SEN thrive and are encouraged to be active participants in their learning. Individual education plans are comprehensive and detailed, with specific and measurable targets for what the pupils are to achieve, with identifiable criteria to indicate their success. The teaching supports all pupils well in their lessons. Teachers and learning support assistants are well informed about pupils' needs. They plan carefully to ensure that all pupils are supported in their learning and use a range of methods and strategies to help them.
26. There is a register of gifted and talented pupils, which is updated regularly and is used very well to ensure those pupils who have particular skills, especially in literacy and numeracy, are given every opportunity to develop their talents. The school has good links with outside agencies and uses the expertise available through these to good effect. Parents and carers are kept informed about their children's attainment and progress through regular meetings, both with class teachers and the co-ordinator for SEN. Reviews are held regularly and targets are set with realistic aims for what the pupils are to learn next.
27. The school provides many opportunities to broaden pupils' experiences through visits and visitors to the school. Pupils can learn a musical instrument. They are involved in a variety of special events, such as annual weeks focusing on poetry or DT. Each year, a very successful exhibition is held for parents and friends; concerning, for example, art or science. An annual residential visit is much enjoyed by older pupils and develops their social and outdoor activity skills.
28. Support for learning outside the school day is very good. There is a flourishing after-school club, which meets on five evenings a week and provides valuable care and enrichment for pupils. Parents value this facility. There are clubs for various sports, chess, clay, singing and French.
29. The match of teachers and support staff to the curriculum is good and enables additional support to be given to pupils who need it. The accommodation is good overall. Classrooms and halls are light and airy and are kept clean and tidy. The school grounds are extensive and have been developed to provide outdoor learning and enjoyment. The ICT suite provides a valuable resource. Uncertainty about the future of the Unit and SEN resource area makes it difficult for the school to plan for any refurbishment. There are plans to develop the office area. Good quality resources are easily accessible and are used well.

How well are pupils cared for, guided and supported?

The school has very caring attitudes towards pupils which enables them to feel valued and to develop self-confidence and self-esteem. Pupils learn in a supportive environment which helps them to achieve well. The governing body's responsibilities for the management of health and safety are not fully met.

Main strengths and weaknesses

- Improvement is needed in some aspects of child protection and health and safety. The governing body's responsibilities are not fully met.

- The school has very caring attitudes towards pupils.
 - There are very good relationships within the school, between staff and pupils and amongst pupils themselves.
 - The school includes all pupils in the education it provides.
 - There is very good support for pupils who have difficulty managing their own behaviour.
 - Very good guidance is given to pupils through tracking their achievement.
 - Pupils do not have enough opportunities to express their views about the school or to contribute to decisions about its day-to-day life.
30. There is a warm and friendly atmosphere in the school which ensures that pupils feel cared for and valued. This helps them to do their best and to achieve well. The very good relationships between pupils and adults enable pupils to seek help when they need it and to share their worries and concerns. Very good support is provided for pupils with particular needs, including difficulty in managing their own behaviour. Visiting specialists contribute very well to this work. All pupils have an equal opportunity to learn and to succeed. Learning support assistants work effectively with pupils with SEN and help them to achieve well. Pupils clearly understand what they must do to improve and they contribute to their own learning targets. There are also some good opportunities for pupils to follow their own initiatives in their learning and to work independently. This good practice is effective in helping pupils to learn.
31. The care and support for the children in Reception are good and there are good procedures for when the children first start school. The leadership and management of the Foundation Stage are good, with clear aims for how to develop this important aspect of young children's education. The staff work well together as a team, offering a good range of activities for the children, with clear vision as to what needs to be done and areas for further development.
32. The comprehensive system for tracking pupils' achievement ensures that pupils are given the help they need when they need it and contributes very well to their learning. Individual pupils are supported very well in their personal development but there are no formal systems in place to monitor the personal development of all pupils.
33. The school meets the local requirements for child protection but there are some aspects of the school's provision that need improvement. There are also some areas of the governing body's responsibility for health and safety that are not being fully met. These have been discussed with the teaching staff and governors.
34. The school works hard to ensure that pupils joining the school in the Reception Year are well supported and this helps them to settle in well. Good induction arrangements are also in place for the pupils who join the school in Year 4. These help them to establish new friendships, to become familiar with school routines and to understand the school's expectations.
35. Pupils do not have enough opportunities to contribute to decisions about the day-to-day life of the school. There are no systematic procedures to consult pupils about their views or to demonstrate that their views are important and are taken into account. For example, older girls consider that the playground space is dominated by boys playing football games but have not had the chance to raise the issue in the school, to discuss its significance and to suggest ways to resolve it. They feel that, in this respect, their needs are not being met.

Partnership with parents, other schools and the community

Parents have good opportunities to help their children to learn because the school provides good information and promotes the partnership with parents well. Links with the community contribute to the very good range of learning experiences provided for pupils.

Main strengths and weaknesses

- The school welcomes parents and values their contribution to their children's learning.
- There are good opportunities for parents to be actively involved in the life of the school.
- Information about what pupils will learn and about homework helps parents to support their children's learning at home.
- Very good information for parents of children joining the Reception class helps them to help their child settle quickly into school life.
- There are not enough opportunities for parents to contribute their views to decisions about school improvement.
- Parents are not given enough information about their child's attainment in relation to National Curriculum levels and national expectations to know how well their child is doing.

Commentary

36. The school has maintained the good partnership with parents noted in the previous inspection. Parents give good support to pupils as volunteer helpers in the classroom and on out-of-school visits. Regular newsletters keep them well informed about school events so they know what is going on. These positive features help parents to have an informed interest in school life and to give encouragement to their children.
37. Class teachers provide very helpful information about what pupils will learn each term and communication between home and school on homework enables parents to contribute well to their children's learning. In particular, parents see homework tasks at the time they are marked so they know straight away how their child has done and what needs to be improved. There is good consultation between parents, pupils and teachers about targets for learning and good feedback on how well pupils achieve them. End-of-year written reports give some good information about pupils' progress but do not include the National Curriculum levels attained, other than in Years 2 and 6. This limits their usefulness and supports the concerns of some parents that more detailed information about how their child is getting on could be provided.
38. Very good information is provided for parents of children entering the Reception class. This very good partnership with parents makes an important contribution to the children's learning.
39. Parents do not have enough opportunities to contribute their views to school improvement. Although the school conducts annual questionnaires for some parents, these do not provide information about specific areas of the school's work. The information they provide is broadly supportive of the school but the return rate is low.
40. The school is good at developing links with the local community and uses these effectively to widen pupils' experience. Pupils visit the church and the local home for elderly residents and get to know the area well through visits. Visitors to the school contribute very well to pupils' learning. The school also provides a venue for after-school activities which are popular with pupils, especially football coaching. Links with the wider community could be extended to give pupils an improved experience of cultural diversity.
41. The school works hard to improve links with pre-school groups and with the partner First School in order to ensure that pupils transfer smoothly. The links work well and Reception children and pupils in Year 4 settle in quickly. The importance of good liaison with secondary schools is also understood by the school but pupils transfer to a large number of different schools at age 11. Links with the main school at transfer are also improving and very good information is handed on about the attainment of individual pupils at the end of Year 6.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. Leadership is **very good**. Management is **very good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher's clarity of vision, sense of purpose and aspirations are excellent.
- Leaders provide very good role models for other staff and pupils.
- The headteacher monitors the school's performance extremely well, reviewing patterns and taking appropriate action. The school uses its self-evaluation very well.
- The governing body, very good in most aspects of its work, is not dealing with certain areas of health and safety well enough. This aspect of governance is unsatisfactory.
- Very competent strategic planning reflects the school's ambitions and goals very well, but there is no simple annual overview in the school development plan.
- Financial planning supports educational priorities very well.
- New staff are inducted very well, and appreciate the care that they are given.
- The whole school is totally committed to educational inclusion, which is very good.

Commentary

42. The headteacher is a very good, caring and energetic leader, carrying everybody with her, not least because she leads from the front and provides a very good role-model. The members of the new senior management team already provide good support as core subject co-ordinators.
43. The monitoring of the school's performance is excellent. Pupils are closely tracked individually in core subjects, and the senior management team uses this information to predict results in national tests. The headteacher analyses all information exhaustively to find any differences between groups; for example, boys and girls, pupils with SEN (including those in the unit), ethnic minorities and pupils joining the school in Year 4. This gives a much clearer picture than the statistics provided by the government and enables the school to target relatively weaker areas.
44. This clear picture of the school's strengths and weaknesses is used to guide the very comprehensive school development plan, which is put together by the headteacher and subject co-ordinators with the full involvement of governors. The plan is for three years and is updated every year. Each section is supported very well by financial planning, and costs, timing and responsibility are detailed. However, there is no annual overview with time-scales and costs.
45. New staff are inducted very well. The school's documents about this are clear and very helpful. New teachers and LSAs are assigned a mentor, and newly qualified teachers take part in the local education authority's programme. Teachers at the school who qualified recently were unequivocal in their praise for the induction procedures and their welcome. This is very important in a school with such a high turnover of teaching staff, and contributes greatly to ensuring that standards continue to improve.
46. The governing body fulfils its statutory responsibilities, but there are aspects concerning health and safety that need improving. Consequently, governance, which is very good in most aspects, is only satisfactory overall. The chair of the governing body is astute and committed, and visits the school several times a week. The governing body itself has a very good knowledge of the school's strengths and where it could improve, apart from in some areas of child protection, health and safety. There is a large number of vacancies for governors, but the depleted body gives its time tirelessly and selflessly to improving provision for pupils, with their recompense being only the knowledge that they are giving something valuable back to the community. Their role as 'critical friend' is much appreciated by the staff, and is important in improving pupils' attainment and progress.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	731,895
Total expenditure	731,653
Expenditure per pupil	2,771

Balances (£)	
Balance from previous year	24,474
Balance carried forward to the next	24,716

47. Governors keep a very close eye on expenditure, and the finance committee works very closely with the school's finance officer. The annual spend per pupil is broadly average for a school with this proportion of pupils with SEN. Given that the school is effective overall, it gives good value for money.
48. Educational inclusion is very good and a strength of the school. Pupils in the SEN unit are totally integrated into every aspect of school life, as are others with statements of SEN. Gifted and talented pupils are recognised early and challenged well in their individual gifts and talents. Different groups are tracked very well and any problem is picked up quickly and dealt with effectively. Every pupil is recognised, valued and loved as an individual.

WHAT IS THE EFFECTIVENESS OF THE SPECIAL EDUCATIONAL NEEDS UNIT?

The provision for pupils in the unit for special educational needs is good overall.

Main strengths and weaknesses

- There is good support for pupils to develop skills in literacy.
- Pupils' confidence in their abilities is developed very well.
- Individual education plans have clear targets for the pupils to achieve.
- There is a good working partnership with parents and carers.

Commentary

49. The pupils catered for in the special educational needs unit are well-supported in their learning to develop their skills in literacy, the help they receive is successfully building their confidence in their abilities. The unit is bright and airy, well lit and adequately resourced, with several displays of work that support the pupils' learning in literacy.
50. The unit caters for pupils with dyslexia and other language difficulties, and they are well supported in their learning. The school is trying to have the unit re-designated to cater for additional needs. At present the accommodation is used for unit pupils and other pupils in the school with special needs. For example, pupils in Years 4 and 6 have additional support in their learning in English, literacy and with any speech and language difficulties. All pupils are integrated fully into classes for the rest of the curriculum and the work they follow in the unit is carefully planned to mirror work in literacy being studied by their classmates. For example, during the inspection Year 4 were undertaking a study of Hampton Court Palace in preparation for a future visit. This work was successful in developing the pupils' language skills, as well as other links to subjects such as history and geography, as they used a map of the palace to plan their trip.
51. The co-ordinator for special educational needs monitors the provision well, has a clear understanding of the range of needs both within the unit and the whole school and caters for these effectively. Individual education plans provide clear diagnostic information about the pupils' specific needs, which is used well to inform future targets for teaching and learning. The quality of teaching within the unit is good overall, with a very good level of team work

established and maintained between staff who are based in the unit and those who support the pupils in small group work. The work of the unit and the pupils are valued and the headteacher has a very clear vision of the need to identify support for special needs, but still encourage individual pupils' effort.

52. The unit is well led, managed and run, with good links with parents and carers, who are well informed and encouraged to be involved. There was an issue raised at the previous inspection about withdrawal of pupils from some subjects, but this has been tackled and dealt with successfully.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the youngest children in the school in the Foundation Stage of learning is **good overall**.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle in quickly and happily.
- Children develop good social skills.
- There is not enough variety in activities to ensure a very good balance of child-initiated and adult-directed work.

Commentary

53. The quality of teaching in the children's personal, social and emotional development is good. The children make good progress and achieve the expected level for their age. Their skills when they first start in the reception class are below average, but due to the positive input, good levels of interaction and sensitive approaches from the staff, they learn quickly. In 'circle time' they learn to share and take turns in discussion and sharing their ideas. Their suggestions and comments are valued. Children develop a good understanding of tolerance and respect for others and they behave well. The staff are skilled at encouraging the children to offer suggestions, and they use toys effectively to promote sharing and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children get good practice in learning the sounds letters make in words.
- There are good opportunities for the children to practise writing their own names.
- There are not enough activities to promote role-play initiated by the children.

Commentary

54. The quality of teaching in communication, language and literacy is good overall; the children make good progress and achieve at the expected level for their age. Their skills when they first start in the reception class are below average, but staff interact well with the children and ensure that they listen attentively and share their ideas. The children learn to communicate and the staff's engaging approach helps them to develop their skills in conversation. There are good opportunities for the children to practise writing their own names. Their skills in writing are emerging well and they are also beginning to recognise the sounds letters make in words. There are some, but not many, activities to promote role-play initiated by the children. This is an area which has already been identified for development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children get good practice in pattern making and recognition of shapes.
- There is sometimes a loss of pace during activities in lessons in mathematics.

Commentary

55. The quality of teaching in the children's mathematical development is satisfactory; the children are making sound progress and are achieving at the expected level for their age. Their skills when they first start in the reception class are average. They receive positive input in their work on numeracy, mathematical shapes and pattern making. The staff encourage them effectively to use the correct mathematical language to describe two- and three-dimensional shapes and their properties, to use vocabulary correctly to describe position and to explain how many objects there are in a group and how they can be increased. The introductions to these sessions on mathematical work are good, well paced and managed with good support from staff. Activities are considered carefully as the lesson develops, but the range and variety means that the pace of these sessions sometimes slows slightly and the children spend time waiting for their turn rather than being actively involved.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is good work in designing and making models from recycled materials.
- There is not enough easy access to an increasing range of materials and implements.

Commentary

56. The quality of teaching in the children's knowledge and understanding of the world is satisfactory. The children are making sound progress and are achieving at the expected level for their age. Their skills when they first start in the reception class are average. They learn well about their new environment and how to find their way about, identifying features in the school buildings. They have good opportunities to develop their skills in designing and making models. Using computers and other types of technology feature regularly and well in the range of activities to support the children's learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop hand control skills.
- There is good awareness of how to look after health.
- There is not enough variety in the range of outdoor activities to develop their physical skills fully.

Commentary

57. The quality of teaching in the children's physical development is good; the children are making good progress and are achieving at the expected level for their age. Their skills when they first start in the reception class are slightly below average, especially in hand control, but, due to the good input they receive, their skills in using their hands develop well. The staff provide good experiences for the children to learn about healthy eating and hygiene. They help the children to develop their skills in bodily control, moving in time to a pulsating beat and holding the position to form 'statues'. However, the outdoor area and its use in physical development is underdeveloped. New resources such as bikes and other toys have been purchased. There are good plans to extend this type of activity further and to purchase more imaginative equipment, such as a more adventurous climbing frame, in order to improve children's progress in this area.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There is good exploration of texture, aromas and scents using the senses.
- There is not enough easy access for children to choose from an increasing range of implements and media.

Commentary

58. The quality of teaching in the children's creative development is satisfactory overall; the children are making satisfactory progress and are achieving at the expected level for their age. Their skills when they first start in the reception class are average, and through a good range of activities and using materials, colour and texture they learn to explore these and make their own creative designs. Their work in three-dimensional designs is generally good, although there are not always many opportunities for them to re-apply these skills and practise their techniques using a widening range of materials from which they can self-select. However, they have a good range of experiences in using paint and crayons to draw and make patterns. They have good opportunities to sing and enjoy music, and songs are used effectively to reinforce learning; for example, when counting 'Five Little Speckled Frogs'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good. Basic skills of reading, writing, spelling and handwriting are taught well, and literacy skills are taught well across the curriculum.
- Targets are set and reviewed regularly.
- Teaching in ability groups, in Year 6, is effective.
- Cross-curricular links are very good. ICT is used well in literacy.
- Assessment is thorough and constructive and is used very well to respond to individual needs.
- Pupils' understanding of how they can improve is very good.
- The school's focus, justifiably, continues to be on the need to improve writing.

Commentary

59. Standards in speaking and listening are above those expected in Year 2 and Year 6. There are planned opportunities to develop speaking and listening skills in every area of the curriculum. Specific subject-related vocabulary is used well in most lessons, and teachers ensure that pupils understand the meaning of the words used. Pupils listen carefully and respond well to questions and discussions.
60. Standards in reading are above national expectations in Year 2 and Year 6. Pupils' attainment in reading is tracked and analysed to improve standards. Phonics are taught well from an early age and regular focused reading sessions help pupils to make good progress and achieve well. Adults hear pupils read individually on a regular basis and parents are expected to hear their children read at home. These strategies are instrumental in the good progress made by most pupils.
61. Standards in writing match those expected in Year 2 and Year 6. The school's focus on writing and the monitoring of regular writing assessments are having a positive impact on standards. Pupils in Year 4 made links with history, as they planned a story entitled, 'The Tudor Chest', which contained artefacts, such as jewellery, clothing, a book, a painted portrait and an instrument. Acting as historical detectives, they decided where it was found and to whom it could have belonged. This sparked their interest and helped progress in writing skills.
62. The presentation of pupils' written work is generally neat. The systematic teaching of phonics, together with the practice of learning weekly spellings, has a positive effect on standards. As pupils progress through the school, they use an increasing range of complex spelling patterns, and their vocabulary choices become more imaginative. Handwriting is increasingly joined, clear and fluent, due to regular practice.
63. The quality of teaching and learning is good overall. The strengths of teaching are teachers' good subject knowledge, effective planning, successful teaching methods, the encouragement and engagement of pupils and the setting of challenging tasks for pupils of differing abilities. Teaching in ability groups in Year 6 is proving effective. Additional literacy support by trained learning support assistants where needed is instrumental in raising pupils' achievement. Equality of access and opportunity for all pupils is very good. All pupils are fully included. Pupils' good behaviour and the very good relationships that prevail promote learning. Strengths in teaching inspire pupils to apply intellectual effort to their work. Their acquisition of knowledge, skills and understanding is good. Assessment is thorough and constructive and is used very well to respond to pupils' individual needs. Pupils have a very good understanding of how they can improve.
64. Leadership and management are very good. The subject leader is enthusiastic and knowledgeable. She demonstrates clear vision, a sense of purpose and a commitment to high standards. She inspires and motivates staff and pupils and creates effective teams. Her aim is to improve writing, particularly in Years 3 to 6. The curriculum is enriched by book weeks, poetry weeks, and visiting authors and storytellers. Resources for the literacy hour are good, and the library and computer suite are used well to develop pupils' research skills and higher order skills. ICT is also used well in literacy to support writing and spelling.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

65. The National Literacy Strategy has been implemented well and provides a structure for the progressive development of pupils' speaking, listening, reading, writing and spelling skills in all areas of the curriculum, particularly in religious education, history and geography. Writing takes many forms, such as autobiographies, biographies, diaries, reports, notices, pamphlets, newspaper headlines and imaginative writing. These subjects are also planned for in the literacy lessons; for example, the diary of Anne Frank in a literacy lesson on diaries, and holiday destinations and pamphlets in a lesson on persuasive writing. Pupils use both

books and the internet to find the answers to historical and geographical questions which they formulate, beginning with, 'Who?' 'What?' 'When' 'Where?' 'How?' and 'Why?'

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall. The majority of lessons have both pace and challenge, although more use could be made of lesson objectives.
- There are very good and well-used assessment procedures.
- Planning and evaluations of lessons are good and pupils are aware of how they can improve
- The subject is led and managed well.
- Some mental sessions lack variety and are short in duration.

Commentary

66. The school's results in the most recent national tests indicate good progress is being made. 96 per cent of the Year 2 pupils achieved the nationally expected level 2. In Year 6, when pupils from the Dyslexia unit are taken out of the statistics, 80 per cent achieve the nationally expected level 4 and 31 per cent attain the higher level 5. These figures show good achievement and progress through the school for all ability groups and those with English as an additional language. There is no difference in achievement between girls and boys.
67. The attainment seen during the week of the inspection both in lessons and from looking at books, displays and talking to teachers and pupils indicates that at age 7 the pupils' attainment is above national expectations and at age 11 they are in line.
68. The quality of teaching throughout the school is good. No unsatisfactory lessons were seen, with 70 per cent being good or better and as a result pupils, including those with special educational needs, are making good progress. The work they do is at an appropriate level for their age and all of the pupils, including those of higher ability, are being made to think and explain their calculations. The teachers show good subject knowledge, teach the pupils the correct subject vocabulary and plan well for all abilities. Where there is very good teaching the pupils are very well motivated, work at pace and are challenged to move onto the next level of learning, all pupils including those with English as an additional language or special needs and the more able make very good progress. In a thoroughly well-prepared and planned lesson observed in Year 6 the infectious yet demanding manner of the teacher ensured that no pupil went off task and all worked hard and made good achievement. In a Year 4 lesson the use of a musical tape to accompany tables revision brought the lesson to life and ensured thorough participation and very good learning. In Year 1 the very good variety of enthusiastic strategies and techniques used by the teacher resulted in the pupils learning at a good pace and achieving very well during the session. In some of the lessons the mental sessions were very short and tended to be limited in variety to tables practice. Although learning objectives were always mentioned at the start of the lesson, occasionally they were not referred to again, when they could have been used in the summary session at the end to review learning.
69. Many good and frequent assessments are made and then used very effectively to guide and amend future planning. Each lesson is thoroughly evaluated for its effectiveness and pupils' progress. The pupils' progress and achievement are very well tracked and monitored and highly appropriate individual learning targets are set. This helps ensure that the pupils are aware of their own learning and with mostly good and informative marking know how they can improve.

70. The standards of teaching, planning and pupils' work are very thoroughly monitored and evaluated by the co-ordinator and headteacher. They are both committed to encouraging the sharing of good teaching practice across the school and to further improve both the standards of teaching and learning.
71. The subject co-ordinator manages the subject well, is allocated time to evaluate the work, progress and achievement made by the pupils across the school effectively.
72. The subject has maintained the standards of teaching and learning since the last inspection, when teaching was found to be good overall and the pupils once again enjoying their mathematics and showing good attitudes and responses to the teaching.

Mathematics across the curriculum

73. There are planned opportunities for the skills learnt in Mathematics to be used across the whole curriculum. Numeracy is promoted well in geography and science. In art, the principles behind making tessellating tiles are used very well indeed in making prints in the style of William Morris.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a very good emphasis on scientific enquiry, where standards are above average.
- Pupils make good progress.
- Teaching and learning are good.
- The new subject co-ordinator is well supported by senior management.

Commentary

74. Last Year's Year 6 science exercise books were destroyed in a flood. Although it can be said that this present Year 6 were in line with expectations at the end of Year 5, there is not enough evidence to make a secure judgement about standards at the end of Year 6. However, from lesson observations and talking with pupils, it can be concluded that standards in scientific enquiry are already above expectations. Standards at the end of Year 2 are in line with the national average. By this time, pupils already understand the principles of fair testing. The school places a very good emphasis on practical work and experimentation. The result of this is that by the time pupils reach Year 6 they can hypothesise. They design their own experiments and choose the equipment to carry them out, but only from a range offered. Indeed, the majority of pupils in Year 5 can do this with some success. Progress is good in general in knowledge and understanding of scientific facts, at least up to the beginning of Year 6.
75. At the end of Year 2, pupils' knowledge and understanding is better in life and living processes than in materials and physical processes, although the gap is being reduced because of a change in emphasis by the school and a new scheme of work. Pupils are able to record using tables and bar-charts, largely by the good use of ICT. Numeracy, literacy (through an insistence on the correct use of technical terms) and ICT are well supported in science throughout the school.
76. Teaching and learning are good in Years 3-6. No lessons were observed in Years 1 and 2, but pupils' progress indicates that teaching and learning over time are at least satisfactory. Homework supports the subject satisfactorily. However, teachers' marking, although conscientious, is sometimes limited to ticks and encouraging comments, and opportunities

are missed to give suggestions for improvement or short-term targets. Assessment is good. Pupils are tracked individually to determine their progress and set long-term targets.

77. The science co-ordinator, who took up this responsibility only recently, is enthusiastic and hard working. She is being inducted into her role very well, with very good support from the previous co-ordinator and headteacher. The good resources are organised and used well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils make good progress throughout the school.
- Year 6 pupils produce very effective animated presentations using a computer.
- There has not been enough emphasis on using e-mail and a digital camera.
- The subject is well managed.

Commentary

78. Standards are in line with national expectations in Years 2 and 6. Pupils' progress is good throughout the school. By the end of the Foundation Stage, pupils use computers confidently. At the end of Year 2, standards are generally in line with national expectations. Pupils are confident in directing a floor robot to move as they tell it to. They often use word processing and are becoming familiar with its more sophisticated aspects, and use a painting program confidently.
79. Those who join in Year 4 have not done as much ICT as those who have been at the school since Reception. Pupils are paired so that the more able can help the less able, and this works well. By the time pupils reach Year 6, their attainment is above expectations in combining text, headings, graphics, sound and special effects to make an animated presentation. In this they are far better than most adults in the population at large. Year 6 pupils spoke enthusiastically and knowledgeably about using spreadsheets, controlling lighting sequences, and using *Logo* to draw polygons on the computer screen. They use the world-wide-web and CD-ROMs often for research in humanities, although their use of e-mail is limited, as is their use of digital cameras. The present Year 6 have not used computers to sense physical data such as temperature, but it is planned for later in the year. Year 5 pupils have an e-mail link with a German school, and the use of the digital camera is planned for them and the present Year 6. Consequently, the requirements of the National Curriculum are met.
80. Teaching and learning are good. All observed lessons were good, and pupils' progress over time supports this judgement. Teachers have a generally good knowledge and understanding of the subject, although some are not completely confident in all areas, and more training (or perhaps just more experience) in these areas is needed.
81. The subject is managed well. There are two co-ordinators, as one is taking over from the other, so the induction of the new co-ordinator is being managed very well, and supported very well by the headteacher. Resources are good, and include an interactive whiteboard (or 'smartboard') in the computer room, which is integrated with the school library.

Information and communication technology across the curriculum

82. Information and communication technology is used well in other subjects, and this enhances learning both in the other subjects and in ICT itself. The 'smartboard' is being used increasingly and well across the curriculum. Literacy is supported well by the use of word processing and its ability to re-draft pieces of work. Numeracy is supported well in the use of

Logo in geometry, in the introduction to algebra afforded by spreadsheets, and in the use of graphical methods in handling data. Humanities subjects are supported well in the use of the Internet and CD-ROMs for research.

HUMANITIES

GEOGRAPHY

Provision in geography is **good**.

Main strengths and weaknesses

- There are strong links with literacy, ICT and history.
- Geographical enquiry skills are taught well.
- Emphasis is placed on the development of good mapping skills.
- An annual residential visit for Year 6 pupils broadens their knowledge.

Commentary

83. Standards are above national expectations in Year 2 and Year 6. All pupils, including pupils with special educational needs, make good progress and achieve well. By the end of Year 2, pupils have a good knowledge of the local area and a contrasting area in the United Kingdom. Year 6 pupils have a developing understanding of local and world weather patterns, the water cycle, rivers, mountain environments, Europe and countries which are less economically developed. They hold strong views about pollution and the need to preserve the environment.
84. The quality of teaching is good overall. Strengths of teaching are teachers' subject knowledge, engagement of pupils, breadth of coverage and emphasis on geographical enquiry skills and mapping skills. Pupils are encouraged to use their literacy skills and their ICT skills as they carry out independent research. Teachers' high expectations encourage pupils to apply themselves well to their work.
85. The quality and range of learning opportunities are good. There is equality of opportunity for all pupils. The curriculum is enriched by local fieldwork. The subject leader is enthusiastic and very well informed. Her local knowledge and connections enable pupils to learn about the local area from first-hand experience.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- There are strong links with literacy, ICT and geography.
- Historical enquiry skills are taught well.
- The curriculum is greatly enriched by visits.
- An annual residential visit for Year 6 pupils broadens their knowledge.

Commentary

86. Standards are above national expectations in Year 2 and Year 6. All pupils make good progress and achieve well.
87. The quality of teaching is good and leads to good learning. Strengths of teaching are teachers' good subject knowledge, encouragement and engagement of all pupils and

insistence on high standards of behaviour. Pupils are interested and attentive and apply a high level of effort to their work.

88. The quality and range of learning opportunities are good. The curriculum is enriched by visits to local museums, Hampton Court, a 'Victorian' school and the Victorian and Albert Museum. Visitors to the school lead workshops on Tudor costume, Victorian times and life in the early part of the twentieth century.
89. Leadership and management are very good. The subject leader is keen and knowledgeable and has appropriate plans for the development of the subject. She has strong links with local museums, libraries and other associations. She is very enthusiastic and inspires teachers and pupils to give of their best. Learning resources are good.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious Education supports pupils' spiritual development very well.
- The marking of work is unsatisfactory in some classes.
- Pupils have a good knowledge and understanding of Christianity.
- There is good coverage of some other major World religions.

Commentary

90. Standards in Year 2 and Year 6 are in line with those expected by the locally agreed syllabus, and often above. Pupils generally have a good knowledge and understanding of Christianity. Year 2 pupils spoke knowledgeably about Islam, including Ramadan and fasting, washing before reading the Koran, facing Mecca to pray, and Mohammed as being the last prophet. They were less knowledgeable about Judaism and the Old Testament. Although they knew the story of Noah, they could not recall the story of David and Goliath or other major Old Testament stories. Discussion with Year 6 pupils showed that they have a satisfactory knowledge of Hinduism and Judaism. They spoke enthusiastically about the school's Christian festivals in the local church – Christmas, Easter, Harvest Festival, and a special service for leavers. An analysis of Year 6 pupils' work showed a satisfactory, and often good, knowledge of Hindu gods and festivals.
91. Teaching and learning are satisfactory. A religious education specialist is employed to give some class teachers relief time to monitor their own subjects and plan, and her expertise is used well.
92. The marking of work is unsatisfactory in some classes, with some pupils' work not marked for long periods. The inspection team found few examples of marking with suggestions for improvement.
93. RE is used very well to support spiritual development. For example, in a Year 4 lesson, several candles were lit in a shaded room, and pupils were asked to reflect on what the candle-light meant to them. They gave honest and very sensitive answers, all handled very well by the teacher.
94. The subject is led and managed satisfactorily by a knowledgeable and dedicated co-ordinator, whose leadership and management would be good if the deficiencies in marking had been picked up and acted on. Resources and artefacts are satisfactory in Key Stage 1 and good in Key Stage 2.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

95. No overall judgements were made about DT, PE or music. However, standards in singing are well above expectations. Singing in assembly, conducted by a very proficient and musically-able learning support assistant, is uplifting, and contributes very well to pupils' spiritual development. Pupils sing with great enthusiasm and enjoyment, and with very good diction, volume, expression and pitch.

ART AND DESIGN

Provision in art is very good.

Main strengths and weaknesses

- Standards are well above national expectations, and a lot of pupils' work is excellent.
- Throughout the school, pupils are taught very well to draw accurately and use colour with effect.
- Teaching and learning are very good.
- Art is well supported by the 'Clay Club', but this limits work in clay largely to pupil volunteers.
- The subject is led and managed very well.

Commentary

96. In the last inspection, standards in art were above national expectations. Improvement since then has been very good.
97. Standards are well above national expectations. All pupils are taught systematically how to draw from observation, so from a young age they know where, for example, eyes should be when drawing a face. They are taught the importance of looking very carefully and taking their time. They are introduced to the use of colour very well, and to the techniques and work of famous artists.

Example of outstanding practice

Excellent work in art, not confined to individual students or classes, but a result of the very good provision in 2-D art for all pupils throughout the school.

Year 4 pupils produce excellent 'jungle' pictures based on the work of Henri Rousseau. They draw their outline in chalk on black sugar paper, and use oil pastels to colour their areas vividly. The chalk is then washed off, and the pictures are varnished. Wow!

Year 6 pupils use polystyrene tiles to print A2 paper with designs based on their study of William Morris. In order for their final 'wallpaper' to be coherent, they (unknowingly) are introduced to the principles of making tessellations from a rectangular base, thus providing very useful knowledge for future work in geometry. They use their excellent knowledge of colour use and mixing, taught very well in their previous years at the school, to produce wallpaper patterns that would give them good grades at GCSE, at least. Wow again!

98. A visiting artist last year taught older pupils about shading in drawing and the subtleties of *chiaroscuro*, and the results, displayed in the school, are excellent. Three-dimensional work includes some very good totem poles in Papier Mache, done by each year. There are also some excellent examples of work in clay displayed around the school. However, Year 6 pupils reported that this was all produced by the 'Clay Club', and that they had had limited opportunities to explore three-dimensional art in lessons.
99. Teaching and learning are very good. Teachers have a very good knowledge of the subject and how to teach it. The school, rightly, recognises the importance of art in producing 'rounded individuals', and gives the subject its due importance in curricular provision.

100. Subject leadership and management are very good. The dynamic co-ordinator is knowledgeable and hard working. Resources are good and used well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

101. Not enough personal, social and health education and citizenship was seen to be able to give a detailed report. However, what was seen was very good, and an analysis of the school's systems, and pupils' achievement in their spiritual, moral, social and cultural development, supports this judgement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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