

# INSPECTION REPORT

## **WESTERN C OF E PRIMARY SCHOOL**

Winchester

LEA area: Hampshire

Unique reference number: 116327

Headteacher: Mrs L Smith

Lead inspector: David Westall

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> March 2004

Inspection number: 258369

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:	401
School address:	Browning Drive Winchester Hampshire
Postcode:	SO22 5AR
Telephone number:	(01962) 852 591
Fax number:	(01962) 865 444
Appropriate authority:	The governing body
Name of chair of governors:	Right Reverend John Dennis
Date of previous inspection:	16 <sup>th</sup> March 1998

## **CHARACTERISTICS OF THE SCHOOL**

There are 401 pupils, aged between four and 11 years, and they are taught in 14 classes. The percentage of pupils known to be eligible for free school meals is below the national average. Whilst the percentage identified as having special educational needs is broadly average, only two pupils have statements of special educational needs. Two pupils who speak English as an additional language are at an early stage of English language acquisition. The ward in which the school is situated is advantaged, and children's attainment on entry to the school is generally well above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science, Art and design, Design and technology
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English, History, Physical education, Personal, social and health education
19302	Christine Perrett	Team inspector	Mathematics, Geography, Information and communication technology
19082	Tessa Farley	Team inspector	Music, Religious education, Foundation Stage

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10 - 15</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16 - 18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19 - 33</b>
<b>FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>34</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a sound school where pupils generally make steady progress as a result of satisfactory teaching. Its key strengths include the work of the headteacher, the teaching in the Reception classes and the provision for pupils' personal development. Areas for improvement include the need for more good teaching, and for key staff and some subject leaders to fulfil their roles more effectively. Overall, the school provides satisfactory value for money.

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

- The leadership and management of the headteacher are very good.
- Teaching and learning are good in the Reception classes.
- Pupils' attitudes and behaviour are good, and the school provides well for their spiritual, moral, social and cultural development.
- Pupils achieve well in music and personal, social and health education (PSHE) in Years 1 to 6, and in religious education in Years 3 to 6.
- There is not enough good teaching in Years 1 to 6 and pupils' progress is sometimes constrained by weaknesses in lessons.
- The leadership and management contribution of key staff and subject leaders is improving but is unsatisfactory overall.
- Assessment procedures are not securely established in most subjects.
- The school is a caring community where pupils' welfare is a high priority.
- A very good range of extra-curricular activities, visits and visitors enrich pupils' learning.
- Pupils underachieve in art and design in Years 1 and 2.
- The school's partnership with parents is good but pupils' attendance rate is too low.

Overall, the school has made satisfactory progress since its last inspection in 1998. Standards are no longer too low in information and communication technology (ICT) and teachers' planning is better. Assessment has improved in English, mathematics and in the Foundation Stage but is still underdeveloped in most subjects. The governing body is now more effective. However, there are still weaknesses in the roles of some senior staff and subject leaders.

### STANDARDS ACHIEVED

**Overall, current standards are above national expectations in Year 2 and well above national expectations in Year 6. These standards represent satisfactory achievement.**

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	A	A	A	C
science	A	A	A	B

KEY: A\* - in the top 5% nationally; 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.

The table above shows that the results of the standard assessment tests (SATs) in Year 6, in 2003, were above the national average in English and well above the national average in mathematics and science. When these results are compared with those achieved by similar schools, they are below average in English, average in mathematics and above average in science. The results dipped notably in English in 2003, from their earlier very high levels, and the school failed to meet its statutory targets in Year 6 in English and mathematics. The overall trend in the school's results is below the national trend in Year 6.

On entry to Reception, children's overall standards are usually well above average but were above average when the current Year 2 classes started. Current standards in Year 2 are above national expectations in reading, writing, mathematics and science, and represent satisfactory achievement. The Year 6 classes include a high proportion of very capable pupils and this is reflected in their standards in English, mathematics and science, which are well above national expectations. These standards show that Year 6 pupils have made steady progress from their very favourable starting points at the end of Year 2, when their attainment was also well above the national average.

Standards are in line with national expectations in ICT in Years 2 and 6, in design and technology in Year 2, and in art and design in Year 6. Standards in Years 2 and 6 are good in PSHE and are above average in music. Standards are also above average in history in Year 6 and represent good achievement. However, pupils underachieve in art and design in Years 1 and 2, where their standards are too low. In religious education, standards are in line with the expectations of the locally agreed syllabus in Year 2 but exceed them in Year 6.

The achievement of pupils with special educational needs and of those with English as an additional language is sound. Overall, the achievement of the most able pupils is adequate, although they sometimes mark time when their work is too easy.

### **QUALITY OF EDUCATION**

**The quality of education provided is satisfactory. The teaching is mainly satisfactory**, with just four out of every ten lessons demonstrating good teaching. The best teaching is in the Reception classes, where it is consistently good and enables children to make a good start at the school. In Years 1 to 6, the teaching is satisfactory overall and results in pupils making mainly sound progress. Teaching which is very good or unsatisfactory is rare. However, a significant number of lessons, though broadly satisfactory, have common areas for improvement. These include weaknesses in teachers' questioning skills, in the pace of learning and in the level of challenge for the most able pupils. Assessment procedures are not securely established in most subjects. The curriculum is satisfactory and pupils benefit from a very good range of extra-curricular activities. The care, guidance and support for pupils are good, and the school's partnership with parents is strong.

### **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management of the school are good.** The headteacher has very good leadership and management skills and is a major strength in the school. She is providing the school with a clear sense of direction and is well informed, highly conscientious and a very good communicator. The leadership and management contribution from other key staff and from subject leaders is improving but is unsatisfactory overall. There are strengths in the work of teachers who are responsible for the Foundation Stage, special educational needs, English and mathematics. At present, however, too much of the responsibility for innovation, for shaping the school's work and evaluating its success, depends on the headteacher. School governance is satisfactory and is improving fast as recently appointed governors become established in their roles.

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

Parents and pupils have positive views of the school.

### **IMPROVEMENTS NEEDED**

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

- Eliminate common weaknesses in teaching and increase the amount of good teaching.
- Improve the leadership and management support provided by key staff, and ensure that all subject leaders evaluate provision with sufficient rigour.
- Ensure that assessment procedures are securely established in all subjects.
- Raise standards in art and design in Years 1 and 2.
- Improve the attendance rate.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Overall, standards are above average in Year 2 and are well above average in Year 6. They represent satisfactory achievement, given pupils' mainly very good starting points on entry to the school.

#### Main strengths and weaknesses

- Children achieve well in the Reception classes.
- Pupils also do well in music and personal, social and health education (PSHE) in Years 1 to 6, and in religious education in Years 3 to 6.
- Standards are too low in art and design in Year 2, and represent underachievement.
- The most able pupils sometimes mark time because they need challenging work.

#### Commentary

##### *Standards on entry to the school*

1. On entry to Reception, children's overall standards are usually well above average. However, attainment in the current Year 1 and 2 classes was a little lower on entry, and was above average.

##### *The school's results in national tests*

2. The table below shows the results of the SATs in Year 2 in 2003 were well above the national average in reading, writing and mathematics. These results were well above the average results of similar schools in reading and mathematics, and were above the results of similar schools in writing. Similarly high standards have been maintained over the last four years, and the trend in the results is above the national trend.

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

Standards in:	School results	National results
reading	17.9 (18.4)	15.7 (15.8)
writing	16.0 (16.2)	14.6 (14.4)
mathematics	18.5 (18.2)	16.3 (16.5)

*There were 59 pupils in the year group. Figures in brackets are for the previous year.*

3. The table below shows the results of the SATs in Year 6, in 2003, were above the national average in English and well above the national average in mathematics and science. When these results are compared with those from schools where pupils achieved similarly when in Year 2, they are below average in English, average in mathematics and above average in science. The school's results in English fell notably, in 2003, from the high levels gained in the previous three years and the long-term trend in the school's overall results is below the national trend. The school did not reach its statutory targets in the results in English or mathematics in 2003. Whilst the dip in the mathematics results was quite small and meant the target in the subject was just missed, the school did considerably less well than expected in English. The main reason for the fall in the English results was a decline in the standards achieved by boys in writing. Five boys joined the school in Year 6, at the beginning of the last educational year, with underdeveloped literacy skills. This had a negative effect on the school's results in 2003.



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

Standards in:	School results	National results
English	27.9 (30.6)	26.8 (27.0)
mathematics	28.6 (29.2)	26.8 (26.7)
science	30.6 (30.2)	28.6 (28.3)

*There were 55 pupils in the year group. Figures in brackets are for the previous year.*

#### *Standards at the time of the last inspection*

4. When the school was last inspected, in 1998, standards were above average in reading and writing in Year 2, and in English in Year 6. They were also above average in mathematics and science in Years 2 and 6 and represented satisfactory achievement. However, pupils underachieved in information and communication technology (ICT) and standards were consequently below average in Years 2 and 6. The inspection found that pupils with special educational needs made sound progress but the most able pupils often underachieved because their work was too easy.

#### *Inspection findings*

##### *Foundation Stage*

5. **Overall, children's achievement is good in the Foundation Stage, as a result of effective teaching.** They do well in all areas of learning and their standards exceed national expectations on entry to Year 1. Their language, literacy and numeracy skills, and their scientific understanding of the world, are particularly well developed for their ages.

##### *Years 1 and 2*

6. **Pupils' achievement is sound in these year groups, as a result of satisfactory teaching.** Inspection findings show that standards are above average in reading, writing, mathematics and science in Year 2. They are not as high as in the last academic year because the current Year 2 classes include fewer very advanced learners than is the case in most year groups. Standards in Year 2 are above average in music and good in PSHE. These standards represent good achievement. However, pupils underachieve in art and design in Years 1 and 2, and standards are below average in the subject in Year 2. Standards are average in Year 2 in ICT, represent a significant improvement since the last inspection and show that pupils' achievement is now satisfactory in the subject. Standards in Year 2 are also average in design and technology and are in line with the expectations of the locally agreed syllabus in religious education. Insufficient evidence was available to judge standards in other subjects in Year 2.

##### *Years 3 to 6*

7. **Overall, pupils' achievement is sound in these year groups as a result of satisfactory teaching.** Standards are well above average in Year 6 in English, mathematics and science. These show that pupils have made steady progress from their favourable starting points at the end of Year 2, when their results in the national tests were also well above the national average. Inspection findings are more positive than the school's SATs results in English in 2003, and show that the school has improved the standards achieved by boys in writing. Standards in Year 6 are above average in music and history, good in PSHE, and are above the expectations of the locally agreed syllabus in religious education. In these subjects, pupils achieve well. Standards are average in ICT and art and design, demonstrating pupils' sound achievement. Insufficient evidence was available to judge standards in other subjects.

##### *The achievement of different groups*

8. In common with their peers, pupils with special educational needs and the very few for whom English is an additional language make satisfactory progress. Few pupils fall far below the average standards set nationally for pupils of their age in the core subjects of English,

mathematics and science in Years 2 and 6. When account is taken of their starting points and capabilities, the achievement of the most able pupils has improved since the last inspection and is satisfactory, overall. However, they could still do better in some lessons when they are not sufficiently challenged by the teaching. No significant differences between the attainment of boys and girls were evident during the inspection.

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

**Pupils' attitudes, values, behaviour and personal development are good overall. The school promotes their spiritual, moral, social and cultural development well. However, the attendance level is too low.**

### **Main strengths and weaknesses**

- Pupils have good attitudes to learning.
- Behaviour is good.
- There is freedom from bullying and other forms of harassment.
- Good provision is made for pupils' spiritual, moral, social and cultural development.
- The attendance rate is unsatisfactory.
- Pupils' multicultural awareness needs to be fostered more strongly.

### **Commentary**

#### *Attitudes and behaviour*

9. Pupils of all ages say they enjoy school and most things about it. They enjoy the teaching and learning, appreciate the good facilities for play, for sport and for ICT, take pleasure from being with their friends, and relish taking part in the many clubs and extra-curricular activities.
10. Pupils apply themselves well to their studies in most lessons. They have high expectations of themselves and are, for the most part, very well motivated. This means that they try hard to meet their teachers' and their parents' expectations of them as people and as students. They draw well on previous learning and on their own resources to complete their assignments. When they encounter difficulties, they appreciate the help they are given to overcome them, for example through working with teaching assistants or through joining Booster classes. Most pupils have a very strong sense of self-determination and this serves them well in most circumstances. Occasionally, however, it means that they are not entirely at ease when required to work in pairs or small groups, fearing, perhaps, that a partner will impede their own progress or that they will not be able to stamp their own mark on what has been achieved. Where classes are managed well, such fears prove groundless and they work together well. Occasionally, however, younger pupils were observed to vie for 'ownership' of tasks and materials. Older pupils have clearly overcome such anxieties and work together well to achieve shared goals. Almost all pupils can be trusted to work independently of their teacher should the need arise. With rare exceptions, pupils have good communication skills. This means that they feel equally confident talking to their peers and to adults who work with them. It is a key skill which serves them well as ambassadors for their school, not only in their exchanges with visitors, but also with adults in the wider community.
11. The school sets high expectations for behaviour and pupils comply with established practices and procedures. They are particularly reflective and respectful in assemblies and, taught to protect the vulnerable, they support those who seem isolated in the playground. Pupils say that there are occasional incidents involving name-calling. They feel confident that bullying of a more serious kind either does not exist or, if it did, would be dealt with very effectively by staff. There have been three fixed-term exclusions in the year prior to inspection, each involving boys.

12. Pupils with special educational needs and those for whom English is an additional language show good perseverance and work hard to overcome any difficulties they may experience in their work. Like their peers, they take pleasure in their friendships with others and take pride in their achievements.
13. Pupils are made aware of the school rules and believe that the system of sanctions and rewards works well. Indeed, they have a strong sense of what is fair and unfair, and they believe that adults in the school support their own views. Above all else, pupils thrive on responsibility. 'Buddies' in Year 2 take pride in helping others, whilst pupils in Year 6 relish the opportunities they are given to contribute to the life and work of the school, for example, as librarians, team leaders, lunchtime leaders and members of the school council.

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

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.2
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.*

**Attendance**

14. Attendance is below the national median and this is unsatisfactory. Although some absence occurs because of higher than expected levels of sickness in some year groups, a significant proportion arises from parents taking pupils on holiday during term time, disrupting the continuity of their learning. Unauthorised absence is broadly in line with the national average. Attendance is now closely monitored by the school and parents are regularly reminded of its importance; this is beginning to have an impact on reducing unnecessary absence. Punctuality is good and lessons start on time.

**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	358	3	0
White – any other White background	12	0	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
No ethnic group recorded	17	0	0

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

**Spiritual, moral, social and cultural development**

15. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. By valuing and helping pupils, and through their own conduct, staff present themselves as good role models. The ethos of the school promotes respect for others, and strong efforts are being made to give pupils the sense of belonging to a strong school 'family' with its own special identity. Pupils' moral and social development is underpinned by the good relationships that exist at all levels, by the many opportunities they are given to take responsibility for others, and by involvement in fundraising activities for those less fortunate than themselves. In religious education lessons and in personal, social and health education lessons, pupils are accustomed to talking about issues of right and wrong and about matters of more immediate concern to them as individuals. They learn how well-known historical figures, such as Florence Nightingale, have been motivated to help others, and they are given

a strong sense of their own ability to make a difference to the world in which they live. In lessons and through a wide variety of clubs and extra-curricular activities, pupils are encouraged to work and to play together and to recognise their own contribution to team effort.

16. Provision for pupils' spiritual development is good. Pupils learn about the religious faith that has inspired others to courageous and altruistic acts. In religious education lessons and assemblies, they are taught explicitly about the principles and beliefs that are common to all major religions, and they learn about the different ways in which religious beliefs are expressed, for example, through festivals, art and dance. They are taught to identify with others at an emotional and spiritual level. For example, in religious education, pupils in Year 6 were asked to try to identify with the hardships and emotions experienced by pilgrims visiting Winchester Cathedral in the past, and to find their own spiritual interpretation for the 'Journey into the Unknown' inspired by the music of Vangelis.
17. Overall, good provision is made for pupils' cultural development. A wide variety of clubs gives pupils opportunities to engage in a range of sporting, musical, recreational and cultural activities. Visits and visitors regularly enhance their learning in subjects such as English, history, music and art. Special events, such as World Book Day and a Victorian Day, bring learning to life, while an established e-mail link with a village community gives pupils valuable insights into life in a different setting. Through work in history, geography and religious education, pupils learn about the ways of life and beliefs in other cultures, past and present. Music makes a particularly strong impact on pupils' lives. Many pupils avail themselves of the opportunities to learn to play musical instruments and to perform, for example, in the orchestra and in recorder groups. Many pupils enjoy the generous extra-curricular provision for sport, and some learn French in privately taught groups. Overall, however, there remains scope to extend pupils' awareness of other cultures, most notably through literature and art.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

18. **The quality of education provided is satisfactory. The teaching is mainly satisfactory,** with just four out of every ten lessons demonstrating good teaching. The best teaching is in the Reception classes, where it is consistently good and enables children to make a good start at the school. In Years 1 to 6, the teaching is satisfactory overall and results in pupils making mainly sound progress in their learning. Teaching which is very good or unsatisfactory is rare. However, a significant number of lessons, though broadly satisfactory, have common areas for improvement. These include weaknesses in teachers' questioning skills, in the pace of learning, and in the level of challenge for the most able pupils. In addition, assessment procedures are not securely established in most subjects. The curriculum is satisfactory and pupils benefit from a very good range of extra-curricular activities, visits and visitors.

### **Teaching and learning**

**Overall, the quality of teaching is satisfactory and means pupils make mainly sound progress in their learning. However, assessment is unsatisfactory in most subjects.**

### **Main strengths and weaknesses**

- The teaching is good in the Foundation Stage and means Reception children do well.
- There is not enough good teaching in Years 1 to 6, and pupils' progress is sometimes constrained by teaching which is satisfactory overall but has weaknesses.
- Pupils make good progress in their learning in music and PSHE in Years 1 to 6 and in history and religious education in Years 3 to 6.
- Teachers' expectations are too low in art and design in Years 1 and 2, and these contribute to pupils' underachievement.
- Good assessment procedures are well established in the Foundation Stage and in English and mathematics in Years 1 to 6.

- Assessment procedures are not securely established in most subjects.

## Commentary

### *Summary of teaching observed during the inspection in 57 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2 (4%)	23 (40%)	30 (53%)	2 (4%)	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.*

- The table above shows the teaching observed was mainly satisfactory. When the school was last inspected, the teaching was also satisfactory, overall, and the percentage of good or better teaching was broadly similar to the current situation. The best teaching is in the Reception classes, where it is consistently good and means pupils make a good start in the school. In Years 1 to 6, the teaching is satisfactory, overall, and results in pupils making mainly sound progress in their learning. Teaching which is very good or less than satisfactory is rare. However, a significant number of lessons in Years 1 to 6, though broadly satisfactory, have common areas for improvement.
- The quality of teaching in the Reception classes has improved since the last inspection, and is now a strength in the school. The teachers and teaching assistants work together as an effective team, and are ably led by the leader for the Foundation Stage. The teachers plan the learning experiences carefully, have high expectations of behaviour and are sensitive and consistent in their management of the children. They have made good use of the inside and outside learning environment so the space is attractive and inviting for young children to play and learn. They manage time effectively to provide opportunities for whole-class, group and individual work, and have a good understanding about how young children learn. The team evaluates its work carefully and staff refine and improve their systems and practice to benefit the children.
- In English, mathematics and science, in Years 1 to 6, the teaching is satisfactory, overall. It enables the pupils, who are mainly very capable, to make sound progress in their learning in these key subjects. There are particular strengths in the teaching of reading but pupils sometimes need more guidance about how to improve their writing.
- The quality of teaching has improved in ICT since the last inspection and is now satisfactory. Teachers have increased their expertise and pupils are now making sound progress, in contrast to the situation in 1998. The quality of teaching is good, overall, in music and this means pupils do well in the subject. In religious education, insufficient lessons were seen to judge the overall quality of teaching in Years 1 and 2 but pupils' completed work shows it enables pupils to make sound progress. In Years 3 to 6, pupils generally progress well in religious education as a result of mainly good teaching. Overall, insufficient evidence was available to judge the quality of teaching in other subjects. However, there is secure evidence to show that the teaching enables pupils to make sound progress in most year groups in design and technology, and in art and design in Years 3 to 6. It also shows that pupils progress well in their learning in PSHE in Years 1 to 6, and do well in history in Years 3 to 6. However, pupils' low standards in art and design in Year 2 reflect teachers' low expectations and lack of knowledge in the subject.
- Teachers' planning has improved since the last inspection, and all teachers prepare carefully and know what they expect pupils to learn. However, there are still occasions when the most able pupils need to be set more challenging work. Teachers ensure that teaching assistants are well briefed and are deployed to provide support where it is most needed in lessons. Across the school, the teaching is also characterised by positive relationships between teachers and pupils, and by good behaviour management.

24. Good teaching is commonplace in the Reception classes and is evident in a significant minority of lessons in Years 1 to 6. In these lessons, teachers show a very secure knowledge of the subjects they are teaching and capture and maintain pupils' interest through lively introductions and clear explanations. Good use is made of time in these lessons, and teachers know just when to intervene with well-judged comments or questions to ensure that pupils are both supported and challenged. Pupils respond well to this teaching and work hard to meet their teachers' expectations.
25. Although little unsatisfactory teaching was seen during the inspection, areas for improvement were evident in some lessons which were satisfactory, overall, in Years 1 to 6. Teachers' questions often need to be more focused to probe pupils' understanding and to develop their thinking, and the most able pupils sometimes mark time on work which is too easy. The pace of learning is rather slow in some lessons, and pupils persevere with their tasks rather than working with any sense of urgency. In these lessons, there is sometimes too much teacher talk and too little pupil activity, and opportunities for pupils to use their initiative are rare.
26. Various groupings and teaching arrangements ensure that pupils with special educational needs are given the help they need to sustain sound progress. The special needs co-ordinator and teaching assistants provide appropriate support in mainstream lessons, and also in small groups, where pupils with particular needs related to literacy and numeracy have the chance to consolidate their learning. When work is directly related to pupils' individual education plans, these pupils sometimes make good progress. In lessons where their work is planned and managed entirely by class teachers, they are not always given the support they need and their achievements on these occasions are satisfactory rather than good. Teachers of pupils learning English as an additional language have received guidance from specialists and give these pupils sound support. More able pupils usually have high expectations of themselves and set themselves high standards. When challenged by good teaching and by demanding tasks, they thrive. Too often, however, teaching does not fully stretch such pupils.

#### *Assessing pupils' progress*

27. Assessment procedures are good in the Reception classes, where teachers make careful notes of children's achievements and use these to guide their planning. In Years 1 to 6, assessment procedures are good in English and mathematics, and are used effectively. Since the last inspection, strategies for tracking pupils' progress in these subjects has improved, and data from statutory and non-statutory tests is analysed thoroughly to inform teachers' planning. However, in all other subjects, the school has yet to establish the assessment systems that have been recently formulated. Overall, assessment is a weakness in the school as a result.

### **The curriculum**

**Curricular provision is satisfactory and pupils' learning is enhanced by a good range of additional activities. The accommodation is satisfactory and learning resources are mainly good.**

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

- The Foundation Stage curriculum is good.
- There are many extra-curricular activities, visits and events to enrich pupils' learning.
- Provision for art and design in Years 1 and 2 is unsatisfactory.

#### **Commentary**

28. The curriculum is sufficiently broad and is better balanced than at the time of the last inspection, when insufficient time was allocated for a range of subjects. The headteacher provides very good leadership in the evaluation of the curriculum, its effects on teaching and

learning, and ways to improve provision. All staff are involved in the process through curriculum groups headed by leaders for critical, expressive and reflective thinking. These initiatives are relatively new but are likely to have a beneficial impact on the quality of educational provision, over time.

29. All the subjects of the National Curriculum are taught, and religious education follows the locally agreed syllabus. Timings are now sufficient in all subjects, and statutory requirements are fully met. Planning for different subjects has improved since the last inspection, and national guidelines have been adapted well to meet the needs of the school. For example, in geography, a new unit of work involving a local village has been introduced which is relevant and challenging. However, provision for art and design in Years 1 and 2 requires improvement since expectations are often too low.
30. The curriculum for the Foundation Stage is good and has improved since the last inspection. It includes an appropriate balance between teacher-directed and child-initiated activities and meets children's needs well. There is appropriate emphasis on the teaching of English and mathematics in Years 1 to 6, and pupils' literacy skills are used well to support their learning in other subjects. For example, in geography, pupils wrote for a range of audiences when they prepared reasoned arguments for and against a development in an environmentally sensitive area. Sound use is made of pupils' mathematical skills to support their work across the curriculum. ICT skills are used effectively in other subjects, such as in science, when pupils in Year 3 explored programs that enhanced their understanding of magnetism. Pupils use computers well to research information to support learning in history and geography.
31. The school provides a good personal, social and health education programme which permeates all aspects of school life. Before they leave the school, pupils experience programmes which ensure that they are fully aware of the issues related to sex education, alcohol and drug misuse.
32. There are very good opportunities for curriculum enrichment, and this is a strength of the school. There is a very wide range of after-school clubs, and the school participates in a variety of competitive sports, including lacrosse, in which the team recently won a national tournament. Many visits and visitors to school bring the curriculum alive.
33. All pupils have equal access to the curriculum. Provision for pupils with special educational needs is sound, overall, and their individual education plans identify precise and achievable targets. Provision for pupils with English as an additional language and for the most able pupils is satisfactory overall. However, the most able pupils are sometimes insufficiently challenged.
34. The quality of the accommodation is satisfactory. There are specialist areas, such as a drama/music room and a well-equipped ICT suite, which have a positive impact on pupils' learning in those subjects. However, some of the classrooms are small, and the open plan nature of the buildings means that there is sometimes disturbance from adjacent classes which can interrupt the flow of lessons. Resources available to support the curriculum are mainly good. The school grounds are well kept, but the hard playing areas are limited so the school has to have staggered break times to cope with the number of pupils when the field is not available.
35. The school has sufficient staff and, collectively, they have the expertise and experience to cover the age and ability range of the pupils. Teachers' subject knowledge is sound, overall, although they would benefit from increasing their knowledge about art and design in Years 1 and 2.

## **Care, guidance and support**

**The care, guidance and support of pupils are good.**

### **Main strengths and weaknesses**

- The school is a caring community where relationships are good.
- Pupils are encouraged to play their part in caring for others.
- Induction arrangements are very good.
- Governors provide rigorous oversight of health and safety matters.

### **Commentary**

36. The wellbeing of pupils is at the heart of the school's provision and good pastoral support is consistently promoted and practised by all members of the staff. The headteacher makes every effort to get to know each child and this helps establish a positive rapport which gives pupils the confidence to seek her help if they have concerns or worries. Pupils also know that other adults will listen to them and provide similar sensitive support. This helps ensure that all pupils, including those with particular pastoral, educational or medical needs, feel valued and enabled to play their full part in all aspects of school life. Care is taken to monitor how pupils' needs are being met and good links with parents mean that changes in home circumstances or problems at school are readily shared. Appropriate child protection procedures are in place and are known to staff.
37. Parents are very pleased with the way their children were welcomed into the school. The very well-planned induction programme and the sensitivity of staff in monitoring how well pupils are coping help children to settle in quickly. Care is also taken to designate pupils to look after any children who arrive new to the school during the year so they are made to feel secure and welcome. Pupils respond well to the challenge of looking after others by being buddies to those who may have no-one to play with and by the older ones helping organise the good range of playground toys and lunchtime clubs for the younger ones. The school council is effective in giving pupils a voice about school life and this also contributes to pupils developing positive attitudes and self-esteem.
38. The governors ensure that important health and safety procedures, such as regular fire drills, are in place and that appropriate documentation is maintained. Specialist advice has been sought where necessary from the local authority and fire safety advisor and a range of risk assessments are carried out regularly. The commitment of the governors has provided the continuity of safety awareness during changes of leadership and during recent building works to ensure that pupils are in a safe and secure environment.

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

**Links with parents, with other schools and colleges, and with the community are all good.**

### **Main strengths and weaknesses**

- Parents are provided with very good information about the curriculum, and they support the school well.
- Parents' comments and concerns are carefully noted and diligently addressed.
- Good links are established with the community and with other schools.



## Commentary

39. As well as regular and informative newsletters about school activities and a well-designed school website, parents are very well supplied with information about the curriculum. Every half-term, details are sent by each year group about what is to be covered in each subject so that parents can be well prepared in planning visits or other activities to supplement these topics. They are also given clear guidelines about homework expectations. Booklets give parents very clear and helpful advice to support children's learning in English, covering reading, writing, spelling and how to encourage children to choose books. Mathematics workshops were held earlier this year and were well attended. Very well prepared information has been sent to all parents to help them feel more confident about how the subject is taught and how they can support their children at home.
40. For their part, parents are supportive of the school and are keen to help their children. The vast majority make time to hear their children read regularly and this has a positive impact on pupils' progress. They also encourage their children in other aspects of homework, as demonstrated by some beautifully produced topic assignments. Many parents also give generously of their time to help in classes, run clubs, accompany visits and provide transport for sporting or musical events out of school. The Parent Teacher Association organises successful and well-supported social and fundraising events. The significant income generated has provided a range of additional recreational and educational facilities which benefits and enriches pupils' school experience.
41. The headteacher and staff fully recognise the importance of parents' views about their children and the development of the school. Parents are consulted about proposed changes to school practice or routines, such as the behaviour policy, and comments were invited on the summary of the school's strategic plan, which was sent to every parent. Arrangements for informing parents about the progress of their children are effective. Parents find the staff approachable and, in the vast majority of cases, an informal word with them is all that is necessary to alleviate any worries. However, a very good set of procedures is in place to ensure that, if more serious issues are raised, they are listened to, recorded and action is taken if required. Feedback on outcomes is given to parents and the record on the file is used by teachers to check that parents are happy the next time that they meet. This good practice fosters a good partnership with parents, who consequently very seldom feel the need to make complaints.
42. Parents of pupils with special educational needs are kept fully informed when their child's needs are first identified, and, when necessary, at every subsequent stage of the Code of Practice. Parents are supportive of the school's efforts on their children's behalf and, with rare exceptions, do everything they can to help their children with work at home. The special needs co-ordinator and the headteacher have established good working relationships with parents and make themselves available for meetings in response to need should parents express concerns. Parents are also happy to attend more formal reviews of their child's progress and, with their child, contribute to the setting of new targets.
43. The school is outward looking and has productive links with the community. Good use is made of the cathedral and other historic sites in Winchester to bring aspects of history and religious education to life. Pupils benefit from a wide range of visitors, visits and opportunities to share their musical talents at public events, such as carol singing in the Guildhall and for the elderly at a nearby home. They are encouraged to undertake activities outside school time, such as entering competitions or, more recently, creating sculptures for improving the environment of a nearby community. Pupils are also keen to participate in a wide variety of charity fundraising events and this helps them appreciate the needs of those less fortunate than themselves. The school has benefited from donations from several businesses to enrich its book stock and equipment. It has good links with other schools in the area and works in close co-operation with the nearby college in relation to the training of teachers.

## LEADERSHIP AND MANAGEMENT

**Overall, the leadership and management of the school are good.** The headteacher has very good leadership and management skills and is a major strength in the school. The leadership and management contribution from other key staff and from subject leaders is improving but is unsatisfactory overall. At present, too much of the responsibility for innovation, for determining the school's direction and evaluating its success depends on the headteacher. School governance is satisfactory, and is improving fast.

### Main strengths and weaknesses

- The headteacher has very good leadership and management skills.
- The senior management team makes a limited contribution to the strategic management and direction of the school.
- The monitoring and evaluation roles of some subject leaders are insufficiently rigorous.
- The subject leaders for English and mathematics are fulfilling their roles well.
- Leadership and management are good in the Foundation Stage and for pupils with special educational needs.

### Commentary

#### *Leadership*

44. The headteacher provides very good leadership, and is a major strength in the school. When she took up her post in September 2002, the school had gone through a particularly unsettling period, mainly due to the illness of the previous headteacher. It had been led by a number of acting headteachers for over a year and there was much to do when the headteacher started, including the need to establish a clear sense of direction for the school. The headteacher responded very well to the challenge she faced, and has worked tremendously hard to secure improvement. She has organised and led key debates about the school's performance with staff and governors, and has informed and guided these discussions with her own astute judgements about the school's strengths and areas for development. As a result, professional dialogue has increased and is more focused, and the staff and governors now share a common vision for the school which is expressed in a well organised strategic plan. The plan clearly identifies key objectives over the next three years, includes detailed planning for initiatives in the current educational year, and is making a valuable contribution to school improvement.
45. The headteacher is firmly committed to running an equitable and inclusive school where every individual matters and this is evident in the care which is taken to support staff and pupils. She leads by example, taking a keen interest in the achievements of teachers and pupils, and providing good advice and support when these are required. She has very good teaching skills and high expectations for pupils' achievements, and these contribute to the very positive role model she provides for her colleagues. In summary, the headteacher is a very able leader who is very knowledgeable about teaching and learning and is able to motivate others effectively. She is held in very high regard by the school community. For example, during the inspection, staff and governors praised the support and inspiration she provides and, at the pre-inspection meeting, parents recognised the clarity of vision and sense of purpose she has brought to the school. Parents' questionnaire returns also strongly emphasised their confidence in the leadership and management skills of the headteacher.
46. The leadership provided by senior members of staff, however, is less well developed and is unsatisfactory overall. Although the headteacher ensures that the deputy headteacher and other key staff are involved in major decision making, their overall contribution to whole-school strategic planning is too limited. At present, there is too much dependence on the headteacher to suggest ideas for whole-school improvement and the senior staff are supporters rather than generators of innovations. However, there are indications that staff are

developing more confidence, as a result of the encouragement and support they receive from the headteacher, and whole-school teams recently created to focus on teaching and learning issues have made a promising start. The co-ordinators for the Foundation Stage and for special educational needs are fulfilling their leadership roles well, and the subject leaders for English, mathematics and religious education are effective. All subject leaders are conscientious, make valuable contributions to planning and willingly provide their colleagues with advice. However, the quality of leadership is restricted in a range of subjects where weaknesses in evaluation procedures mean that strengths and areas for improvement are not identified with sufficient clarity.

### *Management*

47. Overall, the management of the school is good. The headteacher's management skills are very good, and there are strengths in the management of the Foundation Stage, special educational needs, literacy, numeracy and religious education. However, there are weaknesses in the rigour of the monitoring and evaluation by some senior staff and subject leaders.
48. The headteacher analyses the results of statutory and non-statutory testing very carefully and ensures that staff have a realistic view about the progress pupils are making. She studies teachers' planning and, having identified weaknesses on her arrival to the school, has worked effectively with teachers to secure improvements. For example, all available evidence suggests that planning in the Reception classes was too superficial in 2002, and it is now a strength. The headteacher also examines examples of pupils' completed work and very regularly observes in classrooms. Her programme of lesson observations is impressive and helps her to develop a very clear overview of the strengths and areas for improvement in the teaching. She has sensibly prioritised the elimination of unsatisfactory teaching, and her lesson observations show that this has reduced notably since her appointment. She is acutely aware that her next priority is to raise the overall quality of teaching in the school from satisfactory to good, and is providing teachers with valuable advice about how to improve further. As a result of her very thorough monitoring and evaluation procedures, the headteacher is keeping her finger firmly on the pulse of the school. She provides the governors with very perceptive and analytical reports which keep them updated about the quality of provision.
49. There were weaknesses in the monitoring and evaluation procedures used by key staff and subject leaders when the school was last inspected, and evidence strongly suggests that a culture of self-evaluation was still not established when the headteacher started at the school in 2002. There have been improvements in some areas in recent terms, and thorough monitoring and evaluation procedures are integral to the good management provided by the teachers responsible for special educational needs, the Foundation Stage and for English and mathematics. However, some senior staff, including the deputy headteacher, contribute too little to whole school self-evaluation. In addition, whilst subject leaders are now making sound progress in developing their roles and all check teachers' planning carefully, their procedures for monitoring the overall quality of provision are insufficiently rigorous in science, ICT, history, art and design, design and technology, and PSHE.
50. The school's policy for performance management was not being fully implemented when the headteacher took up her post in 2002. However, good progress has been made, and performance management is now being used appropriately to enhance the work of teachers and support staff. Teachers and support staff are able to attend a good range of training courses, and newly qualified teachers are supported well.
51. **Financial planning is satisfactory**, although the school is burdened with a substantial debt. When the headteacher took up her post, the school had already spent beyond its means, largely due to the high costs incurred as a result of the absence of the previous headteacher. The local education authority agreed that this overspend was beyond the school's control and authorised additional spending so that performance management could be implemented

properly. As a consequence, the school's debt was over £33,000 at the end of the last financial year. Prudent budget control by the headteacher and governors has reduced this deficit in the current year, and the school is broadly on course to pay off its debt to the local authority within two years. The headteacher and the finance committee of governors debate the annual budget rigorously, ensure that strategic planning is properly costed and monitor spending carefully. They ensure that the principles of best value are soundly applied. Overall, the school is making sound use of its resources and pupils are making steady progress in their learning as a result of satisfactory teaching. The school provides satisfactory value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	893,398	Balance from previous year	-13,440
Total expenditure	913,707	Balance carried forward to the next	-33,749
Expenditure per pupil	2,430		

*Aids and barriers to raising achievement*

52. The most significant aids to raising achievement are pupils' positive attitudes to learning and the energy, determination and skills of the headteacher. Progress is being constrained by too much teaching which is satisfactory, rather than better, and by weaknesses in the monitoring and evaluation of some subjects, which mean that strengths and areas for improvement are not identified with sufficient clarity.

*Governance*

53. **The governance of the school is satisfactory** and is developing well. The vast majority of governors are recently appointed and only two have been governors for more than three years. With the effective leadership of the chair, together with well-informed guidance from the headteacher and the local education authority, the governors have developed their understanding of their roles. Committees which had ceased to function effectively before the chair took up his role, in September 2002, have been re-established with clear terms of reference and are working well. The governors are now appropriately involved in strategic planning, in contrast to the situation when the school was last inspected, and have attended meetings with staff to discuss the content of the school improvement plan. There were also weaknesses in the monitoring and evaluation procedures used by governors at the time of the last inspection. Good progress has been made in rectifying this deficiency and current procedures are sound and are improving fast. Governors benefit from full and informative reports about the school's performance by the headteacher and discuss the results of statutory testing carefully. The governor with responsibility for special educational needs is well informed about provision, whilst the governors with responsibility for literacy and numeracy have both met the subject leaders and intend to observe lessons. The governors are astute and strongly committed to the school. They are highly supportive and are beginning to develop the confidence to ask the school challenging questions to hold it to account. Overall, they are developing their roles well and intend to increase their visits to observe the school in operation, which should further increase their understanding of its work.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

54. **Overall provision for children in the Foundation Stage is good.** Most children enter the Reception classes at the start of the year in which they are five, so have a full year in their class after a carefully staged induction period. In general, children enter the two Reception classes with notably higher levels of attainment than children nationally. They benefit from a curriculum which is well matched to their learning needs and from good teaching. As a result, they achieve well in the Foundation Stage and demonstrate very good overall standards when they start in Year 1. Their language, literacy and numeracy skills, and their scientific understanding of the world, are particularly well developed for their ages. Provision in the Foundation Stage has improved significantly since the last inspection, when the teaching and pupils' progress were satisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Children feel secure and make good progress in their social development.
- Relationships are very good.
- Adults provide good role models and know the children well.
- The organisation of the classrooms and daily routines encourage independence.

#### **Commentary**

55. By establishing good relationships and regular routines, and by making clear their shared expectations, staff bring a sense of purpose to children's experience of school. They develop children's good social skills effectively so that most children are consistently polite, respond well, listen to adults and to each other, and interact in a kind and constructive way. For example, when playing in the vet's role play or in the pet shop, children co-operate, take turns and play well together. In their work and play, children have already established very good relationships with others. Their developing independence is shown when they elect to work outside or change themselves for physical education. Overall, effective teaching is enabling children to achieve well in their personal, social and emotional development. As a result, their standards exceed national expectations at the end of the Foundation Stage.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Pupils achieve well in the development of key skills in communication, language and literacy, as a result of good teaching.
- Role play areas and good book provision make valuable contributions to children's learning.

#### **Commentary**

56. Overall, children demonstrate very good listening and speaking skills and their attainment in language is well above the expectation for their age. Children talk and share ideas willingly and respond to questions with extended sentences. They talk confidently in small and large

groups, where they are able to share their good general knowledge and ask questions to find out more.

57. All children respond well to stories and understand how books work. They handle a wide range of books appropriately, including reference books, and know the conventions of print. Children are already developing well as young readers due to the careful teaching of sounds and words, and the good variety of book provision. Many children are confident to write independently. Structured activities and role play corners offer good opportunities to practise and develop reading and writing skills. Children are carefully grouped to meet their learning needs and this ensures that all, including those with English as an additional language, special educational needs or particularly high ability, make good progress. The teaching of communication, language and literacy skills is good, and has improved since the last inspection.

## **MATHEMATICAL DEVELOPMENT**

**Overall provision for mathematics is good.**

### **Main strengths and weaknesses**

- Children's mathematical development is fostered well by good teaching.
- Mathematical resources are good and are used effectively to support children's learning.

### **Commentary**

58. The Reception teachers provide a good range of activities to promote children's mathematical understanding. They assess children's progress carefully and plan wisely to take children's learning further. As a result of good teaching and well-judged activities, including mathematical play, children progress well in counting, calculations and in the development of their understanding of shapes and measures. Most children count confidently to 20, know some double numbers, and can find different ways to make numbers like 5 or 7 from two different numbers. They can discuss heavier and lighter mass, know when containers are full or part full, and can systematically count how many spoonfuls are needed to fill a cup. Teachers use practical activities effectively to introduce and reinforce children's mathematical understanding. This contributes to children's enjoyment of mathematics and to their very good standards. The quality of teaching and learning is good in relation to children's mathematical development, and represents an improvement since the last inspection. Overall, children achieve well in this area of learning and their standards exceed national expectations at the end of the Foundation Stage.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

**Provision for the development of children's knowledge and understanding of the world is good.**

### **Main strengths and weaknesses**

- Children benefit from a well planned range of opportunities to develop their knowledge and understanding of the world.
- Children achieve well in this area of learning, as a result of good teaching.

### **Commentary**

59. Most children start school with very good general knowledge and with a strong desire to learn more. Through their discussions and play, they show that they know about many everyday things – for example animals, the weather, ways to travel, materials they use and the jobs

people do. Good opportunities are provided to engage, stimulate and extend the children, and they enjoy the linked experiences offered in class topics. For example, the current topic on pets provided children with opportunities to consider the needs of living creatures and to learn about those that live in different parts of the world. The planned topic structure provides a well balanced range of themes, across the year, to explore and extend children's understanding of the world, including their scientific understanding and their awareness of place and of the past.

60. Children use computers confidently to draw and write and many can print their work. They are taught to use a range of software in their class and benefit from good teaching in the computer suite. Children have good opportunities to build and make, using a range of resources and materials. They select different play materials to build homes for a toy pet, and, when making puppets, use a range of tools to join materials. Good teaching has enabled children to make good progress when designing and making a sandwich carrier, and teachers have made careful notes of children's evaluations of their finished products. By the end of the Foundation Stage, most children will exceed the expected standards in relation to their knowledge and understanding of the world, and their scientific knowledge is particularly well developed for their ages. They achieve well in this area of learning, as a result of good teaching.

## **PHYSICAL DEVELOPMENT**

**Provision for the development of children's physical development is good.**

### **Main strengths and weaknesses**

- Physical education lessons in the hall are taught well.
- There are regular opportunities for children to play outside.

### **Commentary**

61. Children in the Reception classes have good physical skills and achieve well in free physical play and in class physical education lessons. There are good daily opportunities for children to play outside, to run about and to use wheeled toys. In addition, there are ample opportunities for them to handle a range of tools and equipment, and to build up fine motor skills – for example, by using pencils for drawing, bean bags for throwing, and spoons and sand for pouring. During play activities, children work well together and show good physical co-ordination and awareness of safety.
62. Both classes have regular physical education lessons in the hall. Children listen carefully, follow instructions, and work and move in directed ways. They show good physical control of their own bodies and awareness of those around them, respond well to music and handle equipment appropriately. Most children are likely to exceed the early learning goals for physical development by the end of the Reception year, as a result of the good teaching they receive.

## **CREATIVE DEVELOPMENT**

**Provision for the development of children's creative development is good.**

### **Main strengths and weaknesses**

- Children benefit from good teaching in music.
- Good opportunities are provided for role-play.
- Children need more opportunities to choose to paint and draw to express their own feelings.

## **Commentary**

63. Overall, children's creative development is fostered well, and provision for music is a particular strength. During the inspection, children were able to hear changes in a tune and enjoyed experimenting with high and low notes to build up textured sounds to accompany a song. They worked well in their groups, started and ended their voice sounds at the right time and enjoyed singing during the well-taught lesson.
64. Teachers provide useful guidance to help children to create paintings and drawings. Children enjoy selecting colours and brush size, and talk with staff as they explore and paint their ideas about pets. Their classrooms are bright and colourful with their attractive work. Children would benefit, however, from more opportunities to choose to paint in order to express their own ideas and feelings. Staff engage well in role play with children and good imaginative play is developed. For example, a staff member acted as a customer visiting the vet and challenged the system, wanting an immediate appointment and needing reassurance about the health of her pet. The children responded well to this role. Overall, children are achieving well in their creative development, as a result of good teaching. Their standards are above those expected for children of similar ages.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

**The quality of provision is satisfactory overall.**

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

- Good provision is made for pupils' reading development.
- Pupils are given good opportunities to develop and apply their literacy skills across the curriculum.
- Pupils are not always given the help they need to improve their writing.
- The most able pupils are not sufficiently challenged in some lessons.

## **Commentary**

65. On entry to Year 1, pupils' overall standards in English are usually well above average. However, the attainment of the current Year 2 classes on entry was a little lower, being above average.
66. The results of the national tests in Year 2 in 2003 were well above the national average, and maintained the pattern of high results achieved in the previous three years. When compared with the results of similar schools, they were well above average in reading and above average in writing. In Year 6, the school's test results were also consistently high in 2000, 2001 and 2002. However, in 2003, the results were lower, being above the national average but below the average results of similar schools. This decline resulted from a reduction in the standards achieved by Year 6 boys in writing.
67. Inspection findings show that current standards in Year 2 are above average in speaking and listening, reading and writing. In Year 6, current standards are higher than in the last academic year, and are well above the national average. Standards in Years 2 and 6 represent mainly satisfactory achievement for all pupils, including those with special educational needs, and those with English as an additional language. Weaknesses in the overall achievement of boys in Year 6 have been rectified. The achievement of the most able pupils is broadly satisfactory and has improved since the last inspection. However, they still mark time in a minority of lessons, due to deficiencies in the teaching. When the school was



last inspected, pupils' overall achievement in English was also satisfactory, and standards were above average in Years 2 and 6.

68. Good provision for pupils' reading development includes a strong reading partnership with parents, secure teaching of reading strategies, and the use of high quality texts. Pupils of all ages are encouraged to understand and respond to texts of different kinds, to learn from them about the craft of writing, and to practise the art of reading aloud. Pupils respond well to the provision. By the age of seven, almost all read fluently and confidently and have begun to develop preferences in their choice of reading. By the age of eleven, almost all can identify and discuss the structure, content and impact on the reader of a wide range of fiction and non-fiction texts. They can select information from a range of sources, for example, in history, and can organise their findings to create coherent topic portfolios which explore, for example, specific aspects of life in Victorian times. Most pupils are equally skilled and at ease using books to access information; their most impressive skills lie in processing the information to suit their own intended purposes. In all years, it is in pupils' spoken language and in their writing that comparative strengths and weaknesses are most evident. Most pupils are confident, expressive and articulate in their speech from a young age. Higher attaining pupils assimilate new vocabulary rapidly, readily adapt their speech and writing to different purposes and audiences, and are swift to master punctuation. Lower attaining pupils are less confident in their speech, and their powers of expression are less well developed. In spite of valiant efforts to match the form and style of their writing to particular purposes, they also tend to include inappropriate words, phrases and grammar from their everyday speech. Often, too, they overlook other aspects of their writing while concentrating on the content and the flow of ideas. Standards of spelling are generally high across the school. Most pupils are capable of attaining high standards in handwriting and in the presentation of their work, but do not always do so.
69. The teaching of English is mainly satisfactory, enabling pupils of all abilities to make sound overall progress in their learning. Overall, the teaching of reading is effective. The quality of teachers' feedback to pupils about writing, both in lessons and through the marking of work, shows that there are sometimes weaknesses in their knowledge and understanding of what is required to attain high standards. The fact that pupils have individual targets for their work is helpful. However, teachers do not always seize opportunities, as they arise, to make very specific points about the many ways in which writing might be improved. In particular, weaknesses related to grammar, sentence structure and verbal expression are sometimes overlooked.
70. Most of the criticisms raised in the last inspection have been addressed. For example, the English curriculum is now broad and balanced, with many opportunities for enrichment, for example, through drama, role-play and special events. Pupils now have suitable opportunities to develop skills in creative writing and to apply their literacy skills meaningfully in other subjects. Teachers now routinely use model texts and writing frames or other forms of 'scaffolding' to help pupils plan and draft their written work. Pupils of all ages and abilities enjoy reading and have good self-esteem. However, some weaknesses identified in the last inspection have not been fully rectified. Worksheets and language exercises are still used unnecessarily by some teachers, and the needs of the most able pupils are not always met. Weaknesses in the teaching which particularly affect the progress of the most able pupils include:
- the requirement for these pupils to complete basic work they have already mastered before going on to more challenging work;
  - teachers' questioning which sometimes fails to develop their thinking; and
  - the lack of opportunity for these pupils to use their initiative.
71. The subject leader has worked conscientiously and effectively to develop provision for reading, and is now turning her attention to writing, including spelling and handwriting. She has undertaken some useful monitoring of teaching and learning and has benefited from the strong support from the headteacher and from the local education authority's literacy

consultant. As a result, she has a good overview of what needs to be addressed. Overall, assessment procedures are good and pupils' progress is tracked carefully so that additional help can be given according to need, for example, through "booster groups" and special educational needs provision.

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

72. Pupils are given good opportunities to develop and use their literacy skills across the curriculum. There are particularly effective links between English, history and ICT, with examples of class-work involving the writing of letters, diary entries and eye-witness accounts related to historical topics. ICT is used well to support reading for information and independent research, including the use of CD-ROMs and the internet, while good use is made of word-processing to draft, edit and publish pupils' writing.

## **MATHEMATICS**

**The provision for mathematics is satisfactory, overall.**

### **Main strengths and weaknesses**

- Some lessons demonstrate good teaching.
- Some satisfactory lessons have areas for improvement, and unsatisfactory teaching was observed in one lesson.
- Assessment procedures are good.
- There is strong leadership of the subject

### **Commentary**

73. The results of the national tests in mathematics, in 2003, were well above the national average in Years 2 and 6, and maintained the pattern of high results of recent years. The Year 2 results in 2003 were also well above the results achieved by schools with similar percentages of pupils eligible for free school meals, whilst the Year 6 results were in line with those reached by schools which had pupils with similar standards when they were in Year 2. Inspection findings show that current standards in Year 2 are a little lower than in previous years, and are above average. This reflects the attainment of the current Year 2 pupils on entry to Year 1, which was above average – rather than well above average, which is the usual situation. In Year 6, current standards are well above average, and mirror recent test results. The overall standards reached in Years 2 and 6 reflect satisfactory achievement for all pupils, including those with special educational needs and those with English as an additional language. Overall, the most able pupils achieve satisfactorily, although they have insufficient opportunities to do as well as they should in a minority of lessons. When the school was last inspected, all pupils were also making sound overall progress in mathematics, and standards were above national expectations in Years 2 and 6.
74. There has been a decline in the quality of teaching since the last report, when it was good. During the current inspection, the quality of teaching varied from unsatisfactory to good but was satisfactory overall. In the best lessons, good explanations are given so that pupils are very clear about what they are to learn, tasks are challenging and involve all pupils, and the pace of lessons is brisk. Effective methods are often used in these lessons to engage and sustain pupils' interest. For example, in a lower attaining class in Year 6, a range of 'interesting' sweets was used to demonstrate the proportions of ingredients in a wizard's potion. In most classes, teachers use mathematical language well, so that all pupils become familiar with specific mathematical vocabulary. All teachers emphasise the need to develop a range of different mental methods to aid calculations, and importance is placed on the learning of tables.
75. In some lessons which are satisfactory, overall, there are elements which require improvement. Teachers are not always sufficiently aware of the needs of the most able

pupils, and this is reflected in the lesson planning. This was a weakness highlighted in the last report and is still apparent. Time is not always well used, as higher-attaining pupils sometimes waste time while waiting for others to grasp new concepts. In some lessons, teachers do not always demand complete attention from all the pupils, which means that some are insufficiently involved and are unsure about what they have to do. In the weakest lesson seen, tasks were pedestrian and did not build on previous understanding. As a result, pupils' learning was unsatisfactory.

76. There is strong leadership of the subject and assessment strategies are good. There is a clear assessment timetable so that pupils are regularly tested, and this data is used well to track pupils' progress and to inform future planning. Pupils have individual targets in mathematics, and are appropriately aware of what they need to do to improve. The subject leader is well supported by the headteacher so that there is a very clear overview of teaching and learning in the subject. Pupils' attainment is closely monitored and the 'next steps' are clearly identified to ensure that there is continuity in pupils' learning.

#### *Mathematics across the curriculum*

77. Overall, satisfactory use is made of mathematics to support pupils' work in other subjects, and ICT makes a sound contribution to their learning in mathematics.

## **SCIENCE**

### **Provision in science is satisfactory.**

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

- A minority of lessons demonstrate good teaching.
- Some satisfactory lessons have areas for improvement.
- Assessment procedures are not securely established across the school.
- The subject leader's monitoring procedures are insufficiently rigorous.

#### **Commentary**

78. Standards are above average in Year 2 and are well above average in Year 6. These standards represent satisfactory achievement, given pupils' standards on entry to Year 1, which are usually well above average but were above average for the current Year 2 classes. Current standards in Year 2 are consequently a little lower than those reflected in the statutory teacher assessments in Year 2 in 2003, which were well above the national average and were in line with the results of similar schools. In Year 6, current standards broadly reflect the school's test results in 2003, which were well above the national average and were above the results of similar schools.
79. When the school was last inspected, standards were judged to be above the national average in Year 6 and were limited by the underachievement of the most able pupils. Current findings show that all pupils are now making broadly satisfactory progress in their learning, including the most able and those with special educational needs. However, the achievements of the most able pupils are still restricted in a minority of lessons by deficiencies in the teaching. There are no significant differences between the current standards of boys and girls, and those pupils with English as an additional language do as well as their peers in science.
80. Pupils in Year 2 know that water can be changed into ice and steam, and most advanced learners know that these changes can be reversed. They understand the importance of a healthy diet, and understand why their heartbeat increases during exercise. They achieve soundly when learning about electricity, and can interpret drawings of simple circuits. In Year 6, pupils have a well-developed understanding of the principle of fair-testing, and conduct systematic investigation to separate materials from solutions. These pupils also have a good

understanding about micro-organisms, can describe evidence that yeast is living and know that micro-organisms can move from one food source to another and how this can cause food poisoning.

81. The quality of teaching in science ranges from satisfactory to good and is satisfactory, overall, as it was when the school was last inspected. All teachers plan their lessons carefully, and individual lessons form part of a coherent series to develop pupils' knowledge and skills in science. Teachers know exactly what they expect pupils to learn, and prepare resources for their lessons well. In the best practice, teachers' introductions are lively and they know just when to intervene with well-judged comments or questions to ensure that pupils are challenged and fully involved throughout the lessons. In these good lessons, teachers take particular care to introduce and reinforce scientific vocabulary. For example, in a Year 3 lesson, the teacher ensured that pupils consistently used terms such as repel, attract, force and pole when talking about magnetism. In some lessons which are satisfactory, overall, there are areas for improvement. Sometimes, there is too much teacher talk and too little pupil activity, and lessons are so prescribed that pupils have insufficient opportunities to make decisions – for example, by developing their own hypotheses and devising their own simple experiments to test their ideas. In addition, teachers' questioning skills sometimes need improvement, not only to probe pupils' understanding but also to ensure that the most able pupils do not coast through their lessons.
82. Pupils' skills in English are generally promoted well in science. They are expected to use the correct scientific vocabulary and to use clear expression when writing up their work. Sound use is made of pupils' mathematical skills, including through tables and graphs which show the results of their experiments. Overall, the use of ICT is good, and teachers are alert to the opportunities to utilise pupils' developing skills in the subject in their science lessons.
83. Sufficient time is allocated for science, in contrast with the situation when the school was last inspected. Planning has also improved, so that pupils' knowledge, skills and understanding develop progressively. The subject leader has made valuable contributions to the improvements in planning, willingly provides advice to her colleagues, and has organised science resources efficiently. However, she has not observed science lessons or examined samples of pupils' work with enough rigour to identify strengths and areas for improvement. She has very recently developed a sound assessment system for science but this is yet to be securely established across the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

**The quality of provision for information and communication technology is satisfactory.**

### **Main strengths and weaknesses**

- Provision has improved significantly since the last inspection.
- ICT is now rigorously planned in all classes so that all pupils have access to computers on a regular basis.
- Good use is made of ICT to support other subjects.
- Assessment procedures are new and not yet used to inform future planning.

### **Commentary**

84. When the school was last inspected, pupils were underachieving in ICT, and, as a consequence, standards were below average in Years 2 and 6. The school has addressed these deficiencies well, so that standards are now in line with national expectations and pupils' achievement in the subject is sound. This results from improved teacher competence and confidence, and from more time being allocated to the subject. The structured guidelines adopted by the school are used well to enable pupils to develop their skills progressively and

the appointment of a technician has also had a positive impact on standards and provision. The technician provides effective support for the subject leader, as she does much of the trouble-shooting, and her good expertise is often used well in lessons.

85. The quality of teaching ranges from unsatisfactory to good, and is satisfactory, overall. Teachers generally use clear demonstration techniques that actively involve as many pupils as possible, and the pupils show high levels of interest. From an early age, pupils are given good opportunities to develop their word-processing skills, changing fonts and colours, and importing pictures to present work in an attractive way. Pupils in Year 2 are able to use a menu and navigate a program to find out information about birds, mammals and fish. Pupils in Year 3 use a simulation program well to reinforce their understanding of magnets. In most lessons, pupils are encouraged to make their own choices, enhancing their personal development, and all are confident to access and close down their work. However, there are occasional weaknesses in teaching when time is not well used. In one lesson seen, there was too much teacher talk and insufficient opportunities for pupils to practise their skills. Sometimes, pupils who have developed above average skills, partly through their work with computers at home, are insufficiently challenged in lessons.
86. The subject leader has formulated a sound action plan for the subject. He has observed some lessons and examines teachers' planning to ensure that all elements of the subject are taught. However, he does not have a clear view of standards in the subject and whether they are high enough. The new assessment procedures are sensible and manageable, but too new to have had any impact on future planning.

#### *ICT across the curriculum*

87. ICT is used well to support learning in other subjects. Teachers plan the use of ICT in as many subjects as possible, and this results in pupils confidently using the Internet for research, practising word-processing skills, and solving mathematical problems.

## **HUMANITIES**

### **GEOGRAPHY**

88. **It is not possible to make an overall judgement about the quality of provision in geography.** Insufficient lessons and examples of pupils' work were seen to make secure judgements about standards, teaching or learning. However, a discussion with the conscientious subject leader shows the geography curriculum has been thoroughly reviewed since the last inspection. The units of work are more closely matched to the needs of the pupils, with an appropriate allocation of time.

### **HISTORY**

**It is not possible to make an overall judgement in history in Years 1 and 2. Provision in Years 3 to 6 is good.**

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

- Pupils achieve well in Years 3 to 6.
- The curriculum is enriched by good resources, visits, visitors and other opportunities for active learning.
- There are strong and effective cross-curricular links with English.
- Teaching does not always cater for the needs of the most able pupils.
- Assessment procedures need further development.
- The monitoring of teaching and learning needs to be more rigorous.

## Commentary

89. There is insufficient evidence to form a secure judgement about the overall standards in Year 2, or about pupils' overall achievement in Years 1 and 2. Evidence from completed work in Years 3 to 6 shows pupils achieve well in the subject and their standards exceed national expectations. For example, in Years 5 and 6, pupils' individual project files testify to their very good research skills, as well as to their detailed knowledge and understanding of topics as diverse as health and medicine in Tudor times and crime and punishment in the Victorian era. Class-work produced by pupils in Year 6 reveals a better than average understanding of the links between politics, trade, farming and social conditions in Victorian times. In particular, pupils show a remarkable ability to empathise with the poor and to represent their thoughts and feelings vividly in their writing.
90. Since only two lessons were observed, it is not possible to make an overall judgement about the quality of teaching. However, pupils' completed work shows the teaching enables them to make good progress in their learning in Years 3 to 6. All key historical skills are covered, and history is brought to life through role-play, visits to places of historical interest, visitors, and special events. For example, during a recent Victorian Day, pupils and staff alike donned Victorian dress and 'relived' the rigours of the classroom and of 'drill'. In the two lessons observed, question and answer sessions provided suitable challenges for all pupils, including the most able. However, tasks designed for pupils to work on unaided were sometimes time-consuming but repetitive, with little scope for the most able pupils to advance their learning. All teachers forge strong links between the teaching of history and the development of pupils' literacy skills. There is also ample evidence of the effective use of ICT to support work in history.
91. The subject leader has revised the curriculum in the light of recent changes to the school curriculum as a whole, and has overseen the successful introduction of investigative work and active learning methods. Resources are good, and cross-curricular links with English and ICT, in particular, are used to good effect. Assessment procedures need to be more rigorous, although there are already some interesting examples of self-assessment by pupils, most notably in Years 5 and 6. The conscientious subject leader has not had an opportunity to monitor teaching and learning and sees this as a necessary next step in her work. History makes a significant contribution to pupils' spiritual, moral, social and cultural development.

## RELIGIOUS EDUCATION

**The quality of provision in religious education is satisfactory in Years 1 and 2 and is good, overall, in the older classes.**

### Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6, as a result of good teaching.
- The subject is well led and managed.

## Commentary

92. Standards in religious education are broadly in line with the expectations of the locally agreed syllabus in Year 2, and represent satisfactory achievement. In Year 6, standards are above expectations and represent good achievement. Pupils do particularly well in their final year at the school, where the headteacher plans the work for both classes and teaches religious education in one class. Standards were also above the expectations of the locally agreed syllabus in Year 6 when the school was last inspected.

93. Careful planning ensures that the required elements are covered thoroughly and include interesting units of work. Pupils study Christianity in depth and also develop their understanding of other religions, including Sikhism, Judaism and Islam. They benefit from visits from the local clergy, who lead assemblies and teach some lessons, from visits from other faith leaders and from visits to places of worship.
94. Insufficient lessons were observed in Years 1 and 2 to make a secure judgement about the quality of teaching. However, the teaching was satisfactory in the single lesson observed and analysis of pupils' completed work in Years 1 and 2 shows the teaching enables pupils to make satisfactory progress in the subject. In Years 3 to 6, the quality of teaching ranges from satisfactory to very good and is good, overall. In a good lesson observed in Year 3, pupils achieved well when discussing religious works of art to explore the messages in the paintings; and in a very good lesson in Year 6, pupils responded with carefully considered views about the problem of temptation.
95. The leadership and management of the subject are good. The headteacher, who is the subject leader, has improved planning in religious education and is developing assessment procedures. She has observed religious education lessons taught by her colleagues and provides a very good role model through her own teaching.

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

### **ART AND DESIGN**

**The quality of provision in art and design is unsatisfactory in Years 1 and 2 and is satisfactory in Years 3 to 6.**

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

- Standards are below average in Year 2, and represent underachievement.
- Teachers' expectations are too low in Years 1 and 2.
- Procedures for monitoring and evaluating the subject are insufficiently systematic and rigorous.
- Assessment strategies are not established.

#### **Commentary**

96. Pupils underachieve in art and design in Years 1 and 2, and their standards are below average for their ages. In Years 3 to 6, pupils' achievement is variable, but is satisfactory overall. In Years 3 to 6, standards are mainly average for pupils' ages, but there are some examples of good work. Standards have fallen since the last inspection, when they were average in Year 2 and above average in Year 6.
97. In Years 1 and 2, there is limited evidence of pupils' completed art and design work. Whilst the self-portraits drawn by Year 1 pupils show that some have the potential to achieve well, their illustrations for stories do little to extend their skills and represent underachievement. In Year 2, pupils' pastel and crayon pictures are of barely adequate quality and their very simple string prints and weavings might easily have been achieved by younger pupils.
98. In Year 3, pupils have made sound progress when mixing their own paint colours, and some have achieved good standards when painting interpretations of photographs of flowers and landscapes. Year 4 pupils have experimented with paint to discover the different effects which can be made through using thick or thin paint, but this work is not developed sufficiently to represent adequate achievement for their ages. In Year 5, all pupils have made similar models of rugby players in action poses, using papier-mâché, and these represent satisfactory achievement. They have created interesting jungle paintings, after discussing the

work of Henri Rousseau, and some are of a good standard. In Year 6, pupils have achieved sound standards when making surrealist pictures, using collage, and some have achieved well when creating bold abstract interpretations of still life compositions, using oil pastels.

99. No art and design lessons were observed during the inspection, so it is not possible to make an overall judgement about the quality of teaching in the subject. Evidence from pupils' completed work shows the teaching is enabling pupils to make sound overall progress in their learning in Years 3 to 6. However, it also clearly demonstrates that the teaching is failing to enable pupils to do as well as they should in the younger classes. In Years 1 and 2, teachers' expectations of pupils' potential achievement are too low, and evidence suggests they would benefit from in-service training to increase their knowledge and skills in art and design. The subject needs to have a higher profile in the curriculum in Years 1 and 2. In the older classes, it receives sufficient attention but opportunities are often missed to develop pupils' skills through the direct observations of the natural and made environment. For example, pupils work from photographs of landscapes and flowers when the school has wonderful views and flowers are easily available.
100. The subject leader has good expertise in art and design, and has a sound overview of provision in Years 3 to 6. She is enthusiastic and willingly provides advice for her colleagues. Overall, however, her procedures for monitoring and evaluating the subject need to be more systematic, and to include a more rigorous focus on the work in Years 1 and 2. At present, there are no coherent whole-school assessment procedures in art and design, and this is a weakness.

## **DESIGN AND TECHNOLOGY**

**The quality of provision is satisfactory, overall.**

### **Main strengths and weaknesses**

- There is some evidence of good work in Year 1.
- Assessment strategies are not securely established across the school.
- The monitoring and evaluation of the subject are not sufficiently systematic or rigorous.

### **Commentary**

101. In Years 1 and 2, pupils' achievement in design and technology is satisfactory. Standards are average in Year 2, as they were when the school was last inspected. In Years 3 to 5, achievement is also satisfactory, and standards are average for pupils' ages. No examples of pupils' work were available for examination in Year 6, so it is not possible to judge pupils' standards or achievements in their last year at the school. When the school was last inspected, standards were above average in Year 6.
102. In Year 1, pupils achieve satisfactory standards when making moving pictures which incorporate simple levers, and do well when designing and making their own pizzas. In Year 2, pupils have made sound designs for glove and stick puppets. They have developed their ideas by looking at a selection of commercially made puppets, and identify the materials they need to make their own puppets.
103. In Year 3, pupils have achieved satisfactory standards when designing, making and evaluating sandwiches, while Year 4 pupils have made sound progress when designing and making model waterwheels, using wood and recycled materials. In Year 5, pupils' designs for model houses are satisfactory for their ages, and they are able to join materials with reasonable precision.



104. No design and technology lessons were observed, so it is not possible to make an overall judgement about the quality of teaching in the subject. However, evidence from pupils' completed work shows that the teaching enables pupils to make sound progress in their learning in Years 1 to 5.
105. The subject leader is enthusiastic about design and technology, and has benefited from recent guidance from the specialist adviser for the local education authority to ensure that the curriculum is soundly planned. She checks teachers' planning carefully and has talked to some pupils about their work in the subject. In addition, she has very recently introduced useful assessment procedures and improved resources. However, her strategies for monitoring and evaluating the subject need to be more systematic and rigorous, and the new assessment

## **PHYSICAL EDUCATION**

106. **There is insufficient evidence to make a judgement about the overall quality of provision in physical education** since only one lesson was observed. However, an analysis of planning and discussions with subject leaders mean that some judgements can be made. The last inspection report noted that insufficient time was devoted to the teaching of physical education across the school and that planning did not ensure pupils built systematically on previous learning. Evidence from the current inspection shows that the time allocated to physical education is now appropriate for all pupils. Curriculum planning allows for the systematic development of skills across a balanced programme, which includes games, gymnastics, dance, swimming and outdoor adventurous pursuits.
107. Discussions with pupils show that they greatly enjoy the wide range of clubs and extra-curricular activities that enhance the physical education curriculum. Many pupils participate in team sports and other competitive sporting activities, and often do well. For example, the school's mixed lacrosse team recently emerged as winners of the national primary schools trophy. In the only lesson observed during the inspection, Year 5 pupils achieved average standards as a result of satisfactory teaching when playing 'kwik' cricket.
108. The subject leaders are new to their roles and have made a sound start by reviewing the policy and planning, organising resources and seeking out challenges for those pupils with particular talents. They have begun to help their colleagues in direct ways, for example, by modelling lessons and by giving advice about the use of apparatus. Assessment in physical education is currently underdeveloped, and there has been little opportunity for subject leaders to evaluate the quality of provision by monitoring teaching and learning directly.

## **MUSIC**

**The quality of provision in music is good.**

### **Main strengths and weaknesses**

- Pupils achieve well in the subject, as a result of good teaching.
- Many pupils play musical instruments and the school orchestra performs very well.
- The subject leader provides a good role model for her colleagues.

### **Commentary**

109. Overall, standards in music are above average in Years 2 and 6, and some Year 6 pupils achieve very well when playing musical instruments. Pupils sing well, across the school, with clear diction and secure control of pitch and dynamics. The school choir works on demanding songs and its performance is of a high quality. Standards were also above average when the school was last inspected.

110. All classes have regular music lessons with their class teachers, except for some older classes which are taught by the subject leader. Lessons include a good range of musical experiences, covering all elements of music, and useful links are sometimes made with ICT to support pupils when composing. The music curriculum contributes well to pupils' spiritual and cultural development. Pupils are able to appreciate music from a range of cultures and music is used effectively to promote spiritual reflection in assemblies and in some religious education lessons.
111. Overall, the quality of teaching is good and enables pupils to make good progress in music. It is strongest in the older classes where the subject leader teaches. In these classes, pupils achieved well during the inspection when working together to develop simple compositions and used the correct musical vocabulary with confidence. The subject leader has high expectations of pupils' potential achievement, has good subject knowledge and motivates pupils strongly to do their best. Many pupils learn to play musical instruments, including guitar, strings, brass and woodwind, and do very well. Pupils' recorder playing is also of a high standard, and the performance of the school orchestra is very impressive.
112. The subject leader helps her colleagues with planning and is beginning to develop assessment procedures for music. She provides a good role model for her colleague through her effective teaching, and is energetic in involving pupils in many musical events outside the school.

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

### **Personal, social and health education (PSHE)**

**Good provision is made for pupils' personal, social and health education.**

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

- Pupils achieve well in the subject.
- Provision for personal, social and health education is wide-ranging and extends far beyond the formal PSHE programme.
- Monitoring and evaluation procedures are not securely established in the subject.

#### **Commentary**

113. Insufficient lessons were observed in PSHE to judge the quality of teaching. However, evidence from discussions with pupils and teachers and through observations in lessons and around the school, shows that pupils achieve well in the subject and their standards are good. In part, provision is made by integrating elements of a formal PSHE programme into broad topics which link several subjects. Drugs awareness, and sex and relationships education, are covered appropriately. In addition, provision also consists of planned opportunities for pupils to share their perceptions about other matters of immediate concern. Sometimes, discussions are initiated by teachers according to perceived needs, for example, to address patterns of behaviour or specific incidents that have occurred in school or in the wider world. The school council and the more recently established 'school teams' provide good opportunities for all pupils to contribute to school development, to engage in democratic 'elections', and, for those elected, to develop leadership roles. Pupils in Year 2 learn to take responsibility for others through the 'Buddy' system. Pupils of all ages are encouraged to see themselves as ambassadors of the school within the local community, and also as people who are able to 'make a difference' by helping others, for example, by raising funds for charities. In Year 6, pupils are accustomed to taking responsibility for routine duties, for example, in the library, in the office, and during lunchtimes, and they thrive on solving problems and on meeting unexpected challenges. They are both resolute and resourceful, and are well prepared for the next phase of their education.

114. The PSHE co-ordinators are currently extending opportunities for pupils to develop a greater sense of 'ownership' as stake-holders in the school. Plans are in hand to evaluate the many strands of provision that currently contribute to PSHE, to assess their impact and to disseminate best practice. As yet, however, monitoring and evaluation strategies are not securely established.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
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	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	5
The effectiveness of management	3

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