

# INSPECTION REPORT

**WRAY COMMON PRIMARY SCHOOL**

Reigate

LEA area: Surrey

Unique reference number: 125129

Headteacher: Mrs S McBain (Acting)

Lead inspector: Graham Soar

Dates of inspection: 18<sup>th</sup> - 20<sup>th</sup> May 2004

Inspection number: 258515

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	417
School address:	Kendal Close Reigate Surrey
Postcode:	RH2 0LR
Telephone number:	(01737) 761 254
Fax number:	(01737) 763 911
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Barbara Beauchamp
Date of previous inspection:	15 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Wray Common Primary School is a popular school. It is larger than most primary schools and serves an area between Redhill and Reigate. Most of the pupils come from the Redhill area where there is a mixture of owner occupied and social housing. At present, there are 417 pupils on roll, 220 girls and 197 boys. The proportion of pupils entitled to free school meals is below the national average, whereas the proportion of pupils for whom English is not the first language spoken at home is higher than in most schools. Although 84 per cent of pupils are white British, there is a wide ethnic mix in the school, with a mixture of pupils from mixed Asian backgrounds, as well as pupils with African and European backgrounds. The proportion of pupils with special educational needs (SEN) is below the national average of those on the SEN register, most have specific learning difficulties although there is a range of disabilities and difficulties experienced by about 40 pupils. Overall the social and economic factors are generally favourable.

The school has undergone significant forced changes in the senior leadership since the last inspection in 1998. The previous headteacher, experienced illness between 2002 and February 2004, and the deputy headteacher became acting headteacher from January 2003. She will remain in place until September 2004 when the newly appointed headteacher will take up post. During this period there has also been an unusually high amount of staff turnover and eight out of fourteen members of teaching staff are new to the school.

The school has recently achieved a number of awards including 'Investors In People' in 2002 and a Healthy Schools awards in 2003. Currently the school has applied for an 'Arts Mark' award which recognises the focus in curriculum developments on creativity.

Attainment on entry to the Reception class is above that expected nationally for pupils aged four.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10153	Graham Soar	Lead inspector	Mathematics Music Physical education
9420	David Martin	Lay inspector	
33199	Heather Weston	Team inspector	English Information and communication technology English as an additional language
33104	Tracy Goodway	Team inspector	Science Art and design Design and technology
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>7 - 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 - 16</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 - 17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18 - 34</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>35</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Wray Common Primary School is underachieving.** Disruptions to the leadership and management of the school have contributed significantly to the fact that standards have declined since the last inspection and are not high enough. The most able pupils underachieve. More recent improvements in leadership and management from the acting headteacher and chair of governors have meant that the teaching is now satisfactory and the rate of progress pupils make is improving and is in line with what would be expected. The school sets high expectations and pupils' attitudes to learning are good. The school is providing satisfactory value for money.

### THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES:

- Standards are not as high as they should be but are improving.
- The most able pupils underachieve.
- The acting headteacher has been effective in ensuring good teamwork and relationships between governors, staff and pupils.
- Leadership shown by the chair of governors is very good.
- A willingness throughout the school to improve is a clear strength.
- Provision and achievement in the Foundation Stage are good.
- The use of assessment information is unsatisfactory.
- Pupils' attendance, attitudes and behaviour in and around the school are good, resulting in a good school ethos.
- Information and communication technology provision, standards and use in other subjects are unsatisfactory.
- Creative developments in cross-curricular work are good but more emphasis is needed on creative thinking to improve standards in all subjects.
- Middle management subject co-ordination is unsatisfactory in the analysis of pupils' performances and the use of data to inform development planning.

Improvement since the last inspection is unsatisfactory because many of the same issues remain.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	D	B	D
mathematics	A	C	C	E
science	B	D	C	E

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

**Pupils' achievement by the time they leave school is unsatisfactory.** This is because the most able pupils do not do well enough. Trends in performance by the end of Year 6 over the last few years have been below the national trend. In the Foundation Stage, children perform well. They make very good progress in mathematical development and in their personal, social and emotional development, and good progress in all other areas of learning.

Pupils in Year 1 and 2 build on these skills well and make sound progress during these years in reading, writing, and mathematics and very good progress in their speaking and listening skills. However, there is insufficient challenge for the most able and therefore not enough pupils attain the higher National Curriculum levels of attainment. Standards at the end of Year 6 in English, mathematics and science are in line with national averages, but the added value the school is giving its pupils from the end of Year 2 to Year 6 is well below that of similar schools. Good attitudes, behaviour, attendance and pupils' willingness to take part in the activities provided, means that many positively benefit from what the school has to offer. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils with specific needs or with English as an additional language achieve satisfactorily.

## **QUALITY OF EDUCATION**

**The quality of education provided is satisfactory;** whilst teaching and learning are satisfactory there are inconsistencies between years, groups and classes. Teaching is good in the Reception classes, and in Years 2 and 3. Elsewhere in the school, teaching is satisfactory except in Year 4 where it remains unsatisfactory. Teachers' planning is sound but there is unsatisfactory use of information on how well pupils are doing and, as a result, teachers do not always meet the needs of the more able pupils. Marking is regular, but only where there is good teaching is sufficient guidance given on what children should do next to improve. The curriculum is satisfactory overall with good opportunities for enrichment through visits and after school clubs. However, the provision of ICT is unsatisfactory because there is insufficient depth of coverage across each year group. Creativity in the curriculum links subjects together but does little to challenge and improve standards through creative thinking and problem-solving. Links with parents and other schools are satisfactory, and links with outside agencies are good, ensuring that those who need specific help for special educational needs or English as an additional language, make good progress in their acquisition of literacy skills.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory and governance is good.** The day-to-day operation of the school has run smoothly during the unsettled period when the school was without a headteacher. The chair of governors has shown very good leadership skills and has organised the governing body effectively. Management by the senior leadership group is effective. The school has been involved in a number of initiatives but there has not been a robust evaluation of the impact of these developments on pupils' achievements. An interim development plan for school improvements identifies a number of activities that tackle underachievement and assessment but these need to be prioritised. Subject leadership is underdeveloped particularly in evaluation of standards and the quality of provision. Induction and support for staff are good. There are some minor omissions from the governor's annual report to parents and the school's prospectus.

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

Parents have an overall positive view of the school. They appreciate the school has undergone difficulties in leadership. However, some show concerns over standards particularly in mathematics. A significant number of parents want improvements in annual reports of their children's progress. Pupils are pleased with what the school has to offer, particularly the swimming pool. Most enjoy the practical work and thematic days. Pupils say they are treated



fairly and that incidents of any kind are quickly dealt with. The most common request was for more playground equipment.

## **IMPROVEMENT NEEDED**

### **THE SCHOOL AND GOVERNING BODY NEED TO ADDRESS THE UNDERACHIEVEMENT AND TO RAISE STANDARDS IN ALL SUBJECTS BUT PARTICULARLY IN MATHEMATICS AND SCIENCE BY ENSURING THAT:**

- All teachers understand the quality and quantity of work required of each National Curriculum level in all subjects and the appropriate standards expected for each year group.
- Planning takes account of pupils' previous achievements and experiences enabling all pupils to be appropriately challenged, particularly the more able.
- Assessment processes throughout the school improve so that the achievements and progress of individual pupils and specific groups of pupils can be tracked effectively.
- The quality of marking improves so that pupils know what to do next to improve.
- Initiatives and other school developments are appropriately evaluated in terms of their impact on pupils' achievements and progress.
- There is continued development of senior and middle managers in terms of monitoring and evaluating provision and standards across the school.

### **AND TO ENSURE ALL STATUTORY REQUIREMENTS ARE MET:**

- The school needs to improve the information sent to parents to cover all statutory requirements.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards at the end of the Foundation Stage are **above average** but standards at the end of Years 2 and 6 are only **in line with national averages**. The main reason for these standards is that the most able underachieve; an issue identified at the time of the last inspection. As a result, standards over the last few years have declined and not kept pace with improvements nationally.

#### MAIN STRENGTHS AND WEAKNESSES

- The most able pupils underachieve.
- Trends in school performance over time are below the national trend.
- Standards in 2003 were below average in English and well below in mathematics and science at the end of Year 6 when compared with those schools with similar prior attainment and similar free school meals.
- Pupils with English as an additional language and those with identified special educational needs achieve well when they receive appropriate support.

#### COMMENTARY

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

Standards in:	School results	National results
reading	15.9 (16.6)	15.7 (15.8)
writing	13.1 (13.7)	14.6 (14.4)
mathematics	16.2 (17.0)	16.3 (16.5)

*There were 60 pupils in the year group. Figures in brackets are for the previous year (2002).*

1. The standards attained in the 2003 National Curriculum tests were not as good as they should be for Year 2 and Year 6 pupils. For Year 2 pupils, standards were particularly poor in writing.

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

Standards in:	School results	National results
English	27.8 (26.5)	26.8 (27.0)
mathematics	27.1 (26.5)	26.8 (26.7)
science	28.9 (27.8)	28.6 (28.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year (2002).*

2. In Year 6, when compared to schools with similar prior attainment and similar levels of free school meals, attainment in English was below average and in mathematics and science, well below average.
3. Results from national tests at the end of Year 2 show that there has been a steady decline in standards since 2000, with significant weaknesses in writing and a lower than expected

proportion of pupils achieving the higher levels in reading, writing and mathematics. However, the most recent data available in school shows that the standards are improving and that the preliminary results for 2004 show a significant up turn compared to last year; up by 10 per cent in all three subject areas. Progress made by pupils in their speaking and listening skills is particularly good. Nevertheless, the issue of the lower than expected number of pupils reaching Level 3 or above and the challenge for more able pupils, in all subjects, remains unsatisfactory. As a result, overall standards remain in line with the national expectation. The performances of boys and girls in reading is in line with the national difference with girls generally doing better than boys; this difference is not so marked in writing where there is clear evidence that the schools' recent focus on writing has improved standards, most notably for boys. Boys also tend to perform better than girls in mathematics by the end of Year 2.

4. Performances at the end of Year 6 in national tests in English, mathematics and science have also declined over time. The main reason for this is the quality of curriculum planning and the inappropriate use of assessment information to identify pupils' achievements, progress and the next steps in their learning. As a result, insufficient focus is given to planning work that enables pupils to reach the higher levels across most year groups. The use of research and referencing skills is also weak.
5. Throughout the school, those pupils with specific learning difficulties and those with English as an additional language make appropriate progress, and achieve in line with their age and abilities. Provision for these pupils is effective when teachers' planning is focused on their individual educational plans or when support staff understand what pupils are expected to do and achieve. The good additional support these pupils receive to sustain and develop their literacy skills ensures they make good progress in their acquisition of these particular skills.
6. The progress pupils make does vary across Year groups. In Year 3, there is particularly good progress made across all aspects of English but in Year 4 progress is unsatisfactory. In other Year groups, progress is satisfactory, except for the more able pupils whose progress is unsatisfactory.
7. The standards attained in the other subjects are in line with the national expectations, except in ICT where standards are below the national expectation. This is because the curriculum is not covered in sufficient depth in all year groups and therefore pupils do not do well enough in some aspects of the subject.
8. In the Reception year, pupils make good progress overall and have their needs met. As a result, the standards by the end of the year are well above the national expectations for mathematics and personal, social and emotional development, and above the expectations for communication, language and literacy, knowledge and understanding of the world, physical development and creative development.
9. Overall, most parents are pleased with the way their children have settled and the progress they make, but there is a significant number of parents expressing particular concerns in relation to the inconsistency in progress between classes and year groups and in particular the progress and standards in mathematics.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes towards school are **good**. Their behaviour, in lessons and around the school, is **very good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good** throughout the school, and their moral and social development is **very good**. Attendance is **good** and punctuality is **very good**.

## MAIN STRENGTHS AND WEAKNESSES

- Pupils' interest in what the school has to offer is very good, as is their behaviour.
- Pupils have very good relationships with each other and with adults. They show very good respect for the feelings of others, and demonstrate very well that they are able to be part of a community.
- Pupils' confidence and self-esteem are very good and the manner in which they carry out any responsibilities they are given is also very good.
- The school sets high expectations for pupils' behaviour.
- Attendance is good and punctuality is very good, because systems to monitor them are good.

## COMMENTARY

10. Pupils throughout the school are very well behaved and polite. They show enthusiasm in all of their activities, and a willingness to talk about their work with others. Only on a few occasions, when teaching is less than good, does pupils' concentration lapse because of the lack of pace and challenge. Very good relationships between pupils across age groups, along with high levels of confidence and self-esteem, help their overall attitudes to learning and their personal development. These attributes arise from the school's high expectations of pupils' behaviour and the promotion of good relationships, including racial harmony. As a result, there have been no exclusions, either temporary or permanent in the last full year.
11. A significant minority of parents felt that bullying or other forms of harassment were a problem in the school, and many pupils, in their response to a questionnaire, felt that other pupils do not behave well. However, no evidence was seen during the inspection to substantiate these views and pupils and parents who were interviewed said that any incidents which occur, usually of a minor nature, are quickly and effectively dealt with. Parents and pupils from minority ethnic groups shared this view. There were no incidents of a racial nature during the last school year and any potential incidents are closely monitored. Pupils are also sure that, if necessary, there is always an adult in the school in whom they can confide regardless of the issues.
12. In the Reception year, the children's personal, social and emotional development is very good. They understand how to behave well and be part of larger group. They are keen to explore learning opportunities, show good levels of confidence and readily share things, take turns and play well together.
13. The school is successful in stimulating in pupils a desire to learn. Most pupils know their own personal targets and class targets but these are not always appropriately matched to pupils' abilities. Pupils' successes are recognised and celebrated using certificates, house points, the school Honour Book and the award of Golden Time. For the minority of pupils who require it, there is an effective behaviour management programme giving support to pupils and their families.
14. Overall provision for pupils' personal development including their spiritual, moral, social and cultural development is good. Pupils are becoming confident and thoughtful citizens. They know the difference between right and wrong and generally are kind and respectful to each other. Pupils use the 'Friendship Seat' in the playground as a meeting point to sit and chat. Peer mediators work to support the resolution of minor conflicts in the

playground and to befriend those in need; young children entering school are supported by playground buddies until they become confident in being in the playground. Pupils claim this is much appreciated by those who are new to the school.

15. Teamwork and support for each other are emphasised throughout the curriculum, giving good support to pupils' social, moral and personal development. They work very well together in groups and enjoy any responsibilities they are given which they carry out diligently. They also evaluate the work of others effectively particularly when they are aware of the criteria against which work is judged, for example, in PE. Children are proud of their school and through the school's council take responsibility for its development. Members of the school's council were instrumental in helping draw-up the behaviour code.
16. Opportunities to extend pupils' spiritual development arise in assemblies and in many lessons. However, opportunities to develop the wider aspects of spirituality through planned activities are underrepresented in the curriculum. Cultural development is planned through cross-curricular links, and is effectively supported through music. Specific occasions to celebrate cultural diversity include family assemblies and celebrations of religious festivals. There are currently insufficient resources to support pupils' multicultural development.

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

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

17. The last reported figure for overall attendance was good, well above the national average. The incidence of authorised absence was well above the national average, but that for unauthorised absence was in line with the national average. The latest statistics for the current year to date, produced by the school, show a slight decline overall, but a substantial reduction in unauthorised absences. Punctuality is very good, and lessons start on time after breaktimes. The school's actions to improve attendance are good. The school works closely with the education welfare officer and, where necessary, home visits are carried out in order to bring about improvements. The school promotes good attendance by awards to pupils with attendance records better than 99.7 per cent: their names are entered in the Honour Book. The good attendance and very good punctuality achieved by the efforts of pupils, parents and the school is a significant factor in developing a learning culture in the school and the positive attitudes of pupils.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education provided is **satisfactory**. Whilst improvements have taken place recently and the quality of teaching overall is satisfactory there is too much variation in the standards of teaching across year groups. The quality of teaching is good in the Foundation Stage (Reception year) and in Years 2 and 3. It is satisfactory in all other year groups except in Year 4 where it is unsatisfactory. Throughout the school there is unsatisfactory challenge for the more able pupils and this leads to their underachievement. The curriculum is satisfactory overall with some good

provision for after-school clubs and extra-curricular visits. However, the provision for ICT is unsatisfactory. Pupils' personal development is good because of the support and care provided.

## TEACHING AND LEARNING

The quality of teaching and learning is **satisfactory**. However, the more able pupils are not effectively challenged and the use of assessment is unsatisfactory.

## MAIN STRENGTHS AND WEAKNESSES

- Lesson planning is often directed towards average ability pupils for each year group and often the more able pupils are not effectively challenged.
- In the Foundation Stage, teaching and learning are good.
- In Years 2 and 3, teaching is good with examples of very good teaching evident. Teachers plan effectively and take account of pupils' achievements.
- Teaching in Year 4 is unsatisfactory; as a result, pupils' progress is unsatisfactory.
- There is insufficient use of assessment to inform planning or to track the progress pupils make particularly from Year 1 to 6.
- Marking is supportive but does not always inform pupils of the next stages in their learning.

## COMMENTARY

### *Summary of teaching observed during the inspection in 59 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	8 (14%)	30 (51%)	17 (29%)	3 (5%)	0 (0%)	0 (0%)

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

18. Teaching and learning in the Reception classes are good. This is because teachers and support staff work closely together. They understand the children's individual needs, strengths and areas for development and work effectively to meet these. Learning outcomes for each of the different activities are clear and children are encouraged to work as a team and to support each other. The quality of questioning is good, open and probing and children readily respond. Most children are beginning to evaluate their work and understand the routines of the classroom. Teachers plan a wide range of activities that ensures full coverage of the skills and areas of learning. There is effective interrelation between areas of learning and plenty of encouragement for independent, as well as, small group and whole-class activities. As a result, children's progress is good and they achieve well. Standards by the end of the Reception are mostly above that expected. The good pace and focus on individual needs is because staff use assessment effectively to track and plan work that challenges children of all abilities.
19. Teaching and learning in Years 1 and 2 are satisfactory. In Year 1, planning to show the progression from the Reception classes is not clear. However, this is beginning to happen with role-play activities in the Year 1 'Estate Agents' which encourages real-life social problems to be explored, as well as good development of mathematics language

through play. Other practical work is also encouraged, with opportunities for pupils to talk about, and record, their ideas, but often these are set in formal learning situations which restricts creativity. In English in Year 2, teaching and learning are good and sometimes very good. This has resulted in improvements in standards in the 2004 end of Year 2 tests. This is because the learning questions are clear and linked to expected outcomes so pupils know what to do and what is expected of them. Work in these lessons is at a brisk pace with opportunities for checks on pupils' understanding and effective modelling by either the teacher or the learning support staff so that pupils know what is expected.

20. Teaching in Years 3 to 6 is more variable, ranging from some very good and excellent teaching in Year 3, to satisfactory and good teaching in Years 5 and 6, but unsatisfactory teaching in Year 4. Overall, teaching and learning throughout the junior classes are satisfactory. In the best lessons, teachers use creativity effectively to integrate subjects and topics, as in the good use of literacy skills in history and drama, challenging pupils thinking about a Viking funeral. Different aspects of the work are targeted to pupils of different abilities. As a result, there is appropriate challenge and pace for all. All too often in lessons that are satisfactory or even unsatisfactory, the pace and challenge for all pupils is missing, and work is often set in a common context regardless of pupils' abilities. On other occasions, the work is so tightly structured that it is the teacher who does the work and there are too few opportunities for pupils to work independently or to extend their ideas and understanding. The main weakness in teaching is the lack of systematic development of skills to support research and referencing and building on investigative work and problem-solving creatively; this is particularly so in mathematics. Often there are creative links with other subjects but not necessarily creativity within a subject, and therefore, creative thinking in problem-solving is not always encouraged. This limits the outcomes of work and as a result, not all pupils are appropriately challenged and there is underachievement.
21. Marking is conducive regularly and is supportive but it rarely provides information about what pupils should do next to improve. Teachers plan together in year groups and this ensures consistency in content coverage and activities. However, there is often inappropriate challenge in the planned work and low expectations because work is often targeted only at the average performers. For example in Year 4, activities target Level 3 with limited opportunities for pupils' work to be extended beyond this level even though many pupils have already reached Level 3.
22. Underachievement in the school is therefore linked to inappropriate use and application of assessment information and a lack of secure understanding of the quality and quantity of work needed for each National Curriculum level. The fact that teaching is satisfactory overall is because teachers meet the needs of the large majority of pupils in their classes. Eight of the 14 teachers are new to the school. In the case of pupils with special educational needs, individual educational plans are focused on the next steps in pupils' learning. As a result, these pupils achieve satisfactorily. So also do those pupils with English as an additional language, because the support they receive matches their specific needs. In both cases, the pupils' progress is tracked carefully and their future work builds on their past experiences and achievements.

## THE CURRICULUM

The quality of the curriculum is **satisfactory**. There are good opportunities for enrichment through learning outside the school day and through themed events such as creativity and science weeks.

However, the ICT provision does not cover all aspects of the subjects in sufficient depth and is unsatisfactory. In Years 1 to 6, the range is good but not always appropriately challenging to enable more able pupils to achieve as well as they could. Accommodation is good as are staffing levels. The quality and range of learning resources are adequate to meet pupils' needs.

## **MAIN STRENGTHS AND WEAKNESSES**

- Whilst the curriculum is broad and seeks to make imaginative links between subjects, it too often lacks challenge which would enable pupils to achieve well.
- The provision for ICT is unsatisfactory.
- Good provision in the Foundation Stage with a good range of learning experiences.
- Good support for learning outside the school day and beyond the school to support and enrich pupils' learning through sport and the arts.
- There is good provision for the development of pupils' personal, social and health education.
- There is good deployment of support staff to enhance pupils' learning. All staff work very well as a team.
- Assessment is not used effectively to ensure the planning of the curriculum meets the needs of all pupils, particularly the more able.

## **COMMENTARY**

23. The curriculum is broad and the time allocated to teaching each subject is generally appropriate and balanced. The curriculum meets statutory requirements for all pupils and religious education is taught in line with the recently updated locally agreed syllabus. The quality and range of activities provided are good overall. The school works hard to promote effective links between subjects and to make learning relevant to all pupils. The school is seeking to further develop its curriculum via the current focus on promoting creativity in teaching and learning. However, this development is in its early stages and is yet to show proven impact on pupils' attainment in English and mathematics. The curriculum also includes French Studies for pupils from Years 3 to 6.
24. The curriculum for children in the Foundation Stage is good. Planning is detailed and integrates all the areas of learning that should be taught to children of this age effectively. Pupils engage in a range of interesting learning experiences both within and outside the classroom. Classroom spaces are stimulating and well resourced.
25. The National Literacy and Numeracy strategies have been successfully implemented and these subjects are taught daily. The school bases much of its provision in other subjects on national guidance and schemes of work. This provides a broad and balanced curriculum overall but the underdeveloped use of assessment results in restricted planning to an only average level of ability and therefore a lack of flexibility to meet the needs of all learners, particularly the more able pupils. The use of ICT to support all subjects is limited and has been identified as a current area for development by the school. Provision for pupils' personal, social and health education is good overall and very good regarding the opportunities for social development. The effective deployment and work of support staff ensures that pupils with special educational needs and those with English as an additional language receive their full curriculum entitlement.
26. There are good opportunities for pupils to experience an enhanced curriculum. Themed events, such as the recent creativity and science weeks contribute well to pupils'



experiences and offer opportunities for staff development. Year 6 pupils undertake an annual residential trip to France and there are good opportunities for visits to locations beyond the school, such as the National Gallery. There are also a number of after-school clubs that extend the taught curriculum; these are very well attended. In school, pupils have experienced a professional falconry team display and performances by a science theatre company. Pupils also participate in the area music festival. A good number of parents also support pupils' learning regularly by working voluntarily in classrooms, the library and helping with arrangements for swimming lessons. The curriculum provision for pupils with special educational needs is appropriate with additional reading support and extra support in class provided. A small number of pupils are withdrawn from religious education and collective acts of worship, but, at present, there is no alternative provision for them to follow an appropriate alternative curriculum focus. No pupils are disapplied from the National Curriculum.

27. Accommodation and staffing levels are good and learning resources are adequate to meet the learning needs of pupils. Resources are very good and used well in the Foundation Stage. Dedicated subject areas like the music room and computer suite allows for whole-class teaching, with resources readily at hand; this improves access and opportunities.

## **CARE, GUIDANCE AND SUPPORT**

The school provides a **safe, caring and healthy** environment for pupils but some minor matters need to be addressed. The **very good** procedures and practices for providing advice, support and guidance to pupils greatly aids their personal development, as does the good provision for seeking and acting upon the views of pupils. The **good** induction arrangements for new pupils to the reception provide reassurance and comfort to them and their parents.

## **MAIN STRENGTHS AND WEAKNESSES**

- Effective procedures for child protection.
- The very good and supportive relationships between pupils and adults within the school.
- The very good support, advice and guidance provided to pupils in regard to their personal development.
- The good provision for seeking and acting upon the views of pupils.
- Academic monitoring is weak; there are insufficient robust systems in place to monitor individuals' or groups of pupils' progress.

## **COMMENTARY**

28. Training in child protection procedures and practices has taken place for all staff and appropriate information is made available. All staff are vigilant and fully understand how the school's policy should be implemented. The school closely monitors situations which may give rise to concerns. As well as this very good provision for child protection, the school has good procedures and practices for the medical needs of pupils.
29. Health and safety checks are regularly carried out on the buildings and facilities and the school has very good practices and procedures to deal with any potential risks. Pupils are therefore well cared for in a safe and healthy environment. However, a number of minor deficiencies were noted during the inspection and the school has been made

aware of these. Fire drills are regularly undertaken and the outcomes recorded. Risk assessments are carried out prior to any external events, including the residential trips.

30. Pupils report good relationships with all adults within the school and would feel confident to approach them regarding any matters which were troubling them. This was well illustrated during a personal, social and health education (PSHE) lesson. Pupils had previously placed questions in a tin and several of these requested that the teacher speak privately with the child. The buddy system is used effectively to support younger pupils and those who join the school at later times. Pupils' personal development is very well encouraged through the PSHE curriculum, which led to the school receiving the Healthy School award. Opportunities are given for pupils to share views and discuss issues and these are planned into the curriculum as part of their personal and social development. Areas covered in these sessions include aspects of citizenship and a sex education programme, both give very good opportunities for pupils to discuss matters that concern them. The school makes very good provision for the views of parents and pupils in these sensitive matters. The reward systems, including House Points and Golden Time, are generally well used to promote good behaviour and attitudes and are appreciated by pupils. Pupils are set targets for some of their work and their personal development, and are asked to assess their own performance as a means of raising their expectations and thus their achievement. Other features of the very good pastoral care and guidance that pupils receive include the buddy and mediator systems and the Life Bus and citizenship day, which help pupils to develop their life skills.
31. The school has good induction arrangements for pupils. There are home visits, visits to playgroups and a series of coffee afternoons. Potential parents and pupils visit the school and parents are provided with a comprehensive pack containing information, for instance, on the curriculum, shared reading and mathematics. The school makes a strong effort to ensure there is effective contact with all parents prior to their child starting at the school.
32. The school is effective in seeking and acting upon the views of pupils. There is an active School Council, to which pupils are elected, that has been instrumental in bringing about improvements. They were involved in developing the school's behaviour code and, together with the Friends organisation, providing improved play equipment. Pupils run the council's proceedings and staff are encouraged to allow time for class representatives to feed back to their classmates. The council is developing Internet links with similar organisations in other schools. The school also organises a questionnaire for pupils about to leave the school and analyses the results to aid improvements in pupils' education. Support from outside agencies for specialist help is good this is particularly so for pupils with English as an additional language.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school's links with parents are **satisfactory** overall. There are **good** arrangements to obtain and act upon the views of parents. Links between the school and the local community are **good**, as are arrangements for pupils to transfer to secondary education.

## **MAIN STRENGTHS AND WEAKNESSES**

- The school makes good efforts to obtain and act upon the views of parents.
- Links with the local community are good.

- Arrangements for the transfer of pupils into secondary education are good.
- Significant numbers of parents have concerns about various aspects of the school and its performance.
- There are minor omissions or deficiencies in some of the statutory information provided to parents and the annual reports on pupils' progress and achievements are unsatisfactory.

## COMMENTARY

33. The school's links with parents are satisfactory overall, which is not as good as at the last inspection. This is largely because current parents wanted more information about the progress their children make and were unhappy with the current reporting process. Most parents who made their views known to the inspectors expressed largely positive views of the school. Many felt that their children liked school and are generally pleased with their children's behaviour. Parents claim that staff are fair towards children, expect them to work hard and encourage them to become mature. The inspection team agrees with these positive opinions.
34. Most parents felt their children make good progress and that teaching is good. However, a significant minority of responses show concerns on a number of matters, including the level of bullying or other forms of harassment, that parents do not feel well informed, particularly about the progress their children make, and that the school does not seek their views. A pupil questionnaire also produced concerns regarding the behaviour of other pupils. Enquiries during the inspection, including discussions with parents and children, showed that whilst some pupils describe incidents of unacceptable behaviour, these are of a relatively minor nature and are quickly and effectively dealt with by staff. No evidence was found of any significant bullying or incidents of a racial nature.
35. However, the inspection team did agree with parents that the quality of reports on pupils' achievements and progress is unsatisfactory. There is insufficient helpful information given, and the advice on how parents could help their child's progress is not clear. There are also deficiencies or omissions from other statutory documents such as the school prospectus and the governors' annual report to parents. Details of the impact of the special educational needs policy are not clear but the requirements for annual reviews of pupils with special educational needs are met in full.
36. A range of useful information is provided for parents such as a weekly newsletter with information on the topics studied. Opportunities are made for parents to discuss their children's progress, also to attend 'learn with your child' sessions and other open evenings, all of which are well attended. Parents, in general, are supportive of the school and many are employed at the school or assist on trips, with swimming classes or listening to children read. The school therefore makes every effort to involve parents in their children's learning. This good provision is however diminished because of the inconsistency and usefulness of the home-school reading logs and/or the homework diary. These link documents do not always provide assessment details or feedback on how parents can support their children. The reading logs merely list the books read and do not provide sufficient guidance or opportunity for a dialogue between the class teachers and parents about the progress in reading or the range of books and other texts that children might usefully tackle.

37. The school makes good use of questionnaires to seek parent's views, and provides feedback to them. Contacts are made with parents on specific problems as they arise and those parents of children with special educational needs are encouraged to be involved in reviewing their child's targets. Contacts with outside agencies are effective.
38. There are good links with the local community and a number of local organisations use the school's facilities. The Life Bus, funded by the local Rotary Club provides very good support for the school's PSHE curriculum. There is a thriving, independently run, after-school club each day during term time, which provides a valuable service for working parents. In addition, the school has improved pupils' learning by involving their ICT technician in teaching about Islam.
39. Arrangements for pupils to transfer to secondary education are good. Pupils attend taster days at their intended schools and undertake some classroom work, for instance in science and design and technology, which links to the secondary curriculum but, overall, curriculum links with secondary schools are underdeveloped.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management overall are **satisfactory**. Leadership by the acting headteacher is satisfactory and the overall management by the senior leadership group is satisfactory ensuring that the school has run smoothly over a difficult unsettled period. Governance of the school is good; the chair of the governing body is particularly effective and has played a pivotal role in holding the school together. Subject co-ordination, although in most cases is satisfactory, does not gather sufficient information together through monitoring and evaluation activities.

## **MAIN STRENGTHS AND WEAKNESSES**

- Leadership shown by the chair of the governing body is very good and clearly acknowledged by parents.
- There are clear procedures for monitoring the school because of good communication between the acting headteacher and chair of governors.
- Strategic leadership of the school is satisfactory but greater clarity is needed in setting priorities for development.
- Greater evaluation and use of assessment data and other information is needed to inform school improvements so that senior managers can explain why things are as they are.
- Subject co-ordination is satisfactory but monitoring and evaluation procedures are underdeveloped; many teachers are new to the school and new to their roles.
- Organisation and management of the school day is effective in ensuring that pupils do not get tired and remain impressively active and on task throughout.

## **COMMENTARY**

40. Overall leadership of the school is satisfactory. The school has come through a particularly difficult period where the acting headteacher has managed the situation well and held the school together. Once a clear decision had been made in relation to the school's leadership following the extended absence of the headteacher, the senior leadership team along with the governing body has provided an effective focus to guide school development. They are beginning to address the underachievement in the school

but there is still some way to go before this can be eradicated. There are clear lines of responsibility but many members of staff with management posts have not had sufficient training or opportunities to exercise leadership particularly in the use of assessment and performance data. There is good awareness from both senior staff and governors of the issues for improvement and there are clear signs that improvement is taking place.

41. The school has been involved in a number of initiatives but there has been no overall strategic plan for their implementation or an evaluation of their impact. A clear example of this is the use of the summary of National Curriculum level statements given to parents with the annual school progress reports. The information is neither helpful to parents, nor is it used effectively by teachers to guide curriculum planning to enable more able pupils to progress satisfactorily. Such a development is not cost effective and neither is it helping to improve standards.
42. There is clearly a good team spirit in the school and a willingness to improve and to address the underachievement identified. This is because the senior team and others with responsibilities are focusing on the key issues that impact on standards. However, developments are still not effectively prioritised and the outcomes and success indicators are not always clear. They tend to be focused on completion of tasks rather than linked to classroom outcomes and pupil performances. Self-evaluation is at an early stage of development. Nevertheless, overall management of the school is satisfactory. The school day runs smoothly and the organisation and management of the school timetable is effective in ensuring that pupils have sufficient breaks to enable them to maintain concentration throughout the day; this is most impressive.
43. Policies are consistently implemented and there is a clear programme for review. The main weakness is in the lack of evaluation and use of data and other information to guide school improvements.
44. Governance of the school is good. The very good leadership by the chair of governors enables governors to clearly influence the work of the school and its policies and they have been prepared to take difficult decisions in the best interests of the school. The governing body is effectively organised, there are very clear policies and procedures to guide the work of the school, a good induction programme and a good level of support for staff and governors. Governors are supportive of the school and have a clear view of the school's strengths and weaknesses. In the last few months, since they were made aware of the situation and given the information, governors have worked very effectively with the LEA to lead the school through a difficult time of uncertainty over school leadership. Financial management during this time was prudent and effectively handled, ensuring sufficient funds for developments as well as meeting ongoing staffing costs. There are some minor statutory omissions from the school prospectus and the Governors' Annual Report to Parents, which the school acknowledges and has plans in place to address them.

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

Income and expenditure (£)	
Total income	910,522
Total expenditure	915,902
Expenditure per pupil (417)	2,196

Balances (£)	
Balance from previous year	16,227
Balance carried forward to the next year	10,847

45. Management of staffing and staff development is secure and governors have ensured that all teaching staff have the necessary qualifications and experience to meet current curriculum needs. Management and deployment of learning support staff are good and they are effectively targeted to meet individual pupil needs. Individual governors have oversight of subjects and year groups and make regular visits. Although overall leadership and management of subjects are satisfactory, the role of subject coordinators, many of whom are new to the school and new to their roles, is underdeveloped. Areas where improvement is needed are associated with monitoring and evaluating the work of the school:
- the quality of provision in subjects;
  - standards pupils achieve and the progress they make;
  - curriculum planning and its impact on teaching and learning; and
  - the use of assessment information to improve teaching and the pace of learning.
46. The main barriers to raising achievement have been clearly linked to the uncertainty in school leadership, the lack of shared information and limited opportunities for those in management posts to have appropriate training, particularly in self-evaluation. Key factors that are contributing to the improvements in pupils' achievements are linked to effective curriculum planning and a clear focus on the use of assessment processes. A great deal of work is still needed to raise expectations to ensure that work set is appropriately challenging, particularly for the more able pupils. Current developments in creativity have yet to be evaluated and more effectively linked to creative thinking. However, developments in the school are aided by four factors: i) a clear team spirit; ii) the willingness of staff to improve; iii) the support they provide for each other and iv) the focused support from the governing body.

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

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

The overall provision for all children, including those with special educational needs and those with English as an additional language in the Foundation Stage is good. Children enter the Reception at the beginning of the year when they are five years old. The induction processes for children are good, and the curriculum provided for them is very good. The leadership and management of the Foundation Stage are good. Children's behaviour and attitudes are very good. There is good teaching overall, and as a result, children achieve very well in their personal, social and emotional development, and in their mathematical development and well in all other areas of learning. In all areas, the large majority of children are on course to meet expected levels by the end of the Reception year, and some are on line to exceed these expectations. The teachers and teaching assistants work as a team across both Reception classes very effectively, meeting the individual needs of all children. Arrangements for the transfer of pupils to Year 1 are satisfactory and improving. Provision in the Foundations Stage has improved since the previous inspection.

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

Provision for personal, social and emotional development is **very good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Children show very good levels of independence in their work.
- Children are making good progress in their understanding of how well they are learning.
- The quality of teaching is very good, enabling children to achieve very well in their personal, social and emotional development.

## **COMMENTARY**

47. Children have learnt how to behave well in school and to be part of a social group. They readily share items, take turns and play well together. Children are eager to explore new learning, and most concentrate well on the work being undertaken. Most move confidently around both the classrooms and the school, and ask for assistance when necessary. They readily access resources and develop the skills to plan and record their own work. During independent activities, children support one another and “work as a team”, as shown very effectively during the construction and modelling activities linked to the theme on the story of the ‘Three Little Pigs’. Children are given appropriate opportunities to take responsibility. The quality of teaching in this aspect of the children's learning is very good. Teachers and the teaching assistants know the children very well enabling them to respond appropriately to their individual needs. They provide children with a most appropriate mix of activities that are directed and those that require a good deal of independence. As a result, all children make very good progress.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

## **MAIN STRENGTHS AND WEAKNESSES**

- Children readily use pencils to produce simple writing, with some children developing a good awareness of punctuation.

- The quality of teaching is good and effective use is made of drama and role-play to develop children's writing and for children to achieve well in all aspects of this area of learning.

## COMMENTARY

48. Children enjoy listening to stories and teachers make good use of storybooks, drama and role-play to encourage this. Most children speak well using good vocabulary and sentence construction. The quality of teaching is good and teachers encourage children to develop these skills by talking to them regularly and making very good use of questioning. Children are given very good opportunities to talk and express their ideas, thoughts and feelings in both large and small groups. However, despite the teachers' efforts, a few of the least able children are less confident when speaking, using simple phrases and vocabulary and have difficulty with pronunciation. Children enjoy handling books and are developing their early reading skills effectively. They are starting to recognise a number of words that they read to others. Teachers provide children with suitable opportunities to write. Children develop early writing skills with many able to write their names and other simple words. Some children are less confident in controlling their pencil when writing. Learning targets for writing are displayed around the classrooms which teachers and teaching assistants use effectively to support children's progress. Teachers provide good opportunities to develop literacy skills within each of the areas of learning. Children learn through a good balance of directed and independent activities.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

## MAIN STRENGTHS AND WEAKNESSES

- Children have very good counting skills, many can count on mentally from ten, twenty and thirty.
- Children are developing a very good understanding of recording data in simple lists and 'tally' charts.
- Teaching is very good, with a good range of extension activities being provided to suit the needs of different children and enable the children to achieve very well.

## COMMENTARY

49. Teachers provide many opportunities for children to count and use counting rhymes. This results in good progress in use and application of number. Children also attempt to identify a given number of items to match a numeral and record their counting in various ways. Pupils are beginning to have a good understanding of mathematical vocabulary, for example, the concept of 'one more', but they are less confident with 'one less'. Many children have good mathematical vocabulary that allows them to talk about various concepts such as 'longer' and 'shorter', and 'heavy' and 'light', as well as to name basic two and three-dimensional shapes. They use this vocabulary when describing comparisons of size, shape and quantity during activities based on the theme of the 'Three Little Pigs'. Children understand patterns and match items through directed and independent play activities both in the indoor and outside classrooms. Teachers provide children with a wide variety of mathematical tasks and games, and they give children the opportunities to develop their understanding with suitable extension activities appropriate to the individual needs of the children. This enables all children to progress very well, including those children with special educational needs and those that are most able. Since the previous inspection, teachers have improved the opportunities provided for children to develop their mathematical thinking and problem-solving skills.





## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

### MAIN STRENGTHS AND WEAKNESSES

- Children carry out practical activities very successfully, selecting tools and materials appropriately and work independently.
- Children have an understanding of ICT and how to use it to draw patterns and pictures.
- Teaching is good. The rich and varied curriculum allows children to develop their understanding through a range of interesting activities and learning experiences, enabling the children to achieve well.

### COMMENTARY

50. Good teaching ensures that children have suitable activities and experiences that enable them to learn about the world. Teachers instil a sense of curiosity and children ask 'why' and 'how' questions to develop their understanding of people, places, animals, their own lives and their families. Children know the main parts of the body and the different senses. They know about houses, roads and the shops in the local area. Children have a sound understanding of different materials and attempt to identify characteristics of those that can be used to construct strong buildings, as illustrated in the story of the "Three Billy Goats Gruff". Children use sand, water and the outdoor play area very effectively to experiment with making cement and building with bricks, straw and cardboard trays. Many children explain their knowledge and understanding with confidence. There are good opportunities for children to extend their knowledge by experimenting and exploring. Children are particularly excited about growing their own runner bean plants, watching them grow and describing the similarities and differences between the plants to adults and each other. Practical activities are well planned and available for pupils to choose during the "plan, do and review" sessions. Children are curious and excited about their environment, fully engaging in the opportunities to discover more about it. They are confident with simple functions of the computer keyboard and use ICT well to support their learning. They enjoy using the computers to draw and make their own patterns. The standards achieved are above average and children are developing skills and confidence in the use of information technology.

## PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

### MAIN STRENGTHS AND WEAKNESSES

- They use a range of large equipment safely and with increasing dexterity and confidence.
- Use of large outdoor equipment is limited by weather conditions and the need to repair the covered area.
- Teaching is good, with a variety of opportunities provided for children to develop their physical skills and to achieve well.

### COMMENTARY

51. As a result of good teaching, children benefit from the range of daily activities provided and show increasing co-ordination in the use of large play equipment as well as manipulating smaller tools. Pencils, crayons, scissors, materials, a variety of construction toys and large wheeled toys are readily available, and children use them with enthusiasm. These provide the

stimulus and the opportunity for them to practise their manipulative skills. Most children cut and stick items and thread shapes onto a string with dexterity. However, some are less accurate and controlled when using items such as pencils when writing. Children use outdoor equipment well, for instance using wheeled-vehicles confidently and skilfully around an obstacle course. Children are encouraged to become progressively independent and self-confident. Teachers and teaching assistants support them well, providing clear demonstrations and plenty of encouragement. They are also careful to ensure children's safety at all times and to develop children's awareness of health and safety. Teachers extend the area for outside play by the use of the Key Stage 1 playground and grass area. The use of the covered area outside the Reception classes is limited by weather conditions because the roof is in need of repair and extension. The storage for outdoor equipment is limited, reducing opportunities for creative use of the outdoor classroom and easy access to equipment.

## **CREATIVE DEVELOPMENT**

The provision for creative development is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- There is an interesting variety of creative activities, to which children respond well.
- Children use their knowledge and understanding from other areas of learning very effectively in their creative work.
- Teaching is good, with established clear routines and instructions supporting children's learning, enabling all children to achieve well.

## **COMMENTARY**

52. Good teaching provides for a wide range and interesting variety of suitable creative activities, which the children undertake with enthusiasm. They play instruments, sing songs and produce a variety of paintings and models. They show developing skills in all activities, although a small number still have some difficulty controlling pencils and brushes accurately. Children are especially happy to take part in role-play activities in 'The Music Factory' and with the builder's hats and wolf's clothing. Teachers and teaching assistants complement each other very well in supporting, encouraging and attempting to stimulate the children. They routinely join in the activities with the children. Children are very well supported by the established routines when using the painting resources. These routines are clearly understood by the children and significantly contribute to children's understanding of the need to care for resources to produce good quality work. Children are aware of the need to leave resources in a ready condition for the next person to use and this contributes well to very good behaviour by reducing frustration.
53. Teachers have recently introduced children's self-recording sheets which are used effectively by adults and helpers to ensure children have an equal opportunity to experience the full range of creative activities. This is having a positive impact on the curriculum and the assessment of children's progress and enables early identification of those children requiring additional support.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **MAIN STRENGTHS AND WEAKNESSES**

- The most able pupils underachieve.
- Standards at the end of Years 2 and 6 are too low and the most able pupils underachieve.
- Pupils with special educational needs and English as an additional language make good progress.
- Provision and progress in Years 1 and 2 are very good in speaking and listening.
- The overall quality of teaching and learning is improving and is satisfactory. However, the quality of teaching and learning in Year 4 remains unsatisfactory.
- Teachers' feedback from marking and target-setting are too general and there is insufficient detail on how pupils can improve their work.

## COMMENTARY

54. Standards in English have fallen since the last inspection, when they were well above national averages in both Year 2 and Year 6. Results of the national tests for pupils in reading at the end of Year 2 in 2003 show that although pupils were performing in line with all schools nationally, they were performing below those at similar schools. Pupils' performance in writing was well below average for all schools and similar schools. Although pupils at the end of Year 6 in 2003 were performing above average compared to all schools, results were well below those of similar schools. The progress of pupils from Year 2 to Year 6 was below that of pupils at similar schools. Pupils with special educational needs and those with English as an additional language make good progress because of the planned support and effective intervention by teachers and teaching assistants in lessons.
55. Recent improvements in the performance of pupils show a rise in standards in reading and writing in Year 2. However, the attainment of the more able pupils remains lower than would be expected given the capability of the pupils and consequently standards overall are in line with the national expectation.
56. Speaking and listening standards are well above average by the end of both Year 2 and Year 6 and throughout the school. Pupils listen very well during lessons and carefully follow instructions. They respond well when asked to work together as 'talk partners', discussing and extending each other's ideas. Pupils articulate well, speaking clearly and confidently to their audience.
57. Standards in reading at the end of Year 2 are improving; indications from the recent national tests also show a similar pattern. This is because Year 2 teachers have high expectations of pupils and challenge them to extend their learning. However, the texts read by more able pupils do not give sufficient challenge to extend their reading skills. During the daily reading workshop sessions, pupils engage in a variety of interesting activities to develop reading skills including independent reading, comprehension activities and group reading with the teacher. This, together with clear guidance and challenge in individual reading from both school and home, are helping pupils to make satisfactory progress from the time they enter Year 1 to the end of Year 2. More able pupils in Year 2 demonstrate the ability to find information in a text by using skimming and scanning techniques. Standards in reading at the end of Year 6 are in line with national averages, but below those expected of similar schools and therefore, overall, pupils are underachieving. Pupils' research and referencing skills are weak, only one of six pupils spoken to was able to access information by skimming and scanning text. Monitoring pupils reading is weak with no evaluation of books read and limited evidence of

information from assessments being used. There are few comments from or to parents in support of pupils learning.

58. In Years 1 and 2, pupils are beginning to make good progress in writing, due to high expectations and appropriate challenge and support for all pupils. However, standards are only in line with the national average. The progress the most able pupils have made from the time of entry into Year 1 to the end of Year 2 has not been enough and their achievement is unsatisfactory. Nevertheless, recent improvements have resulted in higher standards and achievement. For instance, more able pupils in a Year 2 class respond well to the task of writing 'at least one paragraph with compound and simple sentences' challenging them to work at well above expected levels. Progress for the present Year 6, from the time of entry into Year 3 has been unsatisfactory, resulting in unsatisfactory achievement. This is partly because of inconsistency of expectation and the variation in the quality of teaching between year groups and the lack of challenge to more able pupils in some classes. The use of whole-class targets, and the work planned for more able pupils in these classes are not taken from higher levels, thus setting a 'false ceiling' on pupil progress. Although work is consistently marked and pupils are given feedback, comments to inform them of how to improve their work have only recently been implemented, and generally pupils do not know how to improve their work. Teaching pupils spelling conventions is not developing their ability to employ independent spelling strategies and pupils are not identifying spelling errors in their work.
59. The quality of teaching and learning is satisfactory overall, but there is a huge variation in quality with examples of good, very good and on occasion, excellent teaching. The subject leaders are aware of weaker and unsatisfactory teaching. Overall, teachers plan well to meet the needs of less able pupils and those of average ability. Pupils with special educational needs make good progress as a result of the support they receive with the revised work or activities which in many cases are targeted to their needs. Where teaching is very good or better, more able pupils are given additional challenges to extend their thinking; in an excellent lesson more able pupils in Year 3 were writing a first person account of a Viking funeral from the viewpoint of a non-Viking onlooker. This work followed a drama session where pupils re-enacted the funeral in order to gain accurate knowledge of events. All teachers are using drama techniques to engage pupils in writing, Percy the park-keeper was interviewed by Year 2 pupils in one lesson; pupils in one Year 6 class used 'freeze frames' to portray characters from the period of The Lady of Shallot. This, together with carefully structured discussion regarding the historical features of the period enabled pupils to create their own poetry about Camelot. Drama and creativity are a focus for improving pupils' writing skills: where this involves stimulating pupils' creative thinking, good progress is made.
60. The shared leadership and management of English are satisfactory and beginning to have an impact on standards. Action has been taken to identify reading books at different levels of difficulty and to improve the quality of reading resources. This is helping to address the need for providing texts suitable for more able younger readers, and to update and re-stock the library. Planning in reading workshops has been reviewed to ensure that the time used effectively promotes improvement in reading. The writing subject leader has improved her effectiveness with the support of the local education authority's Literacy consultant and has a clear understanding of the quality of teaching in the school through monitoring lessons and through the scrutiny of pupils' work.

## **English as an additional language**

61. Provision for pupils with English as an additional language is good and pupils make good progress. This is because their progress is tracked and monitored from the initial assessment made when they first enter the school and their targets for future work are clearly identified. In cases where pupils do not make expected progress, staff carry out a separate assessment in relation to their abilities in their home language to find out if individual pupils require additional special educational needs support, as well as English as an additional language. All pupils are accepted into school and are effectively integrated. They are supported well by teaching assistants within the class and in the early stages by a visiting support teacher and a bilingual support assistant. The use of specifically targeted homework activities supports language development and also encourages parents to become involved in their children's learning.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

62. Practice varies across the school with some very good opportunities to develop literacy skills through other subjects, but overall standards in the use of language and literacy skills are satisfactory. Where expectations are challenging, pupils make good progress, as illustrated by the storybooks and hats made in design and technology to share with other classes. Underdeveloped research and referencing skills and lack of wider reading inhibit pupils' ability to develop writing in other subjects. Reading workshop sessions are being used to address these weaknesses, but practice has yet to impact on these skills throughout the school.

## **FRENCH STUDIES**

There was limited opportunity for detailed evaluation of French studies provision during the inspection. Only one lesson was seen the planning scrutinised and an interview with the co-ordinator. Overall provision is **good** even though standards are below average.

## **COMMENTARY**

63. Standards in French by the end of Year 6 in French studies are currently below average, but identified gaps in pupils' learning have been addressed by the new co-ordinator; the planning and teaching observed was very good and should lead to a rise in standards. Overall provision for French studies is good. A key characteristic of lessons is the consistent use of French in these lessons. The teachers involved in the programme are encouraged to conduct the lesson almost entirely in French, and as a result, pupils are making good progress. In mathematics, pupils count in French and are challenged to respond to problems using French, for example attendance registers are called in French. The support provided for pupils in preparation for their future trip to France and by extending French language development into other curriculum areas is having a positive impact on pupils' attitudes towards language and communication.

## **MATHEMATICS**

Overall quality of provision in mathematics is **satisfactory**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Practical work in mathematics is good because of pupils' good attitudes.

- Progress is generally satisfactory for middle and lower ability pupils but unsatisfactory for the more able pupils who are insufficiently challenged and underachieve.
- Assessment, marking and tracking pupils' progress are major weaknesses.
- Planning does not take account of pupils' previous experiences and therefore not all pupils' needs are met.
- Trends in pupils' performance over time are below the national average.

## COMMENTARY

64. At the time of the last inspection, standards in mathematics were well above the national average at the end of both Year 2 and Year 6. Now standards are in line with national averages. Evidence from the most recent national tests for Year 2 indicates results have improved on the 2003 scores for Level 2 and above, although the proportion of pupils at the higher levels has remained unchanged. For the present Year 6 pupils, recent school-based assessments show that standards for this group are also improving. Standards of work in lessons and in pupils' books are average and in line with national expectations and the progress the majority of pupils make, including those with special educational needs and English as an additional language, is satisfactory. However, the more able pupils continue to underachieve.
65. The quality of teaching and learning is satisfactory overall. However, there is a large variation in the quality of teaching and learning across the school. For example, teaching is good in Year 2 and better than the satisfactory teaching in Year 1, and the quality of teaching in Year 3 is good, but in Year 4 it is unsatisfactory. In Years 5 and 6 it is satisfactory with some good features. The most successful teaching provides pupils with a good deal of practical work which the pupils clearly enjoy, particularly when it is linked to work with ICT. In these instances, the pupils' attitudes to learning are good and they are stimulated to do well. The most effective teaching in Year 3 is much the result of teachers' collaborative planning. Much credence is given to what the pupils have already achieved and teachers build on this learning effectively. Mathematics displays provide a good focus for identifying strategies for number work, as well as showing number relationships, such as reminding pupils of quick ways of adding 9 or 21. Marking at present does not provide pupils with sufficient feedback to enable them to be clear about what they have to do in order to improve. This is reflected in reports which do not provide parents with clear information on the next steps in mathematics.
66. The mathematics co-ordinator has had the responsibility for the last three years. Up until recently there has been insufficient emphasis on monitoring and evaluating standards and the impact of mathematics teaching, although teachers' planning is reviewed. There is not a sufficiently robust assessment system to track the progress of individuals or different groups of pupils in mathematics. As a result, the school does not ensure that planned activities appropriately meet the needs of all pupils. Recently, these weaknesses have been identified and support has been provided through the local authority's National Numeracy Strategy consultant, and as a result, there has been an increased focus on teaching and learning strategies linked to problem-solving and investigative mathematics. Overall leadership of mathematics is currently unsatisfactory but this is largely because the co-ordinator has not had the appropriate training to deal with the complexities of data analysis and target-setting to enable him to strategically set targets and monitor progress for different year groups or classes. Management of mathematics resources and the support provided for new staff has been good.

## **MATHEMATICS ACROSS THE CURRICULUM**

67. Basic numeracy skills are taught satisfactorily and there is increasing use of numeracy in other subjects. The school's focus on creativity is having a positive impact in making mathematics become more relevant. However, the challenge through other subjects remains inconsistent. An example of this is clearly seen in the Year 6 preparation for a trip to France. Oral mental starters are conducted in French and pupils are able to count in twos in French but the numeracy skills involved are low level. However, when it comes to using formulae for converting distances or currency between English and French equivalents, then numeracy skills are extended and more challenging, as they are in geography map work and the application of number in physical education and in directing a robot in ICT.

## **SCIENCE**

Provision in science is **satisfactory**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Pupils' attitudes to science are good.
- Despite the increased emphasis on scientific enquiry skills throughout the school the use of investigative work remains unsatisfactory.
- The use of assessment to track pupils' progress and ensure sufficient challenge is underdeveloped; as a result, more able pupils are not always challenged to achieve their best.
- Marking and feedback are inconsistent in offering guidance to pupils on how their work could be improved.
- There are insufficient opportunities for the subject leader to monitor and evaluate standards and the quality of teaching and learning.
- There is insufficient use of ICT to support science.

## **COMMENTARY**

68. Standards achieved in the Year 6 assessments in 2003 are broadly in line with national expectations, but well below results achieved by similar schools and the progress that would be expected based on attainment on entry to the school. The number of pupils achieving the higher levels in Year 6 is well below that achieved nationally in similar schools. A similar profile emerged in 2000 and 2002, although there was improvement in 2001 when standards were in line with similar schools and above those achieved nationally. Overall, this represents a decline since the last inspection when standards were above those achieved nationally. Standards achieved in Year 2 assessments in 2003 are broadly in line with national expectations but below those achieved in similar schools. However, the number of pupils achieving the higher level in all aspects of science is well below that achieved nationally and in similar schools.
69. During the inspection, no significant differences were observed between the achievement of boys and girls in lessons. Pupils with special educational needs and those with English as an additional language are well supported and make satisfactory progress as a result. However, planning for lessons does not consistently provide sufficient challenge for the more able pupils.



70. The quality of teaching and learning is satisfactory. Planning is detailed and teachers demonstrate secure subject knowledge which enables them to give clear explanations to pupils on what they need to do. However, marking of work does not give pupils sufficient information to help them to improve their work further. This contributes to the underachievement of the most able. All pupils show enthusiasm for their work and have high levels of engagement, particularly when conducting practical and collaborative work and especially in science weeks. This is due in part to the emphasis on planning work in contexts which are relevant and motivating. For example, work in Year 6 on planning investigative work about shadows, is linked to the forthcoming residential trip to France, and pupils in Year 2 have the opportunity to observe locusts in various stages of development. However, too often investigative work is not pitched at a high enough level to provide appropriate challenge for the most able pupils. Teachers, however, provide good guidance on the correct use of scientific vocabulary in relation to knowledge and investigative processes. Good emphasis is also placed on pupils developing recording skills systematically, but again, this does not always provide sufficient challenge to enable them to perform at their best. Overall, teachers set high expectations for the quality of presentation of written and graphical work, although in Year 1, teaching relies too heavily on worksheets. Overall, there is limited evidence of the use of ICT to support the science curriculum, but there is good evidence of ICT use for research such as in Year 4, when pupils study ponds and life cycles and in Year 5 when they research facts about the Earth, Sun and Moon.
71. The co-ordinator has only recently taken full responsibility for the subject. An appropriate emphasis on raising levels of pupil attainment, particularly at the higher levels and the consistent development of pupils' investigative skills, has been identified. Assessment in science and its use to track pupils' progress and inform high expectations for achievement are unsatisfactory. Assessment data is systematically recorded but is not yet linked to identifying clear targets for improving the percentages of pupils achieving National Curriculum levels, particularly the higher levels. However, the co-ordinator's role is underdeveloped in relation to the monitoring and evaluation of teaching and learning despite time being made available for this. As a result, there are not sufficient checks that all pupils are making appropriate progress. All staff and pupils have been recently involved in a stimulating and exciting science week which helped to raise the profile of investigative science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **MAIN STRENGTHS AND WEAKNESSES**

- Standards and the quality of work across both key stages are inconsistent, demonstrating insufficient depth of coverage of the curriculum and underachievement overall.
- Improvement since the last inspection is unsatisfactory.
- Some good and very good teaching is resulting in work of a good standard in some areas of learning and in some classes.
- Teachers' subject knowledge and skills are unsatisfactory and do not enable effective delivery of the whole of the ICT curriculum throughout the school.
- Assessment is not used to track pupils' progress and ensure that the needs of all pupils are met.

- Monitoring and evaluation of the standards attained are unsatisfactory.

## **COMMENTARY**

72. Standards in ICT are below national averages by the end of Years 2 and 6 and progress since the last inspection has been unsatisfactory. All pupils, except for those with special educational needs underachieve. This is largely because curriculum coverage is not in sufficient depth. However, the school meets statutory requirements for the subject overall but in some year groups there is insufficient depth of coverage of data-logging and control. Provision in ICT is underdeveloped both as a subject and as a tool to support pupils' learning across the curriculum. There are examples of work of a good standard in most classes, and some examples of work of a very good standard. Pupils' progress throughout the school is patchy and standards are overall below those expected. Expectations regarding levels of work are not sufficiently high to enable pupils to achieve satisfactorily. Pupils with special educational needs are given additional support and are making satisfactory progress in ICT and gaining in confidence in the use of new technologies. There is good progress made when pupils use different applications of ICT such as the digital camera to record PE performances or examples of directional work in mathematics when controlling robots.
73. The quality of teaching and learning is unsatisfactory. Teaching observed, ranged from unsatisfactory to very good. Some good and very good teaching is resulting in work of a good standard in some areas of learning and in some classes. The context is linked to learning across the curriculum, particularly, where teaching is good, all pupils demonstrate appropriate age-related skills. Resource provision for ICT is good, the computer suite enables whole-class teaching; teachers use the interactive whiteboard well to engage pupils in their learning and model the use of skills. The improved range of software is accessible in both the ICT suite and on class computers as a resource and is enhancing learning across the curriculum. Teachers and pupils use the digital camera to record learning effectively, for example in a Year 3 lesson, this was used to photograph movement in PE for pupils to use in the evaluation of their performance. Planning, however, is not building in sufficient challenge for more able pupils and is not being planned regularly across the curriculum. Also, assessment strategies are not ensuring that the needs of individual pupils are met. Teachers' subject knowledge is not sufficiently developed to teach all aspects of the ICT curriculum. Nevertheless the ICT technicians are very effective in the support they provide for staff.
74. Leadership and management are satisfactory. The co-ordinator has been in post since September and has a clear understanding of priorities. There has been a useful audit of staff skills and understanding of ICT and of resources, but procedures for assessing, monitoring and evaluating standards in ICT are not yet established. The strategic ICT action plan is satisfactory. A portfolio of assessed work is being developed that provides example of standards which although reflecting national expectations for each year group does not provide examples of higher-level work. The co-ordinator is a good role model in her own use of ICT across the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

75. There are examples of very good provision across the curriculum in some classes, but this is inconsistent between classes throughout the school and between individual pupils in classes. Work in mathematics in Year 2 is supported well by work using a

programmable toy. In art, patterns on a printed African quilt made in art were designed using ICT. In Year 3, pupils enhance stories written in English by adding sound effects. Multimedia presentations made by Year 6 pupils refine their understanding of historical facts of the Greek and Roman period. There are examples of work from pupils in all classes which demonstrate the use of ICT across the curriculum, but this needs further development to ensure that all areas of the ICT curriculum are covered to an appropriate depth.

## HUMANITIES

## GEOGRAPHY

Provision in geography is **satisfactory**.

## MAIN STRENGTHS AND WEAKNESSES

- The curriculum is enriched through visits and good cross-curricular links.
- Geography makes a good contribution to pupils' social and cultural development.
- Insufficient emphasis is placed on developing thinking skills as well as subject-specific skills.
- Use of ICT is underdeveloped.
- There has been an effective audit of provision leading to an appropriate improvement plan.

## COMMENTARY

76. Judgement on the provision for geography is based mainly on evidence from work scrutiny and the one lesson seen in Key Stage 1, where teaching was satisfactory.
77. At the end of Year 2 and Year 6, pupils' attainment is in line with national expectations. Pupils make satisfactory progress from their earlier learning, but the higher attaining pupils need more opportunities to be challenged further in order to attain the higher levels. Planning is sufficient to ensure that the National Curriculum requirements are met. At all levels of planning, there is insufficient emphasis on the teaching and progression of subject specific skills. Assessment of pupils' individual knowledge and skills is not sufficiently developed for teachers to plan work that is challenging and detailed enough to enable pupils to make good progress. Teachers help pupils make good links between their learning in geography and other curriculum subjects, such as history, music, art and RE but little use is made of ICT. The work of pupils with special educational needs, and those with English as an additional language, is appropriately matched to their age and abilities and they achieve well.
78. The recently appointed co-ordinator has made a very effective start to developing the subject. She has carried out an audit and identified appropriate areas for improvement, such as the tracking of pupils' progression of subject-specific skills and the need for improved assessment processes to inform teachers' future planning.

## HISTORY

Provision in history is **satisfactory**.

## MAIN STRENGTHS AND WEAKNESSES

- Teachers with good subject knowledge are used effectively to teach across year groups.
- Pupils have very good attitudes to learning and enjoy the subject.
- The curriculum is enriched by use of the school's own resources and by school visits.
- History makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Insufficient emphasis is placed on the rigorous development of subject-specific skills and independent learning.

## COMMENTARY

79. Standards by the end of Year 2 and Year 6 are in line with the national expectations. Pupils make satisfactory progress, although more able pupils throughout the school would benefit from greater challenge in order to achieve the higher National Curriculum levels. Pupils need to be given more opportunities to extend their thinking and research skills and in Years 3 to 6, to make links between cause and effect. Throughout the school pupils with special educational needs and those with English as an additional language make satisfactory progress in history because of the support provided.
80. Overall the quality of teaching is satisfactory, with some good and very good teaching observed in Years 3 and 6 during the inspection. In these lessons, teachers' good subject knowledge and enthusiasm contribute to the provision of stimulating activities and opportunities for pupils to be actively involved in their learning. A very good lesson on the 'Vikings' way of life' gave pupils a variety of methods to investigate and to discuss their findings with others. However, these opportunities are not consistent across the year groups. Pupils make use of ICT in their work in history, but too few opportunities are provided for pupils to develop their research skills. Lessons seen in Key Stage 2 during the inspection gave pupils good opportunities to raise interesting historical questions and to work effectively in pairs and small groups discussing their findings. Scrutiny of pupils' work, suggest these opportunities are not consistent across all year groups.
81. Leadership and management of the subject are satisfactory. The newly-appointed subject leader has audited the subject and identified clear objectives for improvement. Assessments of pupils' work and teachers' planning are not enough to provide a more detailed analysis of pupils' expertise in historical skills. As at the previous inspection, opportunities for more able pupils to be challenged and to extend their thinking skills in history remain issues. The school's history museum continues to be a resource which even the younger pupils enjoy and are proud to show to visitors. At present, curriculum planning has weaknesses, in that it focuses too much on developing historical knowledge and facts and insufficiently builds on the development of pupils' historical skills. Whilst this approach favours the middle and more able pupils, those with low literacy skills are hampered.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

## MAIN STRENGTHS AND WEAKNESSES

- Pupils have very good attitudes to learning and enjoy lessons about other cultures and religions.
- Teachers make good links between the learning in religious education (RE) and learning in personal social and health education (PSHE).
- The scheme of work does not have clearly defined expectations of what different groups of pupils should achieve and this limits learning.

- Improvement since the last inspection is unsatisfactory.
- Assessments are unsatisfactory and are not used sufficiently well to plan the next steps of pupils' learning.
- Approaches to the inclusion for withdrawn pupils are varied.
- The new co-ordinator is providing good leadership, with a clear focus on improving standards.

## COMMENTARY

82. By the end of Years 2 and 6, pupils attain standards in line with those expected in the locally agreed syllabus and achieve satisfactorily. They know many stories that Jesus told and they understand the concept of forgiveness. Pupils in Year 2 understand that Jesus forgave his friends for many things, and that he wanted us to help one another. They appreciate that Jews celebrate Hanukkah, and that Hindus celebrate Diwali. They know that Christians pray in churches and that Easter celebrates new life. By the end of Year 6, pupils are aware of the different characteristics of various faiths, including Christianity, Buddhism, Islam, Sikhism and Judaism. They know that all religions have holy books which carry guidance for living according to the principles of the faith. They show good respect for each others' beliefs. Pupils are clear about the links between their learning in RE and aspects of PSHE development. However, scrutiny of pupils' work revealed that there are insufficient opportunities for pupils to extend and challenge their thinking.
83. It was not possible to observe teaching in Years 1 or 2 during the inspection. From the lessons observed in Key Stage 2, the overall quality of teaching is satisfactory with some good teaching seen in Year 3 and Year 6. In the good lessons, teachers give clear explanations and good opportunities for pupils to relate learning to their own experiences and to challenge their thinking in asking them to explain their ideas and views. In these lessons, teachers have good subject knowledge and are enthusiastic about the subject. For example, in a good lesson in Year 6, the teacher used examples and photographs from her own experiences to illustrate the Hindu celebration of Holi. She was able to give detailed accounts of features of the celebrations, for example the throwing of coloured powder, which captured the pupils' attention and interest. During these lessons pupils were given opportunities to think and reflect enabling them to develop their own ideas. Where teaching was unsatisfactory pupils were overdirected with insufficient opportunities to develop their own thinking. In these lessons pupils' contributions were not always valued.
84. Procedures for and use of assessment are unsatisfactory. It is not sufficiently well developed to promote learning and is not rigorous enough in helping to identify pupils' strengths and weaknesses in learning.
85. Leadership and management by the new subject leader are good. The scheme of work and assessment are insufficiently developed to ensure the progressive development of skills. The co-ordinator has audited the New Surrey Agreed Syllabus and is in the process of ensuring that teachers' planning is adequate to meet the requirements. The use of ICT is unsatisfactory and too few opportunities are provided for pupils to use their research skills. Improvement since the last inspection has been unsatisfactory, resulting in lower attainment at the end of Year 6 than at the time of the last inspection, when attainment was higher than expected.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### ART AND DESIGN

Provision in art and design is **satisfactory** overall.

### MAIN STRENGTHS AND WEAKNESSES

- Resources are good and wide-ranging, including reference materials to promote the study of artists' work.
- Pupils' attitudes to the subject are generally good and frequently very good.
- The good emphasis on pupils' evaluation of their own and others' work.
- The use of sketchbooks though the quality and range of work in these is inconsistent.
- Limited evidence of feedback to pupils from teachers to support the development of their work.
- The use of assessment to track progress and provide pupils with feedback is underdeveloped.
- Planning does not enable talented pupils to extend their skills within the current curriculum art topic work.

## COMMENTARY

86. Evidence from three lessons, pupils' work, teachers' planning and an interview with the subject co-ordinator, shows that teaching overall is satisfactory. By the end of both Year 2 and Year 6 pupils achieve standards which are broadly in line with national expectations. The quality of teaching and learning is satisfactory and the large majority of pupils make satisfactory progress. However, there is evidence throughout the school of under achievement where pupils with specific talents are not effectively challenged. In Year 2, pupils show good skills of observation and they pay close attention to detail when carrying out observational drawings. In Year 6, pupils make design boards to illustrate their ideas for making jewellery and artefacts in the style of the Ancient Egyptians. Scrutiny of work in sketchbooks reveals a lack of consistency across the school. In some cases, there is too little practice of different drawing techniques and expectations for the quality of pupils' work varies. Where sketchbooks are used well, pupils are encouraged to explore techniques and investigate media. Pupils with special educational needs make appropriate progress as do those with English as an additional language.
87. The school is currently promoting pupil involvement in a wide range of arts activities through its emphasis on 'creativity' and through annual creativity weeks. Plans to further develop links between art and design, design and technology, music, drama and dance through an integrated policy for the arts are developing. Recognition of this work has been applied for via the 'Artsmark' award.
88. Good links are made throughout the school between art and other subjects of the curriculum. Year 4 pupils link art and design and geography as part of a topic on East African art and music. Pupils in Year 3 develop their observational drawing skills by making close studies of rocks, linked to science. The curriculum is also enriched through visits to galleries and pupils are given the opportunities to make sketches in the local church and during a residential trip to France. Good use is made of resources drawn from a variety of cultures, enhancing this aspect of pupils' personal development.
89. Pupil attitudes to the subject are good and frequently very good. They are encouraged to evaluate their own work, that of their peers and the artists whom they study. However, there is a lack of emphasis on the use of technical vocabulary to describe techniques and composition. This, alongside the inconsistent expectations for the quality of pupils' work, limits pupils' ability to make good progress and achieve at higher levels. Pupils do not consistently maintain portfolios of examples of their artwork, which makes it difficult to monitor standards beyond the evidence contained in the sketchbooks. The use of assessment is therefore unsatisfactory.

90. Subject leadership is unsatisfactory. The subject co-ordinator is enthusiastic but has not made effective use of the time provided for opportunities to monitor teaching by observing lessons. Progress is tracked through analysis of sketchbooks and talking with pupils, but this is not rigorously linked to tracking progress against national expectations. Overall, progress since the last inspection is satisfactory.

## **DESIGN AND TECHNOLOGY**

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

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils are able to make a good range and variety of items using different construction techniques.
- Pupils demonstrate good planning skills.
- The use of ready manufactured products helps to inform designing and making.
- Pupils are consistently involved in evaluating their own work and that of others, but this evaluation does not always focus closely enough on specific criteria.
- Lack of additional challenge for more able pupils to enable them to attain higher levels is the main weakness.

### **COMMENTARY**

91. No design and technology teaching took place during the inspection. Evidence from discussion with the subject co-ordinator and pupils, scrutiny of planning and analysis of pupils' work indicate that standards at the end of Years 2 and 6 are broadly in line with expectations. Records of work show that pupils are gaining experience of a range of materials and techniques and developing the expected skills through designing and making a broad variety of products. Pupils' work shows evidence of effective planning represented by sketches, descriptions and annotated diagrams. In Year 3, pupils plan a sequence of six stages for making a product and to practise the skills needed in the production. These include sewing a range of stitches and investigating the stability of objects to inform the design of photograph frames. There is an appropriate emphasis on pupils evaluating their own and each other's finished work. Pupils in Year 2 write comments about the wooden vehicles made by fellow pupils, and Year 6 pupils evaluate each others' popcorn packaging and suggest improvements. However, teachers do not consistently provide pupils with precise criteria to inform these evaluations. Teachers' marking provides supportive comments for pupils and there are some examples of teachers providing constructive suggestions for improvement, to which pupils respond, but this practice is limited.
92. The co-ordinator, who has recently been appointed, is very enthusiastic and has a good understanding of the curriculum and its requirements. However, the lack of systematic opportunities to monitor teaching and learning limits the overview of whole-school strengths and areas for development. Assessment provides information about pupils' progress against key objectives, expressed as 'can do' statements for each unit of work. However, effective systems for tracking pupils' progress against the levels of the National Curriculum are underdeveloped and assessment information is not used to ensure planned tasks are sufficiently challenging, particularly for the more able pupils.

## MUSIC

Provision in music is **satisfactory**.

### MAIN STRENGTHS AND WEAKNESSES

- The arrangements for after-school clubs and music tuition and involvement in local music festivals.
- Good quality singing in assemblies and in school performances.
- Insufficient use of ICT and the use of keyboards for composition work because of lack of resources.
- Weakness in use of assessment and tracking pupils' progress in music.

### COMMENTARY

93. Standards in music lessons are in line with expectations. In separate instrumentation tuition standards are above average. In one of these sessions, Year 3 pupils read music, and understand time signatures and the value of notes and rests. By the end of a short practice, they were able to play their recorders together, playing different parts, keeping their own position and maintaining the tune and time. The more able pupils are beginning to build expression into their playing, with crisp, clear and well-formed notes.
94. Pupils of all ages and abilities sing in assemblies with enthusiasm, in tune and with clear expression, this is because the music co-ordinator effectively models good practices and encourages older pupils to demonstrate good singing to the younger ones. Music from different cultures is played and there are opportunities for pupils to talk about the music they listen to. Older pupils critically analyse the different types of music played. Music plays an important part in the life of the school and is a major contributor to developing pupils' spiritual and cultural awareness, emphasising team and collaborative working, as well as being used as a key focus for developing the school's creative focus with cross-curricular links between subjects. Pupils from minority ethnic groups and those with English as an additional language are fully involved in and enjoy music-making, they make satisfactory progress as do those with special educational needs.
95. The quality of music teaching and learning is satisfactory with good features. In a Year 2 lesson, pupils explored the way words and sounds together combine to create the sound of a rainstorm. Pupils followed the conductor, joining in at appropriate times and building expression into their creative sounds to express the mood of a rainstorm. Different pitched and un-pitched percussion instruments are introduced to create different effects. The class teacher works very effectively with teaching assistants ensuring all pupils, including those with special educational needs and those with English as an additional language, were fully involved. A key to the success of the lesson was the high expectations of pupils and the way they were encouraged to self-evaluate their own and others' performances. In this lesson, as in the Year 5 lesson, the pace of learning was brisk, focusing effectively on the development of subject vocabulary with opportunities for pupils to perform, listen and appraise their work.
96. Planning for other music lessons is generally clear, but not always age or ability appropriate. In many cases, the key learning questions used in lessons do not always challenge all pupils appropriately because of the inconsistent use of assessment information to inform planning. The use of music and computer-generated sound effects



are also used to create an atmosphere for their stories in literacy. Pupils' attitudes to music overall are good.

97. Overall, leadership and management of music are satisfactory. The music co-ordinator is enthusiastic and has good subject knowledge and supports other teachers very effectively. However, the music development plan has yet to be evaluated and there is insufficient focus on monitoring pupils' achievements and progress in music. A music course has been developed with resources and guidance notes and a good range of instruments for making music, appropriately matched to pupils' ages and abilities, but opportunities for using keyboards and ICT in music are limited. A dedicated room for music resources and teaching has clear benefits. Overall progress since the last inspection is satisfactory.

## **PHYSICAL EDUCATION**

Provision in physical education (PE) is **satisfactory**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Overall facilities for physical education are very good as is provision and opportunities for swimming.
- Effective cross-curricular links particularly in music, mathematics, dance and drama.
- Assessment is not used effectively to inform the range of activities needed to extend pupils skills in PE.
- The school has gained a Healthy School's award and pupils are gaining in knowledge of health related fitness as a result of the increased emphasis on healthy living.

### **COMMENTARY**

98. Standards in PE are in line with national expectations at the end of Years 2 and 6 and pupils' achievements are satisfactory. There are a number of talented athletes who have excelled in local club and county competitions. When compared to similar local schools, Wray Common Primary performs well, taking its share in honours at local tournaments such as netball, rounders and football. There is a range of topic work for studying different PE skills and pupils have an opportunity to go on a residential, where they take part in outdoor adventure activities. The highlight of the summer and early autumn for many pupils is use of the school's swimming pool where pupils receive good quality coaching regularly. Parents regularly give time to oversee pupils changing so that little time is lost between lessons. In Year 1, some pupils already swim without the use of buoyancy aids. The slick pace and varied activities keep pupils motivated and engaged, ensuring all make good progress and achieve well in the pool. Over 80 pupils regularly attend the after-school sports clubs. In these, standards are in line with or in some case slightly better than expectations. The progress pupils make, including those with physical disabilities is appropriate and those that need support are given every opportunity to be involved in PE.
99. The quality of teaching and learning is satisfactory overall. Regardless of age, pupils prepare well for PE lessons, they are smart and the vast majority listen to instructions carefully. Pupils are becoming increasingly aware of the need to stretch and look after their bodies before and after exercise and in Year 6, pupils themselves lead the warm-up sessions. Year 3 pupils make good use of on-going assessments to appraise each other's performances, using digital photographs. Throughout the school the focus on

creative development is evident. A good example was seen in Year 6 history and dance. Through dance and mime, pupils expressed the magnitude of the task in building the pyramids in the heat, showing the feelings of the workers and actions of the people involved in the task. Work in athletics in Years 3 and 6 focuses on specific historic achievements in sport. Year 3 pupils investigate the triple jump and compare their own efforts to the world record and in Year 6 pupils investigate the stamina and pace required to run long distances comparing their efforts in running flat out for a whole lap of the track with the standards needed to run a four minute mile. In both cases teachers make good links to mathematics bringing a degree of realism to sporting achievements and the need to set realistic targets for pupils.

100. Overall, leadership and management are at an early stage of development with the co-ordinator only recently taking over the role. He is an enthusiastic and knowledgeable athlete who clearly understands how children learn. He has already provided demonstration lessons for other staff who regularly seek his guidance. He is reviewing the current complex assessment system for tracking pupils' progress in PE. There is not yet a structured scheme for developing the PE curriculum that is effectively linked to on-going professional development. Currently, the school relies on government guidelines to support planning, but the planning framework does not allow sufficient flexibility to enable more talented sports persons to achieve higher standards, largely because teachers do not have the knowledge or the assessment tools to recognise the next stages in pupils' skill development. The school has made satisfactory progress since the last inspection.

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

Provision for personal, social and health education is **good**.

### **COMMENTARY**

101. The school places much emphasis on the personal, social and health development of the pupils. The school has been recently awarded the Healthy School award which reflects the importance it places on this area of the pupils' development. As a result, pupils are confident in the way they feel about approaching staff regarding matters of concern to them. In one lesson, pupils placed questions in a tin some of which requested time when they could speak to the teacher privately. The school also effectively links aspects of the pupils personal, social and health development to the teaching of religious education, which gives further opportunities for pupils to develop their own views and the constructive relationships they have with others. This approach helps to ensure pupils are well cared for, enables pupils to show equal respect for each other, and to become confident to develop their own personalities.
102. Very good teaching and learning was seen in the two lessons observed. The Year 5 lessons were taught on a single-sex basis which enhanced the opportunity for the pupils to talk about more sensitive issues. Teachers show a very good knowledge and understanding of the subject. Good use is made of video material to improve pupils' learning. Both teachers showed a very good level of sensitivity, this resulted in a more open discussion that did not embarrass the pupils.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

*Inspection judgement*

*Grade*

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<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	5
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

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

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