

# INSPECTION REPORT

## **EPSOM PRIMARY SCHOOL**

Epsom

LEA area: Surrey

Unique reference number: 124956

Headteacher: Mr P Barnes

Lead inspector: Graham Bate

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 260664

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	404
School address:	Pound Lane Epsom Surrey
Postcode:	KT19 8SD
Telephone number:	01372 720608
Fax number:	01372 739902
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Wadham
Date of previous inspection:	September 1998

## CHARACTERISTICS OF THE SCHOOL

The school, which is nearly 100 years old, is situated near the centre of Epsom. The pupils come from a variety of backgrounds, but 95 per cent live in an area of socio-economic deprivation. The school is much bigger than the average nationally, having 404 pupils on roll in the age range three to eleven years, of whom 51 are in the reception classes. The number on roll includes the equivalent of 26 full-time pupils in the nursery, who are admitted in the September before their fourth birthday. About 23 per cent of the pupils are of ethnic minority heritage, including Portuguese, Indian, Bangladeshi and other backgrounds. About a quarter of the pupils' home language is not English, which is high, and of whom half are at the early stages of its acquisition. Many of the pupils from Portugal, and those who enter the school up to the age of seven, have had no prior education. Boys outnumber girls on roll by nearly ten per cent. The standard of children's attainment on entry into the nursery is well below average and, into the reception classes, it is at least below average. Many children have significant social and language skills problems. About 35 per cent of the pupils have special educational needs, which is well above the national average. Seven pupils have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is 25 per cent. The school roll has remained fairly steady over recent years but there is an increasing incidence of pupil mobility with the equivalent of about one class leaving and one joining in the last year. There has been a steady increase in both the numbers of pupils with special educational needs and those who speak English as an additional language since the last inspection. There have been four exclusions but the number has dropped significantly over the last three years. Attendance is just below the national average, but there is an increasing incidence of long-term absence when pupils return to their country of origin.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20926	Mr G Bate	Lead inspector	Science Physical education Foundation Stage
13911	Mrs J Gallichan	Lay inspector	
28170	Mr I Chearman	Team inspector	Mathematics Design and technology Geography
15023	Mr A Haouas	Team inspector	Information and communication technology Art and design History English as an additional language
33105	Mrs A Debono	Team inspector	English Music Religious education Special educational needs

The inspection contractor was:

Bench Marque Limited

National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</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>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</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>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school and it provides good value for money. The whole staff team show a strong commitment to ensuring all pupils achieve well. An atmosphere of care and concern for the needs of all pupils permeates the school. The school adds significant value to pupils' skills, knowledge and understanding in the context of a well above average and steadily increasing proportion of pupils with special educational needs and with English as an additional language.

The school's main strengths and weaknesses are:

- As a result of the good teaching, the pupils achieve well from a low base.
- The school is well led, managed and governed.
- The quality of relationships and care is very good; a key factor in the pupils' achievement.
- The pupils' progress is monitored well and tracked effectively.
- Standards in English and mathematics are below expectations.
- Higher attaining pupils are not always consistently challenged, especially in mathematics.
- There is insufficient monitoring of delegated subject responsibility.

The school has made sound improvements since the last inspection in September 1998. Since then the context and challenges, within which the school works and faces, have continued to change. However, despite this, the trend in the Year 6 performance since 1999 in English, mathematics and science has been broadly in line with the national trend. The overall quality of teaching has improved and there is now no unsatisfactory teaching. Standards in information and communication technology (ICT) have improved as a result of increased teacher expertise. Accommodation for the reception classes has improved.

### STANDARDS ACHIEVED

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

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

By the end of Year 6, all pupils **achieve well**. They attain above expectations in music, physical education and art and design. Standards in English and mathematics are **below expectations**, but are average in all other subjects. By the end of Year 2, results in tests are well below average in reading and writing and very low in mathematics. Very few children in the Foundation Stage are on course to attain all the goals they are expected to reach by the end of reception, but a good proportion will achieve low average national levels.

The quality of pupils' spiritual, moral, social and cultural development is **very good**. The pupils' behaviour and attitudes are **good**. Most pupils are positive about school and what it offers them. They work together well when required, and show very good respect for other people. Attendance is improving slowly but is just below average.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. The overall quality of teaching is also **good**. The assessment and monitoring of pupils' progress in English and mathematics is especially effective. As a result, this gives the teachers a clear picture of the pupils' learning needs. Good, constructive marking of work also contributes to the pupils' good learning, as does the quality of pupil/adult relationships. Teachers' planning is good with clearly stated learning objectives that are conveyed well to the pupils. The teachers listen carefully to the pupils and gain their confidence, greatly helping learning and self-esteem.

The pupils are exceptionally well cared for and supported, as a consequence of the atmosphere, mutual respect and trust that pervades the school. The school's drive to develop a more creative curriculum is successfully enriching the pupils' experiences of life. The school works very hard to develop links with all parents and especially those who speak English as an additional language.

## **LEADERSHIP AND MANAGEMENT**

The headteacher has a clear understanding of the needs of the school and has high aspirations for all who learn and work in it. He is a very good leader and manager. The headteacher is supported well by the governors and other key staff who know well the school's strengths and areas for development. Curriculum responsibilities are effectively delegated and are being developed, but monitoring of these developments is not strong enough. Analysis of available data about the school's performance is a management strength.

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

Parents are generally very positive about all aspects of school life. They feel that all in the school are very approachable. Parents at the pre-inspection meeting were particularly complimentary about the efforts all adults make for the pupils and how inclusive the school is. The pupils like their school and feel secure in it.

## **IMPROVEMENTS NEEDED**

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

- raise standards further in English and mathematics;
- challenge higher attaining pupils more consistently, especially in mathematics; and
- monitor more regularly the delegation of subject responsibility.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The nursery children on entry have very poor skills, especially social and communication skills. Despite good teaching and achievement few are on course to attain all the nationally expected goals by the end of reception but a good proportion are on course to achieve low average levels. Achievement in Years 1 to 6 is consistently good, but standards remain below expectations in English and mathematics and broadly average in science by the end of Year 6.

#### Main strengths and weaknesses

- All pupils achieve well including those with special educational needs (SEN) and those who speak English as an additional language (EAL).
- Standards in art and design, music and physical education are above national expectations and pupils use ICT well in other subjects.
- Progress between Years 2 and Year 6 is very good in comparison with similar schools.
- Standards in English and mathematics are not high enough.

#### Commentary

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

Standards in:	School results	National results
Reading	13.1 (13.1)	15.7 (15.8)
Writing	11.5 (12.2)	14.6 (14.4)
Mathematics	13.7 (13.0)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	24.9 (24.6)	26.8 (27.0)
Mathematics	24.8 (25.6)	26.8 (26.7)
Science	27.5 (28.6)	28.6 (28.3)

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

1. Results, in comparison with all schools nationally in the tests at the end of Year 2, indicate well below average performance in reading, writing and mathematics. The trend since 1999, in these three areas, has shown a slight improvement but it is still below the national trend. In the Year 6 tests, in comparison with all schools, results show well below average performance in English and mathematics and below average in science. When compared with schools having similar prior attainment at Year 2, it shows performance to be average in English and science and below average in mathematics. The trend in Year 6 performance since 1999 for all core subjects has been up, broadly in line with the national trend.
2. These performances are within the context of increasing proportions of pupils with SEN and those who speak EAL, together with significant rises in pupil mobility and unauthorised absence above the national average. Despite these significantly changing contexts, the added value between Year 2 and Year 6 is very good against the national and similar school figures.



3. On the basis of current performance, despite well-focused teaching and generally good achievement, it is likely that few children will attain the national early learning goals in all six areas of learning by the end of the reception year.
4. The pupils with SEN make very good progress towards the targets set for them in their individual education plans, owing to the good level of support they receive. The majority of pupils with EAL achieve well against their prior attainment. Those who are in the very early stages of learning English, about half of them, are very effectively targeted and supported.
5. The weak language base and linguistic skills of many pupils hinder attainment overall. As a result, however, of good overall achievement, the pupils succeed well in non-language based subjects, such as art and design, music, physical education and, to an extent, ICT. In mathematics the pupils attain best in number-based work, having greater difficulty with investigative and problem-solving work that has a greater language content.
6. Close tracking of pupils' progress, and precise identification of weaknesses in their performance, is giving curriculum leaders important development information. Consequently, a range of strategies is already in place to improve the pupils' general and subject vocabulary, the quality and range of their writing, especially the boys, and attitudes to reading, together with more opportunities for mathematical investigations. Many pupils have weak strategies for tackling unfamiliar words when reading, are poor spellers, have limited vocabularies and are, therefore, restricted and below average writers. The school's new marking policy is beginning to have a positive effect on attitudes to writing and, therefore, standards. Some of the current work in the core subjects is in line with expectations. The school is appropriately and successfully using the good attainment in the creative subjects as a basis to enhance standards in the rest of the curriculum.

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

Pupils have **good** attitudes to learning and most behave well during the school day. The overall provision for pupils' spiritual, moral, social and cultural development is **very good**. Attendance levels have improved over the past three years and are now just below the national average. Punctuality is satisfactory.

### **Main strengths and weaknesses**

- Pupils are well motivated and interested in their lessons.
- Good behaviour is achieved through high expectations and appropriate reward systems.
- Promotion of pupils' social and moral development is a high priority for all adults and as a result pupils gain in confidence and self-esteem.
- Absence is monitored carefully and regular attendance promoted effectively.
- Some pupils' concentration and behaviour deteriorate if introductions to lessons are overlong or the pace of the lesson slows.

### **Commentary**

7. Nursery children have settled into school routines and move confidently around their classroom to choose their own activities. Although most play and work in an individual way they are becoming increasingly responsive to the adults that teach and care for them. Reception children quickly organise coats and bags and are keen to get on with the day's activities. Careful organisation and nurturing by adults mean children can generally follow instructions, listen carefully when required and give simple answers. Despite good progress not all will reach the early learning goals for personal development by the end of the year.

8. Pupils in Years 1 to 6 are keen to learn and participate in activities. Most of the time pupils listen well and like to get on with the tasks set for them. Praise and encouragement from teachers helps motivate pupils to try their best. However, on occasions, when an activity goes on for too long, pupils are unable to sustain concentration, behaviour becomes restless and therefore the pace of learning drops.
9. Most pupils behave well in class, at break-times and around the school. Careful monitoring and extra support, for those who find good behaviour difficult, have resulted in a significant reduction in the number of exclusions. Bullying is not felt to be a problem by pupils and parents feel, if it does occur, it is dealt with very effectively. Great emphasis is placed on the need for good attitudes and behaviour and the school has successfully maintained and built upon the standards reported at the time of the last inspection. One consequence is the good degree of racial harmony in the school.
10. Pupils with EAL mix well with their peers, whatever their background, and are very keen to participate fully in activities and school events. The majority are highly motivated, and benefit greatly from a very supportive learning environment. This contributes significantly to the progress they make.
11. Pupils' personal development is fostered very well. Teachers model good relationships and teach the principles of right and wrong effectively. Opportunities to take responsibility and work together co-operatively ensure pupils understand the contribution they can make to their school and the wider community. Displays are rich in images which reflect the multicultural nature of Britain, helping pupils to develop awareness of cultures other than their own. Assemblies are used well to promote a sense of occasion and to celebrate the achievement of others.

## Attendance

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

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	1.1
National data	0.5

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	244	4	0
White – any other White background	26	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	8	0	0
Asian or Asian British – any other Asian background	20	0	0
Black or Black British – African	6	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	3	0	0

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

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

The school provides a **good** quality of education. The pupils learn and achieve well as a result of the overall good quality of teaching. Parents are very pleased about all adults' commitment to their children. Pupils with SEN and those who speak EAL are included in all aspects of school life and are supported well. The curriculum is good and developing creatively and is also enriched by a range of stimulating opportunities and activities. Links with the community are good.

### **Teaching and learning**

Most of the teaching is at least **good**. At the heart of the good learning lies the very good encouragement given to the pupils by all the teachers. The quality of teaching is consistent through the school. Assessment is good. The quality of teaching has improved since the last inspection; there was no unsatisfactory teaching observed.

### **Main strengths and weaknesses**

- The quality of relationships between the pupils and all adults in the classrooms is very good.
- Teachers manage their classes well and have high expectations for behaviour.
- The teaching assistants and other support staff are very effective in supporting pupils' learning.
- The majority of pupils work hard and concentrate well.
- The tracking of pupils' progress in English and mathematics is very good and it is developing well in science.
- The use of available time is not always effective.
- Higher attaining pupils are not consistently challenged, especially in mathematics.

## Commentary

12. The pupils' learning is very effectively supported by the clarity with which the purposes of the lessons are stated. Pupils know exactly what is expected of them and the nature of their tasks. In the best lessons, their learning is supported effectively by timely reminders of the expected outcomes. This clarity of purpose is as a result of the teachers' good planning, which is shared very effectively with the support staff. It also maintains a good pace of learning in the majority of lessons, as does the insistence on high standards of behaviour, and, consequently, no time is lost. However, this pace slackens in some lessons when, for example, introductory sessions are excessively long, with pupils remaining 'on the carpet' in excess of half an hour, or when the lesson expands to fill the time available rather than the converse. The good questioning skills of the teachers ensure all pupils are involved, helping not only the pupils' understanding but also their desire to apply themselves to the task and become partners in learning. A significant contributor to the successful teaching is the good quality of relationships between pupils and adults. This was a key factor noted in the last report. The improvement in the teachers' knowledge and understanding of ICT since the last inspection has contributed to the removal of unsatisfactory teaching, as shown in the table below.

### **Summary of teaching observed during the inspection in 45 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	6 (14%)	26 (57%)	12 (27%)	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.*

13. The quality of teaching for pupils with SEN is very good. The support staff, in particular, take initiative in monitoring and supporting positive behaviour strategies, implementing individual education plans, either individually or in groups, and maintaining good records. Progress towards learning or behavioural targets is closely monitored. The SEN support team, under the very good leadership of the SEN co-ordinator, is responsible for focused and targeted learning. In the withdrawal groups, this occurs within a calm, structured environment that ensures pupils are self-motivated. This contributes significantly to very good concentration and achievement in these groups. The staff and pupils manage a special folder, so that targets and work arising from the group can be transferred back into the class records. This allows for effective liaison and specific skills to be practised and reinforced.
14. The quality of support provided for EAL pupils is good overall resulting in their good achievement. In the best teaching, pupils are carefully targeted through the judicious deployment of the teaching assistants and well-planned interventions by teachers to support individuals. For instance, in ICT lessons in the suite, pupils are often grouped in mixed-ability pairs with EAL pupils working with more fluent peers. In one of these lessons, an EAL pupil benefited greatly from sustained interaction with the assistant. Teachers consistently consider ways in which work is matched to EAL pupils but, in some cases, this is not explicitly distinguished from the needs of pupils with SEN, especially with respect to the range of methods used to support pupils in coping with the language demands of the subject and the opportunities it affords for developing language in context. The nursery and reception class staff have a good understanding of the children's needs, focusing correctly on the establishment of independence, social interaction and communication skills.
15. Assessment of the pupils' progress in English and mathematics is very good, leading to clear, measurable targets for improvement. The school's new marking policy is working well, contributing significantly to the pupils' understanding of their learning needs. A weakness is that the identification of these targets for learning is not always translated into work that sufficiently challenges higher attaining pupils at the correct level.

## The curriculum

The school provides a **good** curriculum with a broad range of learning opportunities matched to the interests, aptitudes and specific needs of pupils.

### Main strengths and weaknesses

- Provision for extra-curricular activities is very good, especially in sports and the arts.
- The quality of support provided by teaching assistants is very good.
- The personal, social and health education programme gives very effective support to pupils' learning.
- Provision for pupils with SEN is good.

### Commentary

16. The curriculum is planned effectively and provides good breadth and balance. Planning ensures that topics are carefully linked to the requirements of the National Curriculum and to other subjects where this is appropriate. Units for planning work from national guidance are often creatively adapted to the needs of pupils to enhance their relevance and interest. The curriculum is enriched very effectively through a range of extra-curricular activities with particularly good provision in sports and the arts. The take-up of these opportunities is good and many generate a high level of enthusiasm and motivation. Recent initiatives in developing the creative arts through theme days, and the art week in particular, have been used well to enhance pupils' learning.
17. The provision for personal, social and health education continues to be a strength of the school as it was in the last inspection. Many of the issues and structures that underpin the school's objectives are addressed in the programme. An example of this is a recent focus on behaviour management with a week's induction at the beginning of the year. This sustained focus has resulted in pupils' heightened awareness of each other, the emphasis on respect for each other and improvements in the quality of relationships and the good racial harmony that exists.
18. Pupils with SEN have full access to the National Curriculum. Pupils clearly know their targets for learning and refer to them in class. Resources are of good quality. They are well organised and used very effectively. There are additional rooms allocated to meet pupils' needs at different times of the day, for example a 'cool' room for a nurture group of pupils with behavioural difficulties. Opportunities are well used in a number of subjects and outside the taught curriculum to celebrate and enhance linguistic diversity. Particular attention is given to the increasing number of Portuguese pupils, for instance through the creation of a Portuguese club and improvements in the provision of relevant resources.
19. The teachers have a good range of experience, which is well matched to the needs of the curriculum. Where there is a need for further expertise, for example in music, the school has managed the situation well; in this case using the part-time specialist teacher's expertise to improve colleagues' skills to deliver the music curriculum. Support staff are well trained, totally integrated in the team and highly effective, greatly assisting pupils' achievement. The school accommodation and resources are satisfactory overall. Some of the classrooms are small which restricts more expansive curriculum activities or those needing space to discuss 'on the carpet'.

### Care, guidance and support

**Very good** attention is paid to ensuring pupils' health and safety, care and welfare. Pupils receive **very good** support, advice and guidance based on good assessment and teachers' understanding of pupils' needs. There are **good** opportunities for pupils to express their views.

## Main strengths and weaknesses

- Pupils are very well cared for during the school day.
- Pupils feel confident they will receive the help they need with their work or with any concerns.
- Induction procedures for children joining the nursery and reception classes are very good.
- The school council gives pupils the opportunity to contribute their ideas to school life.

## Commentary

20. Very careful systems are in place to support the very good care and welfare of pupils. Routine checks of the premises ensure an environment in which pupils can work and play safely. Staff have undertaken first-aid training and there is meticulous planning and attention paid to matters of fire safety. Drills are carried out regularly by the well-trained site manager. Child protection procedures are well known by staff and led by two designated teachers who take overall responsibility. All requirements are met. A healthy lifestyle is promoted by encouraging healthy eating and participation in a very good range of extra-curricular sports.
21. Teachers and teaching and learning support assistants know the pupils in their classes very well and strive successfully to meet their individual needs. Good assessment, particularly in English and mathematics means appropriate targets can be set to help pupils improve. Pupils are aware of their targets both for work and any related to their personal development, such as, 'try to concentrate for longer' and feel these do help them to improve their work and to make progress. The very good support pupils receive begins before a child even starts school. Teachers and support staff make home visits to children who will be joining the nursery or reception classes, getting to know the child and their family, allowing preparation for both a child's academic and personal needs.
22. Pupils with statements of educational needs receive their full entitlement and make good progress. The SEN policy states clearly how pupils with SEN will be identified and monitored. For two years the school has implemented multi-agency meetings. These have been useful in co-ordinating support and success criteria for the most vulnerable pupils and reducing significantly the incidence of exclusion from school.
23. The school has effective induction procedures for pupils with EAL, including late arrivals, so that pupils are settled quickly and are fully integrated. Effective support is also provided for those pupils with emotional and behavioural difficulties. This clearly contributes to the progress they make.
24. The school council is an established feature of the school and great care is taken so everyone can put forward ideas for discussion. The oldest pupils work with the youngest to collate their ideas to make sure all ages are represented at the meetings. All adults in the school take pupils' views and ideas very seriously. Pupils are involved in deciding their own class rules, giving them a sense of involvement in setting their own standards in the context of the school aims.

## Partnership with parents, other schools and the community

Links with parents and the community are good and those with other schools are **satisfactory**.

## Main strengths and weaknesses

- The school works hard to involve parents in the life of the school and seeks their views regularly.
- Parents are provided with very good quality information.
- Many parents miss the opportunity to become more involved in their child's learning as they do not attend information events organised for them.
- Links with the community enhance pupils' first-hand learning experiences.

## **Commentary**

25. An excellent weekly newsletter is used to communicate a wide range of information to parents. These give advance notice and reports of school events and activities. Achievements and successes are celebrated, for example names of the 'Stars of the week' are published and statistics regarding improving attendance. The letter is also used to seek parents' views on particular issues, for example on their views about the current level of homework. Parents are also well informed about their children's progress. Regular consultation meetings and open evenings are offered and annual reports are detailed. Parents involvement is encouraged as they are asked to give a written response regarding how they will help their children with the targets for improvement identified within the reports.
26. From the parents' questionnaire it is clear that parents are happy with the way the school communicates with them. The school is now working to produce more written information in other languages to increase the accessibility of information for all its parents.
27. Individual education plans for pupils with special educational needs are discussed and signed by parents and sometimes the child. In addition to this the school has good informal contacts with parents and carers so that they can contribute to their children's learning. Attendance at annual reviews is good.
28. Despite the school's best efforts to involve parents in the life of the school, many only attend school events which directly involve their own children and do not take advantage of other information events which might help them to support their children with learning at home more effectively. The foundation team are trying different ways to encourage parents to become more involved in supporting their children's early reading skills. In order to establish early and effective links with parents, the school opens on a Saturday morning in the summer term in order to meet prospective nursery and reception children and their parents. More parents could support events organised by the committed Friends' Association. Monies raised help increase resources for the benefit of all children.
29. Pupils benefit from the school's links with the community. For example, pupils enjoy visits from and learn more about the work of police and fire officers and the school nurse. Visits have been made to a large supermarket and fast food outlet. The church is used as a resource and the local vicar comes into school and takes assemblies. Pupils also make their contribution and share their talents in the community. The choir sings at a residential home and, following the successful arts' week, pupils' work was displayed at the local art gallery.

## **LEADERSHIP AND MANAGEMENT**

The school is effectively governed and managed. The headteacher is a very good leader who is supported well by the senior management team and other key staff.

### **Main strengths and weaknesses**

- The headteacher's very strong leadership has created a good staff team with a clear sense of purpose, high levels of mutual trust and teamwork, and a commitment to raising standards and creating a positive ethos.
- The governing body is well informed.
- Financial management is efficient so that the school is satisfactorily resourced, well staffed, and provides good value for money.
- The use of checks on the effectiveness of teaching and learning to identify ways to improve them in English, mathematics, and science is rigorous.
- The monitoring of delegated subject responsibility in the foundation subjects is not structured enough.

## Commentary

30. The headteacher provides very good leadership and has developed in the staff a very clear sense of pride in the work of the school. They are a very effective team because the headteacher values them and creates a clear purpose and direction that leads all staff to be strenuous in their efforts to improve pupils' personal development and academic standards. Together with the deputy headteacher and other senior teachers with management responsibility, he has created a situation where morale is high and the shared vision for improvement clear to all. Staff support each other well, with teaching and non-teaching staff working very effectively together in the classroom. Improved pupils' behaviour has been a key factor in the increased effectiveness of the school and the headteacher has ensured that this has been managed consistently well across the school. This aspect of the school is particularly well monitored by the deputy headteacher.
31. Governors are now directly involved in setting the agenda for the school. Regular training days have been undertaken and they are proactive and well led. Governors support senior management well in seeing that statutory requirements of the school are met, and in setting performance targets. Their awareness of school strengths and weaknesses is good. They are, however, not complacent and are increasingly effective in holding the school to account in a challenging but supportive way.
32. Subject co-ordinators are conscientious and concerned to promote improvement in their subjects. They give good leadership to planning provision for the work in their subjects. The management of subjects, other than the core, is delegated to the phases within the school. It has effectively reduced individual teachers' workload by sharing responsibility for these other subjects. The school improvement plan provides a subject focus for individual subjects on a systematic, rotational basis. However, the management and monitoring of these delegated responsibilities is not tight enough, for example evaluating the effectiveness of the assessment of the key skills that have been identified for each subject.
33. The deployment of the Ethnic Minority Achievement Grant is appropriately targeted to provide for specialist staffing. The EAL teacher is new in post but has good knowledge and has already made a good start in developing provision especially with respect to the induction of EAL pupils, initial assessment and advice to her colleagues. The headteacher and senior management team have a good understanding of EAL issues and are very clear about how to improve provision and build on what has already been achieved. The leadership and management of SEN are very good. Additional funding is used effectively to improve provision for this important aspect of the school community. The funding and grant income is carefully managed to target resources strategically.
34. Management procedures for planning and controlling the budget, for induction of pupils, staff and parents, and for appraising staff and providing the good staff training opportunities, work smoothly and effectively. The school's initiative in providing highly trained and effective support staff has greatly improved teaching and learning because of the quality of relationships, and the teachers' effective use of this very good resource. Good management strategies have harnessed well the additional skills and commitment of the site manager. He provides very effective ICT technician support during the day and acts as an efficient fire marshall. The administrative staff are also very efficient and effective. All staff are part of the school team; a very important component of the school's very good ethos.



## Financial information

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

Income and expenditure (£)	
Total income	1,139,559
Total expenditure	1,055,846
Expenditure per pupil	2,421

Balances (£)	
Balance from previous year	88,444
Balance carried forward to the next	84,713

35. This is an efficient, well-organised school which provides good value for money.

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

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

36. The overall provision for children in the Foundation Stage is **good**. Many new initiatives have been put in place since the last inspection, which have improved the overall provision, for example:
- classroom accommodation for the reception classes has doubled;
  - levels of support staff have increased;
  - all children join reception in September;
  - the Foundation Stage co-ordinator is now a member of the senior management team;
  - the phase has its own budget following a bidding process; and
  - governor support/monitoring once per week.
37. Children enter the nursery with well below average attainment in many aspects of their development, but particularly personal, social and communication skills which are poor. Despite the good quality of teaching in the nursery, children enter the reception classes with below average skills in most areas of their development. The good achievement in the nursery continues in the reception classes as a result of good teaching. However, very few of the children are on line to reach all the nationally expected early learning goals by the time they enter Year 1 but a significant proportion will attain low average levels.
38. Curriculum planning is good. The nursery and reception plan together around themes which highlight the areas of learning. This good co-operation and integration ensure continuity in provision and consistent approaches to children's learning. The children are well assessed and monitored. Good liaison with Year 1 is assured by the phase co-ordinator's regular attendance at Years 1 and 2 phase meetings; it also continues the good team approach to children's experiences and learning. Whilst the move from the previously cramped reception into two separate areas has been beneficial, the outside activity area cannot be a natural physical extension to either classroom, thereby restricting use a little. In the overall interests of children's learning, however, the separation of the reception was clearly correct.

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

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

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

- All adults work extremely hard and effectively to address this very significant weakness in the pupils' development.
- Children with English as an additional language are well supported.
- Good opportunities are provided for children to develop independence.

#### **Commentary**

39. The children are treated with respect and patience, which helps to build their confidence and self-esteem. This is sometimes very low. Time is appropriately given to the establishment of basic classroom routines, such as listening to others and helping to clear away. Many of the children find these aspects of their development difficult and, even in the reception class, were seen to interrupt their peers and teachers and to ignore the needs of others. The children are given appropriate opportunities to gain independence in making choices of activity and to interact with others. However, in choosing activities, many lose interest quickly, even for their age, moving on to other things. There is very little interaction with other children and most engage in individual play. It is clear, however, that the teachers and support staff, by calm

persistence, are winning the trust of the children with whom they have good relationships. This is resulting in the children's improved self-confidence.

40. Very effective assessments are made of the children's developing skills, helping the teachers to provide the appropriate help to individual children. The staff seek every available opportunity to support the children with EAL, for example an English speaking Portuguese mother is used very effectively to give the children greater confidence, security and success. This is good and important practice. Snack time is used very well to develop social skills.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teaching is good.
- Most pupils achieve well but progress is slow and few are on line to obtain the early learning goals.
- Every opportunity is taken to develop the children's communication skills.

### **Commentary**

41. The majority of children enter the nursery with communication skills that are well below those expected for their age. The staff plan for, and provide, situations in which communication is at the heart of the task even if, for example, the focus is on their mathematical or literacy development. Gentle questioning and probing by the staff tries to develop not only the children's listening skills, but also to encourage their confidence to respond orally. The use of a hand puppet by a teacher introducing a counting activity had a very positive impact on the children's desire to attempt responses. However, the majority of pupils in both the nursery and reception speak indistinctly, give one word replies or remain silent. Even when engaged in free choice activities, there was very little evidence of conversations with peers. When there is a response, all staff listen very sympathetically.
42. The children enjoy listening to stories. They listen attentively. Using a book to encourage the pupils to discriminate a range of colours, a teacher successfully gained good oral responses from them. In a group some were able to make the initial sound of the colour. When playing 'sound pelmanism' some children accurately recognised identical sounds on the cards. When overwriting words, pencil flow through letters is often inaccurate. However, all staff give plenty of encouragement to the children's writing attempts and ensure that they sit and hold the pencil correctly. Few children are, however, on course to meet the national goals.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Effective planning ensures a range of opportunities to develop mathematical understanding and skills.
- All staff teach effectively using all opportunities to extend the children's mathematical understanding.

## Commentary

43. The children show considerable enthusiasm for counting and are very pleased to demonstrate their knowledge, taking great pride in being able, for example, to count to five or ten. As a result of good teaching, these positive attitudes are well harnessed in a range of activities to reinforce the children's learning, which is generally good. In a successful reception class lesson, the children, as a group, counted reasonably accurately to ten. They responded well to the introduction, by the class teacher, of a toy squirrel. About half the children, with closed eyes, counted accurately the number of conkers dropped into a tin. A teaching assistant very successfully built on this understanding in a small group, where some children established a relationship between a set of objects and the written number. The activity was clearly enjoyed and learning was good. Monitoring and assessment of the children's mathematical understanding is systematic and good. Good opportunities are provided to work with differently shaped building blocks and patterns of colours and to use signing language. Pupils with EAL are supported very effectively, for example by the use of finger signs as a number indicator. A small proportion of children is on course to reach the expected goals.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

44. There was insufficient directly observed evidence to make a firm judgement about standards or provision. A suitable range of activities is planned to support children's development. In a good nursery lesson, the children, dressed appropriately, 'canoed into a jungle' where they learned the names of the animals they found. This was followed up effectively by an animal card-matching game, reinforcing well the children's learning. Children with SEN and those with EAL were very well supported by the use of mime and sound to aid identification. Opportunities are provided to use ICT, with two reception children using a mouse well and printing the result, and to use, for example, simple tools to roll out and cut play dough.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Teachers use the hall very regularly for structured sessions.
- Teachers' good classroom management ensures safe activity.
- The lack of continuous access to the outside area for the reception classes restricts free choice development opportunities.

## Commentary

45. The lack of personal independence skills in changing clothes tends to cut into the time available for physical activity. The staff do give effective support and encouragement and clearly know when to intervene to aid individual children. Good routines are being established by the teachers, for example the importance of listening to directions, of warming-up and cooling-down and being aware of others. All staff give plenty of praise and encouragement to all children, but particularly the physically nervous. There is a good balance between free play activities and those with a particular focus, for example throwing coloured beanbags onto the appropriately coloured area of a clown marked out on the ground. Therefore, learning is good. Appropriate attention is given to small-scale manipulative skills, such as holding a pencil correctly, using scissors and building a model wall with small blocks. A number of children show satisfactorily developing physical control and skills.

## CREATIVE DEVELOPMENT

46. It is not possible to make a clear judgement about overall provision or standards. Teachers' planning indicates a good range of activities. Opportunities are taken, for example to sing rhymes and songs, while children wash their hands, on rotation, before lunch. Some good role-play was observed in the nursery and all rooms have suitably designated areas for this activity. Appropriate provision is also made for painting, modelling and other imaginative activities.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- The quality of teaching is consistently good or better.
- The subject co-ordinator has a clear vision of how to improve standards.
- The National Strategies are used effectively to raise achievement for pupils.
- Standards in English are below those expected nationally.
- Monitoring of English has yet to be developed fully.
- Progress in spelling is unsatisfactory.
- The process of re-editing and redrafting by pupils to raise standards in writing is not yet consistent.

#### **Commentary**

47. Despite their good achievement in the nursery and reception classes. Pupils enter Year 1 having not attained a number of the national goals for language development in writing. From this low base, pupils continue to achieve well and, during the inspection, there was evidence of pupils reaching broadly average standards in some aspects of their English work. However, in the national tests, standards were well below average in comparison with all schools and below average against similar schools. Evidence from last year's work indicates that overall standards are below expectations. This level of progress has to be set within the context of a high proportion of pupils with SEN and increasing numbers who join the school at an early stage of learning English.
48. The quality of teaching in English is consistently good. National Strategies are used effectively so that planning provides the opportunity for pupils to write for a variety of purposes and in different forms. Teaching in the lessons seen was pacy and lively and good use of previous learning enabled pupils to make at least satisfactory progress. For example, pupils in Year 5 produced poetry with imaginative vocabulary and in Year 6 pupils' play scripts demonstrated a good understanding of direction and characterisation. The accuracy of spelling in high frequency words together with a coherent strategy for improvement has yet to be developed and there was little evidence of pupils using editing and drafting skills. Work seen from the previous year indicated marking did not always give pupils enough feedback for them to know how to improve their work. As a consequence, their standards of writing do not show sufficient progress. However, the new marking policy, introduced in September, is beginning to have a positive impact. Clear indications for improvement are given and pupils report that it is useful for them.
49. Achievement of pupils in lessons is good. Pupils in all lessons seen were well managed with high expectations for behaviour, this enabled lessons to be taught effectively without disruption to learning.
50. When reading pupils are keen to try their best. However, there is an over reliance upon picture and phonic strategies, notably in Year 2. In Year 6, pupils read with limited expression and struggled to use inference or deduction. Standards in reading are below average in Year 3 and

Year 5, however, pupils had a more active response to books and they knew their targets to progress to another book level.

51. The subject co-ordinator is aware of standards in reading. She has implemented a range of good initiatives to improve attitudes and positive reading habits. These emphasise role models especially for boys by meeting authors, using the local bookshop, a charity to promote reading, and 'curiosity kits' to offer reading and discussion material to pupils. The school has a well-stocked library and makes good use of a volunteer reading programme. A staff questionnaire indicated the need for a more structured approach to reading. Colour-banded books and assessments have now been established for younger pupils so that now the subject leader can provide an effective measure of pupil progress. This is having a positive impact.
52. Standards in speaking and listening are below average in the school. This is due in part to the higher than average numbers of pupils with SEN and EAL. Pupil's ability is affected by their baseline skills upon entry into the school where many have difficulty with listening skills and express themselves in single words or simple sentences. In lessons seen, teachers used opportunities well to promote discussion and reward good listening skills. This is beginning to redress this imbalance of skills.
53. The co-ordinator has been in post since January 2003. She has a clear vision for the development of English across the school. Her priorities are highly appropriate; to close the gap between reading and writing attainment and to include drama to strengthen speaking and listening skills. Monitoring occurs through good tracking procedures but there is little evidence as yet of specific monitoring of standards to provide more precise information for improvement in this subject.

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

54. The school is reinforcing cross-curricular links between subjects. Language and literacy are being emphasised through the foundation subjects on a regular basis evident in planning. There is, for example in science, a thrust to provide more opportunities for writing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The standards attained by pupils at the end of Year 2 are below average. At the end of Year 6 standards are also below average. Pupils' achievement and progress are good. Pupils with SEN achieve well because they receive very good support as do those who speak English as a second language.
- Good teaching in the subject throughout the school.
- Pupils apply themselves with sustained concentration, and have very positive attitudes to their learning.
- Assessment and tracking of pupils' attainments is used very effectively to identify strengths and weakness in pupils' abilities, and to modify provision and planning.
- Marking strategies are in place that give pupils good feedback and point clearly to the next steps in learning.
- There is insufficient challenge to higher attaining pupils by some teachers.
- The pupils' use of their mathematical skills for investigative problems needs to be further developed.

### **Commentary**

55. Standards in Year 6 are below average, but the last test results were well below average against all schools and below in comparison with similar schools. By the end of Year 2 pupils have a below average range of skills and knowledge, across all the areas specified by the National Curriculum. Their understanding of number facts and the use of them to solve problems using addition and subtraction are their strongest areas. Good teaching challenges most pupils through questioning, so consolidating their mathematical vocabulary. Pupils show in their workbooks their good understanding of shape. The teachers' teamwork in improving levels of presentation in pupils' books is helping to improve standards. It allows pupils to be proud of their efforts and show their achievement.
56. The good standard of routine in mental methods and presentation is carried through into Years 5 and 6 so that they continue to develop good working and thinking habits. Teachers are consistent in their high expectations of behaviour so little time is wasted and learning is good. The school's aim to improve literacy skills is addressed when speaking and listening is consolidated well when pupils explain their mental methods for calculations and problem solving. Most pupils are confident in sharing ideas, as teachers plan lessons to include this opportunity. They, therefore, develop mathematical vocabulary that helps them to extend their understanding. They build well on their previous learning to apply numerical methods to solve problems involving shape and area. The highest attainers have a good understanding of decimals, equivalence, the metric system, and solving problems with them. ICT is better used for learning in younger pupils' classes.
57. The overall quality of teaching is good with some very good teaching seen. Teachers manage pupils well. This is reflected by pupils' good level of independence and good attitudes to learning. In the best lessons all groups of pupils are challenged including the more able, with extension tasks to which pupils transfer. Teachers and assistants work together very well in providing for all groups of pupils, for example in the Year 1 teaching groups. Lower attaining pupils are always challenged in their thinking and work well, but in less successful lessons the higher attaining pupils mark time. They are inconsistently stretched, as discussions with pupils confirmed. Quality for them is especially lacking in overlong discussion where questioning is sometimes unchallenging, and pupils' opportunities to contribute at higher levels of learning is limited. The school needs to share the good practice seen in some classes where all abilities are stretched. The new marking initiative is taken up well by teachers. They now provide valuable comment on how well pupils are doing and what they need to do to improve further. The good practice seen in English where pupils have clear individual learning targets for learning, and are, therefore, involved in personal goals for improvement, is not yet extended to mathematics.
58. The headteacher currently has temporary oversight of the subject. He has clear, well-thought-out plans to develop the subject further. Monitoring and assessment are used well to identify how pupils' learning can be improved. Investigative problem solving is an important area for development. Teachers need to share, and learn from, the very good practice in questioning and discussion seen in very good lessons, that inspires pupils of all abilities.

### **Mathematics across the curriculum**

59. The good implementation of the national strategies builds a wide base of skills and understanding that is used well in science and geography. The school's cross-curricular initiative gives good opportunities to pupils, for example when they measure in design and technology projects. ICT is an underdeveloped tool as used in classrooms for mathematics but is used well in other subjects for data handling.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- The pupils achieve well.
- The overall quality of teaching is good.
- Assessment of pupils' progress is good.
- Available time is not always used well.

### Commentary

60. Many of the pupils enter Year 1 with a below average knowledge and understanding of the world and underdeveloped personal and social skills. As a result of predominately good teaching, the pupils achieve well and Year 6 are in line to attain nationally expected levels of knowledge and understanding. In the national tests, results show below average performance against all schools and average results for schools in similar contexts. The good teaching harnesses pupils' enthusiasm and learning effectively; it also develops well the pupils' social ability to collaborate and co-operate in understanding practical science investigations and, therefore, helps to improve their understanding. Standards in the observed lessons in the last inspection were at the expected levels. This remains broadly the same but is within a context of steadily rising numbers of pupils with SEN and EAL. Both these groups, however, make good progress as a consequence of the effective provision that is made for them.
61. Analysis of work from last year indicates varying provision for practical investigations, with considerable over-reliance on filling in worksheets in some classes. The school has targeted investigative skill development as part of its improvement plan. Although relatively early in the school year, this thrust is beginning to have a positive impact on the pupils' learning. Not only is every opportunity taken to provide, where possible, a practical investigative approach in the interest of scientific understanding, it is also giving, especially the boys, further opportunities to improve their functional writing. This is an important strand in the school's drive to raise writing standards. Many pupils find this aspect of their work difficult. For example, in a Year 5 lesson, the pupils, orally, showed a good understanding of the notion of prediction and how they may carry a systematic investigation of evaporation. However, the majority could not replicate well this understanding in the subsequent written reporting of their work.
62. The teachers have a good subject knowledge and this is shown in the overall quality of their planning. Clear learning outcomes are identified in language that can be understood by the majority of pupils; they communicate these outcomes well to the pupils. As a result, pupils are clear about the nature of their task, helping to maintain the pace of learning. Sometimes, however, the match of task to the pupils' capabilities is not close enough, especially for higher attaining pupils.
63. The teachers' insistence on good standards of behaviour reduces time lost to disciplinary issues. However, on occasion, time is ineffectually used by, for example, giving long introductory explanations, where pupils' learning falters, and by not matching the needs of the topic being taught to the time allocated. When this is unnecessarily long, learning is not effective.
64. There is close and very effective co-operation between the teachers, teaching assistants and support staff. This greatly helps the encouragement of pupils, the efficient use of resources and the effectiveness of the support given to pupils with SEN and EAL. The teachers have high expectations for the extension of the pupils' scientific knowledge. The difficulties of this aspect of the work for pupils with EAL are clearly recognised by all staff and appropriate and effective strategies are used to ensure their learning is not compromised.



65. Science is managed well by a co-ordinator who has a good understanding of the subject's needs, for example the importance of placing investigation at the heart of the pupils' work. Her analysis of subject data is good. Assessment of the subject is also good and is developing well. It is undertaken at the end of each unit of work and is based upon clearly identified key skills. The pupils' ICT skills are used well in some lessons, for example in Year 3's work on plants. Analysis of previous work indicates that mathematical skills are used satisfactorily to present collected data in graphical form.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards have improved and pupils are achieving well.
- Direct teaching of ICT skills is good.
- Resources and staff expertise have improved.
- Procedures for assessment are not yet fully in place.

### **Commentary**

66. Pupils throughout the school attain levels similar to those expected nationally. In the direct teaching sessions seen, good teaching enabled pupils to make good progress and achieve well. Since the last inspection, substantial improvements have been made in resources for the subject and staff confidence and expertise have been developed through training. The acquisition of laptops has improved the use of ICT across the curriculum and the use of an electronic board and digital cameras are being used well to enhance learning.
67. The use of national guidance as the basis for planning ensures that all pupils experience the expected subject strands. Examples of pupils' work show they are learning to use ICT for wordprocessing, graphics, the Internet and data-handling as well as control, monitoring and modelling. Teachers' planning and conversations with pupils confirm that classroom computers are used regularly.
68. In the lessons seen the teachers' improving subject knowledge was used well to give clear, succinct explanations and demonstrations using the digital projector. In the best teaching, good use of questioning maximised pupils' learning and all pupils, including those with SEN and EAL achieved well. Year 2 pupils were adept at using a paint program to draw, with the majority beginning to save work successfully. In Year 6, pupils quickly accessed a PowerPoint program and showed good skills in adding animation and slide transitions to enhance their presentations.
69. Conversations with pupils and examples of their work show they are confident in accessing the Internet for research. They are enthusiastic about the use of ICT, clearly enjoy their lessons and work well with partners or groups to achieve well. The direct teaching sessions yield quick results and enable pupils to make good gains in their ICT skills. Year 3 pupils quickly mastered the steps they needed to go through to send an e-mail and made notes for further independent use.
70. The subject is well led and managed with good guidance and training being provided for staff and teaching assistants. Assessment procedures are being developed to enable the pupils to recognise and record their own achievements across the different strands. Monitoring of teaching and learning in the subject are not fully developed to inform priorities for development. These priorities are not sufficiently focused on raising achievement.

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

71. During the inspection a number of examples were seen of ICT being used in other subjects, with good examples also seen in the scrutiny of work in history, art and design and in literacy. Much of the planning now identifies opportunities for the use of ICT and class computers are used more often, for instance in Year 2, to search a database, and in Year 3 to draw graphs showing the length of a shadow at different times of the day. However ICT is not sufficiently harnessed to practice and develop drafting and redrafting work.

## **HUMANITIES**

72. In humanities, work was sampled in geography and history. Inspectors examined work, where available, from the previous year. They spoke with pupils and met the senior management team who now share responsibility for these subjects. One lesson in geography and two in history were observed. It was not possible to make an overall judgement about provision.

## **GEOGRAPHY**

73. In geography discussion, some Year 6 pupils show a satisfactory understanding of, for example, mapping, physical features of varying landscapes and the impact of human activity on the environment. They have a satisfactorily developed sense of location and about other places in the world. This represents good achievement for these pupils. In the one observed lesson, in Year 1, as a result of good teaching, the pupils matched the features of the school building to photographs. The pupils extended well their descriptive words for the building. Year 2 pupils have satisfactory mapping skills, for example identifying features on a plan of the school and their immediate environment in Epsom. Higher attaining pupils knew the countries of the United Kingdom and some of the capital cities. They make a good attempt at contrasting the features of Epsom and a seaside town. The school has developed a set of key geographical skills to be taught and assessed. This strategy has only been in place since September. It is an important initiative in the drive to raise standards.

## **HISTORY**

74. In history, work was sampled with only two lessons seen. However, evidence in pupils' work indicates that standards are broadly average and have been maintained since the last inspection.
75. On the basis of the analysis of work, pupils by Year 2 show understanding of the passing of time and have a sound understanding of aspects or periods studied such as schooling and transport at the time of the Victorians. As pupils move through the school, they build on their previous learning and begin to use research skills, including the use of the Internet to find out for instance about the Greeks and the Egyptians. When collecting information in books, pupils use the content page and higher attainers use the index appropriately. This was effectively demonstrated in a Year 4 lesson, where good brainstorming and research were used to promote the presentation of information to the rest of the class acting as an audience.

## RELIGIOUS EDUCATION

There was insufficient available evidence to make a firm overall judgement about provision.

### Main strengths and weaknesses

- Good encouragement is offered to pupils to respect all faiths and religious practices.
- Learning and evaluation of key messages from religions is underdeveloped.

### Commentary

76. The teachers set clear learning outcomes for their lessons. These are conveyed well to the pupils. However, in some lessons, the planning pays insufficient attention to what pupils may learn from the religious practices that are considered, leaving the pupils' learning incomplete. However, the pupil's learning is helped by the teacher's generally good subject knowledge. It enabled the pupils to build confidently on their previous knowledge and understanding. In a Year 6 lesson, for example, the systematic approach to the examination of the artefacts on a Hindu prayer tray was very effective. The pupils' subsequent learning was well challenged when they were asked to consider if other faiths they have studied used similar artefacts for closely related purposes. As a result, the pupils gained a satisfactory understanding of the notion of prayer, of offertory and acts of worship to a supreme being.
77. Pupils' learning is also well supported when teachers take the opportunity to use the pupils' own experiences. For example, in a lesson about pilgrimage the teacher used the knowledge and understanding of Muslim pupils to talk about Hajj. This is good practice and in learning about religions most pupils achieve well and attain the levels of understanding required in the locally agreed religious education syllabus.
78. However, pupils do not generally attain expectations in learning from religion. In a Year 4 lesson on the Hajj for example, insufficient opportunity was provided by the teacher to consider how the practice could be linked to the pupils' own feelings and experiences, together with the reason for the practice.
79. There were well-planned opportunities for spiritual development during the school day. In collective worship pupils were able to sustain a period of quiet reflection about Remembrance Day. At lunchtime all pupils in the hall responded favourably to a time for contemplation; an act of grace before eating.
80. The locally agreed syllabus has been newly completed. The school improvement plan next year will focus upon implementing this to raise standards of attainment in religious education.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

As it was possible to see only one lesson in music and one in design and technology, no firm judgement can be made about provision in these two subjects. Where available, pupils' previous work was examined and conversations held with pupils and teachers responsible for the subjects.

### ART AND DESIGN

Provision in art and design is **good** and has been maintained since the last inspection.

### Main strengths and weaknesses

- The range of materials and resources available to teachers and pupils is good.
- The curriculum provides a wide range of stimulating learning experiences including two and three-dimensional work.

- Good use is made of ICT.
- Planning to develop pupils' skills and techniques as they move through the school is good.

## **Commentary**

81. Although only two lessons were seen during the inspection, it is clear from the scrutiny of sketchbooks, portfolios and work on display that teaching is good and that pupils achieve well. This is reflected in the range of work from drawing, painting and printing to three-dimensional modelling. Planning is effectively focused on the development of skills and to enable pupils to build on their previous experiences. Art is used well to enhance other subjects in the curriculum.
82. Teaching overall is good. Both in lessons seen and from evidence of finished work, teachers have a good knowledge and understanding of the subject. In the best practice, there is a clear emphasis on specific skills and techniques, which are carefully demonstrated and discussed before pupils carry out the work independently. For instance in Year 2, discussion of Rangoli patterns and clay divas were carefully linked to previous discussion on Diwali and the significance of these symbols for Hindus. In Year 6, good teaching is reflected in the quality of the pupils' observational drawing of autumn leaves, with the majority showing good observation of detail, colour and texture.
83. The art and design curriculum is planned effectively with a number of good examples of links with other subjects, for instance in history, where pupils design a chair for Tutankhamun or produce an illustrated cover for books on 'The Romans' with many examples of this work explained by text pieces written by the pupils themselves. Good use is being made of staff development opportunities to enhance teaching.

## **DESIGN AND TECHNOLOGY**

84. In design and technology, evidence from previous work indicates that the pupils have a satisfactory understanding of the design process. Good links were made in Year 2 with the pupils' work in literacy, where they wrote clear and consecutive instructions on how to make a mask. Pupils in this year also showed a satisfactory understanding of how to design and, importantly, evaluate their work in making a carrier bag. Year 6 pupils, in the one lesson observed, had clearly built on their previous knowledge and understanding effectively, and when producing an Indian design on a cloth square. Evaluation of both design and making skills is well planned by the teachers into the pupils' experiences. Some pupils explained clearly, for example, why joining cloth by stitching is preferable to adhesive and how they changed their designs to accommodate this fact. Pupils have positive attitudes to their work as they are frequently well challenged by the tasks. The school has identified a range of key skills against which the pupils will be assessed, but this is at the early stage of implementation as is the monitoring of the subject. The subject is planned to make a significant contribution to the school's drive for a creative curriculum. It has made a good start with, for example, links to pupils' writing.

## **MUSIC**

85. It was possible to observe only one music lesson. Other evidence was gathered from a lunchtime club and singing in assembly. Discussion with the newly appointed part-time co-ordinator indicated she has identified a very clear set of priorities for the continued development of music skills. The lesson was positively managed, as a result of good behavioural techniques. The pupils' listening skills were well developed. They also showed a well-developed sense of rhythm when playing an African drum to communicate the message of a dinner menu. The performing and composing skills were above expectations in this lesson. Singing in assembly was also good with some initial indications of the importance of dynamics and duration. This maintains the standards found in the last inspection. The lunchtime bell plates club was very effective and introduced the pupils well to reading musical

notation. Music is not only used to good effect in assembly but calming music quietly plays all day in the school entrance hall. The subject is making a significant contribution to the school's move to a more creative curriculum.

## PHYSICAL EDUCATION

Provision in physical education is **good**.

### Main strengths and weaknesses

- Standards are above expectations as a result of good achievement.
- The subject is taught well.
- The pupils are keen to improve their skills.
- Systematic monitoring of key skills is at an early stage.

### Commentary

86. The school places a high priority on the pupils' physical development. It sees the subject as an essential component of developing a more creative curriculum. The staff are good role models for the subject by ensuring, for example, they are also attired appropriately when teaching physical education. As well as providing for all aspects of the nationally required curriculum, the school makes very good provision for clubs and teams, that include, among others, rugby, soccer, netball, dance and athletics. This has a very positive impact upon pupils' attitudes and achievement. It also provides an opportunity for pupils with EAL to gain personal confidence. Although it is possible to provide swimming only in the summer term for Year 6, an average 95 per cent of pupils attain the nationally agreed standard of 25 metres.
87. In the three observed lessons, the teachers were insistent that, in the interests of the pupils' safety, there was an immediate response to their instructions. This not only ensured a good pace to the lessons and, therefore, the pupils learning, but the limitations of the indoor accommodation were also acknowledged.
88. The essential need for both warm-up and cool-down sessions was observed in all lessons. However, where the subsequent planned activity required little vigorous physical activity, for example carrying out a range of balancing activities or ball passing skills, this aspect of the lesson was insufficiently vigorous and physically demanding.
89. As a result of the overall good quality of teaching, the pupils develop a range of skills that they improve by practice and by appreciation of their peers' performance. For example, Year 1 pupils showed considerable imagination in interpreting skilfully the mood of a variety of music during a dance lesson. When the teachers' knowledge of the subject was particularly good, skill development in passing and catching a rugby ball was especially effective. This very good learning was also greatly helped by the pupils' positive attitudes and determination to succeed. Fair and sporting attitudes to sport are effectively underpinned in the teachers' planning, for example by ensuring that pupils understand, as noted in one learning objective, that there is 'no 'I' in team'.
90. The school has recently developed a set of key skills to be taught. They are well structured but the implementation of their assessment is at an early stage. However, day-to-day assessment of pupils' performance is good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

