

INSPECTION REPORT

THAMES DITTON JUNIOR SCHOOL

Thames Ditton, Kingston on Thames

LEA area: Surrey

Unique reference number: 124967

Headteacher: Wendy Todd

Lead inspector: Stephen Lake

Dates of inspection: 4 – 6 November 2003

Inspection number: 260713

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	350
School address:	Mercer Close Thames Ditton
Postcode:	KT7 0BS
Telephone number:	0208 398 3039
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Appropriate authority:	The governing body
Name of chair of governors:	Susan Boustead
Date of previous inspection:	5 October 1998

CHARACTERISTICS OF THE SCHOOL

This a larger than average school with 359 pupils on roll. The school is set on the outskirts of London in spacious grounds that include tennis courts used by the community. It serves an area of mainly private housing and the socio-economic characteristics are above average. The majority of pupils are of white British background. The number of pupils from minority ethnic groups or with English as an additional language is below average. The number of pupils entitled to free school meals is lower than average. The number of pupils on the school's register on special educational needs is broadly average. Most of the pupils on the register of special educational needs have general learning difficulties but some have emotional and behavioural difficulties. The attainment of pupils on entry to the school in Year 3 is above average. Although mobility of pupils is broadly average, a number of pupils join the school after Year 3. This includes pupils with special educational needs and the attainment on entry of these additional pupils is broadly average

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many strengths that provides a satisfactory education for the pupils. Pupils makes satisfactory progress overall during their time in school as a result of at least satisfactory and often good teaching. The quality of leadership and management is good overall. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English and science are above average
- Pupils are not achieving well enough in mathematics (*the school is already dealing with this issue*)
- The provision for pupils with special educational needs (SEN) is very good and they achieve well
- The school is led and managed well and the governing body is very effective
- Pupils' attitudes and behaviour are good
- The provision for personal and social education is very good
- The quality of teaching is good in Years 4, 5 and 6 and pupils learn well in these years
- The quality of education in Year 3 is unsatisfactory. A significant amount of teaching is unsatisfactory, especially in mathematics, and pupils in Year 3 receive less teaching time than pupils in other years
- Teachers do not all use the good quality assessment data available effectively enough especially in mathematics
- Teaching assistants make a very good contribution to the quality of education
- The very good links with parents and the community

Improvement since the last inspection is satisfactory apart from achievement in mathematics, where standards of attainment have declined. All of the key issues of the last report have been dealt with effectively. However, some marking procedures are still inconsistent and this area is again a focus in the current school improvement plan. Assessment procedures are good but the information is not used effectively in mathematics. Subject managers are fully involved in monitoring their subjects but this is not effective enough in mathematics especially in Year 3.

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	B	A	C
mathematics	A	B	C	E
science	A	A	B	C

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

Overall achievement is satisfactory. Standards in the national tests in 2003 were above average in English and science and average in mathematics. However, pupils join the school in Year 3 with attainment above average. This means that in 2003 pupils achieved satisfactorily in English and science and achievement in mathematics was unsatisfactory. Standards at the time of the inspection are above average in English and science and average in mathematics. This means that achievement overall is satisfactory but it is unsatisfactory in mathematics. Standards in ICT and religious education are satisfactory. Standards in physical education are satisfactory. Pupils with SEN achieve very well but more able pupils do not achieve well enough especially in mathematics. Very challenging targets are set for pupils' attainment. These were met in English and although these were not met in mathematics in 2003 the situation is improving as a result of the changes introduced to improve standards in this subject.

The provision for the **spiritual, moral, social and cultural development of pupils is good**. As a result pupils have good attitudes to school. They behave well and have a good understanding of their own and others' cultural traditions. Attendance is **good**.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. The quality of teaching is **good** in Years 4, 5 and 6 with some good and some excellent teaching. The teaching of pupils with special educational needs is **very good**. However, the significant amount of unsatisfactory teaching in Year 3 limits learning for pupils in those classes and means that in the school as a whole the quality of teaching is satisfactory. Overall learning is satisfactory. It is unsatisfactory in Year 3 and good in Years 4, 5 and 6. Pupils with special educational needs learn very well. Teaching assistants are very effective and make a **very good** contribution to pupils' learning.

The curriculum is satisfactory overall and the opportunities for enrichment are very good. Many aspects of the curriculum are good. However, the organisation of the curriculum in Year 3 is unsatisfactory with pupils receiving over an hour and a quarter a week less teaching time than other pupils in the school. This has a significant impact upon learning for these pupils. The procedures for the care and guidance of pupils are good and links with parents are very good. The school cares for its pupils well and has **very good** links with parents and the community that support pupils' learning very well.

LEADERSHIP AND MANAGEMENT

Overall the quality of leadership and management is good. The headteacher has a very clear educational vision and provides **good** leadership. The leadership of other key staff is **good** apart from mathematics where recent changes make it very early to judge the full impact. However, leadership in mathematics is **unsatisfactory in Year 3**. The governing body is **very effective** and provides **very good** strategic guidance for the school. They have a **very good** understanding of the strengths and weaknesses of the school. Budgets are managed well. The school improvement plan is a useful document that identifies clearly the areas for development. The capacity for improvement is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils all think highly of the school. The very active Parents' Association is very supportive of the school and raises large sums of money. Pupils really enjoy coming here and appreciate the wide range of activities provided for them.

IMPROVEMENTS NEEDED

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

- Improve the use of assessment information in all subjects, especially in mathematics to provide work that presents a suitable challenge to all pupils
- Improve the management of mathematics in Year 3
- Improve the quality of education in Year 3, specifically the quality of teaching and the organisation of the curriculum

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of attainment are **good** in English and science and **satisfactory** in all other subjects where a firm judgment was possible. Overall pupils achieve **satisfactorily** apart from mathematics and in Year 3 where achievement is **unsatisfactory**. The trend in the results of national assessments is rising slightly in line with the national trend and overall scores are **above** the national average.

Main strengths and weaknesses

- Standards attained in English and science are above average at age eleven
- Pupils do not achieve well enough in Year 3
- Achievement in mathematics is unsatisfactory
- Standards in ICT are rising rapidly

Commentary

1. The results of the 2003 national assessments show that attainment overall is above average and well above average in English. Attainment in mathematics is average. The overall standards are similar to those attained in 2002 but show a drop in mathematics for the second year in a row. As a result of this, when these results are compared with the attainment of the same pupils at age seven, the pupils' achievement is satisfactory in English and science but unsatisfactory in mathematics. The school did not meet the targets set for attainment in mathematics although these were met in English.

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

Standards in:	School results	National results
English	28.8 (28.1)	26.8 (27)
mathematics	27.2 (27.8)	26.8 (26.7)
science	29.9 (30.2)	28.6 (28.3)

There were 78 pupils in the year group. Figures in brackets are for the previous year.

2. The current Year 6 cohort contains an above average number of pupils with special educational needs or who have joined the school after Year 3. As a result, the overall attainment of this year group is slightly lower than in previous years. However, in relation to their prior attainment pupils are achieving satisfactorily in all subjects.
3. The table below shows how attainment and achievement compare with the results at the time of the last inspection in English, mathematics, science, ICT and religious education.

Subject	Standards in 1999 national assessments	Standards in 2003 national assessments	Current standards	Comment
English	Above average	Well above average and achievement is satisfactory	Above average	The 2003/4 cohort is a generally lower attaining cohort. Pupils are achieving satisfactorily in all aspects of English
Mathematics	Above average	Average. Achievement is unsatisfactory	Average and achievement is unsatisfactory	Pupils' achievement in mathematics is unsatisfactory in 2002 and 2003. Achievement this year remains unsatisfactory but improving as a result of good teaching in Years 4 to 6. Achievement is unsatisfactory in Year 3 and it is this holding down achievement overall
Science	Well above average	Above average. Achievement is satisfactory	Above average in all aspects including investigative skills. Achievement is satisfactory	Standards in science are consistently above or well above average
ICT	No national assessments but judged average in last report	N/A	Average but improving and pupils are making good progress in acquiring new skills	The change in the requirements since the last inspection means that standards have actually improved, as the expectations are much higher
Religious education	In line with the requirements of the locally agreed syllabus	N/A	In line with the requirements of the locally agreed syllabus	

4. A detailed examination of pupils' work, discussion with pupils and lesson observations shows that pupils do not achieve well enough in Year 3. This is especially true in mathematics where many pupils are working below the level of which they are capable. A key factor in this is the subject knowledge of the Year 3 teachers in teaching mathematics. A further contributing factor is the unsatisfactory way in which information on pupils' previous learning is used. Too little use is made of information from the previous school or of the results of national assessments at age seven.
5. Pupils with special educational needs receive very good support and as a result, they achieve well in relation to the targets set for them. However, although the number of pupils attaining the higher Level 5¹ is similar to the national average, it is lower at times than would be expected

¹ On Levels: By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that most pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

given the number of pupils who attained a higher Level 3 at age seven. This holds down standards in mathematics particularly and is a key factor in the unsatisfactory achievement in mathematics.

6. Standards in physical education meet national expectations at age eleven but pupils experience a wider range of activities than in many schools and standards are satisfactory in all of these activities.
7. It was not possible to make reliable judgments on any other subjects although where subjects were sampled all work seen was in line with national expectations.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **good**. Pupils' attitudes to learning and their relationships are **very good**. Behaviour is **good**. Pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Very good attitudes to learning
- Very good relationships and racial harmony
- Very good attention to pupils' self-esteem and confidence
- Good behaviour, attendance and punctuality
- Good provision for spiritual, moral, social and cultural development
- Pupils in Year 3 do not always behave as well as they could

Commentary

8. Pupils enjoy school. Their attendance and punctuality is good, impacting positively on learning. Pupils' work attitudes are very good and they try to do their best, usually achieving this aim. They answer questions keenly, remain interested and show high levels of concentration in written work. However, some lessons, for example, in Year 3, lack sufficient challenge to motivate and inspire, particularly for the more able, so that pupils find work like mathematics too easy. Pupils work happily together, often sharing ideas or offering support to others. They comment positively about their own and others' work.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	95.5	School data	0.2
National data	94.1	National data	0.5

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

9. Relationships between pupils, their teachers and other adults are a significant strength, promoting a strong, sharing and happy community. Pupils like each other and mix easily with the small number of minority ethnic pupils; friendships are well established and all activities are shared, so that there is positive racial harmony. Older pupils choose to play with younger ones, giving them time and attention, setting a good example to follow. New or shy pupils are befriended quickly. Pupils think their teachers are fair, ready to listen and help promptly when support is needed. Adults take pupils' views seriously, working very effectively to resolve any concerns and this helps pupils learn better.
10. High priority is given to raising individual confidence and self-esteem, with very good results. Pupils are treated and valued as individuals. Their achievements, whether academic, vocational or personal, are always celebrated. Pupils are helped to recognize their own strengths and to overcome difficulties. As a result, shy pupils gain confidence; pupils realise that they can succeed at school. By Year 6, pupils behave with considerable maturity, knowing the

importance of hard work and their role in the school community. Responsibility is encouraged through monitor duties in the playground or library, helping others by fundraising or through the school council, when pupils speak eloquently about issues of concern, such as potentially dangerous bicycle and scooter riding or the development of the pond and wildlife areas. The school council is proud of its work, but some other pupils feel that action on their ideas is slow.

11. Pupil behaviour is good overall, in lessons and at play. They know the school rules and expectations. Behaviour related policies are clearly stated, with a good *'no blame'* approach to bullying. Most pupils think carefully about their actions. They respect their teachers, behaving much better in lessons than when not directly supervised, when they rush round corridors and push through doorways. Pupils in Year 3 are sometimes immature, not listening well enough and being silly when over-excited or tired. Teachers frequently have to be firm, insisting on appropriate behaviour or attitudes and this detracts from learning time. Play is well supervised and pupils are sensible. Bullying is not a worry, because they know that incidents are quickly resolved. There have been two fixed term exclusions in the last year.
12. Pupils' personal development is enhanced by the good attention to the spiritual, moral, social and cultural elements of school life. Assemblies meet requirements, reinforcing community values and achievements well, with a quiet air of spirituality and reflection. Many visitors, including a former governor and a representative of the NSPCC, lead assemblies, broadening pupil knowledge of issues beyond school. Pupils gasped in amazement on learning that they had raised over £30,000 for the NSPCC in the last seven years. Assemblies and some lessons, like circle time discussions, or role play, provide clear moral messages. Staff ensure that pupils have a solid awareness, with opportunity to make the right choices. Pupils' social skills are well promoted, through the focus on care and the good practice of providing residential experiences, including a week in France, for pupils in each year. These trips are eagerly anticipated and enjoyed. Pupils find that they gain many new skills, develop their teamwork and become more independent. Pupils have good opportunities to learn about their own and other cultures. Musical events include opportunity to perform at the Royal Albert Hall. Pupils within the largely mono-cultural school community are curious and enjoy learning about different cultures. The information that minority ethnic pupils and their families have of their own heritages and cultures is valued and used when possible. Different places of worship, representing the main faiths, are visited. Pupils enjoy learning from visitors who provide first hand, practical experiences, like designing Rangoli patterns that supports cultural development and learning in mathematics.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. The quality of teaching is good overall. The quality of the curriculum is satisfactory but the range of extra-curricular activities is **very good**.

Teaching and learning

The quality of teaching is **good** apart from Year 3 where it is **unsatisfactory**.

Main strengths and weaknesses

- The quality of teaching is good in Years 4, 5 and 6 with some very good and some excellent teaching
- The quality of teaching with pupils with special educational needs is very good
- The quality of teaching in Year 3 is unsatisfactory
- Teaching assistants make a very good contribution to pupils' learning.
- Assessment information is not used effectively enough especially in mathematics
- Over reliance on worksheets that do not take into account the range of abilities of all pupils restricts independent learning and skills development, especially in Year 3

Commentary

13. Almost half of the teaching observed was good or better. In the best lessons observed teachers stimulate their pupils through imaginative and well-focused teaching. They have very high expectations of how pupils should behave and work hard at making connections for pupils between the subjects that they learn. For example, in Year 6 pupils' literacy sessions during the inspection week were aimed at understanding journalistic text. Teachers' planning showed that this learning was to be put to good effect on Friday when pupils would write a newspaper report on their visit to a science centre. These good links have a significant positive effect upon the standards achieved by pupils in English.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	4 (9%)	14 (33%)	19 (44%)	3 (7%)	0	1 (2%)

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.

14. Pupils respond well to the good teaching and learn effectively in most subjects. The organisation of teaching groups enables pupils with special educational needs to be very well supported. The small groups into which pupils are arranged enable teachers to give a great deal of individual attention to meeting their needs. Teachers working with these groups are particularly vigilant to ensure that lessons are interesting and have a brisk motivating pace.
15. Pupils with special educational needs are generally taught well and often very well and so make good progress. This is because most teachers use very good support strategies including appropriate questioning, praise and encouragement to motivate pupils and keep them on task. Teaching assistants support these pupils very well in group and individual work sessions. The Special Educational Needs Coordinator has ensured that class teachers have very detailed descriptions of pupils with special educational needs as well as weekly plans for all pupils with Individual Education Plans to ensure that all their needs are covered regularly. In a satisfactory art lesson in a Year 3 class with seven pupils with special educational needs, the teacher did not pay enough attention to the individual needs of the pupils so their learning was unsatisfactory.
16. In contrast with the very good and occasionally excellent teaching seen, the teaching in Year 3 tends to be much less imaginative except for the specialist teaching for pupils with special educational needs. Many lessons, including those deemed satisfactory lack pace and do not stimulate pupils enough. Too much of the work is aimed at the average or below average pupil and not enough is done to match work to the needs of the pupils. In particular more able pupils are held back by these factors. For example, in a mathematics lesson observed almost all pupils were given the same worksheet. Four pupils completed this quickly but then spent the next fifteen minutes sitting around while the teacher worked with one pupil at a time. At the end of this lesson all pupils were given the last five minutes to try and complete the worksheets. The pupils who had done this earlier were left with little to do. This lack of challenge holds down standards in Year 3 and means that pupils do not achieve well enough.
17. In many lessons teaching assistants make a valuable contribution to the learning of pupils particularly the lower attaining. They support teachers effectively in managing behaviour and through careful explanations to individuals ensure that these pupils are able to complete most of the same work as the rest of the class. The skill of the teaching assistants and the knowledge that they have of individual pupils are key factors contributing to learning.
18. The under use of assessment information is a particular problem in mathematics and is one of the factors contributing to the unsatisfactory achievement in this subject. In an effort to improve attainment in mathematics the school has re-organised mathematics teaching into groups sorted by the level at which pupils are working. This is proving effective in many lessons but in some of

the groups the ability and attainment spread is still quite wide. Despite this some teachers give all the pupils in the group the same work. It is usually the more able pupils who are not challenged enough in these lessons and therefore do not achieve as well as they could.

19. Examination of pupils' books shows that in too many lessons especially, but not only in Year 3, too much use is made of worksheets with all pupils in the class completing the same work. Although teachers have access to good quality assessment information on pupils, many do not use this effectively enough in all lessons. As a result, more able pupils do not learn enough in these lessons and this holds down achievement overall.

The curriculum

The overall quality of the curriculum is **satisfactory**. It has appropriate breadth and offers the pupils a **good** range of learning opportunities.

Main strengths and weaknesses

- Good range extra curricular activities including visits and visitors to the school
- The provision for special educational needs is very good
- The overall curriculum plan is under development to systematically link subjects, and especially skills together to provide a complete learning experience for all pupils
- Pupils in Year 3 receive less teaching time than pupils in other year groups

Commentary

20. The curriculum is satisfactory, meets the requirements of the National Curriculum, and includes personal, health and sex education, and religious education. The curriculum is enriched by the provision of French. It is broad and balanced and the range of learning opportunities is satisfactory. A wide range of visits and visitors enhances the curriculum. A very good range of extra curricular activities further adds to these. The visit to France helps support learning in French and the many sporting activities help those pupils who to take part to improve their standards in physical education.
21. All national curriculum subjects and religious education are given sufficient time and the National Literacy and Numeracy Strategies have been established. A curriculum review has been started and some good links are already in places. For example, ICT is being used effectively to support learning in English and mathematics. However, the plan is at an early stage of development and at present there are very few cross-curricular links identified. This limits the development of core-learning skills such as numeracy in other subject areas. Assessment data tracking individual pupils' progress, including pupils with special education needs, is available but is not effectively used by some teachers so tasks are not being planned appropriately. This limits achievement as in mathematics lessons in Year 3. Pupils are not adequately involved in their own learning because they are given few opportunities to negotiate appropriate targets with their teachers. The teaching and use of ICT is being developed throughout the curriculum and this is already having a positive impact on standards, for example, in English in Year 6.
22. Pupils with special educational needs are very well provided for because the support they are given is consistently very good. Their progress is very carefully monitored and as a result, work is planned to ensure that they learn very well. The school works hard to ensure that all pupils, regardless of ability, gender or ethnicity, have equal access to the opportunities it provides and as a result, inclusion is good.
23. The good range of extra curricular activities including visits and residential trips for all year groups, including one to France for Year 6 pupils, enriches pupils' learning outside of classes. Visitors to the school, such as a rabbi, also enhance pupils' multi-cultural understanding.

24. Teachers are suitably qualified and the allocation of support staff is very good. The accommodation provided is generally good and enables the National Curriculum to be taught effectively. However, some classrooms are rather small and this limits sessions that are more practical. The new ICT suite is being used effectively but there has not been sufficient time for it to have an effect upon pupils' learning. The quality and range of resources available is very good and these are used well by teachers to support learning.
25. Organisation of the curriculum in Year 3 is unsatisfactory because pupils receive less teaching time than other pupils in the school. This equates to over an hour and a quarter a week and this is a significant factor in the unsatisfactory achievement in Year 3. The class teachers in Year 3 take an afternoon break and take the pupils out onto the playground. This slows the pace of the afternoon and reduces the taught time for these pupils. The presence of the pupils on the playground also interferes with physical education and other activities taking place outside with other classes.

Care, guidance and support

Pupils receive **good** care and attention. There is **good** provision to monitor and support pupils' learning. Arrangements for health and safety and child protection are **satisfactory**. Induction arrangements are **good**. Pupil views are given **satisfactory** consideration.

Main strengths and weaknesses

- There is a strong bond of mutual trust between pupils and adults in the school
- Staff provide good quality support, care and welfare
- Pupils get good quality support for their academic and personal development
- Induction arrangements are good
- Work provided does not always meet pupil needs
- Playground bicycle and scooter riding at the end of the school day is a risk

Commentary

26. The staff know the pupils well and provide good quality care, enhanced by the very good, trusting relationships. The majority of pupils know adults have time to listen. Pupils' personal development is monitored well. Key staff hold regular meetings to discuss any pupils causing concern, perhaps in learning or due to changes in family circumstances. This ensures that the learning needs of these pupils are known to teachers and lessons can be planned to meet their needs. There is good access to outside agencies who provide additional advice or support. Detailed records are closely monitored so that issues are quickly identified and tackled, so that pupils feel secure and can get on with their learning.
27. Pupils arriving in Year 3 or those who enter the school at other times receive good support to help them settle quickly. Staff already know of pupils with special educational needs from meetings with staff and information received from the main feeder infant school, along with all other pupil records. Older pupils help the Year 3 pupils get used to the school and play with them during break times. Pupils arriving at other times, or from other schools, are supported by a 'buddy' to help them into school routines. New pupils say they are settled happily; parents confirm their views.
28. Learning support assistants provide good focussed support for identified individual pupils and groups who need extra help; this aids their progress well. Pupils get positive verbal feedback on their learning from their teachers. Much information is gained from assessment data, but it is not always used precisely enough to ensure that all pupils are suitably challenged in lessons. Some lower ability pupils find their work is too difficult whilst the more able pupils get too little challenge. In those lesson pupils do not achieve as well and this holds down standards.

29. The school has considerable concerns about the risks posed by some pupils and younger siblings riding bicycles and scooters, often at speed, on the playground and field after school. Some older pupils do 'wheelies'. Parents waiting for clubs to finish or just having a friendly chat, seem unaware of the potential danger, or the school rule forbidding bicycle and scooter riding on school premises. This is a clear health and safety risk.

Partnership with parents, other schools and the community

The school enjoys a **very good** partnership with its parents, who are **very satisfied** with the school's work and provide **very good** support. Community links are **very good**. Links with other schools and colleges are **good**.

Main strengths and weaknesses

- The thriving parent partnership supports the school's work very well
- Parents support their children's learning very well
- Community links are very good
- Links with other schools and colleges are good
- Good quality information is provided

Commentary

30. There is a vibrant partnership between parents and school. Parents are extremely satisfied with the way that their children are educated and readily offer strong, ongoing support. Many parents help in school during the day or with extra curricular activities after school and at weekends. This has a very positive impact on raising standards. The highly effective 'Friends' association provides the school with regular additional income enhancing learning, through activities such as Quiz Nights and the forthcoming Fashion Show. Parents feel that their input is valued.
31. Parents are very proactive in supporting their children's learning. Meetings and workshops are arranged regularly, attracting an impressive turnout. Parents are keen to learn how their children are taught, so that they can help at home. They receive good written guidance and can ask questions. Parents attending a mathematics workshop during inspection found it extremely helpful. Parents are generally satisfied with the provision of homework; the policy is good, providing clear advice. Parents are very pleased with their children's progress.
32. Community links are well-established and very good. Locally, there is high regard for the school and its place in village life. There are strong links with local churches. Clergy and other visitors often lead assemblies. The choir sing to senior citizens at Christmas and also perform in local music festivals. The school is successfully involving the local community through its 'Healthy Schools' participation by enabling sports clubs and local groups to use the school grounds and facilities. In the recent sponsored run, children, staff, governors, parents, grandparents and villagers all worked together to raise an impressive £4,000 plus for the NSPCC. Other school fundraising events attract a healthy community turnout. Community volunteers help to keep the grounds neat and tidy, responding promptly to any requests for help.
33. There are good links with schools and colleges. There is a professional relationship between the separate infant and junior schools, who both retain their individual identity and organisational styles. Both schools are looking forward to the development of a local secondary and primary cluster group, so that good practice and ideas can be shared. Pupils from several different secondary schools visit for their work experience. The local College Consortium send teaching students to the school as part of their training. Pupils preparing to transfer to secondary school get good support, advice and encouragement. The school has positive connections with most of the schools involved, so that pupils look forward to the transition programme.

34. Parents get good information from the school. There are regular, friendly newsletters, about pupil achievement, school events and diary dates. There is ample opportunity for parents to discuss their children's progress with teachers, formally or informally. Pupil reports are satisfactory, overall. In Year 4 there is inconsistent target setting. Reports do not identify to which year pupils belong. However, there is good practice in the provision for every year of pupil attainment data in English, mathematics and science.

LEADERSHIP AND MANAGEMENT

Overall the quality of leadership of the school is **good**, with some features that are very good. The headteacher has a very clear educational vision and provides **good** leadership. She is aware of the strengths and weaknesses of the school and communicates these to the staff and the governing body. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher and governing body have a shared view of areas for improvement for the school and have good systems in place to achieve change. A comprehensive School Improvement Plan provides a backbone for school improvement for all staff and governors
- The senior management team monitors teaching and learning closely and acts upon findings through the school improvement plan and good performance management systems
- Finances are well managed
- There is a good match of teachers to subjects
- The governing body is very effective in its role. Members work closely with staff and are well informed about the work and direction of the school

Commentary

35. The headteacher and governing body have good systems in place for the effective leadership and governance of the school. The headteacher and governors have a shared view of the needs of the school. This is aided by a clear and thorough school improvement plan in which the senior management team, all teaching staff and the governing body are fully involved in drawing up, and which provides a clear and shared direction for improvement focused on raising standards. For example, last year the quality of writing was a key element of the plan and as a result of the actions taken standards in English have improved this year. School priorities are linked to local education authority priorities where appropriate, and all actions for improvement have persons responsible, deadlines and costs clearly set out. The school improvement plan is, therefore, a very effective tool which provides clear direction and identifies clear lines of accountability for the implementation and realisation of improvements that have been agreed by the staff and the governing body.

36. The headteacher, deputy headteacher and governors regularly monitor the quality and impact of teaching and learning across the school. Staff are released to monitor planning and teaching, and findings are acted upon through an effective system of performance management. For example, a recent monitoring exercise revealed an issue with the way in which cross-curricular writing was being implemented. Training was organised for staff, targets set and teaching and learning was re-monitored to assess the impact of the actions.

37. The finances of the school are very effectively controlled by the headteacher, the deputy headteacher and the governing body. The governor finance committee meets frequently and funds are allocated to subject leaders and year groups in a controlled way, which is closely monitored. Subject leaders are allocated funds for the development of their subject, and this is tied into priorities set out in the school improvement plan. Year group teachers are allocated an amount of money annually to purchase resources, mainly stationery, for their year group. The principles of best value are adhered to, and specific grants are used for their intended purpose.

38. There is a good match of staff to subject responsibilities in the main and, where possible, teachers are given opportunities to take on new responsibilities when they arise. Good systems are in place for ensuring appropriate training to take on such roles. It is too soon to assess whether a recent move to appoint one mathematics co-ordinator in each year group, rather than one overall co-ordinator, has had a positive impact upon attainment in mathematics across the school. However, this strategy is indicative of the headteacher's awareness of the problem of low attainment in the subject and her preparedness to tackle the issue. Due to historical reasons, the senior management team is small, comprising only three members of staff, and the headteacher and chair of governors recognise a need to broaden the team so that its impact can be widened across the school. Leadership in the National Curriculum subjects is mostly good, but leadership in mathematics is unsatisfactory in Year 3 and this is a key factor holding down achievement in mathematics in Year 3.
39. The governing body is very effective in its role. The chair provides very good leadership of a dedicated and skilled group of people who have the interests of the school at heart and are willing to give generously of their time to fulfil their duties as governors. Each governor shadows a subject and the majority will meet with their teacher counterpart each half term. This helps governors have a good understanding of the quality of education offered in each subject. An appropriate committee structure is in place which is effective in its work of monitoring and supporting the work of the school and in helping ensure ongoing improvements. By way of example, the chairs of each committee have recently set up a new 'strategic committee' with a remit to oversee the work of their colleagues and to ensure cohesion and direction in their work. The high focus on inclusion is successful and ensures the good achievement of pupils with special educational needs. Budgets are managed very well and are based securely upon the needs of the school as identified in the school improvement plan.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	759,768
Total expenditure	763,293
Expenditure per pupil	2107.69

Balances (£)	
Balance from previous year	77,906
Balance carried forward to the next	74,381

40. The school is committed to full inclusion for all pupils within the school and good systems are in place to ensure that all pupils have full access to the curriculum and, where appropriate, the extra curriculum.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH and FRENCH

English

Provision in English is **good**. Overall the quality of the teaching and the work planned for the pupils is **good** and this enables all pupils to achieve at least satisfactorily. Standards have been maintained since the last inspection and are above average.

Main strengths and weaknesses

- Good standards are achieved in speaking, listening, reading and writing by the end of Year 6
- The quality of teaching and learning is good overall
- Subject leadership is very good
- Good procedures are in place to track the progress of individuals and groups in reading and writing
- Provision for pupils with special educational needs is very good. As a result of very good support from the teaching assistants, they achieve well
- The use of drama to develop pupils' understanding of language is limited, as is their use of extended creative writing in other subjects such as history and geography

Commentary

41. Speaking and listening skills are well developed throughout the school. The structure of literacy lessons provides many opportunities for pupils to listen carefully to teachers and other pupils. The majority concentrates well, particularly in lesson introductions so that they know what they have to do when group work starts. Pupils speaking skills are particularly well developed. The majority of pupils achieve well in this area because teachers and support staff value and encourage pupils' oral contributions. Regular opportunities are provided in all subjects for pupils to extend their vocabulary and engage in dialogue rather than simply responding to questions. During the inspection groups of pupils readily chatted with inspectors when stating preferences and describing their learning experiences. Such was their enthusiasm that occasionally they forgot to wait for others to stop talking before they gave their opinions.
42. The school, through its focus on phonics [linking sounds to letters] has been successful in encouraging and developing pupils' reading. Pupils make good progress in reading as they move through the school, and by Year 6 many read fluently and enthusiastically, attaining standards well above those expected. Many pupils enjoy a 'culture' of reading at home, and higher attaining pupils enjoy the humour, subtlety and construction of the more difficult books. Displays of book reviews and pupil recommendations are indicative of the impressive range of genre that the older pupils enjoy.
43. The majority of pupils attain good standards in writing with a significant proportion attaining well above average standards. They write in a wide variety of forms and show an increasing awareness of purpose and audience. Pupils are adventurous when creating eye-catching posters of The Haunted House. Different fonts and colours are used most effectively to capture the reader's attention. Others write detailed, interesting reports about a visit to Nower Wood. Recalling his feelings when sitting a selection examination for secondary school, one Year 6 pupil conveys so lucidly the anxiety and tension such a situation engenders. ICT is used regularly to reinforce and extend writing skills, and pupils' literacy skills are used effectively to record learning in other subjects. Standards of informative, non-narrative writing are high, but the opportunities to develop extended creative writing in other subjects are not well developed and this limits the achievement of the most able pupils. The school places emphasis on the

regular practice of handwriting and the quality of presentation. Consequently standards across the school are good.

44. Pupils with special educational needs, those assessed as needing extra support and those from minority ethnic groups achieve well throughout the school. Detailed records of their progress are kept and used to plan carefully suitably challenging work. The responsibility of presenting this work and encouraging individuals is often given to the learning support assistants. They are most effective in building confidence and enthusiasm and responsible in no small part for the pupils' good achievement.
45. Teaching in English is good overall; it is better at the upper end of the school. Teachers follow a well-structured, medium-term plan formulated by the subject manager. Most teachers have high expectations of pupils' application and behaviour, with the emphasis on purposeful activities. The weakest part of lessons is the plenary session, which is often rushed, and does not allow pupils enough time to reflect on their learning.
46. The management of English is very good. The committed and enthusiastic subject manager, who has been central in the development, planning, assessment and resourcing of English, provides very effective leadership. A wide range of assessments is used to track individuals' progress, and the information gathered is used well to set individual and group learning targets. A number of recent initiatives have yet to fully impact upon the improvement of standards.

Language and literacy across the curriculum

47. The use of language and literacy across the curriculum is satisfactory. Pupils use their reading and writing skills appropriately to gather and present information. Opportunities are presented for pupils to use their speaking and listening skills when engaged in discussions and answering questions. However, the opportunities to engage in drama activities and develop creative writing in other subjects are not currently structured into the medium term planning which limits a systematic approach to improving standards in these areas.

French

48. It was not possible to observe any lessons in French during the inspection and the oral nature of the teaching means that no work was available to examine. However, discussions showed that this subject is planned systematically and linked well to the school residential visit to France. A high emphasis is given to providing pupils with the vocabulary needed to cope in France during the visit. Teaching is at regular intervals in every year to ensure that pupils are constantly reminded of what they have learnt.

MATHEMATICS

Provision in mathematics is **satisfactory** overall but is **unsatisfactory** in Year 3 and this limits achievement in this year group and overall.

Main strengths and weaknesses

- Standards of attainment are average but achievement is unsatisfactory
- Teaching in classes for pupils with special educational needs is at least good and sometimes excellent
- The good use of learning support assistants
- Teachers do not use information from assessment and marking enough to plan work for pupils of different abilities and needs, except in lessons for pupils with special educational needs, where the use of this data is highly effective
- Pupils' knowledge of their own progress is unsatisfactory
- Teaching in Year 3 is unsatisfactory because teachers have low expectations of pupils' attainment and because of weaker leadership in that year group

- In many lessons, especially in Year 3, the pace of is often too slow, so pupils are not being challenged rigorously enough

Commentary

49. Standards in mathematics in Year 6 are average. In the 2003 national tests pupils' attainment was in line with the national average. However, achievement in mathematics is unsatisfactory because pupils have not made enough progress compared with their attainment at age seven. Boys and girls are currently making similar progress.
50. The quality of teaching is satisfactory except in Year 3 where it is unsatisfactory. Some good and very good lessons were seen and these were typified by good planning that took into account all pupils' needs and rates of progress, making the work accessible, with appropriate levels of challenge to extend and develop pupils' skills and understanding. In these lessons, teachers sustained good pace to maintain pupils' interest. Pupils are placed in ability sets across each year group with the intention of providing better learning opportunities for different abilities. However, some pupils are not always being given appropriately rigorous tasks that reflect the differing abilities within these classes, because there is an over-reliance on the published scheme of work. This means that more able pupils are sometimes given work that is too easy.
51. The progress and achievement of pupils with special educational needs is very good. Learning support assistants provide good support to pupils with special educational needs enabling them to cope well with new ideas and vocabulary. However, in the majority of lessons seen, pupils do not achieve as well they could because teachers do not take sufficient account of their differing needs when planning and presenting work. Examples of children's work show that teachers' marking is not always helpful in pointing out where pupils can improve their own work.
52. Teaching in Year 3 is unsatisfactory overall. Lessons proceed at a slow pace and teachers do not take enough account of pupils existing knowledge and understanding. Consequently, work is not matched to the needs of the pupils with the result that more able pupils are often not challenged enough. The failure to match prior attainment to suitable tasks results in pupils being set tasks that under estimated their ability and understanding of mathematical concepts with no planned opportunities to further develop skills. Because of this, pupils' learning in Year 3 is unsatisfactory. The very good teaching of pupils with special educational needs meant that these Year 3 pupils make good progress and achieve well.
53. In other year groups, learning is satisfactory. Where teaching is at least good and sometimes excellent, pupils made better progress because teachers' good planning of appropriate tasks is targeted at the needs of all pupils in order to both consolidate and extend understanding, enabling pupils to learn and achieve as well as possible. These teachers use good strategies, like the recently introduced 'smiley face' pupil assessment system in Year 6. This system allows a dialogue between teachers and pupils that enables them to become more involved in, and responsible for their own learning. Where this system is established, marking is supportive of pupils' learning and in some instances, pupils and teachers are beginning to negotiate short-term targets aimed at improving pupils' mathematical skills.
54. Leadership of mathematics is satisfactory, except in Year 3 where it is unsatisfactory. Recent changes to subject leadership, which means that each year group has a separate coordinator for mathematics, have had insufficient time to impact on standards; however, inspection evidence indicates inconsistencies between the year groups. In particular, there is a lack of clear leadership in Year 3 resulting in a significant amount of unsatisfactory teaching. The school's strategy for numeracy is not secure in Year 3 and the subject leader in Year 3 has not dealt with this rigorously enough.

55. The recently introduced commercially produced scheme of work in mathematics has not had time to impact upon pupils' achievement. However, there is an over reliance upon this scheme particularly in Year 3. This, combined with planning that does not take into account the full range of abilities within the ability sets, means that some pupils, apart from pupils with special educational needs, are not being given tasks that are appropriate to their needs.

Mathematics across the curriculum

Pupils use mathematics successfully as part of their work in other subjects; for example, they use graphs and tables to record data in geography and science and in physical education. However, most opportunities tend to occur by chance rather than as part of systematic planning. As a result, the use of mathematics in other subjects does not support the development of pupils' numeracy skills as much as it could.

SCIENCE

Provision in science is **good**. Standards are consistently high.

Main strengths and weaknesses

- Leadership in the subject is good
- Science is well resourced with a good range of equipment
- Investigative work is a strength of science teaching across the school
- Overall teaching observed was good, ranging from some excellent teaching observed in Year 5 to satisfactory teaching in Year 3
- Pupils' work in science was clearly valued and celebrated across the school

Commentary

56. In the 2003 national assessments, standards in science when compared to all schools nationally are above average. When standards are compared with standards in schools with similar scores at Key Stage 1 pupils achieve satisfactorily. The attainment of the current Year 6 pupils is above average and pupils achieve satisfactorily.

57. Leadership in the subject is good, with two science graduates leading the subject across the school. The co-ordinators are aware of the strengths and weaknesses of their subject and closely monitor teaching and outcomes in all year groups. As a result, standards are consistently high and rising. Teachers' planning is scrutinised, although pupils' books are not. A comprehensive scheme of work ensures the good coverage seen across the school, and assessment is carried out at the end of each unit of work in order to monitor closely the progress that pupils are making and use this information to plan work matched to pupils' needs. At the beginning of each unit of work teachers find out what pupils already know in order to inform the planning. The governor attached to science is involved in monitoring the subject and is in close communication with the coordinators. This means that governors have a good understanding of the strengths and weaknesses in this subject that can be used in school development planning.

58. Science is well resourced with a good range of equipment clearly labelled and safely stored to enable the teaching of the full science curriculum. The science coordinators bid for funds annually to develop resources in their subject and this is closely monitored by the senior management team. They are aware of the impact that resourcing has on teaching and learning outcomes across the school and have identified multi-media resources as an area for development next financial year.

59. Overall, teaching observed was good, ranging from some excellent teaching observed in Year 5 to satisfactory teaching in Year 3. Practical work and experimentation is a strength of science teaching across the school, and very good examples of practical and experimental work were seen both in lessons observed and recorded in pupils' exercise books.

60. In Year 6 lessons the pupils were following up an experiment on bread they had left in various environments prior to the half term holiday. Reinforcing health and safety issues the teacher had them examine the state of the bread and analyse the conditions which led to either its preservation or the growth of micro-organisms. The planning and execution of this long term experiment resulted in very good learning taking place.

Example of outstanding practice

In one science lesson observed the imaginative presentation by the teacher ensured extremely good learning.

In one outstanding Year 5 lesson observed the concept of the relative sizes of planets and their distance from the sun was taught in an imaginative and stimulating way that enthused the pupils. Groups of pupils arranged pieces of different sized fruit along a strip of toilet tissue taped to the tables. This was an excellent way of demonstrating relative sizes and distances of the planets and the pupils were clearly excited and awed by the outcome. Pupils worked co-operatively in small groups and became very excited when the concept of 'the moon' was introduced by the teacher with the aid of a lentil and a parent helper. The contribution to pupils' spiritual development was considerable and their understanding of the relative sizes of planets was very secure after this lesson. One noticeable feature of this lesson was the sheer pleasure of the faces of all involved, teachers, parent helpers and pupils. Even the inspectors were caught up in the wave of enthusiasm!

61. Scrutiny of pupils' exercise books showed a very comprehensive range of science teaching taking place across the school, although standards varied from very good across Years 4, 5 and 6 to satisfactory in Year 3. Marking was thorough and constructive in the upper years but sporadic and uninformative in too many cases in Year 3, where work was generally not matched sufficiently to pupils' abilities. There was evidence of cross curricular work taking place in science, particularly in mathematics and English. There was some evidence of ICT being used by teachers and pupils to aid teaching and learning through the use of spreadsheets to show results. Plans also show that computers are used to monitor certain events such as changes in temperature.

62. There is a good range of science display around the school using an effective mix of pupils' work and commercially available resources to create informative and, in some cases, engaging displays. Pupils' work in science is clearly valued and celebrated across the school. This encourages pupils to produce work of a good quality.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- A specialist teacher makes a very good contribution to learning
- The use of ICT in all subjects is not yet fully developed

Commentary

63. ICT has been a focus of the school development plan recently. This has resulted in money being set aside to support development in this subject. In order to make best use of the new ICT suite the governors have employed a part-time specialist teacher. This is proving very effective in raising standards in ICT and improving the use of ICT. This system has only been running for a short while but already the impact can be seen. Although standards at present are broadly average for pupils in Year 6 pupils, are achieving well and making good progress in relation to their prior learning. The specialist teaching means that, in most cases, half a class at a time is taught in the suite whilst other pupils are taught in the classroom.

64. A significant strength of the lessons observed was the way in which the ICT teaching supported the teaching in classrooms. For example, Year 6 are studying journalistic writing in the English sessions at present. The ICT lessons for pupils in Year 6 follow the same theme as the groups working in the classroom but make very effective use of computers to examine how newspapers

are put together. Very good use is made of websites to gain information and provide material to plan lessons. All pupils in the year will have access to this lesson and will use the skills gained to produce some journalistic writing including photographs and pictures to illustrate the points made.

Information and communication technology across the curriculum

65. The very good links between ICT and English are setting a model for the use of ICT in other subject areas. However, this use is not fully developed. Although some good links are made with mathematics these are not yet as well established as those in English. In other subjects links have yet to be made. This is merely a reflection of where the school is in its development of ICT. The coordinator has a very good understanding of what needs to be done and is making very good progress in achieving her aims. Some teachers are not as secure in the use of ICT as others and as a result, ICT is not used as fully as it could be to support learning in the classrooms. Nevertheless, this area is improving rapidly as a result of the high priority given to it.

HUMANITIES

66. Two lessons were observed in history during the inspection. No lessons were observed in geography. Comments are based upon these lessons, on an examination of pupils' previous work and on discussions with pupils, teachers and subject managers. A secure judgement is not possible in these subjects. However, examination of pupils' previous work, examination of planning and discussions with pupils shows that a suitable curriculum is taught in these subjects.

67. In the history lessons observed pupils were encouraged to empathise with both the period and characters they were studying. When thinking about the feelings of sailors accompanying Columbus and the discipline required of Roman soldiers in the field, pupils engaged fully in the exercise. They were able to talk knowledgeably about the historical facts and consider sensitively the feelings and emotions of the people involved.

68. European and tropical environments are understood and mapping skills developed when identifying mountainous features. Older pupils show a good understanding of local geography, the location of Thames Ditton, its regional geography and historical importance. The study of early settlements in the area encourages an understanding of the development of the area. Good cultural links are formed when pupils compare Chembakolli – an Indian village – with their own situation. Good literacy links are forged when pupils create 'River poems' following a trip on the Thames.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. In art only one lesson was seen in Year 3 and this was unsatisfactory because, despite very clear planning there were no opportunities for pupils to develop skills or to consider and evaluate each others' work by sharing ideas and meanings. In discussion it is clear that pupils enjoy art but it was not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average.

70. There were no lessons being taught in design and technology during the inspection period and no work available to gauge standards or coverage of National Curriculum expectations.

71. Pupils cover a full range of musical activity in lessons, and this is aided by the recent introduction of a commercial scheme of work. Resources for music are well labelled and carefully stored, and the purpose-built music room provides a very good space for practical music making activities. Children sang satisfactorily during collective worship, and the school choir sang very well and enthusiastically both in rehearsal and in front of the whole school. During a recorder lesson observed, the teacher used the opportunity to extend the pupils' learning by reinforcing concepts of time and key signatures. Provision for extra curricular music across the school is very good, with over one third of pupils receiving instruction on an

instrument. Very good opportunities for performance are being provided through participation in school productions, a local music festival and a forthcoming performance in the Royal Albert Hall. These activities ensure that music has a high status in the school and supports achievement well.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Outdoor facilities are extensive
- The provision of a very good range of extra curricular activities
- Not all teachers are confident and informed when teaching physical education.
- Informed enthusiastic subject manager

Commentary

72. The school has a very good range of outdoor facilities to support physical education. Many pupils take part in clubs and additional lessons that use these facilities. For those pupils able to take part in the activities the good quality facilities make a good contribution to pupils achievement, for example, in cross country.
73. Two games and two gymnastics lessons were observed in physical education during the inspection. There is good teaching, but overall teaching is satisfactory. Some teachers are not confident in practical situations and do not have sufficient subject knowledge to fully control and challenge their pupils. The headteacher is aware of this situation and has already organised professional development to support in this area to ensure pupils' health and safety and improve the quality of teaching.
74. Overall, pupils achieve expected standards in physical education. However, a number of pupils achieve good and very good standards in swimming, soccer and cross-country. Virtually all pupils reach the standard in swimming expected of pupils at the end of Key Stage 2. [To swim 25 metres]
75. The provision of a very wide range of opportunities to take part in physical activities is strength of the school. Pupils have access to skilled instruction before, during and after school. This provision contributed to the school being awarded the Active Mark Gold 2003 for promoting the benefits of physical education and sport. This recognises the positive effect that the provision is having on standards achieved by pupils.
76. The subject manager for physical education is well informed and most enthusiastic. He has been instrumental in devising and implementing an appropriate scheme of work that is a key factor contributing to the standards achieved by pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. The provision for personal, social and health education is good. The school pays much attention to ensuring pupils' personal development impacts positively on their ability to learn. Staff provide much good informal support and guidance that help pupils to feel good about themselves so that they become confident learners. There is a well-established formal programme that includes drugs awareness and sex education, assisted by the school nurse. Pupils enjoy the formal programme of lessons and the 'circle time' discussions, on issues like bullying, that deepen their awareness and level of personal responsibility. The school involves many visitors, such as representatives from the emergency services to talk about keeping safe and other topics. Many pupils cycle to school so a cycling proficiency programme is provided.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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