

INSPECTION REPORT

WOOD END SCHOOL

Harpenden

LEA area: Hertfordshire

Unique reference number: 117358

Headteacher: Miss Margaret Warbrick

Lead inspector: Susan Gregory HMI

Dates of inspection: 1 – 4 March 2004

Inspection number: 264047

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll;	439
School address:	Yeoman's Avenue Harpenden Hertfordshire
Postcode:	AL5 3EF
Telephone number:	01582 761636
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jeremy Rance
Date of previous inspection:	19 October 1998

CHARACTERISTICS OF THE SCHOOL

Wood End School is a larger than average primary school for children aged three to eleven. When the children first start at the school, most are above the standard expected for their age. Few pupils are known to be eligible for free school meals. Very few pupils represent minority ethnic backgrounds and none are at the early stages of learning English. The percentage of pupils with identified special needs is below average and two pupils have a statement of special educational needs.

Wood End is a very popular school and was awarded 'Beacon' status in 2000. This has recently been renewed. It has developed a training partnership with a group of 25 schools through its Beacon work and works with the University of Hertfordshire to train teachers. The school gained a School Achievement Award for excellence in 2001 and Healthy Schools' Accreditation in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
26828	Susan Gregory HMI	Lead inspector	English
9843	Sarah Drake AI	Lay inspector	
14529	Christine Herring HMI	Team inspector	Mathematics Information and communication technology Art Music Physical education
32418	Jill Arnold HMI	Team inspector	Science Design and technology History Geography Religious Education
8132	Anne Culliford AI	Team inspector	Foundation Stage

Her Majesty's Inspectors (HMI) were joined on this inspection by Additional Inspectors (AI) appointed by Her Majesty's Chief Inspector of Schools.

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PART A: SUMMARY OF THE REPORT

Wood End is a very effective school and provides very good value for money. It deserves its high, local reputation. Pupils benefit from very effective provision for their personal development. This, together with the good standard of teaching; the broad, rich curriculum; strong parental involvement; and very effective leadership creates an environment in which pupils all do well. By the time pupils leave the school, they reach very high standards in English, mathematics, science and music. Pupils are conscientious, polite and tolerant of each other.

The school's main strengths and weaknesses:

- Children make a very good start in the nursery and reception classes.
- The systematic approach to teaching basic skills and strong emphasis on practical activities contribute well to pupils' very high standards in core subjects, especially English, and music.
- Pupils' personal development is promoted very effectively through innovative approaches like the 'buddy scheme' and, the excellent level of care.
- The partnership between the school and parents is exceptionally strong and greatly benefits pupils' education.
- The headteacher is a very effective leader.
- Governors lead and support the school very well.
- In the foundation subjects,¹ some co-ordinators do not evaluate carefully enough how well pupils do; the approach to assessment in these areas is inconsistent.

The school has addressed the minor issues raised in the last inspection very well, and has successfully made further improvements.

STANDARDS ACHIEVED

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

*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, pupils achieve consistently well. Children in the nursery and reception classes achieve very well, as do those with special needs. Pupils' achievement in English is very good.

- **By the end of the reception classes** children are likely to exceed national standards (the early learning goals) in all six areas of learning. They do particularly well in their personal, social and emotional development, their language skills, early reading and writing, physical development and in activities which lay the early foundations for science.
- **By the end of Year 2** pupils reach well above average standards in reading, writing and mathematics and for the past three years, results in national tasks and tests have been in the top 5 percent of schools nationally.
- **By the end of Year 6**, pupils reach well above average standards in English, mathematics and science and last year's national test results show that they reached standards that were in the top 5 percent of schools nationally. Standards in music are very high.

¹ *English, mathematics, science are core subjects and information and communication technology (ICT) is a core area. With the exception of religious education, all other subjects are foundation subjects.

Personal development is very good. Pupils love school, work hard and have very good attitudes to learning. Behaviour is very good. Attendance levels are very good and punctuality is good. **The school offers very effective provision for pupils' spiritual, moral and social development and good provision for their cultural development.**

QUALITY OF EDUCATION

Overall, the school provides a good quality of education with some very effective features. **Teaching and learning are good overall** and about one third is very good. Teaching is particularly effective in the nursery and reception classes. Staff in Years 1 to 6 build well on this very good start. Teachers systematically develop pupils' speaking and listening skills from the earliest stage. They use literacy very well, and numeracy and ICT well, to support learning in other subjects. They also place a good emphasis on practical activities and pupils are well-supported by teaching assistants in their independent work. There are highly effective systems for assessing how well pupils are doing in English, mathematics and science. In the other subjects, there is an inconsistent approach to assessing pupils' progress and the staff do not always have a clear view of the standards pupils reach.

The good curriculum links subjects together well and is very effectively enriched by extra activities especially in music and sport. The provision for pupils with special needs is very good. The outstanding levels of care, very good involvement of pupils in the school's work and very strong links with parents and other schools all contribute significantly to pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher is a highly skilled, innovative leader who has created impressive partnerships beyond the school, to the benefit of pupils and other professionals. She has a very clear view of what needs to be done and is well-supported by the effective senior management team. Their shared vision, the systematic approach to improvement and the effective team-work with staff, have enabled the school to maintain high standards. Several of the foundation subject co-ordinators are new to their roles and have not yet developed a consistent approach to evaluating pupils' overall achievements. The very effective governing body has significant strategic influence in leading school development and maintains a good focus on further improvement and the quality of education.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are proud of the school. A few would like more information about their children's learning targets but inspectors judged that the quality of information about pupils' standards and progress is excellent. Pupils say, "School is brilliant! Teachers make it so!" Older pupils are confident their views and ideas will be acted upon.

IMPROVEMENTS NEEDED

Within this extremely positive picture, in order to raise standards further the school should:

- refine ways of evaluating pupils' achievements, and develop a more consistent approach to assessing their learning in foundation subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the end of the reception classes children exceed national standards (the early learning goals) in all six areas of learning. They achieve very well. Standards in core subjects are well above the national average. Overall, all pupils achieve consistently well.

Main strengths and weaknesses

- The very strong focus on developing speaking, listening, reading and writing skills from the earliest stage ensures that all pupils achieve very well in English.
- Pupils with special needs achieve very well.
- Standards in music are high; older pupils reach very high standards.
- Standards in ICT, art and physical education are above average.

Commentary

1. Children achieve very well in the nursery and reception classes. When they start in the nursery, the majority of children achieve above the levels expected for their age. They get off to a flying start and do very well because teaching is very good. As the table below shows, children make great strides in developing skills and knowledge which contribute to their high achievement later in the school, particularly in English. Standards in science, one element of knowledge and understanding of the world, are very good.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Very good
Communication, language and literacy	Very good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Very good
Creative development	Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

2. Pupils in Years 1 and 2 achieve well. Staff build successfully on pupils' very good start, with a systematic, consistent approach to teaching, a well-constructed curriculum, very good provision for personal development and the strong involvement of parents in their children's learning. As a result, pupils continue to make good progress and reach very high standards in reading, writing and mathematics. There are no significant differences in girls' and boys' performance.
3. Pupils reached very high standards in national tests for seven year-olds in 2003. Indeed, in the last three years they have reached standards that are within the top 5 percent of schools. They do much better than those in similar schools. Last year, there was a larger than usual number of pupils with special needs and as anticipated, the results for mathematics dipped slightly.

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

Standards in:	School results	National results
reading	18.6 (18.5)	15.7(15.8)
writing	18.0 (17.9)	14.6 (14.4)
mathematics	18.7 (19.2)	16.3 (16.5)

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

4. In science in Years 1 and 2, standards are above average. This is an improvement on last year when an unusually high number of pupils with special needs meant that standards overall were average.
5. Pupils in Years 3 to 6 achieve well. Staff successfully maintain their good levels of progress and as a result, by the end of Year 6 pupils reach high standards. Again, this is a similar picture to last year as shown in the table below.

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

Standards in:	School results	National results
English	30.7(29.0)	26.8 (27.0)
mathematics	30.1(28.8)	26.8 (26.7)
science	31.5 (30.3)	28.6 (28.3)

There were 62 pupils in the year group. Figures in brackets are for the previous year

6. There are no significant differences in the attainment of older boys and girls with the exception of writing. Here, higher attaining boys do not do as well as girls. Even so, the strong emphasis on improving boys' writing has led to Year 6 boys doing better in English than girls nationally, over the past three years. Overall, the school has kept pace with the national trend of improvement and Wood End pupils attain higher standards than those in similar schools.
7. Pupils with special needs are very well provided for and consequently, achieve very well. They are well-supported by teaching assistants, especially during activities in the middle part of lessons, and they receive high levels of support from small group work outside lessons. A few gifted mathematicians are well-supported and are achieving exceptionally high standards.
8. The significant improvements to provision for ICT have contributed to the school maintaining above average standards. Standards in music have remained very high, and they are above average in art and physical education. In design and technology and religious education, standards are average. The improvements to the provision for design and technology are too recent to have had a significant impact on pupils' attainment. Overall judgements were not made about standards in history and geography.

Pupils' attitudes, values and other personal qualities

Personal development is very good. The school promotes pupils' spiritual, moral, social and cultural development very successfully by taking a consistent, sensitive and imaginative approach. This results in their very good attitudes and behaviour. Pupils' attendance levels are well above the national average and their punctuality is good.

Main strengths and weaknesses

- Pupils love school, behave very well and enjoy working hard.

- Strong relationships developed through the ‘buddy’ partnerships create a very good environment for learning.

Commentary

- The school nurtures pupils very effectively and helps them mature into thoughtful, responsible young people with very good attitudes to learning. As a result, pupils greatly enjoy school and are keen to take part in all its activities. The very youngest children are keen to learn, are attentive and concentrate very well. Older pupils settle to work very swiftly and also sustain their concentration well. They relish being offered a challenge, try hard and endeavour to improve their work.
- The behaviour of the youngest children is excellent and older pupils behave very well. The school has high expectations in this area. There have been no exclusions.
- Pupils of all ages belong to small family groups through the ‘buddy system’ and this has proved extremely effective in strengthening the quality of relationships throughout the school. It has been so successful that mid-day supervisors know the Year 6 ‘top’ buddies may well be able to sort out the lunchtime difficulties of their group members. The high levels of maturity and sensitivity shown by top buddies to younger pupils’ needs is impressive. Parents are full of praise for the scheme which helps all pupils to grow in tolerance, understanding and respect for others. The buddy system, together with the zoning of the playground into activity areas has made a major contribution to improvements in pupils’ behaviour and their attitudes towards each other. Consequently, instances of bullying or other unpleasantness are very rare.
- The very effective promotion of pupils’ personal development is at the heart of the school’s work. Teachers provide pupils with powerful opportunities to grow in their understanding of their own and others’ feelings. A Year 2 pupil’s poem *“When I’m angry, I feel like an erupting volcano...I feel like everything dangerous in the world”* graphically illustrates the school’s success in this area. Opportunities for reflection very effectively add a spiritual dimension to pupils’ experiences. For instance, in an assembly for younger pupils, the headteacher used the story of ‘Nemo’ to balance suspense, delight and clear moral and social messages exceptionally skilfully.
- The school council has a genuine say in decision making and helps pupils to understand the need to value others’ opinions. Pupils of all ages carry out their responsibilities very efficiently and use their initiative when organising fund-raising events like ‘Children in need’. They are very generous in their support of a large number of charities. Pupils’ good cultural development is well-supported by the effective links made between different subject areas, visits out, and visitors into the school. Multi-cultural influences are particularly well-used in religious education and music and these help to promote pupils’ tolerance towards differences in others and awareness of racial issues.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is good with some very effective features. Teaching is good overall. In the nursery and reception classes, teaching is very effective. In Years 1 to 6 it is

good and much of it is very good. Throughout the school the effective curriculum is broad, balanced and

greatly enhanced by enrichment activities. All children are extremely well cared for and the partnership with their parents is exceptionally strong.

Teaching and learning

Main strengths and weaknesses

- A combination of warm relationships, high expectations and careful planning creates a rich climate for learning.
- In the nursery and reception classes, the very good mix of direct teaching and child-initiated activities, both in and out of doors, helps children to achieve very well.
- In Years 1 to 6 teaching in English is very good.
- Teachers use literacy very effectively, and numeracy and ICT well throughout the curriculum.
- The good emphasis on practical activities and effective support from teaching assistants ensures that all pupils do well.
- Assessment systems are very effective in English, mathematics and science but in other subjects the approach is inconsistent.

Commentary

14. Staff are good at motivating pupils. They give clear instructions and offer helpful suggestions and encouragement. As a result pupils know what to do and behave extremely well. Adults' effective use of questions encourages pupils to think and talk about what they are doing. The regular use of 'thinking partners' provides a very good starting point for pupils to develop their ideas before expressing them orally before committing them to paper.
15. Teaching is very effective in the nursery and reception classes. All staff create a positive learning environment in which children settle quickly and are keen to learn. They organise the classrooms, outdoor areas, and resources very well so that children can make choices and be independent. Timetables are sensibly planned to give a good balance between activities led by staff and those initiated by children. This enables children to gain new skills, the confidence to work with others and the opportunity to learn through their own interests. The teaching of literacy and numeracy skills is well-integrated into routines and planned activities.
16. Teaching in Years 1 to 6 is good and in English, it is a strength of the school's work. Teaching is underpinned by good levels of subject knowledge and expertise. Lessons are well-planned and structured and generally maintain a good pace. All the pupils spoken to said that lessons are interesting and fun. It is clear that the stimulating learning environment and teachers' creative ideas capture pupils' imaginations and sustain their interest well. The combination of a strong emphasis on developing basic skills in English, mathematics and science with a good degree of practical experiences ensures that pupils achieve consistently well. Pupils with special needs make very rapid progress in English when they are taught in a small group by a support teacher. ICT is also used effectively to reinforce pupils' understanding in the core subjects and to support learning across the curriculum. Teaching assistants provide effective support because they have a clear understanding of what they are to do and what pupils should learn. When teaching was less effective, lessons tended to be 'safe' rather than very interesting. Occasionally these lessons lacked pace and were more heavily teacher directed.
17. Assessment procedures are very good in the nursery, reception classes, for pupils with special needs and in the core subjects in Years 1 to 6. They are based on a comprehensive and systematic approach. Children's basic skills are assessed on entry to the nursery and progress is rigorously tracked. Appropriate targets are set for children as they enter Year 1. In Years 1 to 6, class teachers, the co-ordinators of English, mathematics and science and senior staff carefully analyse pupils' progress by gender and ability groups. All pupils have clear learning targets in core areas and staff regularly remind them about what they need to do to improve. In other areas, the approach to assessment is inconsistent and the co-ordinators do not have a

clear, well-substantiated view of how well pupils are doing. The school has identified this and is taking steps to address the imbalance.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	17 (29%)	27 (46%)	12 (21%)	1 (2 %)	0	0

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

The curriculum

The curriculum is good overall and is very well enhanced by enrichment activities. The school's accommodation and resources are very good overall.

Main strengths and weaknesses

- The curriculum for pupils with special needs is very good.
- Enrichment activities enhance provision very well, particularly in sport and music.
- There are limited extra-curricular opportunities for the younger pupils in Years 1 and 2.
- Toilet facilities in the nursery and reception classes are inadequate.

Commentary

18. The school provides a broad and well-balanced curriculum which meets statutory requirements. The curriculum for the youngest children is varied, provides a broad range of experiences both in and out of doors and very effectively promotes the skills which help children to do well later in the school. High priority is given to developing children's personal, social, literacy and numeracy skills through routines and planned activities. This is well-balanced with good opportunities to investigate, to be creative and to develop physical skills.

19. Provision for pupils with special needs is very good. In the nursery and reception classes, children thrive in the purposeful atmosphere. Throughout the school all children have full access to the curriculum and are well-supported by teaching assistants, particularly when carrying out independent work. Individual learning plans are clear, well-structured and appropriately identify small steps for learning. The provision for gifted and talented children is good overall. It is very good for gifted mathematicians and talented musicians.

20. There is a broad range of educational visits to support all pupils' learning. Equally, the diverse range of visitors contributes greatly to pupils' experiences and reflects well-thought through opportunities. For instance, the drummer from the rock music band, Status Quo, provided pupils with a memorable opportunity to hear his drum performance and have a go on the kit themselves! The combination of such activities ensures that the pupils' curriculum incorporates good opportunities for creative, imaginative experiences.

21. Activities for sport and music enrich the curriculum very well and this makes a valuable contribution to pupils' personal, social and cultural development. Pupils benefit greatly from a broad range of activities which support and enrich their learning. Many musical activities during the school day include orchestra, jazz club, choir and musical instrument tuition from peripatetic teachers. The equally broad curriculum for sport includes lacrosse, 'kwik' cricket, rugby skills, soccer and tennis. However, the majority of the extra-curricular activities are for older pupils and the range of opportunities for younger pupils is limited.

22. Accommodation and resources are very well-organised. Resources are attractively displayed to create a stimulating and supportive learning environment. In the nursery and reception classes, resources are sensibly organised to allow children choice and independence. Here, the accommodation is good, with the exception of the toilet facilities. These are inadequate in the reception classes and in a poor condition in the nursery. The school has been unsuccessful in its bid for a grant to upgrade these facilities. A new staffroom provides good opportunities for all staff to gather, and an ICT suite and technology work-room have also improved the school's provision. The extensive grounds, still in the process of being developed, are used well to support learning.

Care, guidance and support

Care, guidance and support for pupils are excellent. Pupils are actively encouraged to be involved in the school's work.

Main strengths and weaknesses

- Very good relationships between staff, children and parents underpin the high quality of care.
- Excellent initiatives through the school council have had a significant impact on the quality of care shown between pupils.

Commentary

23. All pupils are very well cared for because there are rigorous systems in place to monitor pupils' personal progress and to ensure their welfare. Child protection procedures are known and followed and good care is evident in matters relating to accidents and first aid. Risk assessments are carried out regularly and swift action is taken when necessary.

24. Staff establish very good relationships with pupils right from the start. Pupils feel well-supported and know who to turn to for help. Pupils say that adults "*Make lessons and playtime as much fun as they can be*". Pupils' ideas, views and concerns are taken seriously through the school council and this has led to clear improvements in playtimes. For instance, the playgrounds have been 'zoned' to provide areas for sitting quietly, playing chess and for sport. As a result playtime is a more positive experience with few instances of aggressive behaviour. Older pupils are provided with meaningful opportunities to show responsibility and care for younger pupils. This creates new friendships and also a strong climate of mutual respect and tolerance.

Partnership with parents, other schools and the community

The school's partnerships with parents, other schools and colleges are outstanding.

Partnerships with the wider community are very good.

Main strengths and weaknesses

- Parents and the school work together in an equal partnership that greatly benefits the pupils.
- Information for parents is of very high quality.
- The school's commitment to teacher training and professional development for teachers in neighbouring schools is outstanding and has major benefits for its own pupils.

Commentary

25. The school works very closely with parents and carers and the very great majority, including parents of children whose abilities and needs differ widely, are full of praise for the school and the opportunities that it provides for their children. Administrative staff are unfailingly polite and welcoming to parents. At either end of the day, teachers and the headteacher, make themselves easily available and this means that small concerns can often be dealt with before they fester.

26. In partnership with parents, the school has developed clear procedures for sharing views and raising concerns. A recent suggestion dropped into a parents' 'listening box' has led to informative, timely newsletters. The school keeps parents abreast of events. It also outlines what pupils will be learning in the coming year and shares targets for development. Pupils' end of year reports are of very high quality as is the information provided for parents at the termly consultation meetings about their children's progress. Many parents volunteer to help in school on a regular basis and the vast majority support their children's work at home.
27. The headteacher has created excellent partnerships beyond the school. The school is highly influential in the dissemination of its work locally and nationally and, through its partnership in teacher training with the University of Hertfordshire. The headteacher has provided valued training relating to some of the school's strengths including boys' motivation and achievement; writing; tracking pupils' achievement in core subjects; building a positive ethos and leadership.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher is highly effective. The governors, leadership team and managers enable the school to be successful in achieving very high standards and consistently good achievement in pupils' learning. This has led to a deservedly high reputation with parents and the local community.

Main strengths and weaknesses

- Governance of the school is very good.
- The highly effective leadership of the headteacher is well-supported by senior managers.
- The day-to-day management of the school is very effective.
- The provision for the youngest children, English, special needs, and music are very well led.
- Self-evaluation in core subjects and for special needs is good, but in other areas, staff have not yet developed a consistent approach to evaluating pupils' achievements.

Commentary

28. The governing body has a very good understanding of its role and makes a valuable contribution to school improvement. It fulfils all its statutory duties well and is succeeding in its goal of creating an inclusive school with a broad and rich curriculum. The school's strategic development has been very successful; it is significantly influenced by the governing body which closely monitors the school's work and properly holds the school to account. The governors provide very good levels of support and challenge. They work in genuine partnership with the school to seek and respond to the views of the whole school community.
29. The headteacher has a clear vision for the school which has resulted in innovative practice, improved provision and the maintenance of very high standards. She has greatly influenced the curriculum and teaching and is an excellent role model. She has a high profile in all aspects of school life and is very well regarded by staff, parents, the local education authority and local schools. The headteacher is reflective and responds thoughtfully and quickly to resolve issues and meet needs. Her work is characterised by effective, respectful relationships.
30. The leadership of key staff is good overall. The leadership team works well together and has created effective teams across the school. There is effective delegation of responsibilities. Communication within and between teams is good and the staff are committed to leading an equitable and inclusive school. The senior staff provide good role models for other staff and pupils. They are hardworking and positive in their relationships.
31. Management overall is good. The school has a well-defined management structure and the roles and responsibilities of staff are clear. It is very well-organised on a day-to-day basis, systems

are effective and smooth running and there is real attention to detail. Performance management is well-established. Individuals' targets contribute effectively to school improvement and build capacity for leadership. Staff training is systematic and thorough and is linked well to priorities for improvement. The procedures for the induction of new staff are helpful and newcomers feel valued. Financial management is very thorough. The governors and headteacher carefully check expenditure against that of similar schools and are looking at the value provided through such investments as the new ICT suite.

32. The process of self-evaluation involves the whole school community and the accurate analysis and interpretation of data. It follows a very useful format and overall, the outcomes determine the priorities for the main school improvement plan. The work of the coordinators of English, special needs, music and of the provision for the youngest children, makes a significant contribution to the school's very high standards. In mathematics and science the co-ordination is good. In these areas, the school's procedures for monitoring and review are good. They are thorough, well-established and systematic in evaluating pupils' achievements and the standards they reach. The impact of the school's intervention is clear and accurately identifies what needs to be done.
33. Several co-ordinators of the foundation subjects are new to their role. They are starting to make an impact but their evaluations are at an earlier stage. Whilst their evaluation is sound overall, and generally pinpoints priorities, it does not always focus clearly enough on how intended actions will lead to improvements in learning. The teaching staff collect information about how well pupils are doing in foundation subjects but this is not always summarised succinctly to give a clear picture of the achievement of different groups. The school has already recognised that this is an area for development and is taking appropriate action.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,029,804.57	Balance from previous year	42,655
Total expenditure	1,026,118.78	Balance carried forward to the next	46,341
Expenditure per pupil	2,155.71		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The very good provision in the nursery and reception classes has been maintained since the last inspection. Teaching is very effective and children achieve well. In their personal, social and emotional development, communication, language and literacy, physical development and the aspects of knowledge and understanding of the world that lay the foundations for later science, the majority are likely to attain standards well above the expected levels. In all other areas children are on course to exceed the expected standards for their ages.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children feel secure and valued and behave well because staff are friendly and supportive.
- They develop confidence, independence and learn to get on with others very well.

Commentary

34. Teaching is very good and children achieve very well. The positive attitudes they develop underpin their very good achievements later on in the school. Staff build warm and trusting relationships with children and their parents. This helps children to settle quickly and to do well. Children behave extremely well because staff manage them skilfully and unobtrusively. They respond quickly and positively to requests for 'thumbs up' or to directions to 'put on your listening ears' to gain attention or move on to the next task. Fundamental to the teaching, is the skilful way in which staff promote consideration for others. As a result children are polite, share, take turns and co-operate, for instance when they played in the reception class 'restaurant'.
35. The effective combination of well-established routines, good organisation and carefully targeted support enables children to quickly develop a high level of confidence and independence. They sustain interest in their activities because these are carefully planned, stimulating and varied. The high expectations from staff mean that children learn to concentrate and take a pride in their work. For example, in the nursery, children complete complex puzzles, while reception class children persevere with difficult tasks such as cutting out intricate shapes.

COMMUNICATION, LANGUAGE AND LITERACY

Communication, language and literacy

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

Main strengths and weaknesses

- Communication skills are promoted very well.
- The carefully planned approach to the teaching of reading and writing lays the foundations for children's very good achievements in English in Years 1 to 6.

Commentary

36. This is another strong area of provision because teaching is very good. Very good emphasis is given to developing children's speaking and listening skills. Staff set a good example by valuing what they say. This means that children are taught to listen carefully in conversations, as well as to instructions and stories. Staff questions require children to think, talk about themselves, and explain what they are doing. In 'show and tell' sessions, reception class children become confident enough to speak in front of a large group as they tell their classmates about their 'work' or items brought from home.
37. The approach to early literacy prepares children very well for later work in Years 1 to 6. A careful focus on stories ensures that children are interested in books. Nursery children enjoy listening to stories and browsing through the good range of literature. Focused activities enable the majority of children to recognise a few simple words, as well as the names and sounds of letters. In the reception class, children are carefully taught about spelling patterns and grammar. They are encouraged to use their developing skills to read books from the graded reading scheme and to write independently. More capable children tackle unknown words with confidence and are beginning to read fluently and with expression. Handwriting is taught very well and as a result, children's writing is easy to read and includes well-formed letters and, in some cases, punctuation. Staff provide children with very good opportunities to write for different purposes, for example to record their news and place orders in the restaurant.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **good**.

Main strengths and weaknesses

- High priority is given to teaching children to count reliably, and to recognise and write numbers correctly.
- Staff use the correct vocabulary to help children understand mathematical ideas.

Commentary

38. Teaching is good. In the nursery, children are taught to count, recognise and order numbers at least to 10. They are introduced to the right order of numbers at an early stage and are shown how to sort objects into sets. With careful teaching they develop a good understanding of concepts relating to 'more than' and 'less than'. In the reception classes, there is dedicated time each day for numeracy teaching when children work in small groups with an adult. Staff organise numerous games to encourage children to count confidently with larger numbers beyond 20 and to add and subtract. Through regular, practical activities they are generally taught well to recognise coins and to appreciate their comparative values. Staff reinforce their developing understanding securely by encouraging them to 'buy' items from the class 'shop'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good overall**

Main strengths and weaknesses

- A well-balanced range of practical experiences promotes children's sense of enquiry effectively particularly in aspects of early science work.
- Teaching in the ICT suite supports children's learning well although opportunities to consolidate effective learning in ICT are not always followed through.

Commentary

39. Teaching is good and children achieve well. Investigative activities are interesting and build well on children's natural curiosity. For example, staff encourage nursery children to study the effects of heat on ice, and jelly, as cubes dissolve. Adults develop their interest in the natural world well by providing children with resources like magnifying glasses to examine the features of different types of fruit and vegetables. In reception classes, children are shown how to test materials to find out which are the most waterproof and they are taught to record their results. Outdoors, they experiment successfully with sand and water. Cooking activities often feature, linking aspects of mathematical development well with children's developing understanding of the world around them.
40. Staff provide good opportunities for children to develop their designing and making skills through such activities as making greetings cards and by constructing models from manufactured building sets. Overall, taught activities and independent learning enable children to develop good ICT skills. For instance, in the nursery, children skilfully used the *Paint* program to draw imaginary maps to the seaside. In the reception classes, the effective teaching in the ICT suite enables children to develop their skills to a good level. Children are introduced to programs in the suite which support their learning in other areas like mathematics. However, these are not always immediately available in the classroom and consequently there are a few missed opportunities to consolidate learning. Effective teaching helps children to develop a good sense of time and place. Carefully planned activities encourage the younger children to sequence photographs of themselves as babies and toddlers and to consider what they want to be when they grow up. Well-thought through opportunities for good quality role-play in the 'restaurant' and 'shop' give children the chance to act out the roles of people in the local community and enhance their understanding of common features of the area in which they live.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children excel in this area because staff provide high quality opportunities to develop their coordination.

Commentary

41. Teaching is very good and children achieve very well. Indoor activities are carefully planned. In a very well-organised lesson, nursery children responded positively to the teacher's high expectations. After a good warm-up session, they were able to demonstrate their advanced levels of agility as they climbed ladders and balanced on benches. They were given good encouragement to set their own challenges, jumping from stools of varying heights and landing safely. Such activities are complemented in the well-organised and equipped outdoor area where children are free to run and jump. This significantly increases their confidence and co-ordination. Timely intervention by staff helps children to become skilful at jumping from one 'stepping stone' to another and in swinging from bars. Very young children learn to manoeuvre tricycles, scooters and carts with ease. Many opportunities for them to use small pieces of equipment mean that they become dexterous at using pencils, paintbrushes and scissors.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are taught to sing very well.
- Staff are good at encouraging children to be creative and use their imagination.

Commentary

42. Teaching is good and children achieve well. They are taught a good repertoire of songs and younger children enjoy accompanying singing with percussion instruments. Reception class teachers successfully help children to sing in tune and show how the voice can be adapted to a particular style or rhythm. Children greatly enjoy copying them and sing very well.
43. The well-structured outdoor activities encourage children to use their imagination to develop story ideas with their friends. In the classroom, they play enthusiastically in the role-play areas, with small world equipment such as dolls' houses and farms. They confidently assume different roles, particularly when staff join in with their play and intervene at the right time to extend their thinking. Staff provide children with plenty of good opportunities to express their ideas and use their imagination when they draw, paint, print and create pictures with different materials. They are carefully introduced to techniques such as printing and collage. On the whole, this work is more frequent than activities which entail the creation of large structures.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching is very good, provides a very clear focus on basic skills, and pupils achieve very high standards.
- The provision for developing speaking and listening skills is a strength.
- The careful focus on writing has led to clear improvements since the last inspection.
- English is very effectively led and managed.

Commentary

44. Standards are very high and have been maintained since the last inspection. This is confirmed by the results in national tests. Those with special needs are particularly well supported in English, make very good progress and only a handful are unsuccessful in reaching at least average standards. The two co-ordinators keep a careful eye on data and provide a good interpretation of pupils' test results. Teachers' very good emphasis on developing speaking and listening skills, leads to high achievement for the majority of pupils. Regular opportunities to develop these skills are enhanced by role-play and dramatic productions, which in the past have included *'The Pirates of Penzance'* and *'Titanic'*. In Years 1 and 2, teachers carefully plan speaking and listening sessions through 'show and tell' time. These sessions are informal to start with and enable pupils to build their confidence very well. Older pupils are successfully encouraged to develop their speaking skills by preparing timed talks on a subject of their choice. All this hard work successfully comes together in the form of a competition for the annual 'Speech Cup'.
45. Teaching and learning in English are underpinned by pupils' very good attitudes and interest in the subject, teachers' good levels of subject knowledge and the highly effective leadership and management. Teaching takes good account of the Government's national strategy and is characterised by careful planning, well-structured lessons, clear, explicit instructions, effective questioning and a good match of tasks to pupils' abilities. The introduction of criteria for assessing written work has been a significant influence in improving the quality of teaching and pupils' learning. This is another successful aspect of the school's work, disseminated to local schools. Half-termly assessments are 'levelled' by reference to the criteria and progress is scrupulously tracked and monitored. Teachers share improvement targets with pupils. Overall, marking is helpful and pupils remarked on the usefulness of teachers' written comments.

46. In their reading pupils maintain very good progress and reach very high standards. Pupils love to read, have very positive attitudes and the majority are supported well at home. In Year 2, pupils of different abilities pay good attention to punctuation and use a variety of cues to recognise words. They are taught well to use phonic cues and to break words into syllables. Fluent readers in Year 2 read expressively and show intense interest in their books, discussing the story-line and characters with ease. In Year 6, pupils show a perceptive understanding about the motivation of characters, select details from the text and can offer their own opinions, comparing what they have read with other books. There is a good level of books around the school and this represents an improvement since the last inspection.
47. Standards in writing have risen since the last inspection and are very high. The improvement is due to very effective leadership and management of the subject which has brought about a careful focus on writing as a priority for improvement. Standards in writing began to improve when teachers' intense focus was switched from narrative to non-narrative writing in a range of different genres. Senior staff trained teachers to focus more on non-fiction texts, find quirky, interesting subjects that engage and motivate boys as well as girls and, provide very good opportunities to write for a purpose in different genres. This, together with the introduction of writing 'frames' to provide pupils with a clear structure for their work has had the most impact on improving standards. Pupils really enjoy writing and feel that levels of challenge are 'just right'. Extended pieces of work like *'The Diary of Hannah Coggan'* by Year 6 pupils demonstrate maturity and high levels of skill. Handwriting from pupils of all abilities is of a high standard in Year 6. Overall, in Year 2 work is well-presented and handwriting books show that pupils are being carefully taught to form letters correctly. However, there is an inconsistent use of cursive script in other work.

Language and literacy across the curriculum

48. Literacy is used very well to support learning across the curriculum. The regular use of talking partners across all subjects throughout the school gives high priority to speaking *and* listening skills and ensures that pupils do very well. The careful focus on developing reading skills supports pupils very well in their work in other subjects, particularly in terms of information gathering. Opportunities for writing in different forms are developed well across other subjects.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are very high and pupils achieve well.
- Teachers successfully use practical activities and investigations to encourage sharing of ideas.
- Provision for gifted mathematicians and pupils with special needs is very good.

Commentary

49. The school's results in national tests show that standards in mathematics are well above average. Inspection findings show a similar picture and pupils achieve well throughout the school. The co-ordination of mathematics is good. There is a very thorough analysis of data and new developments to the curriculum and assessment. This has contributed to very high standards in mathematics being maintained since the previous inspection.
50. In Year 2, pupils learn to use numbers quickly and these skills are developed very well. The majority of pupils have a good vocabulary to describe and explain their work in mathematics. They can accurately add three digit and two digit numbers together, calculate answers to the five times table and use the appropriate notation to record their work. The most able pupils recall their

two, three, four, five and ten times table quickly and recognise that multiples of ten end in zero. A very small minority of pupils are working just below the expected level and these pupils are well-supported by adults. In Year 6, most pupils are working well above the highest level. They can use and apply their knowledge of proportion and fractions to both devise and solve problems and the majority can quickly convert a proportion to the simplest fraction and convert fractions to decimals. Pupils apply their prior mathematical knowledge well and demonstrate a very good understanding of their work.

51. The quality of teaching and learning is good and consequently pupils make good progress. They enjoy their numeracy lessons and are enthusiastic about the level of challenge. Teachers have good subject knowledge and are well supported by classroom assistants. The school's emphasis on practical activity and on using and applying mathematics contributes effectively to the high standards. Activities give pupils opportunities to extend their work and be creative. Paired and group work enables the pupils to explore and rehearse their thinking and provides good opportunities to consolidate their use of mathematical language. Pupils with special needs are particularly well-supported by teaching assistants, especially when working independently. The most able pupils are usually well-challenged and a few gifted Year 6 mathematicians are very well catered for by master classes at a nearby school. Self-assessment by pupils is well-used to inform teachers about pupils' confidence and understanding. Marking is thorough and at its best moves pupils forward in their learning. The very brief time spent on 'early morning' mathematics is not always well-used.

Mathematics across the curriculum

52. Numeracy is used well to support other areas of the curriculum. The pupils' number skills are used well in design and technology, for instance when they carefully designed shelters in Year 6. Displays demonstrate good links in art for work on symmetry and this has been reinforced in physical education. Graphs are employed in many subjects particularly ICT and science.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Pupils achieve well in science as a result of good teaching and reach very high standards.
- There is a good emphasis on developing pupils' enquiry skills through investigations and practical tasks.
- Teachers encourage pupils to use scientific vocabulary when explaining their findings.
- Marking does not always help pupils to see how to improve their work.

Commentary

53. Standards are above average in Year 2 and well above average in Year 6. High standards have been maintained since the previous inspection and pupils achieve well. In 2003, teacher assessments in Year 2 showed a decline from the previous year. However, this reflected an unusually high number of pupils with special needs and higher attaining pupils reached well above average standards. National test results in Year 6 in 2003 showed that pupils reached exceptionally high standards. Pupils are enthusiastic about science, particularly enjoy the practical activities and are keen to discuss their work. Year 2 pupils talk about their work on seeds and plant growth and explain their detailed observational drawings. Pupils in Years 5 and 6 have a good depth of knowledge and understanding and this is leading to the very high standards. Year 5 pupils can provide a good explanation of air resistance and drag when describing their tests with parachutes. Year 6 pupils are able to describe in detail how sieving, filtration and evaporation could be used to separate a mixture of water, sand and pebbles.

54. Teaching is good overall. Very effective planning shows a good focus on key scientific vocabulary and practical activities. Lessons build systematically on the pupils' prior knowledge. The best teaching shows a good balance of direct teaching and practical activity, timely, well-phrased questions and explanations which extend learning well. Here, pupils are given good opportunities to reflect, respond and discuss their work and staff use assessment well to monitor pupils' progress during the lesson. Where teaching is less successful the work is not as interesting and the pace slows. The approach to marking does not always provide pupils with a clear view of what they need to do to improve their work.
55. The subject is well led. The co-ordinators are enthusiastic, knowledgeable about their subject and committed to further improving pupils' achievement. Very good use is made of assessment to monitor pupils' progress and to set targets for attainment. The school has analysed data to identify the areas of science that pupils find more difficult and is taking appropriate action to raise standards in these areas. For example, in Years 2 and 3, senior staff are carefully monitoring pupils' progress in work related to materials and their properties.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for ICT is **good**.

Main strengths and weaknesses

- Teachers use the ICT suite well and are ably supported by a skilled technician.
- ICT is integrated well with other subject areas and enables all pupils to participate and succeed.
- Improvement is needed to aspects of assessment in order to raise standards further.

Commentary

56. Pupils reach good standards and achieve well. Since the last inspection, this represents an improvement of standards in Year 2; standards have been maintained in Year 6. Pupils in Year 2 use word processing and research skills well to support work in other subjects. Older pupils frequently use the internet to conduct research and can organise information in a variety of forms to improve its accessibility. They use Power Point very effectively, for example, to present their own coloured leaflets and research projects. The provision for pupils with special educational needs is strong. Extra tuition and specialist hardware and software enable these pupils to access the curriculum, improve the presentation of their work and consolidate and improve their basic skills.
57. Teaching is good and has several strengths. The investment in an ICT suite has had a good impact on pupils' learning. Whole class teaching takes place through a system which allows the adult to control all the computers for demonstration purposes; this is very effective. There is a worthwhile emphasis on pupils making choices in their work and on increasing the pupils' knowledge and skills incrementally as problems arise. The provision of a skilled and knowledgeable technician, who works with the class teacher and leads, as well as supports, in lessons, is making a significant contribution to raising standards.
58. Planning for ICT is effective and takes good account of prior learning. Assessment in lessons is good because the staff monitor the pupils' progress well and intervene in a timely way. However, the assessment systems are not yet refined enough to enable pupils' progress to be rigorously tracked. The school is aware of this and there is a new assessment schedule being developed. The staff make good use of ICT for administration purposes, assessment in core subjects and special needs, planning and display.
59. The coordinator for ICT is new to the role and has made a good start. The governor with responsibility for ICT is very supportive and ensures that there is a proper emphasis on getting the best value in the purchase of hardware and software.

Information and communication technology across the curriculum

60. The successful integration of ICT into the work of other subjects makes a significant contribution to learning. For example, Year 3 pupils used a simple picture programme to illustrate their word processed poems, while pupils in Year 6 have imported realistic images from the internet to powerfully support newspaper stories.

HUMANITIES

History and geography

61. There was insufficient evidence to come to an overall judgement about provision in history and geography. No lessons were observed in history and one was observed in geography. The work seen in both subjects is of a broadly average standard, with some good work where there has been a clear focus on what pupils should learn from their enquiries. Overall, the requirements of the National Curriculum are securely met.

62. In **geography** work in Year 1, there are some very well-written diary extracts which reflect a thoughtful understanding of Captain Scott's feelings about what the Antarctic was like when he made his famous trip. In Year 2, as part of their work on islands, pupils have produced good quality letters asking Katie Morag about her life on the Isle of Struay. In their letters, pupils make accurate reference to geographical features. In **history**, Year 4 pupils have written diary extracts on Children in Wartime Britain demonstrating a good understanding of what children went through during the Second World War. In Year 6, pupils have combined historical and geographical knowledge well in their work on Native Americans. Their work is detailed, accurate and well-presented.

63. History and geography are taught within topics that integrate other subjects well. The co-ordinators are enthusiastic and committed to making learning in their subject enjoyable. A new format to support co-ordinators in evaluating their subjects has recently been introduced but is still at an early stage of development and does not yet provide a clear view of the standards achieved by pupils. Assessment procedures are not yet being used systematically in these subjects to help improve pupils' achievement.

Religious education

64. Insufficient evidence was available to support overall judgements about provision for **religious education**. One lesson and three acts of collective worship were observed. Other evidence was gathered by examining pupils' work, reviewing the school's planning and self-evaluation information and, by talking to teachers. Standards seen are in line with the Hertfordshire Agreed Syllabus for Religious Education, which is being systematically introduced to replace the existing scheme. In the lesson seen, pupils displayed positive attitudes and made thoughtful comments in their discussion on precepts for living, as part of their work on Sikhism. Work by Year 6 pupils is carefully presented and indicates a sound knowledge and understanding of comparative religions. Written work by Year 2 pupils on Christianity, Hinduism, Islam and Judaism, has been enhanced by detailed illustrations and designs of, for example, prayer mats and symbols. Throughout the school there is a good range of attractive, interactive displays with questions and information to support learning in religious education.

65. Pupils' learning in religious education, and their cultural development, is enhanced by the diverse range of visitors who share their experiences with the pupils. For example, a parent has talked to Year 5 pupils about the Islamic faith. In Year 2, pupils constructed thoughtful questions when visited by the vicar from the local Anglican Church. Teaching and learning in religious education are underpinned very well by the school ethos and the extremely positive relationships. Collective worship enriches learning about religion. For example, after a Hindu priest led a collective worship about respect, pupils were given an opportunity to reflect on what they had

learnt from his visit and to record their views. The co-ordinators are enthusiastic, well-informed about their subject, have a clear overview of what is being taught and the resources available. However, evidence from pupils' work indicates that teaching makes insufficient use of assessment to raise levels of achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, art and design, and physical education

66. These subjects were sampled during the inspection, but not in sufficient detail to provide an overall judgement on provision. Three lessons were observed in design and technology, no lessons were seen in art and design. Two lessons and three extra-curricular clubs were seen in physical education.
67. In the **design and technology** good teaching was seen in Year 6 where pupils engaged animatedly in discussion to evaluate aspects of the function and appearance of slippers. Effective use was made of well-phrased questions to challenge thinking and further develop pupils' understanding. When teaching was less effective, the tasks lacked challenge and pupils spent a little too long listening to the teacher.
68. Standards of the work seen are broadly average. The Year 6 pupils' work on masks indicates that they know how to select and combine different materials and are able to make well-finished products from their designs. The penguin models made by Year 1 pupils as part of their work on the Antarctic are finished to a good standard. Pupils' work and teachers' planning show that the requirements of the National Curriculum are securely met. Teaching is effectively planned to make the work enjoyable and to engage and sustain pupils' interest. There is a good emphasis on practical activity and the acquisition of key skills. Enrichment activities extend the learning well and entry to competitions helps to develop pupils' enthusiasm for the subject. The subject co-ordinators are keen and have a sound overview of their area. Work in the subject contributed securely to the award of the *'Healthy School's Accreditation'* in September 2003. New resources have been purchased and a room designated for design and technology to further improve learning. The school recognises the need to evaluate the use and impact of this new resource once it has become well-established, in order to raise standards.
69. The work seen indicates that standards in **art and design** are good across the school. Some of the work is of a very good standard. All pupils are given a broad experience of two and three dimensional art, including access to high quality artefacts. They have good opportunities to study the work of famous artists, in order to understand their use of style and technique and good progress is evident. Class teachers make exceptional efforts to display the pupils' work to best effect and art is well-used to support and develop work in other subjects. The co-ordinators are enthusiastic advocates of art, who work hard to promote the profile of the subject and maximise pupil participation.
70. The standards seen in **physical education (PE)**, lessons and during extra-curricular activities are good overall. The pupils in Year 3 showed in a very well-taught dance lesson, that they have particularly good control. Their ability to create moves to music is impressive. They successfully evaluated each others' work and made good suggestions for improvement. Similarly, in extra-curricular games the pupils demonstrated that they have good ball control in football and netball.
71. The pupils enjoy PE and behave very well during lessons. The teachers' attention to health and safety is excellent and their efficient management and organisation of the pupils and equipment maximises the use of time. The provision of additional coaches to supplement and extend the school's expertise in PE provides a rich and varied programme of study and contributes to high standards. Appropriate provision for swimming is made for all pupils in Years 3 to 4. The co-ordinators are very enthusiastic and committed. They are aware that in order to maximise progress, gaps in assessment and self-evaluation procedures must be addressed.

MUSIC

Provision for music is **very good** and a strength of the school. It includes a wide range of high quality extra-curricular activities provided by the school for all pupils, and a high number of private lessons in instrument tuition.

Main strengths and weaknesses

- Pupils reach very high standards and achieve very well.
- Highly effective subject leadership leads to excellent levels of participation.
- Excellent enrichment opportunities are integral to the school's provision.

Commentary

72. A large number of children enter the school with a good knowledge of music and the school builds well on this. By the end of Year 6, standards in singing, instrument playing, reading musical notation and composing are well above those expected. More than one third of the school have weekly instrumental tuition. They also participate in the choir and orchestras and the standards achieved in these sessions are very high. Pupils in the school choir sing scores with accuracy, gusto and some finesse. The standard of their singing is enhanced by their ability to read and discuss musical notation and, by the impetus provided by a forthcoming performance. A small group of pupils seen having clarinet tuition made clear progress as they listened very carefully and paid great attention to their sheet music in order to improve and refine their playing. The provision for pupils who are gifted and talented in music is very good and a small minority of pupils reach exceptionally high standards.

73. The quality of teaching and learning in music is good in lessons and very good in the enrichment activities. A good number of staff have high levels of subject knowledge and this contributes very well to pupils' high achievement by the end of Year 6. The resources for music are good. In tuition, choir and orchestra the quality of adult feedback is very good and this effectively improves pupils' performance. The co-ordinators for music are excellent at promoting their subject and at managing and organising the vast enrichment programme which leads to such high standards. Their work is ably supported by other staff. Music is used well to support and extend work in a range of other subjects and there is a good emphasis on music from other cultures and traditions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The programme for personal, social and health education is **very good**.

Main strengths and weaknesses

- The programme is well-integrated into the curriculum and enriches pupils' experiences.

Commentary

74. Older pupils are introduced carefully to such social issues as drug and alcohol abuse and these are sensitively discussed. The introduction of journals provides pupils with good opportunities to reflect on issues of concern to them. Pupils' sense of what it means to be a good citizen within the community is developed very well by such initiatives as the buddy scheme and the school council. Initiatives beyond the school involve pupils well in the wider community. Older pupils are working with a large construction company to look at safety near building sites. All pupils are actively involved in raising funds for such charities as Weymouth Lifeboats, Shelter and the British Heart Foundation. The Healthy Schools initiative helps pupils to reflect carefully on their eating habits and the benefits of physical exercise and is integrated well into other subjects. The co-ordinators have made a good start in evaluating the effectiveness of the programme and are clear about what needs to be done.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
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).