

# INSPECTION REPORT

## **BARROW HEDGES PRIMARY SCHOOL**

Carshalton

LEA area: Sutton

Unique reference number: 102959

Headteacher: Mrs J Toulson

Lead inspector: Mrs M Summers

Dates of inspection: 20-22 September 2004

Inspection number: 266375

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:	430
School address:	Harbury Road Carshalton Surrey
Postcode:	SM5 4LA
Telephone number:	020 8643 4428
Fax number:	020 8643 2269
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A Myerscough
Date of previous inspection:	24 May 1999

## **CHARACTERISTICS OF THE SCHOOL**

This large school caters for 483 pupils between three and 11 years of age. Fifty-two children attend the nursery part-time. There are 30 more girls than boys in the school. This gender imbalance is especially noticeable in Years 1, 3 and 4. The school is heavily oversubscribed and most pupils remain at the school for their entire primary school career. Most come from fairly privileged backgrounds and less than five per cent are entitled to free school meals, a figure which is much lower than in most schools. Pupils are predominantly from White British backgrounds, although many other ethnic backgrounds are represented in smaller numbers. Only four pupils are in the early stages of learning English. The numbers of pupils having special educational needs or statements of special educational need are much lower than in most schools of this size. Pupils on the special needs register have a range of needs, from speech and communication difficulties to dyslexia and physical problems. Most pupils start school at levels which are above those expected for their age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	Science, Music, Physical education.
9977	Fran Luke	Lay inspector	
19774	Maura Docherty	Team inspector	Foundation Stage, Art and design, Design and technology, English as an additional language.
23805	Margaret Lygoe	Team inspector	English, Religious education, Geography. History.
25787	Edmond Morris	Team inspector	Mathematics, Information and communication technology, Special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Barrow Hedges Primary is a **good** and effective school. Despite a period of high staff turnover, pupils continue to achieve well. The school is led and managed very well and this has brought about many improvements over the past two years. The good quality of teaching and learning found at the last inspection has been maintained. Teachers are determined to do the best they can for their pupils. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The quality of teaching and learning is good and the vast majority of pupils achieve well. Assessment procedures are very good and teachers use information very well to provide appropriate work to meet pupils' individual needs.
- Children get a good start to their education in the Foundation Stage. They quickly settle into school and really enjoy all the experiences offered.
- The headteacher and governors provide outstanding leadership to the school's work. Senior managers play a significant role in the successful management of the school.
- Pupils are well supported in their personal development and become confident, enthusiastic and interested learners. They participate keenly in the excellent range of activities on offer outside the school day.
- The curriculum is very well planned and subjects are linked in such a way as to make learning stimulating and exciting for the pupils.
- Standards in information and communication technology are not as high as in other subjects.
- A very few pupils with significant emotional and behavioural needs are not well managed and sometimes this affects their own learning and that of other pupils.

The school's improvement since the last inspection in May 1999 is very good. Standards continue to be well above average and the quality of teaching and learning remains good, despite the high turnover of teachers in the past few years. All the key issues identified by the last inspection have been addressed successfully.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	A	A
mathematics	A	A	A*	A
science	B	B	A	A

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

Pupils' achievement is **good**. Most children start in the nursery at levels which are above those expected for their age. Because of the good teaching and care they receive, they quickly settle in and become interested and enthusiastic learners. They achieve well, most reaching and some exceeding the Early Learning Goals in all aspects of their development.

Pupils in Year 2 achieve well. Virtually all the pupils in Year 2 reached nationally expected levels in 2004 in reading, writing, mathematics and science. Many more than in most schools reached the higher Level 3, especially in mathematics. Standards in Year 2 this year look likely to remain high. Provisional data suggests that standards in the 2004 national tests for Year 6 pupils were better than in 2003. Standards look likely to be well above average in English and science and in the top five per cent of schools in the country for mathematics. Standards in history and religious education are also

well above average in Year 6. Standards in information and communication technology are average in Years 2 and 6.

All groups achieve well, including the brightest pupils, those for whom English is an additional language and most of those with special educational needs. Very occasionally, however, achievement in lessons is affected by the poor behaviour of a few pupils who have significant emotional and behavioural needs. These pupils are not always managed well enough to ensure their behaviour does not impact on their own and others' learning.

Pupils' spiritual, moral and social developments are **good**. Cultural development is satisfactory. Pupils are very keen, confident and enthusiastic learners. The vast majority behave well, playing happily in the playground and working together co-operatively in class. Attendance and punctuality are very good and mean that pupils have full access to the school's good provision.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education for its pupils. Teaching and learning are **good** throughout the school. They are very good in the nursery and in Year 6. Teachers monitor the progress of their pupils really well and use this information to plan subsequent work at the correct levels to move the pupils on. They question pupils closely to make them think about their work. The homework set is particularly useful in helping pupils to consolidate what they have learned in school. Pupils respond well to all the learning opportunities provided by their teachers. They hand in their homework on time and put a great deal of effort into completing their tasks.

The curriculum is very well organised to make learning exciting and relevant to the pupils. Pupils are well cared for and feel happy and confident to come to school. Parents support the school and their children very well and this contributes significantly to pupils' good achievement. Links with the community are good and the school has satisfactory connections with neighbouring schools.

## **LEADERSHIP AND MANAGEMENT OF THE SCHOOL**

Leadership and management are **very good**. The headteacher provides excellent leadership and she is very ably supported by governors and senior staff. Subject leaders play an important part in developing provision and raising standards. The Foundation Stage is very well led and this is helping to forge stronger links between the nursery and Reception classes. A firmly established system of school review and evaluation involves the whole school community and ensures that weaknesses are identified and addressed successfully. The weaknesses identified by this inspection had already been identified by the school as priorities for improvement. There is a real commitment towards providing the very best possible provision for the pupils.

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

Parents are very happy with the way the school provides for their children. They say they always feel welcome and that their concerns are quickly and efficiently addressed. Pupils speak very highly of the school. They say that their views are listened to and that their opinions are valued and acted upon.

## **IMPROVEMENTS NEEDED**

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

- Develop more effective strategies to manage those pupils who have significant emotional and behavioural problems so that their achievement is consistently good and they do not disrupt others' learning.
- Raise standards in information and communication technology.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils achieve well at the school. Standards in English, mathematics and science are well above average in Years 2 and 6. Standards have been consistently high over the past few years. Children in the Foundation Stage achieve well. Most look likely to meet the Early Learning Goals by the end of the Reception year.

#### Main strengths and weaknesses

- The school has high expectations of its pupils so that they all achieve well, including those with special educational needs and those from ethnic minorities.
- Standards in history are above average in Year 2 and well above average in Year 6.
- Pupils across the school achieve well in religious education.
- Standards in information and communication technology are in line with expectations of pupils' ages but could be much higher.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2004*

Standards in:	School results	National results
reading	17.3 (17.2)	(15.7)
writing	16.5 (16.4)	(14.6)
mathematics	17.7 (17.6)	(16.3)

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

##### *Standards in national tests at the end of Year 6 – average point scores in 2004*

Standards in:	School results	National results
English	29.2 (28.4)	(26.8)
mathematics	30.1 (28.5)	(26.8)
science	31.1 (29.3)	(28.6)

*There were 65 pupils in the year group. Figures in brackets are for the previous year*

1. Children start school at levels which are above those expected for their age. Because of the careful provision made for them in the nursery and Reception classes, they quickly settle in and become active and enthusiastic learners. By the time they finish their Reception year, most meet the Early Learning Goals in all aspects of their development. A significant number exceed expectations for their age and this enables them to make a really positive start in Year 1.

2. Standards in reading, writing, mathematics and science are well above average in Year 2. Pupils achieve well because of the rich and varied programme of activities that is arranged for them and also because of the good quality of the teaching. They receive many opportunities to practise their literacy and numeracy skills and this develops their confidence and abilities to apply these skills in different subjects. Their good literacy skills plus their growing confidence contributes well to their achievement in other subjects. They reach above average levels for their age, for example, in history and religious education. They are able to express themselves thoughtfully and sensitively, consolidating their knowledge well through their written work.



3. Pupils in Year 6 gain consistently high standards in the national tests in English, mathematics and science. Particularly good achievement was seen in the most recent tests in 2004. National comparative figures have still to be published but the unconfirmed results suggest that standards will be well above average in English and science and in the top five per cent of schools in the country for mathematics. Even when compared with schools with a similar intake of pupils, achievement is good. Standards in religious education are above those expected in the locally agreed syllabus and standards in history are well above nationally expected levels. Pupils' interest and enthusiasm is kindled by a very well-organised curriculum, including extensive opportunities for practical work.

4. In the most recent national tests, virtually all the pupils in Years 2 and 6 reached the standards expected for their ages. A significant proportion reached higher levels in the tests, particularly the Year 6 pupils. This shows the school is catering well for the most able pupils and also those with special educational needs.

5. Pupils with special educational needs achieve well throughout the school. This is because their teachers plan work that is at an appropriate level to help move them on in their knowledge, skills and understanding. Individual learning plans are of a good quality with clear and attainable targets.

6. Children from minority ethnic groups achieve well. A small number of children are bi-lingual and are well supported in early English language acquisition because of the practical visual elements of the planned curriculum and very good support from staff. A significant number exceed nationally expected levels in the national tests in Years 2 and 6.

7. Standards in information and communication technology, whilst satisfactory, are not as strong as in other subjects. This is similar to the findings of the last inspection. Pupils' achievement could be much better. Although standards are no higher than in 1999, equipment and facilities are much improved. The school is right to identify this as one of its major points for development this year.

8. The good achievement of pupils owes much to the very high quality of leadership by the headteacher and senior managers. Their very effective management ensures that subject leaders, even those who are new and relatively inexperienced, have a significant impact on raising standards.

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

Pupils' attitudes, behaviour and personal development are very good. Pupils' spiritual, moral, social and cultural developments are good overall. Attendance and punctuality to school are very good.

### **Main strengths and weaknesses**

- Attendance and punctuality are very good. Pupils miss very few lessons.
- Pupils are extremely interested in all the activities provided for them both in and out of the classroom.
- Pupils form good relationships with each other and adults.
- Pupils' spiritual, moral and social developments are good.
- A very small number of pupils with emotional and behavioural difficulties occasionally disrupt their own and others' learning.

## Commentary

9. Pupils' very good attitudes, their eagerness to learn and good behaviour make for a positive atmosphere in the school. They work together well in class and show respect and thoughtfulness for others. Pupils are motivated to do their best, to participate and to help one another. They listen attentively in lessons and are keen to ask and answer questions. In the playgrounds they play well together, and in the dining hall there is a good social atmosphere. In lessons behaviour is generally good. However on occasion, the behaviour of a very few pupils is not so good and impacts on the learning of others. These pupils often have significant emotional and behavioural needs and teachers have yet to develop consistent strategies to manage them successfully. The school deals effectively with all forms of harassment. Pupils are confident to share any concerns they have with any member of staff.

10. There are good opportunities for pupils to take on additional responsibility. They are invited to become members of the school council and they take on jobs around the school as prefects. These opportunities help to raise their confidence and self esteem and have a direct impact on their learning.

11. Pupils thoroughly enjoy the many opportunities they are given to visit places of interest. They also join in the many after-school and extra-curricular activities that are available to them. Sports clubs are very well attended and pupils talk eagerly about calligraphy club, French and 'Woodland Warriors'. A large number of pupils learn to play musical instruments, which shows a high level of personal commitment.

12. Pupils' spiritual development is good and is supported well through assemblies, which are relevant, and in which pupils show a high level of respect. In lessons too, pupils are encouraged to reflect on a range of issues, from caring for the environment to considering their feelings about important world issues. Some of the pupils' written work shows particular sensitivity, for example, Year 5 pupils' accounts of the Battle of Bosworth as part of their history studies. The pupils reflected on their own feelings, imagining they had fought in the battle themselves. In religious education, children are encouraged to consider the relevance of different religions and their impact on society.

13. Moral and social developments are also good and the vast majority of pupils are aware of the impact of their actions on others and the responsibilities of living in a community. Pupils' cultural development is satisfactory. Pupils regularly learn about other faiths and cultures in their studies, but opportunities are often missed to value cultural difference as part of everyday school life.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.1
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.*

The level of attendance is very good. Pupils are very eager to come to school and arrive punctually each morning.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	394	1	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	11	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	2	0	0
Chinese	9	0	0
No ethnic group recorded	39	0	0

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

Exclusions at the school are extremely rare. The school follows clear procedures and involves parents at all times in the process.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Pupils are well taught and receive a very varied and well-organised curriculum. They are cared for and supported very well and benefit from the school's good links with the community. Links with parents are very effective.

### Teaching and learning

Teaching and learning are good throughout the school. Very effective assessment systems help teachers to set work at appropriate levels to meet the different needs of pupils.

### Main strengths and weaknesses

- Teaching and learning are especially good in the nursery and in Year 6 classes.
- The vast majority of pupils with special educational needs are well supported in class.
- Homework is set regularly; it is well planned and contributes very well to pupils' learning.
- Assessment systems are very effective and mean that teachers can set work at appropriate levels for the pupils.
- Teachers question pupils effectively to make them think and draw out their understanding.
- The vast majority of pupils apply themselves vigorously to their work; they are keen, interested and confident learners who continually ask questions of their teachers and one another.
- In a very few cases, pupils' behaviour is not managed well enough and this can affect learning.

## Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	12(21%)	30(53%)	15(26%)	0(0%)	0(0%)	0(0%)

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

14. The quality of teaching and learning is good throughout the school. In the nursery and in Year 6, the quality of the teaching is very good and pupils make particularly good progress in these classes.

15. All the lessons seen in Year 6 classes were at least good and half of them were very good. Strengths in these classes lie in teachers' very good subject knowledge, confident presentation and effective behaviour management.

16. Children receive a very positive start to their education in the nursery. The teaching is very good because adults have an extensive knowledge of the needs of young children. Teaching in the Foundation Stage is guided by planning within the six areas of learning which make up the curriculum. Planning is linked to a particular theme designed to interest the children, for example, 'Goldilocks and the Three Bears.' Work is planned to allow children to make progress in each area of learning and to explore ideas imaginatively through role-play activities. Planning is of very good quality, learning objectives are clear and achievable, with an appropriate mix of small steps within long-term objectives. Plans are reviewed on a weekly basis by all members of staff, which leads to evaluation and planning for the next week. This cycle ensures that the needs of all the children are catered for effectively.

17. The school's strategic plan is based firmly on improving the quality of teaching and learning. The headteacher, governors and senior managers are single minded in this. All staff are aware of their high expectations and respond very well to the demands placed upon them. Recruitment of new staff is based heavily on the quality of their teaching and there is a great emphasis on continuing professional development. The school's very good management systems ensure that teachers' work is monitored regularly and rigorously and that they receive feedback on how they can improve their practice.

18. Consequently, although there has been a high turnover of staff in the past two years, the quality of provision for the pupils has remained good. Some aspects have improved since the last inspection. Teachers' questioning skills are now good, for example, making pupils think more deeply and extending their understanding. In a very good Year 2 literacy lesson, the teacher probed pupils' understanding by asking them to identify the key aspects necessary to write effective instructions. She insisted that pupils were precise in their answers, expecting them to use the specific vocabulary introduced earlier in the lesson.

19. Work is nearly always matched well to the individual learning needs of the pupils. This was an area of weakness identified at the last inspection and the school has addressed this effectively. In a Year 6 mathematics lesson for instance, even within the top group, the work was set at three different levels which allowed all the pupils to make significant gains in their learning.

20. Very good assessment systems enable teachers to plan the work at the right levels for pupils. These assessment systems are in place for many subjects. In subjects where the systems have yet to be introduced, the match of work to pupils' needs is not so effective. In information and communication technology for instance, the brightest pupils sometimes waste time as they complete the task quickly and have to wait for their classmates to catch up.

21. Homework is set consistently and most pupils tackle it well. A wide range of tasks is set, from spelling and basic literacy work to more extensive projects in design and technology and history. The models of Tudor houses on display show the enthusiasm and commitment of the Year 5 pupils to the work they are asked to do at home.

22. Teachers and their assistants give good support in class to most of the pupils who have special educational needs. This is particularly so in English and mathematics lessons where the level of support is greatest. Teachers use their skilled teaching assistants well and fully include them in lesson planning. They work closely with individual pupils or small groups to help them understand the work and make good progress.

23. The good teaching supports bi-lingual pupils well, particularly where visual prompts help less experienced pupils to understand unfamiliar ideas, and because speaking and listening opportunities are built into many lessons.

24. The vast majority of pupils achieve well because most teachers manage behaviour extremely well but others lack the experience and expertise to manage some pupils with significant needs.

25. On some occasions the behaviour of these pupils, often those with specific emotional and behavioural needs, affects their own learning and that of the rest of the class. The school has rightly identified this aspect in its improvement plan for this year

## **The curriculum**

Curriculum provision is very good throughout the school. It is enriched by a very good level of additional activities. The accommodation and resources are very good.

## **Main strengths and weaknesses**

- A very carefully planned curriculum maximises pupils' learning opportunities.
- There are many opportunities for all pupils to participate in a wide range of interesting and stimulating activities.
- The curriculum provides well for pupils with special educational needs.
- Pupils are very well prepared for the next stage in their education.
- A good range of suitably qualified teachers, good quality support staff and very good accommodation and resources all help pupils learn effectively.

## **Commentary**

26. The curriculum fully meets statutory requirements, including provision for sex and drug education. The whole curriculum is very carefully and imaginatively planned to ensure that the available time for learning is used very well. Teachers spend a great deal of time using their own skills and expertise to make the curriculum more vibrant and interesting. A great deal of thought has gone into analysing the various subjects of the curriculum to find appropriate links that enable learning in one area to support the learning in another. For example, pupils in Year 2 improved their computer skills by using a program to draw maps following a geography lesson in which they had walked round the local area. Learning is thereby made more relevant and pupils make better progress in the subjects involved. Time is also used very effectively as the allocated time for teaching each subject is combined to give the pupils a longer period to study to a greater depth.

27. The school gives pupils many opportunities to sample and enjoy many experiences and activities over and above those included in the National Curriculum. Many of these are clubs held at lunchtime and after school and cover an exceptional range of sporting and other activities. The level of participation in competitive sporting events and in musical and dramatic performances is exceptional. Pupils also go out of school regularly to visit museums and other places of interest that are carefully planned to improve their knowledge and understanding. Visitors to the school help

provide a focus to learning by seizing the pupils' imagination and making the work much more interesting. There are two annual residential school trips for pupils in Years 4 and 6. These enable pupils to participate in outdoor and adventurous activities as well as learning to live together harmoniously in an environment away from home.

28. The quality of the curriculum is very good in both nursery and Reception. A good and appropriate range of independent and self-chosen activities is made available indoors and outside. These allow children to follow their interests, experiment, explore, and develop a wide range of skills. Good provision is made for role-play and personal and social development, and activities effectively extend children's language and give good priority to improving mathematical development. During self-chosen activities, adults extend the play and increase the challenge through open-ended but highly focused questions. Activities are planned so that all children benefit, including those with special educational needs and those few children who are learning English as an additional language. In Reception, all children are included in daily focus sessions to promote early literacy and mathematical skills. Those children who attain levels beyond the Early Learning Goals are supported to ensure that they make progress in more challenging National Curriculum level work.

29. The curriculum for pupils with special educational needs is good throughout the school. Planned work, particularly in English and mathematics, is appropriately linked to the targets in pupils' individual education plans and is specifically designed to help them make good progress. A few pupils do not fully access the curriculum because their behaviour is not good enough to participate effectively. This has a detrimental effect on their learning.

30. As a result of the high quality curriculum with its many extras, the pupils are fully capable of coping with the demands of the next stage in their education. The very good curriculum for the nursery and Reception children ensures that they move seamlessly into Year 1 and continue to achieve well. The same is true for the Year 2 pupils who have no problems with the work expected of them in Year 3. The high number of pupils reaching and exceeding the nationally expected levels in English, mathematics and science at the end of Year 6 means that they transfer confidently to secondary education.

31. The school is well staffed with experienced teachers who have a range of expertise in different subject areas. Teachers willingly share their skills and knowledge with colleagues when planning the curriculum so that all aspects can be successfully taught. The learning support staff are well qualified and give very good support to the pupils they work with. There are, however, not enough of them to manage effectively the few pupils with behavioural difficulties who need one-to-one support in order for them to fully access the curriculum.

32. The very good accommodation, particularly the outdoor environment, provides a stimulating learning environment, is well maintained and extremely attractive. This represents a considerable improvement since the last inspection when the accommodation was judged to be unsatisfactory. The only weakness in the accommodation is having a single hall that acts as a thoroughfare as well as a dining room. This makes teaching of physical education more difficult and the hall is unable to be used for any lunchtime activities. Resources are very good and are used very well to support learning in all subjects.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is very good. Pupils' achievement is tracked very well. Their views are sought and acted upon when planning for school improvement.

### **Main strengths and weaknesses**

- Excellent induction procedures for pupils entering the nursery ensure that pupils settle quickly.
- The school's good support systems monitor pupils' development well as they progress through the school.
- Very good levels of care for all pupils ensure that they feel well supported.

- Governors are fully involved in health and safety reviews of the school.
- The school actively seeks and acts upon pupils' views.
- Pupils with special educational needs are well cared for.

## **Commentary**

33. Excellent induction procedures for children entering the nursery ensure that they feel welcome and settle into school quickly. If pupils start at the school in older year groups, they are assigned a 'buddy' to help them understand school procedures so they can fit in quickly and take an active part in school life.

34. The school is able to draw on the services of the borough's language specialists to give advice and identify appropriate support for pupils with English as an additional language. Assessment data are used to monitor the achievement of bi-lingual pupils and other ethnic minorities and set appropriate targets in line with the school's assessment target-setting procedures.

35. The school has very good health and safety procedures in place. In the nursery, they are excellent. Staff and governors are vigilant in ensuring that the environment is kept safe by routinely checking grounds, buildings and equipment. The site supervisor liaises closely with the headteacher to keep her well informed of any concerns, which are promptly addressed.

36. Child protection procedures are firmly in place. All adults in the school know the importance of these and how to raise any concerns. Pupils who suffer minor accidents or who are feeling unwell are very well looked after. Parents are very positive about the level of care provided for the pupils. The school's procedures to deal with emergencies are very effective. As a result of these, pupils feel safe and well cared for and are eager to learn.

37. There are very good, informal procedures to monitor pupils' personal progress as they proceed through the school. Adults know the pupils extremely well and quickly know if something is wrong. Pupils are very happy that there is always someone they can turn to for help and advice. Pupils' academic progress is tracked extremely well. Each child has individual targets for improvement. This means that any underachievement is quickly noted and action taken promptly to provide extra support and encouragement.

38. Pupils with special educational needs are carefully tracked to monitor and assess their progress. Their individual education plans are well written, set appropriate and achievable targets and are regularly reviewed. Liaison with outside agencies is good. The six pupils with a statement of special educational need receive their full entitlement as outlined in their statements of educational need.

39. Pupils' views are fully taken into account through the school council as well as through their contribution to the school improvement plan. Pupils are very positive about their role as councillors and are confident that their opinions are valued and can cite examples of the impact of some of their decisions on the life of the school.

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

The school's links with parents are very good. Links with the community are good. There are appropriate links with other schools.

## **Main strengths and weaknesses**

- Parents are very happy with the work of the school.
- Information provided for parents about the school and the curriculum is very good.
- Strong links with the local community ensure that pupils and their families are well supported.
- Parents and carers of pupils with special educational needs are kept well informed.

## **Commentary**

40. Links with parents of children in the nursery and Reception classes are excellent. There is an exceptional programme to support parents and carers in understanding the early years curriculum and to involve them at every stage. Induction arrangements are outstanding for both pre-nursery and pre-Reception transitions. Parents are given an excellent range of information to help them support their children's learning and regular opportunities to meet with staff to discuss concerns. The school responds positively to parents' requests, including, for example, one for copies of the recipes the children cook in the nursery. Parents now know how to make 'worm pies' and other such well-loved delicacies.

41. A very good range of information is sent to parents on a regular basis to let them know what is happening in school. Information is provided about the curriculum and how parents can help their children at home. Many parents take advantage of this and actively support their children at home by practising what they have learned at school. They help with homework and ensure that it is completed and returned to school. A recent mathematics curriculum meeting was so popular that the school had to hold it on two evenings to ensure all parents who wanted to attend could do so. In the nursery, the information booklets provided for parents, to help them support their children, are excellent.

42. Written annual reports for parents are good. They inform parents about what their children know, understand and can do and give some areas for further development. Parents can easily see the progress their children are making. There are very good opportunities for parents to discuss pupils' progress informally at the beginning and end of the school day, as well as at formal consultation evenings.

43. Parents and carers of pupils with special educational needs are always invited to meetings to discuss and review the targets set in the individual education plans. The school ensures that they are aware of the targets set for their child by giving them a copy of the plan so that they can further support learning at home.

44. The school deals with parental concerns or complaints effectively. Parents confirm that they are always made to feel welcome and that they have very good relationships with all the staff. The parent/teacher association is very effective and supports the school very well by raising significant funds as well as organising social events. These activities further support the positive relationships between school and home.

45. Good links with the local community support the school well. Representatives from different faiths are regular visitors for assembly. Local fire service officers, the community policeman and the school nurse regularly visit to talk to the children about safety. Year 6 pupils deliver Harvest Festival goods to the local day care centres and also organise a Christmas party for the local elderly residents. These, plus the good use of local facilities such as local shops and parks, ensure that pupils receive a wide range of experiences, supporting their social and moral development.

46. There are appropriate links with other schools, including a programme of visits for Year 6 pupils, prior to transferring to secondary education. Links with other local primary schools support the curriculum well by helping staff to share ideas.

## **LEADERSHIP AND MANAGEMENT**

The school is very well led and managed and this is why teaching is good and standards are high. The headteacher and governors provide excellent leadership which drives the school forward successfully. Management systems are very effective.

## **Main strengths and weaknesses**



- The headteacher provides an extremely clear vision, a strong sense of purpose to the school's work and offers excellent support and guidance to her staff.
- Governors support the school exceptionally well. They have effective systems in place to oversee the school's work and guide improvement.
- The leadership team provides very good support to the headteacher.
- Subject leaders perform an effective role which ensures continued improvement.
- The school monitors and analyses its work very effectively and takes prompt action to address weaknesses.

## **Commentary**

47. Since the headteacher took up her post two years ago, no time has been wasted in bringing about significant improvements to the school's provision. Improvement has been rapid and based firmly on providing pupils with the highest possible quality of teaching. This is seen in the long term plan which sets out the school's expectations of each teacher. This plan was drawn up after extensive consultation with staff and governors.

48. Staff have responded very well to these high expectations. Despite the high turnover of teachers in the past two years, these clear guidelines and a very good induction process have meant that new and inexperienced teachers are well supported during their early days at the school. Senior and more experienced teachers provide very effective support to new staff. Relationships are warm and friendly and everyone is committed towards providing the best they can for the pupils.

49. Successful management procedures have been quickly and efficiently established. The school's work is guided by a very well-organised self-evaluation cycle which operates within clear guidelines over the year. All members of the school community are involved, staff, governors, pupils and parents. From their annual conference, priorities for the forthcoming year are agreed and everyone is committed to achieving their goals.

50. Senior managers are very effective. They work closely with the headteacher to implement the plans and continuously review their own work. They are knowledgeable and confident because they know and understand their roles. They are a key factor in enabling new staff to settle in quickly and become confident with school procedures.

51. Subject leaders play an important role in school improvement. Although many are new to the role and to the school, they know exactly what their role is and how they are expected to contribute. Annual action plans guide their work over the year, and senior staff are on hand to offer support and encouragement.

52. The Foundation Stage is very well led and managed. There is a clear vision for the development of this key stage of children's education. Work has already begun to improve the links between nursery and Reception classes through more effective planning and assessment procedures.

53. The provision for special educational needs has improved since the last inspection. All paperwork is now kept up-to-date and the quality of the individual education plans is good. However, the co-ordinator still has only a small amount of time out of the classroom to oversee the provision. The time is sufficient to liaise successfully with outside agencies but not enough to enable the co-ordinator to work with teachers in class to support them and help assess the individual needs of pupils. In a few cases therefore, pupils' needs are not fully met, through effective planning and behaviour management.

54. The school places great importance on ensuring the continued professional development of its staff. This is obvious in the way that staff meetings, in-service training and induction of new staff including newly qualified teachers are organised. Excellent support systems are in place to bring out the best in the staff. Support staff are included in this. They attend appropriate training to improve their own skills and understanding, thus improving their work in class.

55. The governing body is extremely well organised and performs a supportive yet critical role. Individual governors are very well informed. They know the school's strengths and weaknesses and strive to support and encourage the school to do even better. They know their staff. Each has been appointed to fulfil a clear role in the school. The procedures they went through to appoint the current headteacher were carefully considered, well organised and rigorous. They are currently going through a similar procedure to appoint a deputy headteacher.

56. School administration is efficient and financial systems are very thorough. The governing body monitors school spending regularly. Staff are held to account for improvements in their subjects and in the performance of pupils. Financial plans run alongside the school improvement plan. Through careful evaluation of this, governors are able to assess the value they are getting for their money.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	1,170,839
Total expenditure	1,209,058
Expenditure per pupil	2,513

Balances (£)	
Balance from previous year	94,449
Balance carried forward to the next	56,230

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

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

57. The Foundation Stage consists of a single-unit nursery, which children attend for half-day sessions, and two Reception classes, which most children move into in September or January of the academic year in which they become five. In the week of inspection, most children were being settled into their new nursery or Reception classes. Children enter the school at levels which are above those expected for their age in most areas of their learning.

58. The nursery has good accommodation and a well-organised and stimulating outdoor area. Reception classes are situated in the main school and enjoy their own outdoor area. This is currently being extended to provide more opportunities for investigative work.

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

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

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

- Exceptionally good links are made with parents which help children to feel confident about their new surroundings.
- Good opportunities are provided for children to develop their independence.
- The quality of teaching and learning is good generally and very good in nursery.
- Children are given clear guidelines for acceptable behaviour.

#### **Commentary**

59. Most children are likely to exceed the Early Learning Goals in this aspect of their development by the end of the Reception year. Even in their first few days of school children appear socially aware and happy and confident to leave parents. This is supported by the school's exceptional induction programme and the nursery's very close relationship with parents and carers. The school works hard before children enter nursery and Reception classes to make sure that all parents understand the work their children will be undertaking so that they can help them at home.

60. Children make good progress and achieve well because the quality of teaching and learning is good and often very good. The school day contains an appropriate balance of teacher-directed and child-initiated activities which contribute to children's growing confidence and independence. For example, in a role-play area Reception staff explained through drama what happens in an animal hospital. Children were then given the freedom to explore for themselves. They responded well to one another and assumed different roles with confidence.

61. Children learn to play and work together well, and quickly understand the importance of sharing and taking turns. This is because a strong emphasis is placed on this area of learning, and even in the first few weeks of term staff have high expectations, to which children respond positively. Children in both the nursery and Reception classes develop a very positive attitude to school life and make very good relationships with staff and each other. From their first day in the nursery children are encouraged to find a friend and support each other in new activities, for example going into the hall for the first physical education lesson.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- The quality of teaching and learning is good overall and very good in nursery.
- The quality of role-play is very good, particularly in Reception.
- Good opportunities are provided for children to talk together as they explore in all areas of the curriculum.
- There is a strong emphasis on the development of early skills in reading and writing.

### Commentary

62. Children make good progress in this area of their learning and achieve well. By the end of Reception the majority of children achieve the Early Learning Goals, and many attain beyond the expected level. This is because of the good and often very good teaching they experience, along with support from home, particularly in reading.

63. Staff plan to ensure that speaking and listening opportunities are built into all activities and children are given good opportunities to ask questions and discuss ideas in stories. For example, in a very good nursery session the teacher told the story of 'The Tiger who Came to Tea'. Children discussed with suitable outrage the tiger's behaviour and the consequences for the family after he had eaten every bit of food in the house. Very effective open questioning allowed children to speculate on what Dad would eat for his supper. Such opportunities to talk through ideas are an essential element of this area of learning and very well demonstrated in both nursery and Reception. Role-play areas, where children can act out ideas introduced through other areas of learning, are imaginatively set up, and children demonstrate an awareness of socially acceptable behaviour in a range of settings, including a café, the three bears' home, and an animal hospital.

64. Most children, including those with English as an additional language, are on course to attain or exceed the national targets for early reading and writing skills. This is again supported by good teaching, which places an appropriate emphasis on building up children's confidence in recognising letters and their sounds and the key words which will support early reading and writing. Records of children in Year 1, who recently left Foundation Stage, indicate above average levels of achievement. Even in the early part of the academic year, Reception children demonstrate good progress, confidently using pencils, recognising and writing their own names and the key vocabulary of the current topic. They recognise the sounds at the beginning and end of words and can write simple words, some needing support but many unaided. The most able children can read and write several words and short sentences.

65. The teaching is effective and concentrates strongly on basic skills. Staff make very good use of resources and use strategies which keep children active as learners and engaged in the tasks throughout a session. For example, in one Reception class children re-ordered the story of the three bears on a magnetic board, deriving great amusement from the teacher's misplaced ordering of key sequences.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Activities and tasks are well planned and practical so that children are interested and involved.
- Number work is built into all areas of the curriculum to build up children's knowledge and understanding.

## Commentary

66. Children achieve well in their mathematical development because of the good teaching they experience. The majority of children are likely to attain the national goals for early learning and a significant number are likely to exceed them. The good teaching in this area motivates the children and members of staff have very good understanding of how to develop early mathematical skills across a wide range of activities in both the indoor and outdoor curriculum. Children in both nursery and Reception receive good support to help them count, recognise number, and develop an understanding of shape, size, and measure. Almost all children make confident attempts to solve simple addition and subtraction problems practically and mentally. For example, at registration time children work out the impact of absent children on class totals.

67. In Reception, children explored mathematical ideas in their topic on the three bears. For example, they compared the size of bears and used the language of classification effectively. They moved objects into sets according to a particular variable, and could also explain why an object was misplaced in terms of a particular attribute. Children gain confidence and understanding of new concepts when mathematical ideas are drawn out of well loved stories and songs. They also, in this process, come to understand the language needed to express these ideas. This also helps them in their rewriting and retelling of stories and supports all children, particularly those learning with special educational need or English as an additional language.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Careful planning gives children a broad range of opportunities.

## Commentary

68. Children achieve well in this area of their learning because of consistently good teaching. Staff plan a good range of activities and experiences to enhance children's knowledge of themselves, their families, and their environment.

69. Role-play is an essential part of planning in this area of learning. Children are given the opportunity to use their imagination in a very good range of domestic and other social settings. They act out the more familiar activities of home-making, for example feeding and bathing babies, but also shopping routines and the use of services such as the Post Office and animal hospital. Activities are very well planned, with opportunities for children to understand how materials and substances change. For example, during the inspection week, they worked with wet and dry sand, compared dry oats and cooked porridge. Each week planning indicates an opportunity for children to cook and see how ingredients change when heated.

70. Children are given the opportunity to develop their confidence and skill in using computers, tape recorders and head-phones. They learn about religious festivals such as Diwali, Eid, Christmas and Easter. Children are encouraged to understand the cultural significance of such events for particular families and enjoy, for example, using chopsticks, eating noodles, and dressing up appropriately at Chinese New Year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Resources and the provision for children to learn through physical activities both indoors and out are good.
- Children have good opportunities to use small apparatus and toys to support development of co-ordination skills.

### **Commentary**

71. Well-planned activities, both inside and outside, result in good achievement in physical development. Children mould a range of materials and use simple tools and construction games with skill. Good provision allows the development of hand-eye co-ordination, for example through cutting and sticking, and a range of construction activities to improve physical dexterity. A good range of outdoor activities is available, including bicycles and pedal cars, construction, and gardening. Children receive appropriate opportunities to develop the more physically challenging skills of balancing, climbing, swinging, and other large movements through the use of climbing apparatus in the outside area.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- A broad range of enjoyable activities is planned to help children develop creative skills.
- Good opportunities are provided for children to learn a wide range of songs and rhymes.
- Good use of role-play areas helps children develop imaginative play.

### **Commentary**

72. Children make good progress in their creative development because of the broad range of activities which staff plan to rouse children's curiosity and inspire creative play. Children are involved in a variety of interesting and worthwhile activities. These include creative work planned around the term's theme and observation of the world. Children are encouraged to sketch, paint, print, and weave with a range of resources, as well as produce three-dimensional models. Children are able to talk about personal intentions in their model-making, for example when using salt dough and wet sand.

73. Singing skills are developed through a range of songs and rhymes. Many of these help children in their number work and with a range of physical actions. Nursery children enjoyed a first visit to the hall, where they listened carefully and followed the lead of their teacher and other children in a variety of action songs.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are well above average in all aspects of English at the end of Year 2 and Year 6.
- Teaching is good and all pupils make good progress and achieve well.
- Teachers use assessment very effectively to plan challenging work for all pupils.
- Subject leadership is very good and the school continually seeks to raise standards further.
- Pupils enjoy a well-balanced and varied curriculum.
- Pupils use their English skills very confidently in other subjects.

#### Commentary

74. In the 2004 National Curriculum tests, pupils in Years 2 and 6 attained well above average standards. Standards have risen in the last year, and pupils achieve well. Pupils' work shows good improvement over time, with some less able pupils making significant progress. Pupils speak confidently and clearly and listen attentively in lessons. They read increasingly competently, and use their skills effectively in research. Written work is neatly presented and pupils gain a good understanding of grammar and punctuation. Most pupils use a good variety of vocabulary, and there are good examples of imaginative and sensitive writing in exercise books and displays.

75. Teaching is good overall, with examples of very good teaching in Years 2 and 6. Teachers have good subject knowledge and explain new work clearly. Teaching methods are carefully chosen and very effective. In a very good lesson in Year 6, for example, the teacher skilfully developed pupils' understanding of subordinate clauses. By physically cutting up simple sentences, written on paper strips, and inserting clauses, all pupils could quickly see how to develop more complex sentences. Lesson planning is very good, and work is matched very accurately to the varying needs of groups and individuals. Target setting has improved since the last inspection, and individual targets are precise. Pupils understand exactly what they have to do to improve and their target cards are in front of them as they work.

76. Strong questioning is a feature of many lessons, and teachers expect pupils to think and to use words accurately. This emphasis on correct vocabulary is evident in other subjects, and contributes considerably to the high standards achieved in English. Teachers have high expectations in terms of presentation and behaviour, and almost all pupils work hard and behave well. Teaching assistants are generally deployed effectively and provide good support. Pupils with special educational needs are fully included in lessons, and most achieve well as a result.

77. Subject leadership is very good and there has been good improvement since the last inspection. Although results are consistently well above average the school is self-critical and seeks continued improvement. There is currently a strong focus on writing, since that has been identified as an area of relative weakness. Systems for monitoring teaching and learning are strong, and very good assessment procedures underpin individual target setting.

78. Curriculum provision is very good and the subject continues to make a strong contribution to pupils' spiritual and cultural development. Poetry writing is developed very well and pupils are introduced to a good range of literature. Evidence from last year shows Year 6 work on *Romeo and Juliet* of a very high standard, involving pupils in a final production in period costume.

## Language and literacy across the curriculum

79. This is a strong feature of pupils' work in all relevant subjects because standards in English are high. Teachers are able to plan challenging work particularly in the humanities and the quality of writing in subjects such as history and geography is very good. Pupils use their language and literacy skills very confidently in discussions, in research activities and when they write. Pupils in Years 5 and 6 have good opportunities for independent Internet research and for word processing their work.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Pupils leave the school with standards that are well above the national average.
- Teaching is very good, particularly in Year 6.
- Pupils have good attitudes to their work.
- The subject is led and managed very well. Assessment procedures are very good.

### Commentary

80. The standards attained by Year 6 pupils in the 2004 national tests were well above the national average with nearly all pupils reaching the nationally expected Level 4 and over half of these reaching the higher Level 5. The pupils currently in Year 6 are also attaining standards well above those expected for their age. The consistently good teaching throughout the school and the very good teaching in Year 6 are significant factors in helping pupils reach such high standards. They make good progress. In 2004 the pupils in Year 2 also reached standards well above those found nationally. The pupils currently in Year 2 are reaching standards well above those expected for their age. The high standards found in all years have been maintained over recent years despite the considerable turnover of teaching staff.

81. The quality of teaching is very good, especially in Year 6 and this means pupils learn at a fast rate. Teachers have very high expectations and set work designed to challenge pupils of all abilities. They create a positive working environment and insist on high standards of work at all times. The pupils respond very well to this and are eager to do their best. This was clearly seen in a very good Year 6 lesson about multiplication. Much useful discussion about the different methods of calculation took place and the pupils listened intently to the teacher and also to each other. Extremely good relationships had been forged between the teacher and the pupils and, in an atmosphere of mutual respect, the work was completed enthusiastically at a fast rate. Planning of lessons is very good indeed. All teachers plan work that is carefully graded to meet the needs of all pupils. The very good assessment procedures help them to do this effectively and pupils are able to achieve well as the work they are given is both relevant and challenging. Homework is used most effectively to reinforce work and for pupils to learn new skills.

82. The subject is led and managed very well. Very useful assessment procedures have been introduced to help pupils reach their full potential. The data collected shows how individual pupils or particular groups are progressing and triggers action if they are not performing well enough. Test papers are analysed to identify areas of strength or concern. Planning of work is then adjusted to address any perceived problems. The data is also used to help set individual targets for pupils so that they know what they must do to improve. The setting of pupils in Years 5 and 6 by ability is also having a positive impact in raising standards. The mathematics evenings for parents were a huge success and helped parents understand how mathematics was taught and how they could support their children at home.



83. There has been a good improvement in the provision since the last inspection. High standards have been maintained and the quality of teaching, particularly in Years 1 and 2, has improved.

### **Mathematics across the curriculum**

84. The pupils' skills in mathematics are often used in other subjects. Learning is therefore relevant and helps pupils reinforce their skills and understanding. For example, pupils measure their results in science lessons and draw tables and graphs of their findings, often using information and communication technology to process the data. In geography they learn to use six figure coordinates correctly and draw accurate contour line profiles of the Isle of Wight prior to their residential visit.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Lessons are usually practically based and interest and involve pupils very well.
- Pupils get good opportunities to practise their literacy and numeracy skills within science.
- Teachers prepare for lessons well, using the new scheme of work carefully to guide them in their planning.
- Assessment systems are very good and help teachers to track pupils' progress and provide work at appropriate levels.

### **Commentary**

85. Standards in science are well above average in Years 2 and 6. These high standards have been maintained since the last inspection. The vast majority of Year 2 pupils reached the expected standards for their age in the 2004 national tests and half of them reached the higher Level 3. Standards in Year 6 rose significantly in 2004. Virtually all the pupils achieved the expected Level 4 and more than two thirds of them reached the higher Level 5. This represents good achievement for all these pupils.

86. High standards are achieved because of the good quality of the teaching generally throughout the school. Teachers are very well supported by the school's new scheme of work, which provides excellent guidance on what is to be covered and how this is to be carried out. These plans are especially useful for new or inexperienced teachers, of which the school has had many over the last few years. The subject leaders have had a great impact on developing these plans and this reflects well on the high expectations of the headteacher in encouraging these middle managers to develop provision and improve standards.

87. The subject leaders continue to have a very good overview of standards and teaching generally through the carefully organised monitoring system in the school. Although science is not an area of priority for development this year, the subject leaders analyse pupils' work regularly and they are quickly able to pinpoint areas where teaching and learning could be even better. Teachers are always keen to listen to advice and improve their work and so suggestions from senior staff are quickly taken on board.

88. A very good assessment system works alongside the scheme of work. This enables each teacher to quickly assess how pupils have done in each lesson of a unit of work. These assessments build up into a coherent picture of progress and inform the final teacher assessment at the end of the school year. Teachers are therefore always aware of each pupil's needs and are therefore able to plan appropriately for the different needs of pupils. Pupils with special educational needs are usually well supported and make good progress. This is obvious by the high numbers

who achieve national standards in the formal assessments in Years 2 and 6. The brightest pupils also achieve well because of the high expectations of teachers. The work set is challenging and encourages them to use their skills of observation and prediction as well as forming hypotheses and conclusions about their investigations.

89. Pupils work hard in their science lessons. They are engaged and interested in the work and complete their tasks sensibly albeit sometimes noisily. Books show that they take great pride in their work. Experiments are presented carefully and with good attention to detail. Pupils receive good opportunities to practise skills they have learned in literacy lessons, for example, spelling, punctuation and grammar, as well as how to write succinct reports. Vocabulary is carefully extended when teachers explain new words and expect pupils to use them in discussion and in their writing. This helps those pupils for whom English is an additional language to understand and to widen their vocabulary.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (information and communication technology) is **satisfactory**.

### **Main strengths and weaknesses**

- Resources are very good.
- There are many good links made with other subjects.
- Pupils have a good attitude to their work.
- Pupils' keyboard skills are weak.
- Assessment procedures are not in place and this makes it difficult for teachers to meet the different needs and abilities of pupils.

### **Commentary**

90. At the time of the last inspection the provision was judged to be satisfactory with standards similar to those found nationally. This is still the case although there have been many new developments in information and communication technology in recent years, such as using digital cameras, and the school has succeeded in keeping up with them. The school's information and communication technology resources, particularly the number and quality of computers, have been much improved and the school is now in a position to raise standards significantly as the opportunities for pupils to use computers is much greater. The central computer suite is well used for lessons that improve the pupils' skills in information and communication technology in a relevant and meaningful way, as the work is invariably linked to other subjects. The other two banks of computers situated nearer the classrooms are also beginning to be used so that pupils can have more 'hands on' time during lessons. The information and communication technology facilities at the residential center, that Year 6 visit, on the Isle of Wight are also used well to help pupils' learning.

91. Pupils thoroughly enjoy information and communication technology work and are very proud of their efforts. Throughout the school, pupils have a good attitude to their learning, concentrate and work well together. They share tasks fairly and often give each other good support when difficulties are encountered. Pupils are able to explain in detail the work they have completed. The Year 1 and 2 computer club is a great success and very well attended. There is a real buzz of excitement in the suite as young pupils try out new programs.

92. Many pupils' keyboard skills are relatively weak and few are able to type text at an acceptable rate or use the keyboard functions effectively. This frustrates them and limits their output.

93. Very few assessments are made of pupils' work to help with future planning and the monitoring of their progress. Pupils know that their knowledge of some areas of the information and

communication technology curriculum is not as well developed as others. For example, they are very good at editing text and combining it with graphics but not as confident with control technology. Teachers are not always aware of the gaps in pupils' knowledge and understanding, as there is little in place to help them assess the levels pupils reach.

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

94. There are many well-planned links between information and communication technology and other subjects. Nearly all the information and communication technology skills are taught through work that is designed to improve pupils' knowledge and understanding of both information and communication technology and the other subjects. For example, pupils research the Internet to find out about the wives of Henry VIII and in mathematics they use spreadsheets to create and interrogate their own databases. Word processing is included in much English and history work and pupils are able to use information and communication technology to present their work very attractively. For instance, the Year 4 'Roman Times' newspapers were extremely entertaining as were the Year 6 disaster stories.

## **HUMANITIES**

95. It was not possible to make an overall judgement on provision in **geography**. No geography lessons were observed during the inspection and only one year group was studying a geography topic at the time. Work completed by Year 2 after a walk in the locality was of a good standard. Pupils could read a simple street map well and accurately marked various features which they had observed. Work from the last school year, observed in exercise books and in wall displays, was good and above national expectations. Teachers have high expectations of presentation and pupils' work is set out neatly. Planning is very good and strong links with other subjects make learning relevant to pupils. Pupils use computers for research and to present graphs, and geography is strongly linked with science during Years 5 and 6 when pupils undertake fieldwork. Practical work underpins much of the work in geography and pupils gain considerably from carefully planned school visits.

### **History**

Provision in history is **very good**.

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

- Pupils achieve well because teaching is good.
- Written work is often very good.
- Visits and resources are used very effectively to make learning lively and interesting.
- Parents provide strong support for their children by helping them with homework.

#### **Commentary**

96. Standards of attainment are above nationally expected levels at the end of Year 2 and well above at the end of Year 6. The curriculum is thoroughly covered and pupils gain a good grounding in facts and historical skills. Standards of English are very good, and this enables pupils to work at a good level. Strengths identified in the last inspection report have been maintained.

97. Teaching is good overall, and there is evidence of very good teaching in some classes. Lesson planning is good, teachers use resources effectively, and topics are covered in some depth. During Years 1 and 2 pupils begin to develop their understanding of the past. Some of the written work about famous people is of a high standard.

98. Teaching is often challenging and exciting and teachers have strong subject knowledge. In a very good lesson in Year 5, pupils worked hard. They were motivated by the teacher's enthusiasm

and showed a very good understanding of the Tudor monarchs. Pupils became very involved in the subject and showed a considerable capacity for empathy. Some Year 5 accounts of the battle of Bosworth were vividly written. Work in Year 6 is even more challenging. In one lesson the teacher asked demanding questions about Victorian social structures. Some pupils could draw on their knowledge of a book about chimney sweeps to draw conclusions about the lives of poor people of the time. Cross-curricular links are strong, and teachers often skilfully link history with literacy, art and geography. Older pupils often use the Internet for research.

99. Homework is used very effectively to extend learning and parents are very supportive. Pupils often undertake research and many families visit relevant museums or historical sites. Year 5 parents helped their children build some very impressive models of Tudor houses. Many pupils gained considerably from this activity, learning new facts about Tudor life.

100. A new co-ordinator has only just been appointed. Currently subject leadership is satisfactory. There are very good school structures to support co-ordinators in their work. Progress since the last inspection is good since assessment systems have been introduced. The subject makes a strong contribution to pupils' spiritual, social and cultural development.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because teaching is good.
- Work is well planned, and pupils acquire a good factual knowledge of major world religions.
- Pupils are learning to identify the relevance of religious education to their own lives.
- Strong leadership continues to develop the subject.

### **Commentary**

101. By the end of Years 2 and 6 standards are above the expectations expressed in the locally agreed syllabus. Pupils achieve well. Samples of pupils' books, however, show that much of the teaching is good. Planning is thorough, and teachers can draw on a very good range of resources. Written work shows that topics are covered thoroughly and in some depth, and pupils acquire a good factual knowledge. Work completed in Year 2 reveals a good understanding of various topics including the Crucifixion. Written work is of a high standard, and pupils of all abilities achieve well. Homework is used effectively to extend pupils' learning.

102. In the best lesson observed, Year 5 pupils contributed thoughtfully to discussion. The teacher drew effectively on pupils' previous knowledge of Islam. Good questioning and paired discussion work ensured that all pupils were fully involved. All lessons are carefully prepared and tasks are relevant and interesting.

103. Pupils gain a good factual understanding of features of major world religions. They are able to identify similarities and differences and understand the importance of belief to the various faith communities. Older pupils recognise the links between Christianity, Judaism and Islam. They can describe various celebrations and understand the importance of symbols and religious writings. In discussions pupils are able to explain the relevance of the subject to their own lives.

104. Subject leadership is very good. The scheme of work has been revised and improved recently. There is a strong emphasis on ensuring that pupils learn from religious education as well as about religions. This emphasis is clearly evident in teachers' planning, during lessons and in discussions with pupils.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

105. Only two lessons were seen in **art and design**. Inspection evidence shows that all aspects of the subject are taught throughout the school, and standards of achievement on display are good and sometimes very good. This is a similar picture to the last inspection. In one lesson observed in Year 6, pupils sketched each other in profile, exploring technique and experimenting with the use of sketching pencils. Displays around the school from each year group indicate the breadth and quality of work produced, including observational drawings, work with clay, papier mache sculpture and a good range of sketching and paintings. The school draws on a nationally approved scheme of work in which evaluation is built into each unit of work. Pupils are able to talk about the quality of the work with good judgement and appropriate subject knowledge.

106. No **design and technology lessons** were seen. Inspection evidence shows that all aspects of the subject are taught throughout the school. This is an improvement since the last inspection. Work of good quality was displayed around the school, much of it inspired by a “design technology week”. Work on display indicates that lessons are appropriately planned to allow pupils to complete preparatory investigations, identify design criteria, and to make a range of products, including moon-buggies and other wheeled vehicles, puppets, and cushions. Some cross-curricular opportunities were exploited, for example pupils constructed an irrigation device called a “shadouf” as part of their study of ancient Egypt. The school has adopted a nationally approved scheme of work, which includes assessment procedures at the end of each project. These assessments are used to track progress and to report to parents annually.

107. Only one lesson in **music** was observed and it is therefore not possible to make an overall judgement about provision. Singing during assemblies however, was of a good standard, as was the work seen during instrumental lessons delivered by visiting specialist teachers. Pupils receive many opportunities to develop their music skills outside regular class lessons. All Year 3 pupils for example, learn to play violin and this provides a good introduction to instrumental performance. Many pupils go on to develop their skills further with violin and with other instruments as they become older. They have good opportunities to participate in the school orchestra, in school concerts and performances for the wider community.

### Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Some teachers have a very good knowledge of the subject.
- There is a wide variety of extra-curricular opportunities on offer to pupils.

### Commentary

108. Standards in physical education are in line with those expected for pupils' ages in Years 2 and 6. However, there is evidence of pupils in some classes reaching higher standards. This is because of the expertise of individual teachers. In a dance lesson for example in Year 2, pupils showed remarkable control and co-ordination when they linked a series of movements together. The teacher's confident manner and high expectations got the best out of her pupils. They worked hard, concentrating on the teacher's instructions and trying their best. They were so involved there was no time to chat. In a Year 6 games lesson, despite the windy conditions outside, the pupils achieved well over the course of the lesson. In hockey, they improved their dribbling and passing skills and, by the end of the lesson, were able to take part in a game to extend their skills within a team situation. The teacher demonstrated the different skills and challenged the pupils at different levels according to their skills and experience. One boy, for example who played for a hockey club outside school, was challenged to exercise a greater degree of control over the ball by using the head of his stick in different ways.

109. The teaching and learning in the rest of the school is satisfactory. Teachers' plans are clear and ensure that pupils improve their knowledge and skills over the lesson.

110. A new subject leader, with specialist skills, has just been appointed to develop the school's provision and hopefully have an impact on standards. The appointment however, is too recent to note any significant impact so far. Many aspects of the school's existing provision are good. There is an extensive programme of extra-curricular clubs and activities and a large number of pupils take advantage of these. The outdoor swimming pool on site is used during the summer term so that virtually all pupils learn to swim to the required standard by the time they leave the school. Large playing fields provide good opportunities for pupils to extend their games skills in lessons and after school.

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

111. Provision in personal, social and health education is **satisfactory**. Much is covered through the religious education programme and science lessons. Pupils have good opportunities to develop their personal and social skills when they attend the residential journey and other school visits.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

