

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Addlestone

LEA area: Surrey

Unique reference number: 125210

Headteacher: Mr Martin Vassallo

Lead inspector: Mrs Carole Skinner

Dates of inspection: 17th-19th January 2005

Inspection number: 267051

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:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	197
School address:	Ongar Hill Addlestone Surrey
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Appropriate authority:	The governing body, Holy Family Catholic Primary School
Name of chair of governors:	Mr John Delany
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

Holy Family Catholic Primary School is similar in size to other primary schools. There are 197 pupils on roll, including ten children who attend part-time in the Reception class. The school is currently oversubscribed. There are 34 pupils (17 per cent) on the school's register of special educational needs, which is similar to the national average. Most of these pupils have moderate learning difficulties. Three pupils have statements of special educational need. The school has similar numbers of boys and girls on roll. Seven pupils are from minority ethnic backgrounds but there are no pupils who are at an early stage of learning English as an additional language. The turnover of pupils is low. Attainment on entry to the school is broadly average. Pupils come from a wide variety of social backgrounds, and 94 per cent of them are Catholic. The school achieved the Investors in People accreditation for the third time in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23160	Carole Skinner	Lead inspector	English, information and communication technology (ICT), art, English as an additional language.
9977	Fran Luke	Lay inspector	
19142	Audrey Quinnell	Team inspector	Science, history, music, the foundation stage curriculum, personal, social and health education (PSHE)
19897	Arthur Evans	Team inspector	Mathematics, design and technology (DT), geography, physical education (PE), special educational needs (SEN).

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with some outstanding features. It provides very good value for money. Pupils achieve very well, especially in Years 3 to 6 where progress accelerates as a result of very good teaching. Standards in Year 2 are above national averages and standards in Year 6 are well above average. The quality of teaching is very good overall; it is good in Reception and Years 1 and 2 and very good in Years 3 to 6. Leadership, management and governance are very good and are influential in maintaining the school's outstanding ethos and very good reputation.

- Outstanding leadership by the headteacher has helped to create a very effective staff team, who are committed to achieving the highest possible standards in all areas of the school's work.
- The leadership and management of the school are very effective in planning for and bringing about improvement and setting very high expectations for the school.
- Standards are consistently high in English, mathematics, science, art and physical education (PE) but they are not as high as they could be in information and communication technology (ICT) due to shortcomings in the accommodation and resources.
- The quality of teaching and learning is very good, especially in Years 3 to 6, and enables all pupils to achieve very well.
- Teachers have an excellent ability to stimulate a desire for learning in all pupils which is reflected in their very positive attitudes to school, very good relationships and behaviour.
- Provision for pupils' spiritual, moral and social development is very good.
- The curriculum is very well planned and enriched by a very good range of additional activities.
- Assessment procedures are very good but there is no consistent approach to involving pupils in setting and reviewing their own targets.
- The school provides very good levels of care for pupils' welfare, health and safety.
- The school works very effectively in partnership with parents.

There has been good improvement since the school was inspected in 1999. There has been an upward trend in the results of national tests in English, mathematics and science and standards in writing are significantly higher. Standards in ICT are not as high as they were due to the limitations of the accommodation and resources. High quality leadership, management and teaching have been maintained and have refined and improved assessment and target setting procedures. There have been good improvements in swimming and in the provision of an outdoor area for the Reception class. Pupils' cultural development is better than it was and their attendance has improved. The provision for pupils with special educational needs (SEN) is more effective due to improvements in staffing and the well planned allocation of teaching assistants.

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	C	A	C	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.

Achievement is very good. In the current Year 6, standards are well above average in English and mathematics and above average in science. Pupils also achieve high standards in art, geography, history, and PE. The school has set very challenging targets for pupils to achieve and

the very good quality of teaching is helping pupils to make rapid progress. In Year 2, standards in reading are well above average, while those in writing, mathematics and science are above average. Pupils also achieve good standards in art and PE. This represents good achievement. Standards in ICT are in line with national expectations in both Year 2 and Year 6 but are limited by the lack of adequate accommodation and resources. Children in Reception achieve well and are on course to exceed the goals children are expected to reach by the end of Reception in all areas of learning. Pupils with SEN achieve very well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. An outstanding feature is the way the school stimulates in pupils a desire to learn. Pupils' attitudes and behaviour are very good, and these factors help them to progress very well, as do their excellent relationships with teachers. Attendance is good. Pupils' spiritual, moral social and cultural development is very good and contributes very effectively to the school's aims and its Catholic ethos.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The strongest features of the provision are the quality of teaching and learning, the curriculum, the provision for pupils with SEN, the levels of care for pupils' welfare and the school's links with parents and the community. **The quality of teaching is very good overall.** It is good in Reception and Years 1 and 2 and very good in Years 3 to 6. Assessment information is used very well to plan work that meets pupils' individual needs and marking is very good. However, the systems for setting individual targets for pupils' learning are not consistent across the school. Pupils learn very well because teachers provide an interesting, very well planned curriculum which is enriched by a wide range of visits, visitors and extracurricular activities. Very good levels of care help pupils to feel secure and happy in school and to learn effectively. The school works very well in partnership with parents to support pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is outstanding and his high aspirations for the school are shared by all staff and governors. Rigorous analysis and evaluation of all aspects of the school contribute to highly effective planning for improvement. All statutory requirements are met. The school's exemplary procedures for managing the performance of staff and their very good opportunities for professional development have a significant effect on pupils' achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Large numbers of parents are satisfied with all aspects of the school, especially with the quality of teaching and the way their children are cared for. Pupils are also very happy at school. They enjoy the wide range of activities on offer and are keen to take responsibility.

IMPROVEMENTS NEEDED

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

- Continue with plans to improve and extend the accommodation and resources, particularly with respect to the provision for ICT and the library;
- Introduce consistent procedures for involving pupils in setting and using their own targets for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is very good. Achievement is good in Year R and in Years 1 and 2. Standards are above average in English, mathematics and science in Year 2. Achievement is very good in Years 3 to 6 and standards are well above average in English and mathematics and above average in science in Year 6.

Main strengths and weaknesses

- Pupils achieve very well in English and mathematics and standards of literacy and numeracy are much higher than average by the time pupils leave the school.
- Children in the Foundation Stage make good progress in all areas of learning.
- Standards in reading are very high throughout the school.
- Pupils achieve above average standards in science, art and PE throughout the school.
- In Year 6 standards in geography and history are also high.
- Pupils with SEN achieve very well because they receive very good support.
- Achievement in ICT is satisfactory but is limited by the constraints of the accommodation and resources.

Commentary

1. Achievement in the Foundation Stage is good. Overall, children's attainment on entry to the school is average. Indications are that, by the end of the Reception Year, they are likely to exceed the standards expected for their age in most areas of learning. The records for the pupils currently in Year 1 show that this was the case in the previous year, and those now in Reception are on course to achieve similar standards.

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

Standards in:	School results	National results
reading	16.9 (17.9)	15.8 (15.7)
writing	16.1 (16.0)	14.6 (14.6)
mathematics	17.1 (17.2)	16.2 (16.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. In the end of Year 2 national tests in 2004, standards were above the national average in reading and mathematics and well above average in writing. Compared with similar schools, based on the number of pupils known to be eligible for free school meals, they were average in reading and mathematics and above average in writing. Standards in reading were slightly lower than they had been for the previous two years while those in writing and mathematics were similar.

3. The findings of the inspection are that standards in Year 2 are well above average in reading, and above average in writing, mathematics and science. In art and PE, standards are also above average, while in ICT, geography and history they are in line with expectations. Where the evidence allows comparisons to be made, these standards are the same as they were when the school was last inspected except in ICT and history where they are lower. The judgements of the inspection are similar to the school's results in the 2004 national tests, except in reading, where they have returned to their former higher level. The school's results were adversely affected by the performance of a few boys in 2004. Strategies have been introduced to address the identified shortcomings and these are having a good effect. Overall, achievement is good in Years 1 and 2. Evidence of the pupils' work in Year 1 shows that their achievement is very good in English and mathematics.

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

Standards in:	School results	National results
English	29.1 (30.2)	26.9 (26.8)
Mathematics	28.9 (29.4)	27.0 (26.8)
science	29.3 (30.4)	28.6 (28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year

4. In the national tests in 2004, standards in Year 6 were well above the national average in English and mathematics. In science they were similar to the national average. Compared with schools whose pupils performed similarly in Year 2, standards were well above average in English and mathematics and above average in science. Standards have been consistently well above average in English and mathematics for the past four years, while those in science have been more variable. All pupils consistently achieve very well.

5. The findings of the inspection are that standards in Year 6 are well above average in English and mathematics and above average in science. Pupils achieve very well due to the high quality of their teaching and learning. Standards in Year 6 are also above average in geography, history, art and PE. Standards in ICT are in line with national expectations. These findings are similar to those of the previous inspection, except in ICT where, as in Year 2, standards are lower than they were. This is because of the constraints of the school's accommodation and resources which make it difficult for pupils to have sufficient access to computers in order to cover all aspects of the curriculum in enough depth. It is a testimony to the quality of the teaching that pupils achieve as well as they do in order to reach the standards expected under difficult circumstances.

6. In Year 6, standards in speaking, listening, reading and writing are all well above average. In Year 2, standards are well above average in reading and above average in speaking and listening and writing. Reading and writing skills are used and developed very well in other subjects and teachers are alert to the many opportunities that arise to make meaningful links across the curriculum. Numeracy skills are developed well in other subjects, especially science and geography. One of the main reasons for pupils' good achievement in ICT, despite the limitations of the provision, is that teachers are particularly inventive in finding ways to develop pupils' learning through almost every other subject.

7. All pupils in this school achieve very well by the time that they leave Year 6 because of the high quality of the teaching and the very good leadership and management which aspire towards excellence. Discussions with pupils showed that they felt they were required to work hard at all times and were doing as well as they could. Parents feel that their children make good progress and that the school has high expectations of them. The achievement of pupils with SEN, including those with statements, is very good. Pupils make very good progress towards the targets in their individual education plans. Some pupils make sufficient progress to be taken off the SEN register and a number attain the levels expected for their age in national tests.

8. The school has identified the need to raise boys' achievement in writing and older girls' achievement in mathematics after analysing the results of the national tests. The findings of the inspection are that the strategies currently being employed to address these issues are already having a positive impact on these pupils' achievement and that there are currently no significant differences in achievement. The high standards reached in the school show how well it caters for more able pupils. It also identifies gifted and talented pupils and ensures that their needs are met. In addition to promoting high achievement in lessons across the curriculum, the school also provides many other opportunities for pupils to excel in sport, dance and music.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are very good. The level of attendance is good and pupils are very punctual. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The school is very successful in creating in pupils a desire to learn.
- Pupils are extremely interested in all the activities provided for them both in and out of the classroom.
- Behaviour is very good at all times.
- Pupils form very good relationships with each other and with adults.
- Pupils take the many opportunities for additional responsibility very seriously and gain much benefit from them
- The school's excellent ethos is based on very good spiritual, moral and social development.
- The level of attendance at the school is high and pupils arrive very punctually.

Commentary

9. Pupils' very good attitudes, their eagerness to learn and very good behaviour make for a very positive and productive atmosphere in the school. They work very well, both together and independently, in class and show a great deal of respect and thoughtfulness for others. Teachers inspire the pupils, which makes them want to learn; as a result there is a strong work ethic and calm atmosphere and pupils are motivated to do their best. They listen attentively in lessons, are engrossed in their work and are keen to ask and answer questions. In the playgrounds, pupils play very well together and in the dining hall there is a pleasant social atmosphere. Behaviour is very good at all times around the school as well as in lessons, which ensures that no time is wasted and pupils learn well. Pupils show a great deal of interest in school life, particularly by attending the many extra-curricular activities which are available to them. Pupils with SEN have very positive attitudes to work. They are keen to learn and to make progress towards their targets.

10. Pupils' spiritual, moral and social development is very good. Provision for their cultural development is good. The 'happy, holy family' ethos pervades all aspects of life in the school, which ensures that everyone is treated with kindness and respect. Pupils have very good opportunities to reflect on their own beliefs and the beliefs of others through religious education and during collective worship. During an assembly, some girls in Year 6 reverently performed a liturgical dance thanking God for the gift of Jesus. Singing by soloists and the whole choir provided a spiritually uplifting feeling to the assembly. Links with the local church and the parish priest are very good, which helps to strengthen pupils' spiritual development. The memorial garden dedicated to a former pupil offers a quiet area for reflection for pupils. A moment of awe and wonder pervaded the class when pupils in Year 4 realised that a book before them was well over three hundred years old.

11. Pupils are encouraged to have good manners and most have high standards of behaviour in and around the school. Pupils are polite and courteous at all times, relationships are very good, they respect one another and there is a harmonious atmosphere in the school. Very effective procedures are in place to deal with all forms of harassment; consequently pupils are all confident that little bullying takes place and say that any issues are dealt with very quickly by any member of staff. Pupils are very respectful of each other's ideas and answers in class discussions. Moral dilemmas are often sensitively dealt with during class debates, for example when pupils in Year 5 were given a list of moral problems, they sensibly discussed the issue 'I believe money is the most important thing'. They took into account not only their own situations, but also the plight of others, such as the victims of the Tsunami disaster. Although they felt that money is an important part of everyday life, they came to the conclusion that, for most people, families are much more important.

12. There is a wide range of very good opportunities for pupils to take on additional responsibility. There are school councillors, house captains and prefects as well as many other opportunities for pupils to act as monitors within the classrooms. Pupils respond very well to these opportunities, which help to raise their confidence and self-esteem. Members of the School Council

are responsible for sharing other pupils' ideas for future projects for the school, such as suggesting a new fence for the Key Stage 2 playground and friendship benches in the playgrounds. Pupils have a very good understanding of the needs of others, both in the local community and around the world. They are very aware of the need for conservation and took part in the Surrey Primary School Earth Summit. Their charity work has helped children in Sri Lanka, as well as links closer to home, such as Harvest Festival boxes for the local area. The 'buddy' system between pupils in Year 6 and Year 3 and the Year 6 pupils' 'Tweenie duties', when they help children in the Reception class, help younger pupils to settle easily into their next stage of school life.

13. Pupils have a good understanding of different cultures around the world through stories, learning about other religions, art, dance and music. Pupils get great pleasure from performing in school productions, such as *Hoodwinked*, based on the story of Robin Hood, and are looking forward to taking part in the school's new production, *Saint Patrick*, later this term. Performing before an audience is very good for their self-esteem. The Comenius 1 project enables them to share their work on environmental issues with pupils in schools in Italy, Spain, Greece, Poland and Romania, as well as other schools in Britain. This greatly increases their awareness of other cultures around the world.

14. The level of attendance is higher than the national median. Pupils are very eager to come to school and punctuality is very good. There were no exclusions in the school year prior to the inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.0
National data	5.1	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

The quality of education provided by the school is very good. The strongest features of the provision are the quality of teaching and learning, the school's assessment procedures, the use of assessment information to inform teaching, the provision for pupils with SEN, the levels of care for pupils' welfare and the school's links with parents and the community.

Teaching and learning

The quality of teaching and learning is very good overall. It is good in the foundation stage and in Years 1 and 2, and very good in Years 3 to 6. Assessment in the foundation stage is good; it is very good in Years 1 to 6.

Main strengths and weaknesses

- Teachers have an excellent ability to engage pupils in learning, which helps to create a very good working atmosphere in every classroom.
- The relationships between pupils and teachers are excellent and underpin the teachers' highly effective management of pupils' behaviour.
- All teachers have high expectations of all of the pupils and plan work that is challenging, interesting and enjoyable.
- Teachers and classroom assistants work very well together to support and promote learning.
- Good teaching for Reception children lays strong foundations for future learning.
- Homework makes a significant contribution to pupils' learning.
- The support for pupils with SEN is of a very high standard and helps them to make very good progress.

- Very good assessment procedures ensure that work is planned effectively to promote good progress for all pupils, but individual targets for learning are at an early stage of development.

Commentary

15. The quality of teaching in Reception and in Years 1 and 2 is good, overall. It is very good in Years 3 to 6. In Reception, all of the teaching seen was at least good, and one lesson was very good. In Years 1 and 2, eight of the nine lessons observed were good or better, and three of these were very good. Most of the teaching seen in Year 1 was very good. In Years 3 to 6, all of the teaching seen was at least good and more than half was very good. Parents express very positive views about the quality of teaching, as do most pupils.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	17 (46%)	19 (51%)	1 (3%)	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.

16. One of the most outstanding features of the school is the way it stimulates in pupils a desire to learn. Teachers are creative and imaginative in the way they present ideas and activities to the pupils, and they involve pupils fully in learning through discussion, practical investigation, research and problem solving. Pupils know that teachers value their ideas and they demonstrate a desire to do well. In every lesson observed, there was a very good working atmosphere where pupils applied themselves conscientiously to the tasks set while clearly enjoying learning.

17. Teachers are very skilful at forming supportive and helpful relationships with their pupils which also enrich their learning. There is a strong emphasis on self-discipline and an expectation of mature behaviour which underpins the teachers' highly effective management of the pupils. As a result, mutual respect and consideration allow teachers to focus on learning rather than on behaviour and pupils to feel valued and that their efforts are appreciated.

18. Another consistently good feature is teachers' high expectations of all pupils. They plan work that is consistently challenging and always interesting and enjoyable for the pupils. They expect high standards in all subjects and make sure that activities are suitable for all pupils, from the most able to those with special educational needs. Teachers expect and encourage pupils to think creatively and to apply existing knowledge and understanding to new learning. There is also an expectation that pupils will present their work neatly and carefully, which is another strong feature of pupils' achievement and their attitudes to learning.

19. The quality of teaching and learning is consistently good for children in the Reception Year. The teacher and learning support assistant form a very effective team. Together they create a very caring learning environment where the children feel safe and secure. This enables these young children to get off to a flying start with their learning. Good planning and teaching methods enable the children to make good progress. This enables many children to achieve above the expected standards for their age by the end of their Reception Year. The teacher has a good understanding of how young children learn and provides a good curriculum for them. Assessment procedures are good and the information gained from the assessments is used well to ensure that the curriculum is adapted to the diverse needs of the children.

20. There is very good teamwork between teachers and classroom assistants. Teachers ensure that assistants are well-briefed about lessons and have a clear understanding of what pupils are expected to learn. They, in turn, are very knowledgeable, well-trained and make a significant contribution to the quality of teaching and learning throughout the school. Some take small groups of pupils, for additional work in literacy, for example, and are very effective in supporting pupils with special educational needs. Support for pupils with SEN within classrooms and in sessions with the

SEN co-ordinator is very good and this leads to very effective learning. Work is matched closely to the pupils' varying needs and their progress is carefully monitored.

21. Homework is very well planned and organised and makes an important contribution to extending and consolidating pupils' learning throughout the school, especially in literacy and numeracy. Homework books are valued as highly as class work books, and expectations increase as pupils move through the school. Parents also feel that homework is appropriate and valuable.

22. The school has further improved and refined its assessment procedures since the last inspection. There are very good systems for assessing and recording pupils' attainment and progress in all subjects and teachers make very effective use of this information to set whole school and individual targets and to identify any pupils who are not progressing as well as they should. Individual targets, in writing for example, which pupils share and use in their work, are not yet a regular feature in all classes. There is good practice in the Year 1 class, but this has not yet been extended to older pupils. Although Year 2 pupils have written their own targets in English and mathematics they are not familiar with them and do not refer to them when working. However, the quality of teacher's marking is high and this does help pupils to know what they must do to improve their work.

The curriculum

The curriculum is very good. The school provides a rich curriculum, which affords a very good preparation for secondary school. There is a very good range of opportunities to enrich the curriculum. The accommodation overall is satisfactory. Resources are good.

Main strengths and weaknesses

- The school is developing many worthwhile initiatives to enhance learning.
- The curriculum is enriched by many clubs, visitors and school visits.
- Provision for pupils with special educational needs is very good.
- Aspects of the accommodation are unsatisfactory.

Commentary

23. The school offers a broad and balanced curriculum. There is a strong focus on English and mathematics and the national strategies for literacy and numeracy are being implemented very effectively. Pupils' investigative skills are being successfully developed in mathematics and science. There are good opportunities for the pupils to use their literacy, numeracy and ICT skills in other subjects. There is good provision for the creative aspects of the curriculum. The curriculum for children in the Reception class is good. Many of the different areas of the curriculum are interwoven well, combining challenge with reinforcement, which enables each child to share the same experiences and to make good progress. The curriculum is challenging yet addresses the needs of each child, so that every child can learn to the best of their ability.

24. The teachers plan very carefully for the work which the pupils will do each term and each week in all subjects, matching tasks closely to the pupils' varying needs. The school always looks for ways to develop the curriculum further. It is involved in worthwhile environmental initiatives, including the Eco schools award scheme. A regular 'book week' involves visiting story tellers and enables the pupils to dress up as characters from a variety of stories. There are effective curricular links with local secondary schools and local industry and there are innovative links with schools in Europe. Paired reading sessions enable older pupils to work with younger pupils, developing good attitudes and social skills. Currently, about 40 pupils in Years 3 to 6 take advantage of opportunities for instrumental music tuition. Provision for swimming has improved since the previous inspection, with pupils in Year 4 having lessons throughout the year.

25. A wide range of clubs allows the pupils to pursue their interests outside lessons. There is a choir, a small orchestra and a recorder group. Over half the pupils in Years 3 to 6 participate in the

chess club. There are a number of sports clubs and matches are played against local schools with considerable success. Last year, the netball team won the district rally, which involved 26 other schools. The football team is currently unbeaten in its league. Learning is enriched further by visitors and by many worthwhile school visits to places such as Chertsey Museum, Butser Ancient Farm and local theatres. There are residential visits to the Isle of Wight and to Dorset for pupils in Years 6 and 4 respectively.

26. All pupils have equal access to the curriculum and to extra-curricular activities. The progress of gifted and talented pupils is carefully monitored. An 'able child' link to the local secondary school enhances these pupils' learning in science. There is very good provision for pupils with SEN. Pupils who are experiencing difficulties with aspects of work or behaviour are identified as early as possible in Year 1. If these difficulties persist, teachers draw up individual education plans for the pupils. These plans are of very good quality, with clear, short-term targets for the pupils to aim at and the strategies and support necessary. These plans are reviewed three times a year and new targets are set as necessary.

27. There are sufficient well qualified teachers and support staff to meet the requirements of the National Curriculum. Administrative staff provide very good support and premises staff work hard to keep the school clean. The accommodation overall is satisfactory, with adequate sized classrooms and hall. Nevertheless, teaching space is quite limited. The Headteacher's office and the staffroom are often used to accommodate small groups. There is no medical room. The library is very small and has to double for other uses. There is no ICT suite at present, although the school has just bid successfully for funds that will allow one to be created. Disabled access is difficult due to many steps in the building and outside. There is an adequate sized playground, a small sports field and an informative nature trail. Outside play facilities for the youngest children have improved since the previous inspection. There are plenty of resources to support teaching and learning in most subjects, although the school recognises the need to extend resources for ICT. There is a good range of fiction and non-fiction books in the library, although the library itself is rather cluttered.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. There are very good procedures for checking pupils' personal and academic progress. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- Governors are fully involved in health and safety reviews of the school.
- Very good levels of care for all pupils ensure that they feel well supported.
- The school actively seeks and acts upon pupils' views.
- The school has very good systems for monitoring pupils' development as they progress through the school.
- Good induction procedures for pupils entering the school ensure that they settle quickly.

Commentary

28. The school has very rigorous health and safety procedures. Staff and governors are extremely vigilant in ensuring that the environment is kept safe by routinely checking grounds, buildings and equipment. The site supervisor liaises very closely with the Headteacher and governors to keep them well informed of any concerns, which are promptly addressed.

29. 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. Pupils feel safe and well cared for and are eager to learn.

30. Pupils' views are fully taken into account through the school council. Pupils are very positive about their role as councillors and are proud of the examples they can cite of the impact they have on the life of the school.

31. There are very good, informal procedures to monitor pupils' personal progress as they proceed through the school. Relationships throughout the school are very good and all adults in the school know the pupils extremely well and are quickly aware if something is wrong. Pupils are very happy that there is always someone they can turn to for help and advice. The systems for monitoring pupils' academic progress are also very effective and ensure that teachers keep a close watch on how well individual pupils are achieving as they move through the school. The senior management team are vigilant in identifying any pupils who are showing signs of underachievement and quickly put strategies in place to provide support.

32. Good induction procedures for pupils entering the school 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.

Partnership with parents, other schools and the community

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

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.
- Very good links with other schools ensure that there is a smooth transfer for pupils when they move to secondary school.
- Curriculum links make a very positive contribution to pupils' learning.

Commentary

33. A very good range of information is sent to parents on a regular basis to let them know what is happening in school. This information is then put on to the school website so it is always available for parents. 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.

34. Written annual reports for parents are very good. They inform parents 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. Parents of pupils with SEN are kept fully informed of the targets set for their children and of the progress being made towards them. The school invites parents to the regular reviews of their children's individual education plans.

35. The school works hard to deal with parents' concerns or complaints, and parents confirm that they are always made to feel welcome and that they have very good relationships with all the staff. Regular surveys are made of the views of parents, the results of which are analysed and acted upon. The Parents' Association is very supportive and raises significant funds for the school as well as organising social events. These activities further support the positive relationships between school and home.

36. Very good links with the local community support the school well. There are close links with the parish and the pupils regularly visit the church for events such as Harvest Festival. Members of the parish are invited into school to attend services. Pupils in the choir regularly visit members of the local community. These, plus the use of local facilities, such as shops and museums and visits further afield, such as to the Houses of Parliament, ensure that pupils receive a wide range of experiences.

37. Very good links with other schools, particularly with the local secondary school to which the majority of pupils transfer at the end of Year 6, including a planned programme of visits prior to transfer, support pupils very well and ensure a smooth transfer takes place. Curriculum links with other schools within the local consortium support the school well by helping staff share ideas.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is outstanding and that of other key staff is very good. The management and governance of the school are very good.

Main strengths and weaknesses

- Outstanding leadership by the headteacher has helped to create a very effective staff team, who are committed to achieving the highest possible standards in all areas of the school's work.
- The senior management team share the headteacher's vision for the school and are influential in leading new developments.
- A strong commitment to developing leadership skills ensures that subject co-ordinators make an effective contribution to the development of the curriculum.
- The governing body has a very good knowledge of the school and is fully involved in strategic planning.
- There are excellent systems for evaluating the school's effectiveness and planning its future development.
- Exemplary procedures for evaluating the performance of all staff and supporting their professional development are influential in promoting school improvement.
- Very efficient financial management ensures that the school provides very good value for money.

Commentary

38. The headteacher's excellent leadership skills and high aspirations for the school underpin its exceptional ethos. His reflective, self-critical approach to management and firm commitment to developing leadership skills in others have helped to create a very strong staff team who know what they are working towards and what they have to do to achieve it. A key factor has been his determination to appoint high quality teachers and his discernment in appointing them to particular classes. The headteacher has been successful in improving the school's academic performance whilst maintaining and strengthening its Catholic ethos, and has ensured that pupils' spiritual and moral development remains a very high priority. His calm approach is reflected in the relaxed and happy atmosphere throughout the school, where pupils and staff alike are valued and nurtured whilst also being challenged to improve and develop. The headteacher is greatly respected by parents, pupils, governors and staff.

39. The senior management team provides very good support for the headteacher and shares his vision of excellence for the school. It is committed to self-evaluation and makes a significant contribution to ensuring that all pupils make good progress throughout the school. Members of the team support other staff members very well, check on their performance and contribute to their training. Their involvement in strategic planning is extensive and they meet regularly to check on progress and identify any emerging issues that need to be addressed. The headteacher is very effective in developing leadership skills in all staff. Subject co-ordinators are encouraged and trained to take responsibility for their subjects and to promote their development. All are effective in

the role, including those who are relatively new to it, and all make a significant contribution to maintaining the school's high quality curriculum. The school's provision for pupils with special educational needs is led and managed very effectively by the co-ordinator for SEN.

40. Governors are equally influential in their role, and make an important contribution to determining the school's future direction and identifying where improvement is needed. They have been particularly diligent, and ultimately successful, in pursuing the school's main priority, that of extending its accommodation to improve ICT and library facilities as well as creating more teaching space. They have rigorous systems for checking the school's performance and the quality of education provided for the pupils. Their links with their 'adopted' classes, visits and observations, together with informative reports from the headteacher and staff, keep them very well informed about all aspects of the school. Governors fulfil all of their statutory obligations very effectively, providing both challenge and support for staff and pupils.

41. The school's procedures for evaluating its own effectiveness are excellent and are a key factor in its success. They involve governors, staff, pupils and parents in identifying the school's strengths and areas where improvement could be made. The annual monitoring plan clearly sets out a timetable for reviewing different aspects of the school's work, and shows who has overall responsibility for each initiative. This, together with the rigorous analysis of test data, helps to identify the main priorities for improvement, both in the short term and over a three-year period. In addition, the school's exemplary systems for evaluating the performance of staff and the very good opportunities for their continuing professional development further contribute to the effectiveness of the school's management. Teachers and assistants benefit from an annual discussion with the headteacher about their professional development, and annual targets for all staff reflect the priorities of the school improvement plan.

42. A recent good example has been an increased focus on improving provision for children in the Foundation Stage, which the Reception teacher identified as a priority for the school. The headteacher responded by providing opportunities for the teacher to visit other schools, known for their good practice in this aspect, as well as allocating additional funds to improve resources for the children and to provide support for the teacher. The success of these initiatives is reflected in the improved quality of provision for the children.

43. The school recently experienced significant budget cutbacks which severely limited its scope for purchasing new resources. However, prudent financial management and carefully thought through decisions about expenditure enabled the school to maintain staffing levels, although funds for new resources were very limited. This situation has now been improved and teachers have been able to bid for funds for their subjects to support proposed developments. Long-term financial planning has taken into account the need to extend the accommodation, with the result that the school is now in a position to proceed with its plans. The administrative officer is very experienced and, as a member of the senior management team, fully involved in strategic planning. She makes a significant contribution to the school's day to day management.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	519428	Balance from previous year	4343
Total expenditure	506301	Balance carried forward to the next	17470
Expenditure per pupil	2519		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

44. Children are admitted to school in September in the year in which they become five. Children attend part-time and are gradually integrated into full-time attendance by February in the spring term. There are currently twenty-nine children in the Reception Year. Induction procedures are good and this means that the children quickly settle into the school routines. Overall, their attainment on entry is average. However, indications are that by the end of the Reception Year, most children are likely to achieve above the standards expected for their age in most areas of learning. The quality of teaching and learning is consistently good, which enables the children to achieve well.

45. The good curriculum meets the diverse needs of the children well. There is a good balance between focussed teaching and opportunities for independent learning, which extends the children's learning well. The classroom and outside area have a good range of equipment and provide an appropriate environment for children to learn. Attractive displays of the children's work celebrate their achievement. The indoor and outside areas are used well. There has been a very good improvement in the outside area since the last inspection. There is easy access to the attractive outside area, which also has a large covered space. This is very good, as it ensures that the children can use the outside activities even in inclement weather. The Foundation Stage co-ordinator provides good leadership and manages the department well. She has a good understanding of how young children learn and a clear vision of their needs. Together with the teaching assistant she has created a very caring, effective team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are happy in school.
- Relationships between adults and children are very good.
- Good teaching and learning enable the children to make good progress.
- The curriculum is matched well to the needs of the children.

Commentary

46. By the end of the Reception Year, most children are likely to achieve standards higher than those expected for children of this age in this area of learning. Teaching and learning are good, with opportunities for the children to take part in their own initiated activities combined with times of focused teaching. However, groups of children are often directed to an activity rather than encouraging them to make choices for themselves. This limits the development of their independence. The children are happy to come to school and work and play enthusiastically with each other. Relationships between adults and children are very good, which helps to promote the children's self-esteem and confidence. Overall, the children are very well behaved and respond quickly when asked to stop their activities and be ready to listen. They learn to share and take turns well, which greatly enhances their personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress from their average starting point.
- They have good speaking and listening skills.
- There is good development of writing skills.
- Teaching and learning are good.

Commentary

47. The children make good progress in developing new skills in their communication, language and literacy development and reach above average standards. On entry to school, most children are confident speakers and their listening skills are good. However, most are at the expected stage of development for their early reading and writing skills. Sometimes a teaching assistant takes part in children's role-play, which provides them with good opportunities to listen to others and to extend their vocabulary. 'Big Books', such as the story of *Goldilocks and the Three Bears*, are used well to extend the children's knowledge of story structure. Good links are made between these stories and other areas of the curriculum to reinforce the children's learning, such as painting and drawing teddy bears. Children enjoy listening to stories and most know about books and how to use them. Most are at the early stages of reading and although some can read very simple text, most use picture clues and memorise the text. They regularly take books home to share with their parents. There is good liaison between the teacher and the parents and they are able to share their ideas about the children's reading development through the very good home-school contact books.

48. The children are provided with many good opportunities to write within their own initiated play and for writing within lessons. A few children make simple marks, but most write initial letters or parts of known words for their own writing. They are praised for their efforts and this gives them confidence to write, which is good, as they are encouraged to feel that they are writers. As the children speak, the teacher often writes the words for them to see, which strengthens their understanding of the links between speech and writing. This is a very good way of extending the children's learning of how to write.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils learn through good practical experiences.

Commentary

49. Children reach standards above those expected for their age in this area of learning. They are provided with many practical activities, which enable them to make good progress and achieve well. In a good lesson, when a group of children were playing a number game called 'Dress the Doll' with the teaching assistant, they were asked to throw and count the number of dots on the dice. They had to find an item of clothing with the same number of dots to put on their doll. They had to use good observation skills, as they also had to check if the shape exactly matched the shape on their doll. The children were learning to count correctly and their close observational skills were extended effectively. In a whole class focused teaching session, the teacher used five different shapes and sizes of hats to help the children to get a greater understanding of 'taller than' and 'shorter than'. She used very clear open-ended questioning to help the children explain their reasoning when they chose the tallest or the shortest. They made good progress and their mathematical understanding was extended well. They attempted to make a tall tower and a short

tower using a computer program. Some had difficulty dragging the cubes on the screen, but they could make the different sized towers. They enjoyed using the mathematical terms 'taller than', and 'shorter than', which enhanced their mathematical vocabulary. They can make a two-colour repeating pattern with beads and some can make a three-colour repeating pattern. Although most children are at a very early stage of learning the names of three-dimensional shapes, an adult asks them to name each shape, such as cylinder, sphere or cuboids, as they make the patterns, which extends their learning. They enjoy singing and acting out number rhymes, which provide a good basis for learning early addition and subtraction skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good.
- Practical experiences extend the children's learning.
- There are good links with other areas of the curriculum.

Commentary

50. Children achieve higher standards than those expected for their age in this area of learning. First-hand experiences, such as planting and caring for hyacinth bulbs, engage the children's interest well. This extends their learning about what plants need in order to grow. They have looked closely at two different plants, a gerbera and a rubber plant, to find similarities and differences. They have learned to name the main parts of a plant. Children enjoy using construction toys to make models, such as a house for the three bears. They enjoy using the computer for mathematical activities, creating pictures of gingerbread men, and using their own spellings to compose and print a letter from Goldilocks to the three bears saying she was sorry. They are learning about France through photographic evidence, a map of France and French foods. During the inspection they answered the register in French saying 'bonjour'. Children are learning how much they have changed since they were babies. They have used a range of materials to make a waterproof coat for Elmer the elephant. Good links are made with other areas of the curriculum, such as when the children made porridge. The teacher used good open-ended questioning together with the practical experience of how cooking can change the texture of a mixture. The children were involved well by looking at the different ingredients and seeing how these changed when added together and being cooked.

PHYSICAL DEVELOPMENT

51. It was not possible to make overall judgements about provision in this area of learning as no physical education lessons could be observed. The children are given many opportunities to use pencils, scissors and glue, which also help to improve their pencil control. The children have good control when using the clambering equipment during outdoor play. This extends both their physical and personal and social development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children enjoy their creative work.

52. Children exceed the goals set for them in creative development. Many of the children's own drawings are in line with expectations for their age. However, when there is direct teaching of skills,

there is a good improvement in their drawings and paintings. When working with an adult, the children were asked to look very carefully at a teddy bear. The adult used a large poster, which showed various stages in drawing a teddy bear, starting with the head, adding a body and continuing in this way until the bear was completed. Together with this and her very clear explanations, the children managed to draw very different, but equally high quality pictures for their age. When painting a picture of their own teddy bears, they were encouraged to mix their own paints and to check if the colours were close to the colour required. When playing in the role-play area, their imaginative play is stimulated and their vocabulary is extended when an adult takes part with them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and reach standards that are well above average by the time they leave the school.
- Recently introduced strategies are helping to raise boys' achievement in writing.
- Teachers have very high expectations of what pupils can achieve and make learning interesting and enjoyable.
- Teachers make very good use of ICT to enhance learning.
- Very effective assessment procedures are used efficiently to plan appropriate work for all pupils but the involvement of pupils in setting and reviewing their own targets is at an early stage of development.
- Very good leadership in the subject ensures continuing improvement.

Commentary

53. High standards in English have been maintained and built upon since the previous inspection. Overall, standards in Year 2 are above average, while those in Year 6 are well above average. In Year 2, standards vary from year to year between above and well above average, depending on the proportion of pupils who reach the higher levels of the National Curriculum. In Year 6, standards have been consistently well above average since 2001. Pupils achieve very well in all aspects of English and literacy because of the very high standard of teaching and constant review of teaching strategies, resources and the curriculum. Pupils with SEN achieve very well because work is planned effectively to help them overcome their difficulties and they receive very good support, both in whole class lessons and when taught in small groups.

54. Standards in speaking and listening are above average in Year 2. Most pupils have good listening skills, though a few need regular reminders to keep their attention focused on the teacher. They speak clearly when explaining their ideas and more able pupils use good expression and a wide range of vocabulary. In Year 6, standards in speaking and listening are well above average. Listening skills are excellent and enable pupils to absorb new learning very quickly. They speak articulately, confidently and with sensitivity to the needs of others, drawing on an extensive vocabulary and with good awareness of grammatical conventions. Teachers throughout the school place great emphasis on developing good speaking and listening skills in every lesson. They plan activities which extend these skills, such as role play, 'hot seating', drama and class discussions.

55. Standards in reading are well above average throughout the school. Teachers use a wide range of effective methods to ensure that pupils are able to draw upon a variety of strategies when tackling an unfamiliar text. The teaching of phonics is very well structured and underpins pupils' word building skills. As pupils progress through the school, they have many opportunities to read together as a class, in small groups and as individuals. Each year group is matched with another to share reading experiences. In this way, younger pupils benefit from the encouragement and

expertise of older pupils, who, in turn, receive a boost in confidence by helping them. Discussions with and observations of Year 6 pupils show that many are avid readers. They read a broad range of books independently and explain well why they enjoy particular authors. The Year 6 'Reading Club' provides pupils with good quality fiction which they read and comment on in the form of a brief review which others refer to when selecting their own books. All teachers ensure that the diversity of books in their class includes genres that appeal to boys and girls. As a result, there are no significant variations in attainment by gender.

56. Raising standards in writing has been, and still is, a main focus for the school and a key priority in the school improvement plan. Standards are above average in Year 2 and have risen significantly in recent years as more emphasis has been placed on enabling the more able pupils to write at greater length and with increasingly adventurous use of language. In the current year group, pupils' work is of a good standard, but some more able pupils are not yet producing sufficiently extended pieces of work. In Year 1, standards are very high and pupils enter the class with very positive attitudes towards writing. The teacher then challenges them and extends their learning very well with the result that the pupils almost all achieve above average standards. In Year 6, standards are well above average. Pupils' writing is varied and interesting in style, often enlivened by imaginative and adventurous choices of vocabulary. Writing is well structured, often in paragraphs, and spelling and punctuation are mostly accurate, except in the work of a few less able pupils where these aspects are relatively weaker. Throughout the school, handwriting is of a high standard and pupils present their work neatly and thoughtfully.

57. Having identified the need to raise the standard of boys' writing, the school has tackled this issue purposefully and with good results. Teachers choose topics that interest and motivate both boys and girls and encourage boys in particular by inviting male role models into school, such as authors, storytellers and journalists. Boys are encouraged to write reports of sports matches and instructions for games they have made up, and to appreciate the importance of writing in everyday life, not just as a school activity.

58. The quality of teaching and learning is very good in Years 3 to 6 and good, overall, in Years 1 and 2. Very good teaching in Year 1 enables pupils to progress very well. It is founded on teachers' very high expectations of all pupils. Lessons are challenging and well paced, providing sufficient opportunities for pupils to read, write, discuss and evaluate their work. Teachers have very good levels of subject knowledge and choose interesting topics that appeal to the pupils and capture their imagination. In a very good Year 6 lesson, pupils enjoyed identifying the key features of a ghost story and gave good examples of imagery and how the author creates atmosphere. Teachers enhance learning through the use of ICT, especially in Years 4, 5 and 6 where the interactive whiteboards add another dimension to teaching. In a very good Year 4 lesson, pupils watched a DVD clip of *2001 – A Space Odyssey* as a stimulus for creating a setting for a science fiction story. This enabled them to think imaginatively about their own writing and choice of language, especially powerful verbs and adjectives.

59. Assessment procedures are very good, overall, and assessment information is used very well to support individual pupils' progress. Marking is of high quality. It recognises and values pupils' efforts while showing them clearly how to improve. Although individual writing targets are being introduced, these are at an early stage of development. The literacy co-ordinator has established an effective system in her own Year 1 class which provides a good model for others to follow.

60. The co-ordinator's leadership of the subject is very good and ensures that key priorities for improvement are identified and addressed. She evaluates teaching thoroughly and checks the quality of pupils' work regularly. The senior management team and governors also have a clear focus on raising standards and track pupils' progress rigorously. There is constant striving for excellence and ongoing review of the school's progress towards its aspirational targets.

Language and literacy across the curriculum

61. Very good cross-curricular planning ensures that language and literacy skills are used and developed in most subjects. Teachers place very good emphasis on equipping pupils with the vocabulary specific to each subject and encouraging them to use it accurately. Opportunities for writing are numerous, and are particularly good in science and history.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average in Year 6.
- Very good teaching allows the pupils to achieve very well.
- Subject leadership is very good and is a significant factor in the high standards.
- There are many opportunities for the pupils to use their mathematics skills in other subjects.

Commentary

62. Standards in basic numeracy and in other areas of mathematics are above average by Year 2 and well above average by Year 6. This reflects the findings of the previous inspection. By the time they leave the school, pupils achieve very well. Pupils with SEN make very good progress. Higher attaining pupils also progress very well. Boys have outperformed girls at the higher level of the national tests in recent years, although no significant difference in attainment by gender was apparent during the inspection.

63. Overall, teaching is very good and leads to very effective learning. It is good in Years 1 and 2 and very good in Years 3 to 6. There is a strong focus on developing the pupils' ability to make quick mental calculations and the teachers use a variety of effective strategies to achieve this. In a Year 3 lesson, for example, the pupils enjoyed playing a bingo game, which enhanced their learning of the multiplication tables. Teachers encourage the pupils to explain their strategies and this aids understanding. At times, opportunities are missed to allow pupils to explain how they arrived at incorrect answers.

64. Explanations are clear and this helps in the understanding of concepts. In a Year 6 lesson, this consolidated the pupils' understanding of the use of brackets in more complicated calculations. The teachers encourage the use of correct mathematical terms and this is a factor in effective learning. There are some inconsistencies in expectations for the presentation of work. Whilst the older pupils usually present their work very neatly, the younger pupils' use of squared paper is inconsistent and, at times, is unhelpful to them.

65. The teachers make very good use of all available resources, including ICT, in order to enhance learning. This was very evident in a Year 4 lesson, where very effective use of the interactive whiteboard really helped the pupils to understand how to calculate the area of irregular shapes, including half squares. Classroom assistants are deployed well and their very effective support helps lower attaining pupils and those with SEN to make very good progress. The teachers match work very closely to the pupils' varying needs and this ensures that higher attaining pupils are appropriately challenged. There is a strong focus on developing the pupils' problem solving skills and their ability to relate mathematics to everyday life. This makes learning more relevant. In a Year 5 lesson, for example, the pupils solved problems relating to recipe ingredients for differing numbers of people. The teachers mark the pupils' work regularly and positively, often suggesting ways in which improvements might be made. Homework is set regularly, in order to consolidate and to extend learning.

66. Subject leadership is very strong and is a significant factor in the very good provision. The co-ordinator has led training for colleagues, which has developed their confidence and expertise in different areas of the subject. She monitors standards by checking the quality of planning, samples

of pupils' work and the quality of teaching. There are very good procedures for assessing and tracking the pupils' progress, although the setting of individual pupil targets could be more rigorous. The co-ordinator makes good use of information gained from assessments and from an analysis of national test results to highlight areas of weakness in learning. There is a clear action plan to maintain high standards. In order to address the problem of girls' achievement at the higher National Curriculum level of attainment, the co-ordinator holds 'booster' sessions aimed particularly at the girls. This is proving successful in developing their confidence in solving mathematical problems.

Mathematics across the curriculum

67. There are good opportunities for the pupils to use their mathematical skills in other subjects. In science, for example, the pupils draw accurate bar graphs to represent data, such as lengths of people's limbs, the time taken for objects to sink in different liquids and the effect of an object's weight on the stretching of an elastic band. In ICT, the pupils produce accurate computer generated pictograms of pupils' eye colours, bar graphs of their favourite fruits and bar line graphs of the varied colours of sweets in a packet. In geography, the pupils draw accurate bar graphs of annual rainfall on the Isle of Wight, types of rubbish generated in their homes and shop types in Ongar Parade.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Consistently good teaching and learning.
- Pupils' achievement is very good.
- Very good assessment procedures and use of assessment.
- Very good leadership.

Commentary

68. Throughout the school, pupils achieve very well in science due to the consistent approach to teaching, which enables them to make very good progress in their learning. Consequently, standards in Years 2 and 6 are above average. Teachers have very high expectations of pupils and provide stimulating and challenging tasks. The work is adapted well to the needs of pupils, which enables everyone to achieve as highly as they can. There is a strong emphasis on experimental and investigative science work, which enables pupils to gain well in their learning of each aspect of the science curriculum. Pupils enjoy and are interested in science. Good use is made of ICT to support pupils' learning. Teachers plan new work well, so that pupils can develop new skills, which build upon their prior learning. This ensures that pupils have a secure understanding as a basis for new learning.

69. Teaching and learning are consistently good throughout the school. Teachers explain the main task for each lesson, so that pupils are aware of what they are to learn. Pupils are provided with a stimulating range of resources, which they use to gain good first-hand experiences. This enables them to gain a deeper understanding in their learning. Teachers use scientific vocabulary well and give clear explanations of the terms, which extends pupils' learning very well. In a good Year 2 lesson, the teacher related new work effectively to pupils' previous learning about similarities and differences in humans. She provided clear photographs of wild animals together with small plastic replicas of them, so that pupils could handle them before recording their thoughts on some of the similarities and differences between humans and animals. In a good lesson in Year 3, pupils used a wide variety of magnets to explore the forces between magnets in order to discover for themselves which poles attract and which repel. In a good Year 6 lesson, the teacher used pupils' prior knowledge that some substances dissolve in liquids before asking them to design a fair test to find out which of five different forms of sugar would dissolve the quickest. Pupils made predictions

before working very well together in small groups to set up their own experiments. The teacher used open-ended questioning very well and provided very good support by quietly questioning different groups of pupils, such as *why do you think?... and what will happen if...?* Pupils were able to make comparisons and come to a conclusion before drawing a line graph to present their results. Pupils who have special educational needs are given very good levels of support so that they can take a full part in the lessons.

70. Assessment procedures are rigorous. This information is used very well to ensure that tasks are appropriately challenging and matched to the needs of pupils. Consistently good marking enables pupils to know how well they are doing and how they can further improve their work in order to achieve even higher standards.

71. The science co-ordinator, who took on the role last September, provides very good leadership. She is enthusiastic and has very good subject knowledge. She has worked very hard reviewing the science policy and a new one is already in draft form. She provides very good support to staff through informal discussions and has monitored teaching and learning in some classes. Very good provision in science has been maintained since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' progress, although satisfactory, is restricted by the limitations of the accommodation and resources.
- Good teaching of skills ensures that pupils make effective use of ICT in their learning.
- Interactive whiteboards are used very effectively in Years 4, 5 and 6.
- Very good leadership in the subject ensures that priorities for improvement are in the forefront of the school's strategic planning.
- Imaginative curricular planning incorporates ICT into most subjects to very good effect.

Commentary

72. The previous inspection found that standards in ICT were well above average. They are now in line with the national average. The lack of space for a computer suite and the current situation in which most classes have only two or three computers for pupils to use create significant barriers to progress. There are limited opportunities for pupils to practise and apply newly learned skills, although teachers are very creative in planning the curriculum to maximise the use of all available resources. The recent installation of interactive whiteboards in Years 4, 5 and 6 has further enhanced learning for these pupils. There is good provision for pupils with SEN, some of whom have access to laptops to enhance their learning. The senior management team and governors have, for some years, been actively seeking funding for a new building programme which will incorporate the installation of an ICT suite, and heard that their bid had finally been approved shortly before this inspection.

73. Despite the shortcomings of the accommodation, the subject is taught well, and some of the teaching is very good. Teachers ensure that all aspects of the curriculum are covered and that all pupils have opportunities to use computers as often as possible. Teaching is effective because skills are taught in a variety of contexts, not in isolation. For example, teachers plan work for pupils in literacy and numeracy that can be done using ICT, such as writing lists, stories, poems and instructions and making graphs and spreadsheets. Pupils create pictures using art programs and use the Internet for research in science, geography and history, as well as using a digital camera and microscope. The evidence of pupils' work shows that teachers are more than compensating for the limited resources. For example, in the year so far, Year 6 pupils have created pictures in the style of Kandinsky and Andy Warhol, constructed spreadsheets to present the results of a price survey, produced a variety of written reports and stories, used websites to locate information about

World War 2 and created a power point presentation. In the very good lesson observed in Year 6, the teacher made very effective use of the interactive whiteboard to demonstrate how to create a web page with hyperlinks, involving pupils productively through skilful questioning and making effective use of their existing knowledge and understanding to contribute to the lesson.

74. Teachers have quickly learned to make very effective use of interactive whiteboards to support learning across a range of subjects. In a very good Year 4 lesson, the teacher extended pupils' understanding of the tools associated with an art program by examining a painting by Seurat and exploring the techniques of Pointillism. The good practice that has already developed ensures that the school is well placed to provide good quality training for other teachers once the boards are installed in their classrooms.

75. The ICT co-ordinator has led the school very well through a series of developments since the last inspection. These have included the introduction of a new scheme of work, the updating of policies, the purchase of new hardware and software, extensive training for all staff, the introduction of interactive whiteboards and the ongoing planning and proposals for an ICT suite. She keeps a close eye on teachers' planning and pupils' work and observes lessons. This gives her a very good overview of standards throughout the school and of the quality of teaching and the curriculum. The most successful feature of the management of the subject is the way teachers have maximised learning by adopting a cross-curricular approach to teaching. Creative planning ensures that pupils learn to use ICT as a tool and understand its relevance to everyday life.

Information and communication technology across the curriculum

76. Every teacher looks for ways to incorporate ICT into other subjects in order to enhance pupils' learning and extend their skills. Well planned opportunities for research in geography and history, the recording of the results of investigations in science, creating pictures and designs in art, and numerous examples of writing in a wide range of subjects all help to increase pupils' skills, knowledge and understanding.

HUMANITIES

77. **Geography** was not a focus of the inspection. There is insufficient evidence to make an overall judgement on provision for the subject or on the quality of teaching. Nevertheless, an analysis of pupils' work indicates that achievement is satisfactory and standards are average by Year 2. By Year 6, achievement is good and standards are above average, which broadly reflects the findings of the previous inspection.

78. In Year 2, the pupils are making satisfactory progress in developing their early mapping skills. They are beginning to understand a map as a view from above and they locate the school and their homes on a local map. In Year 6, the pupils research information from a variety of sources, including the Internet, about the tropical rain forests. They have a good understanding of the need to conserve these forests. They know that environmental pollution in many forms is a world-wide problem. They use their literacy skills well to write letters to the authorities complaining about pollution and about the potential disadvantages of building a new road. The pupils have a good understanding of aspects of mountain environments. They investigate tourism in the Canadian Rockies. They are aware of the positive and negative impacts of tourism in many parts of the world. They know something about the geography of Sri Lanka and China and they compare life in Addlestone with that in Shanghai. The pupils use ICT skills well to make multimedia presentations on topics of their own choice. From first-hand experience, they have a good understanding of aspects of the geography and geology of the Isle of Wight.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve very well.
- Teaching and learning in Years 3 to 6 are very good.
- Visitors and visits to places of historical interest extend pupils' learning well.
- Very good leadership promotes ongoing development in the subject.

Commentary

79. Standards in Year 6 are above average. Pupils in Years 3 to 6 achieve very well, due to very good teaching and learning. However, there is insufficient evidence to judge teaching and learning in Years 1 and 2, as no lessons were seen during the inspection. From the work seen in pupils' books and in displays, most are attaining standards expected for their age and are achieving well. Pupils in Year 1 are studying seaside holidays in the early twentieth century, while pupils in Year 2 are studying famous historical people, such as Neil Armstrong, Claude Monet and Grace Darling. Pupils' artwork is linked well to their history work, such as their collages of the first moon landing.

80. Much of the teaching in Years 3 to 6 is very good. Imaginative teaching methods lead to a high level of interest and enjoyment from pupils. Teachers ensure that there is a good level of challenge, as well as effective support for those who need it. Marking is of high quality with helpful comments informing pupils how they can improve their work still further. Teachers use effective questioning, such as *how do we know about the past...?* and *why do you think that...?* Pupils readily respond to these types of questions, which stimulate their thinking and prompt them to think more deeply about the topic. The teachers provide very good quality artefacts, which stimulate pupils' desire to learn more about the subject. Their learning is enriched through close observation and being able to handle the artefacts, which bring to life the different eras being studied.

81. Pupils in Year 3 became 'archaeologists uncovering artefacts', when they meticulously sifted through a tray of sand to avoid damaging valuable evidence, as they discovered various objects. Pupils in Year 4 were astounded when they realised how much information they could discover about Tudor farming from close observation of the drawing on the frontispiece in a book first published in 1675. Pupils used a digital microscope well to get detailed images from the indistinct picture. A sense of excitement buzzed around the room, when pupils in Year 5 took articles out of a variety of cases, bags and boxes. Items were taken out, one at a time, for pupils to try to discover who might have owned them, where they were from, when they were made and why they were in the bag. Pupils in Year 6 are studying *Britain since the 1930s* and had looked at the main events in World War 2. In order for them to try to understand how the way of life dramatically changed during the late 1940s and into the early 1950s, the teacher brought in an interesting range of artefacts on loan from Chertsey Museum. Her bright, lively presentation and good subject knowledge engaged their interest very well. With *Rock around the Clock* playing in the background, pupils used these artefacts to find out about changes in fashion, domestic appliances and the coronation of the present Queen Elizabeth. Pupils in each of these classes made very good gains in their learning through these experiences, as they learned how to use historical evidence to inform them of events in the past.

82. Older people from the local community come into school to tell pupils about their memories of their own childhood, which enables pupils to be able to compare their own lives with those of the visitors. Visits to places of historical interest extend their understanding of the past very well. Pupils in Year 3 visit Butser Ancient Farm to further their understanding of how the Celts lived. Pupils in Year 4 extend their learning about the Tudors during their residential visit to Dorset. While on their residential visit to the Isle of Wight, pupils in Year 6 visit Osborne House to learn more about Queen Victoria and Victorian life.

83. The co-ordinator provides very good leadership. She has very good subject knowledge and is enthusiastic in extending pupils' knowledge of the past. She provides informal support for staff

and has been instrumental in enabling the school to borrow historical artefacts from Chertsey Museum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. **Design and technology** was not a focus of the inspection. There is insufficient evidence to make an overall judgement on provision for the subject or on standards and the quality of teaching and learning. In Year 2, the pupils are learning to use tools safely. They use construction kits to make moving vehicles and they make a moving picture, which incorporates a simple slider. In Year 6, in work linked to literacy, the pupils design and make good quality shelters to house fairy tale characters. Design sheets are clear and systematic, paying close attention to methods, resources and potential users. The pupils evaluate their finished products, suggesting ways in which they might be improved. The pupils design and make good quality percussion and string musical instruments, using a variety of materials.

85. Only two **music** lessons were seen during the inspection. There is insufficient evidence to make overall judgements on teaching and learning and pupils' achievement. However, in the very good Year 6 lesson, pupils made very good progress in learning how rhythm gives music its special characteristics. Pupils also learned to recognise different patterns and appreciate the effect of these in a range of music. They tunefully sang with very good rhythm and clarity the Negro spiritual *Silver Trumpet* and the American civil war march *John Brown's Body*. They are able to compare the different rhythms in these two songs. Pupils were appreciative and respectful of each other's efforts. Their learning is greatly enhanced by the teacher's very good subject knowledge, which she imparts very well to the pupils. In the good Year 2 lesson, pupils sang with good pitch and rhythm in echo to the teacher's sung questions of *What is your name?* and *How are you to-day?* Most know the correct names for some percussion instruments, such as claves, tambour, tambourine and guiro. They enjoyed taking turns to play some of these instruments to accompany the rest of the class as they kept a steady beat saying the rhyme *Buster, Buster climb the tree*.

86. A teacher, who leads the subject very well, teaches music throughout the school. Pupils listen to many different types of music, ranging from classical to modern, which enhance and extend their learning well. Pupils sing tunefully with good diction and rhythm. The school has a small orchestra with pupils playing percussion instruments, recorders and flutes and a large choir, which provides a very good lead for the music in school performances and in church. The choir sings at the annual carol service and the Nativity concert, as well as venues such as Addlestone Community Centre and a nearby home for the elderly.

87. Pupils take part in school productions, such as *Hoodwinked* and the forthcoming performance of *Saint Patrick*. Such performances help to extend pupils' learning of different types of music, significantly enhance their self-esteem when performing before an audience and celebrate their achievements. Some pupils learn to play the recorder and many pupils have lessons from visiting teachers to learn to play guitar, drums or piano. Musicians who come to the school to perform to the pupils greatly enhance their learning and love of music.

Art

Provision in art is **very good**.

Main strengths and weaknesses

- Art enjoys a very high profile throughout the school and the standard of display is very high.
- Pupils achieve high standards in drawing, painting, printing, collage and three-dimensional work.
- The teaching of skills and techniques is very effective.
- Teachers make very good use of ICT to enhance learning.

Commentary

88. One of the first things to catch the eye of a visitor to the school is the colourful and attractively displayed artwork in the classrooms and corridors, which shows that the subject is valued and given a high priority throughout the school. Pupils' work is of good quality and illustrates the high standards that they achieve in all aspects of the subject. Pupils in Year 6 studied the techniques used by Vincent Van Gogh and used these to create their own pictures in a similar style to *Starry Night*. They experimented with colour and printing techniques to produce eye-catching designs in the style of Andy Warhol. The large scale African masks, modelled from newspaper and mod-roc, are of a high standard and show that pupils have given much thought to their design and taken great care with their making.

89. Younger pupils develop good drawing and painting skills, which are built upon very well as they move through the school. Year 2 pupils painted pictures in the style of Monet, using the appropriate technique of applying paint in dabs rather than with long brush strokes. After collecting leaves and seed cases on a nature walk, they sketched them very carefully, with a good eye for detail and effective use of shading to create gradations of light and dark.

90. Very good teaching of a wide range of skills and techniques equips pupils to investigate and experiment with a variety of media. The two lessons observed during the inspection, in Year 1 and Year 6, were very good and illustrated many of the strengths in teaching and learning throughout the school. In the Year 1 lesson, very effective demonstration of rubbing techniques helped pupils to learn about texture. They had ample opportunity to practise the technique, apply it in creating their own artwork and finally evaluate the end results. In the Year 6 lesson, the teacher made very effective use of the interactive whiteboard and the National Gallery website to develop pupils' observational and art appreciation skills. By zooming in on different sections of *The Stone Mason's Yard* by Canaletto, and then zooming out to look at the whole picture, the teacher showed pupils how an artist creates perspective and they made good attempts at achieving this in their own work. In both of these lessons, the teachers had high expectations of the pupils, and made learning interesting and enjoyable.

91. Teachers are very skilled at using ICT to give pupils another dimension to their learning. Pupils produce pictures and designs using painting programs and learn how to create different effects with on-screen tools such as a pencil, flood fill and spray can devices. Interactive whiteboards enable teachers of older pupils to give them experience of a wide range of artists' work on the Internet and pupils also use computers and a digital camera to experiment with picture making or to try out designs and ideas. Leadership of the subject is very good and has ensured that high standards have been maintained since the previous inspection.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching is good and this enables all pupils to achieve well.
- Provision for swimming has improved since the previous inspection.
- The curriculum is enhanced by a good number of sports clubs; school teams achieve considerable success.

Commentary

92. In Year 2 and Year 6, pupils achieve well. Standards are above average, which reflects the findings of the previous inspection. This judgement is based upon observations of lessons in gymnastics and dance. No games lessons were observed during the inspection. There is evidence that standards in swimming are good. By the end of Year 4, most of the pupils can swim at least 25 metres unaided.

93. Teaching is good and this leads to effective learning. Lessons are well planned and organised, beginning and ending with worthwhile warm-up and cool-down sessions. The teachers manage changing sessions well and they ensure an orderly start to lessons. They pay due attention to safety and to the correct handling of apparatus. They provide good opportunities for the pupils to observe the performance of others, so that they gain ideas and improve their own practice. In a Year 2 gymnastics lesson, this helped the pupils to develop more imaginative balances on small body parts. There is good teaching of specific skills. In a Year 1 dance lesson, for example, the teacher emphasised the need for good starting and finishing positions and this had a positive impact on the pupils' ability to create a sequence of movements to music on the theme of seahorses and seaweed. In a good Year 6 lesson, the teacher focussed on the need for expression and movement at different levels and this impacted well on the pupils' ability to develop dance sequences in groups. The teachers ensure that all pupils are fully included in learning. They make effective use of praise to motivate the pupils.

94. The headteacher co-ordinates PE provision very well. There was no provision for swimming at the time of the previous inspection, but this issue has been successfully addressed. Pupils in Year 4 now attend swimming lessons throughout the year. There are plenty of opportunities for the pupils to pursue their interests in after-school clubs. School football and netball teams achieve considerable success in local competitions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. The provision for pupils' personal, social and health education (PHSE) is very good. The school has a comprehensive scheme of work for PSHE which extends pupils' learning very well, and covers sex education and drugs awareness effectively. Visitors, such as the parish priest, the police, a speaker from the RSPCA, a scientist, an astronomer and older people in the parish, who come in to talk about their childhood during the Second World War, greatly enrich pupils' understanding of life in the community. Performances by theatre groups and musicians, some of whom have led workshops where pupils were able to have hands-on experience of instruments such as guitar, drums and auto harps, deepen pupils' learning very well of different cultures and diverse styles of music. Pupils enjoy and support well the very good range of out of school clubs, such as football, netball, a choir and an orchestra with boys and girls taking part in each of these activities. Pupils like playing chess and taking part in the leagues within the school. This judgement supports the parents' view that the school provides a very good range of extracurricular activities. The residential school visits to Dorset for pupils in Year 4 and to the Isle of Wight for pupils in Year 6 are very good, as these enable them to learn to live together and experience outdoor adventurous activities.

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	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	1
Attendance	3
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	2
The quality of teaching	2
How well pupils learn	2
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
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).