

INSPECTION REPORT

Southwater Junior School

Southwater

Horsham

LEA area: West Sussex

Unique reference number: 125888

Headteacher: Mr John Gadd

Lead inspector: Mr Steve Hill

Dates of inspection: 7th to 10th March 2005

Inspection number: 267704

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 - 11
Gender of pupils: Mixed
Number on roll: 435

School address: Worthing Road
Southwater
Horsham
West Sussex

Postcode: RH13 9JH

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Appropriate authority: Governing body
Name of chair of Julie Alexander
governors:

Date of previous 26th – 30th April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a large junior school catering for over 400 boys and girls aged from 7 to 11. Most pupils are of white British heritage, with small numbers from a range of other ethnic heritages. Almost all have a home language of English and just two are at early stages of learning English. The number of pupils with special educational needs is somewhat below average; their main needs are moderate learning difficulties and dyslexia, with a small number having other needs. Pupils' social circumstances cover a wide range but overall are better than average. Their attainment on entry varies similarly, but is also above average overall. Most pupils transfer from the infant school next door, with which this school has close ties, including a joint parents-teachers association. Few pupils start or leave the school at other than the usual junctures. In recent years, the school has received a *Schools' Achievement* award and has gained *Investors in People* status.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, with many very good features. Social development and music are outstanding. Pupils achieve well academically and really enjoy their involvement in the thriving community. Good teaching ensures good standards. Very good leadership and good management ensure that almost all aspects of the school are good and many are very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Achievement is good and pupils do particularly well in English, science, music and physical education.
- Teaching and learning are good and staff work hard to provide for individual pupils' social and academic needs.
- Excellent provision for pupils' social development ensures that they thoroughly enjoy school, have very good relationships and behave very well.
- Leadership is very good and the school is well managed; teaching is monitored well although subject and year leaders are not sufficiently involved in this process.
- Good assessment ensures that work is well matched to pupils' needs, but the effectiveness of target setting for individual pupils is inconsistent across the school.
- The school provides a wide-ranging and exciting curriculum, with very good enrichment activities, which generates considerable enthusiasm from pupils; music is outstanding.
- Very good links with parents, the community and other schools all contribute effectively to pupils' progress.
- The school cares very well for its pupils and has excellent systems for involving them in how it runs.
- Formal training for staff in child protection procedures is out of date.

Improvement since the last inspection has been good. There has been very good improvement in leadership and management. Standards and teaching have improved and key issues from the last report have been addressed well. School development planning is now good. Monitoring of teaching is well established, but co-ordinators are still not sufficiently involved in this. Curriculum planning and assessment have improved substantially. Standards and provision in information and communication technology (ICT) have also improved significantly.

STANDARDS ACHIEVED

Pupils achieve well and overall standards are good. In English and science standards are well above average, and are above average in mathematics. Standards are very good in reading, speaking and listening, music and physical education. Standards at least meet expectations in all other subjects and exceed them in writing, history and in art and design. In religious education, standards are in line with the requirements of the agreed syllabus. Pupils make very good use of their language and literacy skills in a wide range of subjects. The good achievement is reflected in the high scores that the school gains in national curriculum assessments, as shown in the table below. Over the last few years, scores have risen faster than the national trend. They have been well above average compared with all schools,

and broadly average compared to similar schools. The *similar schools* scores in the table do not do full justice to pupils' achievement. Analysis of individual records shows that these pupils did well during their time in school, with good achievement overall.

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

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

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Their social development is excellent. Pupils have very positive attitudes to school and enjoy taking part in a wide range of activities. Their behaviour is very good, although a small minority, of mainly younger pupils, are occasionally rather silly or show immature attitudes. Attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **good**. Classes are managed well so learning is good across the school. Lessons are varied and interesting so pupils' enthusiasm and attention are held and they make good progress. Very good use is made of practical work in a range of subjects and pupils are encouraged to discuss their learning extensively and to explain their thinking. This helps ensure that their understanding is secure and stands them in good stead for future learning. Teaching and learning are particularly good in music and physical education. The school has a very good curriculum, which really engages pupils' interest and enthusiasm and is backed up by very good enrichment activities. Provision in music is outstanding. Very good provision is made to care for pupils, although training for child protection needs updating, as the school has identified in its improvement planning. Links with parents, with other schools and with the community are very good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The headteacher gives very good leadership to the school, ably supported by the deputy head. Subject and year leaders provide good leadership and management, but are not sufficiently involved in observing their colleagues' teaching. Many good systems are in place, but they are not always implemented consistently across the school. Governance is very good and governors give very good support based on their very good understanding of the school's strengths and weaknesses. They ensure that the school meets its statutory requirements, apart from when some pupils miss the opportunity to take part in a daily act of collective worship.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents strongly support the school and its aims and they appreciate the excellent measures it takes to consult them. Pupils really enjoy school and the activities on offer and they speak very highly of the excellent systems to involve them in its management.

IMPROVEMENTS NEEDED

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

- ensure year and subject co-ordinators are more involved in monitoring teaching, building on the plans currently in place;
- improve the consistency and use of individual target setting for pupils;
- implement the planned work on updating child protection training;

and, to meet statutory requirements:

- ensure that all pupils take part in a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good**. Standards are better than those normally found in the core subjects of English, mathematics and science. All pupils achieve equally well regardless of background or ability.

Main strengths and weaknesses

- Pupils achieve particularly well in reading, speaking and listening, science, physical education and music.
- Standards are good in art, history and mathematics.
- Pupils make particularly good use of their language and literacy skills in a wide range of subjects.
- Writing standards are good, but the presentation of written work is variable between different classes.

Commentary

1. Scores in national assessments at age 11 have been rising faster than the national trend and have been well above average overall for several years. This was reflected in the standards observed during the inspection.

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

Standards in:	School results	National results
English	28.7 (28.3)	26.9 (26.8)
mathematics	28.3 (28.4)	27.0 (26.8)
science	30.2 (30.9)	28.6 (28.6)

There were 112 pupils in the year group. Figures in brackets are for the previous year.

2. Scores in comparison with similar schools (on the basis of pupils' scores in tests at age seven) have usually only been average overall. The school's careful records of assessments shows that this under-estimates the progress that pupils make. Some time ago the school identified that pupils seemed to lose a lot of ground, on the basis of various test results, in their first year at the school. Senior staff identified this anomaly as stemming from differences between this school and the nearby infant school in approach and in the types of assessment used. They have since worked closely with the infant school to moderate judgements about pupils' standards, to ease pupils' transfer and eliminate this 'blip'. There is clear evidence that the individual pupils referred to in the table above achieved well overall in English, mathematics and science between the end of Year 3 and the end of Year 6. Based on nationally devised tests, hardly any failed to make the expected progress and over a third did better than expected in all three subjects.

3. Pupils build well on their good standards in the core subjects when they start at the school. Inspection evidence shows that standards in English, science, music and physical education are well above the expected levels by the end of the school. Standards in mathematics, history and art and design are above expectations. In religious education, standards meet the requirements of the locally agreed syllabus. In all other subjects, standards at least meet the national requirements. Achievement is good in English, mathematics and science. It is very good in physical education and excellent in music. Achievement is at least satisfactory in all other subjects.
4. Standards in reading are consistently very good because of the well-organised teaching and the systematic way in which this is reinforced in all classes. Pupils make good use of their reading skills to access information both from books and from ICT sources. This strongly supports their good progress in a range of subjects, as they are able to quickly understand different sources of information and to follow any written instructions they are given accurately. Their skills in accessing information from the library are very good because of their regular opportunities to practise and the clear guidance they get from staff.
5. Speaking and listening skills are high and are developed and used very well across the curriculum. Pupils have frequent, structured opportunities to share ideas in pairs before they contribute to lessons. This helps them clarify their understanding and to learn from each other's suggestions. They are often asked to explain their thinking, for example in how they worked out calculations in mathematics or in explaining the implications of their observations in science investigations. In many subjects, such discussions help to clarify their understanding and to make it more secure. Pupils are given considerable responsibility for organising aspects of their own learning by talking through ideas and working together. By the end of the school, they use these skills very effectively in planning work together in design and technology, for example, or in organising group performances in dance lessons.
6. Good use is made of pupils' writing skills in many subjects. This gives them good opportunities to write in a variety of forms and genres, as well as to explain their thinking in their own words. This strongly supports their learning in different subjects, as well as developing their writing skills. As a result, the content of pupils' writing is good across the board, although the quality of their handwriting and presentation is variable between classes. In some classes, not enough emphasis is placed on clarity of presentation and neatness, and teachers' normally high expectations of standards are inconsistent in this regard.
7. High standards in science are characterised by a clear understanding of different scientific topics, securely based on a very good understanding of planning, conducting and writing about investigations. Standards in physical education are much better overall than those usually seen. Standards in dance are particularly strong. High standards in music result from outstanding provision. High quality singing is only the most obvious result of this. Many pupils have the chance to learn an instrument and often go on to attain high standards. In art and design, pupils produce work of a quality better than that

usually found, in a range of media. The best pieces are done meticulously and with imagination. Standards in mathematics are notable for pupils' good 'feeling' for number and they are able to apply their understanding effectively to support their work in other subjects.

8. A particular feature of pupils' good achievement is that all pupils are enabled to do their best, regardless of background or ability. Pupils with special educational needs achieve well overall. These pupils make good progress when they work in the classroom because classroom teachers and assistants give them good general support. They achieve particularly well in sessions carefully tailored to their individual needs with the learning support teacher, when they make very good progress towards their individual targets. The small number of pupils for whom English is not a mother tongue learn English quickly and soon become genuinely bilingual, making similar progress to their classmates, across the curriculum. They take part equally in all the activities that the school offers. Challenging work ensures that pupils of high ability make commensurate progress and attain high standards. Where pupils have a particular talent in one subject, such as music, ICT or sport, the school makes good provision to support this and to enable such pupils to fulfil their talents. This is particularly successful for pupils learning musical instruments.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Overall, the spiritual, moral, social and cultural development of the pupils is **very good**. Pupils' attendance is **very good** and their punctuality is **good**.

Main strengths and weaknesses

- Pupils' involvement in the school, the local and wider community is outstanding.
- Relationships between all members of the school community are very good.
- Teachers have high expectations of pupils' work and behaviour.
- Pupils are very interested in their work and keen to do well.
- Pupils' attendance is very good because they love coming to school.
- A small minority of pupils sometimes exhibits immature behaviour.

Commentary

9. Pupils thoroughly enjoy their lessons and really like their school. Teachers establish a good working atmosphere by planning work that is interesting and relevant. Staff ensure very good relationships between pupils, and between pupils and all adults in the school, by setting an example of close teamwork and respect. As a result, pupils grow in self-confidence and maturity; no incidences of bullying or harassment were seen during the inspection. Expectations that pupils will behave well are clear and are consistently applied. As a result, the great majority of pupils understand right from wrong, take their work very seriously and behave very well. However, there is a very small minority whose occasional silly behaviour in class stands out in contrast. These instances are usually dealt with very well and, in the pupils' opinions, fairly. Behaviour at playtimes is good overall although, occasionally, over-boisterous behaviour goes unchecked by supervisory staff.

10. The provision for pupils' social development is outstanding and permeates the life of the school. Responsibility and initiative are promoted and valued highly and pupils are rightly proud of their excellent involvement and commitment to the school and wider community. For example, pupils raise large amounts of money for charities by running charity stalls, such as a cake stall each week, and take part in national events such as Red Nose Day with great enthusiasm. They much appreciate the opportunities for them to become very closely involved in the school through the very effective School Council and as members of the School Grounds Committee. Examples of this involvement include the very successful *playground buddy* scheme and developing parts of the school grounds to be more attractive and safe areas. Pupils have also been encouraged to be active participants in the *Healthy Schools* initiative and in a joint schools' *Think First Council*. The high level of encouragement for them to become active in the local community has resulted in them taking part in parish council discussions, and in joining police, leisure centre officials and parish councillors on the local Youth Council. Through all of these activities the school very successfully promotes good citizenship, a high sense of responsibility amongst the pupils and very good relationships throughout the school community.
11. The provision for pupils' spiritual and cultural development is good. Teachers effectively create spiritual moments in a variety of lessons. For example, pupils experience the quiet and reflection of prayer in very good religious education lessons. However, there are missed opportunities to develop pupils' spiritual awareness during collective worship. The vast majority of pupils show respect for the beliefs of others. However, a very small number of pupils do not understand how important beliefs are to believers. This occasionally results in some inappropriate behaviour. Art and music lessons make very good contributions to pupils' cultural development. This is further enhanced by a range of visits, visitors and activities in the fields of music, art and theatre. However, provision for multicultural education, while satisfactory, is not particularly strong in helping pupils to fully understand the range of cultures in modern Britain.
12. The attendance rate has improved year on year and is now well above the national average. There is no unauthorised absence. Pupils are very keen to come to school because they know they are looked after well and that their teachers make learning fun and interesting. Punctuality remains good. Most pupils arrive on time for the beginning of the day, although a few each day slip in late. The monitoring of punctuality is not sufficiently rigorous. There is no central late book and there are significant variations between classes in marking lateness in the register. Consequently it is difficult to identify lapses in punctuality accurately and work to improve time keeping.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	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 overall quality of education is **very good**. Teaching and learning are good, with many very good elements. The curriculum and its enrichment are very good and provision for pupils' social development is excellent. The overall care, guidance and support for pupils are very good. Links with parents, the community and other schools are very good.

Teaching and learning

Teaching and learning are **good**. Assessment is **good**.

Main strengths and weaknesses

- Teachers use their very good subject knowledge effectively to make lessons interesting and engage pupils' enthusiasm.
- High levels of classroom discipline are firmly founded on clear expectations and procedures and on positive relationships.
- Teachers make good links between different areas of learning, particularly in harnessing pupils' language and literacy skills.
- Pupils' independence is developed very well and very good use is made of collaborative work.
- Work is generally well matched to pupils' needs through good use of assessment.
- Marking is good and pupils are well involved in assessing their own achievement, but the development and use of individual targets is very inconsistent between classes.

Commentary

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	20 (36%)	27 (49%)	7 (13%)	0	0	0

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

13. Pupils enjoy their lessons and work hard. They are enthused by the interesting range of activities they do and the lively presentations given by their teachers. Very good use is made of practical work to help pupils understand what they are doing, for example in science, music and design and technology. Pupils have lots of opportunities for hands-on experiences; for example, they get plenty of chances to work on computers in ICT. Good use is made of interactive whiteboards in some lessons to illustrate points and to present topics in different and interesting ways.
14. Pupils behave very well in lessons. This is reinforced by clear expectations and well-understood systems which are consistently reinforced by all adults. However, the main factor behind the relaxed, secure standards of discipline is the very positive relationship that teachers establish with pupils. Pupils' views are valued and their individual needs and interests are known and respected by

the teachers. As a result, pupils like and respect their teachers and are keen to gain their approval by behaving well, following rules and by trying their best with their work. All this leads to good progress in the vast majority of lessons.

15. Teachers plan work very carefully so that different aspects of pupils' learning support each other. For example, literacy lessons during the inspection often had a theme related to the history topic that pupils were studying. This helped develop pupils' understanding and knowledge in both subjects. Teachers are very successful in both developing and utilising pupils' speaking and listening skills throughout the curriculum. Pupils are regularly encouraged to rehearse their ideas and their understanding by explaining them to a classmate. This helps them consolidate their grasp of different topics and often provides them with a firm framework to write about them. Teachers strongly encourage pupils to think through their ideas and explain them to the class, to groups or to the teacher. This helps pupils to organise their thinking, as well as showing the teacher the depth of pupils' understanding so any gaps in knowledge or misconceptions can be addressed. Good use is made of pupils' writing skills to explain their understanding in different subjects. This gives them good practice in writing in a range of genres, as well as clearly showing the teachers the extent of their knowledge.
16. Because of their very good language and literacy skills, pupils are able to develop high levels of independence and to be very effective in undertaking collaborative work. In researching information in history, for example, their very good reading skills enable them to access information from a range of sources and to understand written instructions with minimal help from adults. Their very good speaking and listening skills come into their own in collaborative ventures. In lessons such as science or design and technology, they show good negotiating skills in deciding how to proceed, listening to each other's ideas carefully and clearly explaining their own suggestions. In dance, pupils are able to devise increasingly sophisticated performances through tightly focused discussions evaluating their work to date.
17. Pupils' work is assessed very effectively both informally during lessons and more formally through structured tasks. Along with results of various standardised tests, this means that teachers have a good understanding of individuals' strengths and weaknesses and can ensure that work they are given is well matched to their needs. As a result, in most lessons work is challenging for each individual, but well within their scope if they apply themselves. The occasional exception occurs when a teacher is too ambitious and a few pupils struggle to keep up or when some of the work is not challenging enough for the very brightest. Such lessons are rare and are generally still satisfactory overall because the teachers keep a careful eye on how pupils are getting on as they work and are able to address such mismatches quickly.
18. Pupils with special educational needs make good progress in their learning because the quality of teaching is good overall. They make very good progress when they are withdrawn from the classroom for extra help by the specialist teacher. Friendly, encouraging management of pupils' behaviour underpins the very good teaching of specific areas that pupils need to learn. Very good quality

marking means that pupils know what they need to do to improve. Most pupils respond very well, strive to do their best and present their work neatly. These pupils make good progress when they work in the classroom because classroom teachers and assistants give them good general support. Teachers simplify the written work for these pupils but often do not modify the content to meet their individual needs.

19. The teaching is good for the few pupils who learn English as an additional language. Their needs are assessed promptly and they are given effective extra help if this is needed. Teachers provide all pupils with many opportunities to discuss their learning and explain their thinking and they teach the correct subject vocabulary in all subjects. These strategies successfully promote the speaking and listening skills of all pupils and help the few pupils who learn English as an additional language to grow in confidence and competence in spoken English. As a result, the few pupils who learn English as an additional language achieve well.
20. Pupils' understanding of their own learning is satisfactory. Marking in their books is good and is often linked well to specific criteria or 'learning objectives', when pupils are told clearly what they are intended to learn. Teachers' marking then clearly outlines in what ways pupils have succeeded against these criteria and how work could be improved. There are many good examples of pupils attempting to assess their own work, or that of others, and using these assessments to take learning forward, particularly in physical education. The use of more formal individual targets, while happening in some fashion across the school, makes too little contribution to pupils' learning. Targets are set and used differently in different classes and in some they are hardly used at all in pupils' day-to-day learning. Teachers seldom refer to individual targets in their marking or in giving oral feedback in lessons. Many pupils are confused about their targets or do not know what they are. Some targets are not specific enough for pupils to know when they reach them. In some classes, although pupils know their targets, they are not reviewed frequently enough to support effective learning.

The curriculum

The school provides a **very good**, well-integrated curriculum to meet the academic and personal needs of its pupils. There is a **very good** range of additional enrichment activities. The accommodation and resources are **good**.

Main strengths and weaknesses

- The very good links between subjects make learning interesting and enjoyable.
- Many pupils participate in the rich and varied range of out-of-school clubs.
- Provision for pupils with special educational needs is good.
- Pupils' personal, social, health and citizenship education is well developed.
- The curriculum for physical education is very good and for music it is excellent.
- Resources and accommodation are good and used effectively to promote pupils' learning.

Commentary

21. There has been good improvement since the last inspection. The curriculum is now planned so pupils make steady and continuous progress as they move through the school and they are well prepared for the next stage in their education. The subject leaders plan for the whole school in their subject, so that the curriculum develops systematically year by year, and pupils in parallel classes in each year group cover the same work. Teachers make the necessary adjustments to these plans, taking into account pupils' different needs. Links between subjects are carefully planned so pupils gain a deeper understanding of the various aspects of their learning. English is well developed through other subjects. For example, Year 3 pupils learn to write formal and informal letters relating to their visit to a Victorian house. The music curriculum is excellent. It is very well structured to develop systematically pupils' knowledge, skills and understanding in all elements of the curriculum. There is a strong emphasis on pupils creating their own compositions. Well-planned French lessons enhance the curriculum for pupils in Years 5 and 6.
22. Good provision is made for special educational needs. There are good quality individual education plans that are set out in small achievable steps and reviewed regularly. Pupils receive good extra support within the classroom and very good quality teaching when they are withdrawn from the classroom for extra help. This ensures that they have an equal chance of doing well in lessons. Some of the specialist support sessions for these pupils are not timetabled to ensure that all of these pupils have equal access to the full curriculum and so pupils do not always attend collective worship.
23. The school provides an impressive variety of extra-curricular clubs before school, at lunchtime and after school. These are well attended by the pupils. Staff give freely of their time and provide enthusiastic support to the clubs and extra-curricular activities. The arts are well developed through the varied music clubs such as guitar, treble and descant recorder, upper and lower junior choirs and the art, sculpture and cross-stitch clubs. School teams enjoy much success in football, for both boys and girls, tag-rugby, netball, swimming, cross country and athletics. There are also gardening, cinema, French and Christian clubs. Nearly half the pupils learn to play one or more musical instruments. A good range of visits and visitors extends the curriculum very well. These also provide important links with the community. Activities include a road safety competition and cycle training. Residential visits are arranged annually for older pupils. The broad range of learning opportunities is contributing very well to pupils' good achievement.
24. Playground buddies, the school council, the joint schools' *Think First Council* and involvement with the parish council all give pupils the opportunity to take responsibility in the school and beyond. Pupils learn a wide range of skills through these activities and this develops their personal and social skills well.
25. The school is well staffed with skilled teachers who make an important contribution to pupils' learning and their good achievement. The school's accommodation is good, with a music room and well-equipped ICT room. The school library is well resourced and used frequently. The classrooms are

attractively presented to form an interesting and stimulating learning environment. Overall, good equipment and resources are enabling lessons to proceed at a good pace for pupils to enjoy learning.

Care, guidance and support

Arrangements for the care, welfare, health and safety of the pupils are **good**. The provision of support, advice and guidance for individual pupils is **very good**. The involvement of the pupils through seeking, valuing and acting on their views is **excellent**.

Main strengths and weaknesses

- The involvement of the pupils in the running of the school is outstanding.
- The safety of the site is very well monitored and maintained.
- The staff are not sufficiently up to date with the recommended training in child protection procedures.
- Pupils are very confident to turn to adults for help and advice should they need it.
- The school supports the personal and pastoral development of each pupil very well.

Commentary

26. Pupils have a very strong voice in school management. The systems to gauge pupils' views are very well established, with regular consultations on a wide range of issues. The headteacher and staff are genuinely interested in the pupils' ideas and invariably will incorporate them into management decisions. All pupils are given the opportunity to contribute to making decisions for their community. Not only are different pupils on the School Council from the *Think First Council*, but also there are chances for other pupils to participate in such groups as the School Grounds Development Project. Pupils are being extremely well prepared for making a full contribution to life beyond school.
27. The governors work very effectively to ensure the school site is safe for pupils and staff. They are very assiduous in assessing the safety of the buildings and grounds each term. Pupil representatives join them to increase their awareness of health and safety issues successfully too. First aid systems are very effective and medical treatment is accurately recorded. Major trips out of school are thoroughly checked for potential hazards. However, the assessment of local trips to the village is not sufficiently formal to cover possible eventualities. The main difference is that assessments are not formally recorded for these local trips.
28. Since the last inspection, the school has not kept up with the more stringent requirements for child protection. Currently staff have not undertaken the training in child protection procedures strongly recommended by the government. The school management has already identified this issue and is organising the necessary refresher courses. The child protection policy is up to date and, in practice, all staff know who to turn to should they be suspicious of child abuse. The four pupils looked-after away from their parents are carefully monitored and they achieve just as well as their fellow pupils.

29. The very good relationships throughout the school give pupils a strong sense of security and confidence. Pupils know that they can turn to any adult in the school for support if they are unhappy. A surprisingly high number of pupils reported in the pupils' questionnaires that they would not go to an adult if they were worried or hurt. In questioning pupils about this during the inspection, they said it was because they could generally sort problems out for themselves, illustrating that peer support is very strong and effective. Although a small minority of parents expressed concern about bullying in the school, the pupils themselves do not see bullying as a problem. Pupils receive very good instruction in differentiating bullying from other unpleasant behaviour and know that should it happen it would be sorted out swiftly and unobtrusively.
30. The support for each pupil's personal development has improved and is now very good. Provision gets off to a strong start because of the very good procedures to help pupils from the infant school to settle in happily. It is particularly effectively underpinned by the remarkable opportunities for pupils to grow in maturity and take on responsibilities around and beyond the school. Most staff know the individual pupils very well and the headteacher ensures he recognises all newcomers as quickly as possible. The school is quick to give sensitive guidance to families with domestic troubles so the pupils' education is disrupted as little as possible. At the end of the year, teachers report accurately and sympathetically on each pupil's personal development. The support given to pupils' academic development is good, but teachers are inconsistent in setting targets so not all pupils are sufficiently clear in what they need to do next to improve their learning.
31. Pupils with special educational needs receive very good care and good support overall from classroom and specialist support staff. There are effective systems overall for assessing, recording and reporting the achievements and progress of pupils with special educational needs. Therefore, the pupils make good progress in their learning.

Partnership with parents, other schools and the community

The partnership with parents is **very good**. Links with the community and other schools are **very good**.

Main strengths and weaknesses

- The school places great value on the views and suggestions of parents.
- Parents are kept very well informed about the curriculum and how their children learn.
- The school is a vital member of the local community.
- The school works very effectively with other schools for the benefit of pupils and staff.
- The annual reports do not give parents a sufficiently clear message on the progress their children have made in each subject over the year.

Commentary

32. The school looks upon parents as extremely valuable partners in the education of the pupils. The seeking of parents' views and the involvement of parents in management decisions are exceptional. The governors are constantly reviewing the annual questionnaire to parents to suit the needs of the school by linking it with the school improvement plan. Results are carefully analysed, fed back to parents and effective moves are made to remedy problems. For example, homework is now more consistent and clearer because the school took on board the concerns of a few parents over the procedures. Parents find the headteacher and staff very welcoming and responsive to suggestions and concerns. By keeping up excellent channels of communication with parents, the school can benefit from useful ideas and nip any potential problems in the bud. Parents are very happy with all the school does for them and their children. The partnership with parents has improved further still since the last inspection.
33. The school keeps parents very well informed about school events and celebrations. The newsletters, prospectus and annual governors' report give a real flavour of the school and allow parents to take a full part in their children's school life. The attractive and stimulating entrance lobby is a mine of information on educational news and school successes. Parents receive plenty of very useful information about the curriculum and methods of teaching. Recent workshops on learning styles and mathematics were very well attended by parents, leading to a better shared understanding of how best to help their children's learning from home.
34. The annual reports are carefully designed to be succinct and easy to understand for parents. They give a good overview of each pupil's personal development, their academic standards and their future targets for improvement. However, the inspection agrees with some parents that teachers are inconsistent in giving an accurate account to parents of how their child has improved over the past year in each subject of the curriculum.
35. The school is outward looking and still maintains very good links with the local community. Of particular note are the extremely successful and high profile summer Carnival and the autumn Fireworks Display, organised by the Southwater Parent and Teacher Association on behalf of the villagers. Pupils are encouraged to raise money for community charities and have sent representatives to the parish council to give their views on the local environment. The younger pupils carry out a regular survey of village buildings and lifestyles to enliven their geography lessons. Pupils are positively learning to be good citizens by enjoying and participating in community events beyond school.
36. Southwater Junior still benefits from very strong links with other schools. The 'Networked Learning Community' is very effective in bringing together like-minded schools to share expertise and professional development on effective learning styles for the pupils. The school collaborates with a wide range of primary and junior schools to extend opportunities for the pupils in sport and music. Links with the adjacent infants school are very close and ensure pupils transfer very smoothly into the juniors. There are good links for transferring the oldest pupils to their secondary schools.

LEADERSHIP AND MANAGEMENT

There is **very good** leadership and management overall. The leadership of the headteacher is **very good** and that of other staff good overall. Management is **good**. The governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher provides very clear direction for the work of the school.
- Staff with management responsibilities provide good leadership, but they are not sufficiently involved in the monitoring of teaching.
- Governors provide very good quality support. However, the requirement to ensure a daily act of collective worship is not always met.
- The school's finances are managed very efficiently.

Commentary

37. A new headteacher and deputy headteacher have been appointed since the time of the previous inspection and there has been very good improvement in leadership and management since then. The headteacher, very ably supported by the deputy, puts the development of pupils' personal qualities, combined with a strong drive for high academic standards, at the centre of school life. These qualities are reflected in the dedication of the enthusiastic and effective team of staff. The headteacher makes it a priority to value all members of the school community and this means that the differing needs of pupils are catered for very well. Relationships are harmonious between all members of the school community and this creates a very good ethos for learning.
38. The school has very good systems for supporting student teachers, newly qualified teachers, for staff training and performance management. The headteacher, supported by the deputy headteacher, carries out rigorous monitoring of teaching and learning. These systems contribute significantly to teacher confidence and expertise and the good quality of teaching.
39. There is good leadership and management in most subjects and areas of school life, such as assessment and year group leadership. Leadership is excellent in music and very good in English, science and special educational needs. Therefore, pupils achieve well. Time is provided each term for staff, such as subject co-ordinators, to carry out their management roles and this is effective. They provide useful advice to staff, monitor teachers' lesson planning and pupils' work effectively and support their colleagues in their teaching in the classroom. They are not involved in the formal monitoring of teaching and learning, which restricts their effectiveness. Arrangements for the recruitment, retention and deployment of staff are good. The school has good plans for implementing the procedures for workforce reform.
40. There is very good leadership and good management of special educational needs that promotes effectively the good provision and progress that pupils make. The co-ordinator leads and supports staff very well. She monitors and tracks effectively the pupils' progress towards their individual targets. However,

some of the specialist support sessions for the pupils are not timetabled appropriately to ensure that all of these pupils have equal access to the full curriculum, particularly collective worship.

41. School development planning is good. The school development plan gives a clear view of the school's main priorities over the current year and is linked very well to the school's budget. The plan is informed by good, accurate evaluations of the school's work. There are future predictions for staffing costs for a few years ahead. However, the criteria for judging the improvements are not as precise as they could be in order to measure more accurately the success of the initiatives.
42. The headteacher and staff keep governors very well informed about the school's work. Governors are very supportive of all that the school does and have a successful working partnership with staff. The chair of governors leads her colleagues very well in implementing their responsibilities. These are carried out rigorously, for example the monitoring of subjects and areas of school life such as equal opportunities. Their regular visits to the school are very well structured and these help them to have a very good grasp of the school's strengths and weaknesses and the standards that pupils achieve. Governors fulfil all the duties that are required of them, except with regard to the daily act of collective worship. One or two lessons and some of the specialist support sessions for pupils with special educational needs are not timetabled to ensure that all pupils take part in a daily act of collective worship.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1 072 396
Total expenditure	976 065
Expenditure per pupil	2 193

Balances (£)	
Balance from previous year	8 708
Balance carried forward to the next	105 039

43. The management of the school's finances is very good. The school bursar and secretaries very efficiently and effectively support the smooth running of the school each day and the management of its finances. They also contribute significantly to the maintenance of very good relationships with parents and carers. The school rigorously ensures that the services it receives are provided at the best value. Balances are above average and currently stand at 9.8 per cent of the total school income. This is prudent in the light of future spending plans. Most of the money has mainly been set aside for planned building work and improved computer resources. It is also to offset the effect on income and staffing of a projected decline in the number of pupils attending the school. The expenditure per pupil is below average and the school provides good value for money.

Particular barriers to raising achievement, and their impact

44. The school manages well the disparity between results gained in the Year 2 national assessments in the infant school and the results pupils achieve in a variety of Year 3 assessments. There is now very close liaison and transfer of information between staff of both schools, which results in greater continuity in pupils' learning than there has been in the past. Initiatives in assessment procedures and the tracking of pupils' progress are proving to be effective in helping the school to show that pupils achieve well by Year 6. The good achievement is not evident in the school's national test data.

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

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- There is good achievement in speaking and listening, and in reading.
- Achievement in writing is improving.
- Many lessons are characterised by well-organised practical activities, leading to rapid learning.
- The setting of targets to help pupils to improve their writing is not systematic enough.
- The co-ordinator provides a very good role model for colleagues and organises the subject's development well.

Commentary

45. Pupils achieve well, which shows good improvement since the previous inspection. Standards are well above average overall by Year 6. This is a similar picture to the school's national test results, which have been generally well above average in English in the last four years. In most years the standards achieved are average when compared with similar schools. Standards are usually high in reading, but have varied from average to above average in writing in the last four years. Careful analysis of test data has resulted in the school prioritising writing as an area for development. Action taken is proving to be effective and is reflected in the rise in standards this year. There is no significant difference in the standards achieved by boys and girls. The few minority ethnic pupils, including pupils who learn English as an additional language, achieve at the same rate as their classmates.
46. Pupils with special educational needs achieve well. They make very good progress when they are withdrawn from the classroom for extra help with their learning because of the very good quality teaching by the specialist teacher. Classroom teachers and assistants give the pupils good quality extra help. The work is usually in a simpler format than that for their classmates, but it is rarely modified to meet the individual learning needs of pupils with special educational needs. This results in their good, rather than very good, progress when they work in the classroom.
47. Standards are well above average in speaking and listening by Year 6. This is because teachers give a lot of time to the development of these skills in all subjects. They plan very effectively for pupils to talk about their work, discuss their thinking and act out a role. Staff provide good examples to pupils through

effective questioning skills that prompt pupils to think and voice their opinions and answers clearly. Pupils' very good attitudes result in them being courteous and listening carefully to their classmates and to their teachers. This has a significant impact on their overall attainment.

48. Pupils make good progress in reading and standards are well above average by Year 6. This is because staff provide effective reading sessions in addition to the literacy hour. There are whole-class lessons for the teaching of reading and for pupils to use the very good library facilities. As a result, pupils enjoy reading and most read with good expression and understanding. Year 6 pupils have very good library skills and they use these effectively to research information across many subjects. Lower attaining pupils receive extra help in *additional literacy strategy* sessions and special educational needs pupils receive very good quality help from the specialist support teacher. This means that the basic skills of reading are taught effectively. Teachers use homework well to extend pupils' learning.
49. Standards are above average in writing by Year 6. Achievement is satisfactory, but it is improving rapidly, particularly in Years 4 and 5. This is because the school has made the raising of standards in writing a priority for staff to focus on. However, the improvements in the provision have not been in place long enough to have full impact on standards in Year 6, so some of these pupils are withdrawn from the classroom for extra tuition. These pupils have the potential to reach average or higher levels and through very good quality teaching they are helped to achieve their potential.
50. Most Year 6 pupils write confidently, structure their writing clearly, punctuate it correctly and choose words carefully to create a particular effect. These skills are successfully extended because teachers use pupils' writing skills effectively in other subjects. Most pupils' handwriting is joined and fluent and their work is neatly presented when they create work for displays around the school or specific projects. The standard of presentation in exercise books is generally satisfactory. Standards are below average in handwriting for a significant minority of Year 6 pupils because teachers do not consistently insist that pupils join their handwriting across the range of their work. There is good quality marking in most classes that points out to pupils how to improve. However, the school does not have a unified system for teachers to set targets for pupils to work on over time in order to improve their skills. This means that some pupils do not make as much progress as they could. Pupils use computers well to word-process their work in English.
51. There is good quality teaching and learning overall. There are effective systems to assess and evaluate the standards achieved and track pupils' progress, which is another good improvement. These lead to early identification of pupils who need and are given extra help. In almost half of lessons, teaching is very good. The strong features of these lessons are very imaginative and well-organised practical activities that engage pupils' interest and enthusiasm. These mean that pupils work very purposefully and the rate of learning is rapid. In two satisfactory lessons some pupils did not make enough progress in their learning. In one lesson this was because the explanation of the work was not

clear and in the other the text that the teacher gave pupils to read was insufficiently challenging for higher attaining pupils.

52. The subject co-ordinator provides very good leadership. She is a very good role model for other staff in her teaching and commitment to improving standards. Good management has resulted in greater consistency in practice between classes, for example in the quality of marking. Careful auditing of the subject has led to the identification of clear and accurate areas for development, but plans to achieve these priorities are insufficiently precise. Whilst the subject leader supports colleagues very well and regularly checks pupils' work, she is not involved in the monitoring of teaching. Therefore, some developments are not implemented and evaluated efficiently and effectively.

Language and literacy across the curriculum

53. Pupils apply their skills well in all subjects. Teachers provide extensive opportunities for pupils to discuss their work and develop their ideas in all subjects. Pupils use their very good competency in reading to research information. There are many good opportunities for pupils to practise their writing skills in all subjects and these skills are used very effectively in music and science. In science, this is because teachers ask pupils to record all their work independently. In music, pupils write lyrics for the compositions they create and very effectively record their feelings when they listen to and appraise music.

Modern foreign language (French)

54. Pupils in Years 5 and 6 learn French and standards are above those expected of pupils at this age. The scheme of work shows good overall planning and pupils' work is assessed systematically. In the one lesson seen, pupils learned new vocabulary and simple phrases. They were able to repeat these and then use them in conversations about their birthdays. Pupils are enthusiastic and confident. This subject makes a good contribution to pupils' speaking and listening skills and cultural development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' attitudes to mathematics are very good.
- Very good relationships enhance learning in mathematics.
- There is very good provision for pupils with special educational needs and good provision for gifted and talented pupils.
- Teachers have good subject knowledge, place good emphasis on oral work and maintain a positive working ethos in class.
- Individual targets are not used consistently.

Commentary

55. Standards are above average and pupils achieve well. This maintains the position at the previous inspection. However, there has been an improvement in the provision of mathematics for higher ability pupils, who are identified, given appropriate opportunities to work at a higher level and attain high standards in line with their ability. Good provision is made for the gifted and talented pupils to extend and deepen their mathematical thinking appropriately for their age. The school's records show that all pupils make good progress during their time in the school. Throughout the school, pupils with special educational needs are very well supported. They have good quality individual education plans with targets that are evaluated and reviewed frequently and effectively. As a result, pupils with special educational needs make good progress in line with their abilities. Teachers ensure that all pupils are fully included in lessons and there is no significant difference in the attainment of boys and girls.

56. Teaching and learning in mathematics are good overall, and sometimes are very good. Teachers have a good understanding of mathematics and a good awareness of the needs of their pupils. They work closely together to ensure that all areas of mathematics are taught. A good emphasis is put on oral mathematics. As a result, pupils' reasoning and thinking skills are well developed and they discuss and explain their ideas well. Teachers establish very good relationships with their classes. As a result, there is a very good working atmosphere in lessons, pupils are keen to learn, they work very well together and show an obvious enjoyment of mathematics. Behaviour in mathematics lessons is very good. Pupils work in 'sets' for mathematics, according to their needs and abilities. This enables teachers to work with smaller groups and ensures that work is interesting, relevant and appropriate for pupils in their set. Pupils are challenged and interested in their work and, as a result, they make good progress. However, work in pupils' books is not always presented as well as it might be. Some untidy recording obscures the reasoning behind the work and occasionally causes errors. The use of ICT in mathematics is good. Teachers use the interactive whiteboards effectively and there are ample programs to support pupils' learning. For example, during a lesson on ratio and proportion, pupils' learning was enhanced by effective, challenging work on the class computers.
57. There are good systems to assess and record pupils' progress in mathematics. These are analysed very closely and used very well to track pupils' progress and identify any problems that arise. Efficient and rapid action is taken to give extra support in a *booster set*. Work is marked very well, with good comments to pupils to help them correct and improve their work. However, there are no agreed and consistently used systems for setting and reviewing individual targets to help pupils know what they need to do to progress to the next stage of learning.
58. The leadership of mathematics is good. The co-ordinator has a clear vision and high aspirations for the standards in mathematics. He provides good support and leadership for the staff and is a good role model for the skilful teaching of mathematics. Resources are good. They are well organised and stored for easy access by pupils and teachers.

Mathematics across the curriculum

59. Mathematics is used well across the curriculum. Examples are measuring and drawing graphs in science, time lines in history and measuring in design and technology. Information and communication technology is used for drawing graphs and teachers use interactive whiteboards well to support learning. Speaking skills are promoted well when pupils explain their mathematical thinking. All this helps consolidate pupils' understanding of mathematics, as well as promoting their learning in other subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Achievement is good.
- Teachers use practical and investigative work very effectively to underpin pupils' learning.
- Very good use is made of pupils' language and literacy skills.
- The co-ordinator sets a very clear direction for her colleagues, but is not sufficiently involved in monitoring their lessons.

Commentary

60. Pupils consistently obtain results that are well above average in national tests at the age of 11. Inspection evidence bears out this positive picture so that, by Year 6, almost all pupils attain the expected Level 4, and over half show skills at the higher Level 5. Work in pupils' books shows a very secure knowledge of the topics they study and a very good understanding of investigations and practical work. In some classes, however, the presentation of work is weak and does not always do justice to pupils' high levels of skills and understanding.
61. Teaching and learning are good. Classes are managed very well, so behaviour is generally very good. The extensive practical work which teachers use as a foundation for pupils' learning is very effective. The interesting investigations that underpin many lessons enthuse and motivate pupils to do their best. They work hard and enjoy their success. Teachers' subject knowledge is generally secure, so that they explain things clearly and help pupils to build systematically on their understanding. Work in books, however, reveals that there are gaps in some teachers' understanding - of forces, for example - which lead to inaccurate statements in pupils' writing.
62. Teachers make very good use of pupils' speaking and listening skills in lessons. Through careful questioning they get pupils to explain their ideas, helping them to think scientifically about the meaning of what they have observed. Pupils transfer this skill to working with each other in groups, when they plan and perform investigations carefully, explaining their thinking to each other and helping one another to question and refine their plans. Similarly effective use is made of pupils' writing skills in explaining what they have found out in their own words. This helps them to clarify and organise their ideas and consolidate their understanding. It also gives their teachers a clear view of their understanding, so that they can check progress and offer extra help where there are misconceptions. Pupils routinely make effective use of their good mathematical skills, using graphs and tables to record their results. Marking is good and pupils are told what they have done well and how their work could be improved.
63. There has been very good improvement since the last inspection, with much higher standards, better teaching and a better balance in the curriculum. The subject is very well led. Teachers are given a very clear lead, with the co-ordinator modelling teaching for them and even videoing one of her lessons as a basis for discussion. Management is good. The co-ordinator keeps a careful eye on work in books and on the results of the regular assessments which are

undertaken, as well as carefully monitoring pupils' detailed performance in national tests. Using this information, she identifies areas that need improving and works effectively with colleagues to address them. The school's own assessment tasks have just been rewritten, for example, as the co-ordinator identified that they tended to result in under-estimates of pupils' standards. An emphasis on investigative work, weak at the last inspection, has led to the current strengths in this area. However, the co-ordinator has not had the opportunity to monitor colleagues' lessons, to give a clearer view of teaching and learning in different classes. This means that she lacks all the relevant information she needs to help her direct her support where it is most needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils have very good attitudes towards their work.
- ICT is used well to support learning in other subjects.
- The computer suite is used to good effect, despite the poor quality of the television monitor.
- Teachers have a good knowledge and understanding of the subject.
- Assessment procedures are under-developed.

Commentary

64. Provision and standards have improved considerably since the last inspection and achievement is now satisfactory. Achievement then was unsatisfactory and ICT was a key issue for improvement. This has been fully addressed. The school now fully complies with statutory requirements, teaching is good overall and pupils' skills knowledge and understanding are now average throughout the school. Pupils with special educational needs and those with English as an additional language attain standards in line with their peers. Gifted and talented pupils are given good encouragement to develop their skills further. There is no significant difference in the attainment of boys and girls. Displays and a portfolio of pupils' work show that ICT is being planned and used well in all other areas of the curriculum.
65. Teaching and learning are good. Since the last inspection, teachers have had training which has had an impact on their skills and pupils' learning. Teachers have a good knowledge and understanding of the subject and explain new procedures clearly and well. As a result, pupils make good progress during lessons and develop confidence when carrying out their tasks. However, because the recent emphasis has been sensibly on developing systems, hardware and teachers' knowledge, the range of activities offered in the curriculum, whilst complying with requirements, is somewhat limited. This slightly restricts pupils' progress, leaving them with a narrower base of skills over time. For example, talking to pupils and looking at their folders, the majority of the work is word-processing and PowerPoint presentations, and the use of spreadsheets, scores in music and drawing in art is too patchy. Pupils' attitudes towards their work are very good. They enjoy working in the suite and

settle to their tasks well, sharing ideas and equipment with one another very well. Their behaviour when using the computers is very good. The computer suite is used efficiently. Classes generally work in two sessions, one half carrying out research in the adjoining library, the other on the computers. This enables pupils to work on their own computer and makes maximum use of the time available. Classrooms have their own computers, which are used appropriately. Teachers are making very good use of interactive whiteboards where they have them in their rooms. Very effective use is made of video cameras, for example, to record pupils' work in physical education and to improve their performance in subsequent lessons.

66. Leadership and management are good. The co-ordinator has only held the post for a short length of time. During that time she has played a very effective role in ensuring that the resources and training for the subject have been improved substantially. She has moved the subject forward with energy and enthusiasm. However, there have been no opportunities for her to carry out formal monitoring of teaching and learning and there is no agreed procedure for recording and assessing pupils' work. The computer suite is satisfactory but, despite the great improvements to it, the television monitor used for demonstration is inadequate and it is very difficult for pupils to see details. The room also gets very warm due to rather restricted ventilation.

Information and communication technology across the curriculum

67. Good use is made of ICT to support the rest of the curriculum, to give more practice and consolidate pupils' skills within ICT itself. There is no subject area that does not use ICT in some way to help provision. The computer suite, interactive whiteboards and digital cameras are used effectively and well to enhance both teaching and learning in all subjects.

HUMANITIES

68. There was insufficient evidence to make secure overall judgements on provision and teaching in geography and history. Only two specific lessons were seen in history and none in geography. Discussions were held with pupils and samples of work examined.
69. Evidence shows that standards are above average in **history**. A significant factor is that the subject is often used as a starting point for literacy lessons. Several of these lessons developed history standards effectively through role-play and discussion. Previous work showed that Year 6 pupils had studied the Ancient Greeks and Egyptians. Their work was well presented and recorded in different, interesting ways such as newspaper reports, letter writing, time lines and factual reports of their individual research. In one lesson seen, pupils recalled their experiences from a visit to a Victorian house where they had dressed as Victorian children and applied for jobs as servants. Pupils demonstrated a good understanding of what life was like in days gone by and they talked enthusiastically about their day there. In Year 6, pupils link history and geography lessons effectively so that they learn about the geographical features and weather of Greece.

70. Standards in **geography** are in line with expectations. Pupils learn about the local area and draw satisfactory plans and maps. They discuss how they would improve the environment. They compare their village with one in India and study climate. Year 5 pupils make good use of ICT to produce individual PowerPoint presentations on different aspects of weather. Local and residential visits enrich the work pupils do in both history and geography.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Lessons are well planned and build on pupils' experiences.
- Pupils have good opportunities to practise their writing and speaking and listening skills and teachers make effective use of drama.
- Pupils learn about several world religions in depth.
- Lessons contribute well to pupils' spiritual development.

Commentary

71. The school has maintained satisfactory standards since the last inspection and has introduced effective assessment procedures. By Year 6, standards are in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. Pupils have a basic understanding about the beliefs, ceremonies and stories of the world's major religions. They have also learned how these religions view similar themes, festivals and prayers. Pupils are helped by these studies to develop their own thoughts and they write about their views and experiences with honesty and openness.
72. Teaching and learning are satisfactory overall, with some significant strengths. Teachers' effective use of questioning involves all pupils and ensures that they are all involved in the lessons. In better lessons they make very good use of role-play to deepen pupils' understanding and sense of reverence. This contributes well to their spiritual development. In a very good lesson on Hindu prayer, pupils were able to express their thoughts about how the experience made them feel. In one weaker lesson seen, which was nonetheless satisfactory overall, the teacher failed to communicate the significance or spiritual aspects of prayer in different religions and some pupils displayed immature attitudes, showing disrespect and giggling. This was not typical of pupils' attitudes generally. Teachers provide good opportunities for speaking and listening, especially when pupils discuss issues in pairs before expressing their views to the class. Planning shows a good balance, which enables pupils to learn about religion as well as to learn from religion. The work that pupils have completed in their books indicates that this balance is maintained throughout the year. Pupils record their work in a variety of ways such as stories, play-scripts, poems, pictures and diaries. This not only makes the work interesting but also contributes to their literacy skills. Resources are used effectively to stimulate interest and promote discussion.

73. Management of the subject is satisfactory. There is good leadership from the new co-ordinator, who has already established clear plans to move the subject forward. Pupils' work is sampled to ensure consistency and progression across the school. The scheme of work is being evaluated, especially considering how to make lessons more varied by including drama and other ways of presenting lessons. This is planned to ensure that more able pupils are challenged by their work. The subject provides sound opportunities for pupils to discuss and reflect on important issues, to develop moral and social awareness and to respect other faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Not enough evidence was available to make secure overall judgements about provision in art and design or design and technology. Work was sampled from pupils' files and from displays, and one lesson was seen in each subject.
75. The work seen in **art and design** was of a good standard, particularly in Year 4. Pupils work effectively in a good range of media. Their skills are developed systematically and this is exemplified by some of the work on shading in their sketchbooks. By Year 6 their drawing skills are good, as shown by their sketches of *favourite items* and by some of their illustrations for work in other subjects such as history. Pupils gain a good understanding of art from different times and places and attempt work that draws on a variety of styles and techniques. Good quality printing work in Year 3, based on that of William Morris, and the careful 'Roman' pencil and pastel drawings in Year 5 are examples of this. A strength of much of the work is that it is developed systematically over several weeks, so that the finished product shows improving techniques and is often of a good standard. Pupils have good opportunities to experiment in changing the medium or in varying tone, colour or scale as their work progresses. Some outstanding examples of high quality work of this kind are provided in Year 4, based on the pointillist technique of Seurat. Starting from a photograph, pupils produced very good translations of this into either pastel or painted pictures, which showed a very good feeling for colour and line and meticulous, careful execution, leading to finished work that much older pupils would be proud of. They further developed their ideas by producing further versions using an ICT graphics program, also of high quality. In the one lesson observed, teaching and learning were good. Pupils were given clear instructions in using specific techniques with pastels and were encouraged to experiment with different ways of showing the effect of light. They successfully evaluated their work and improved their understanding of the technique significantly so that their work was of a good standard, with increasing subtlety in the use of colour and tone.
76. In **design and technology**, all the work seen was all of at least a satisfactory standard, with some good quality examples. This is a significant improvement since the last inspection, when standards were unsatisfactory. Work in pupils' folders and on display show that pupils have a good understanding of designing, making and evaluating products. They are also taught specific skills, such as sewing with different stitches or using hacksaws. They have good opportunities to undertake substantial projects with a range of materials. For

example, they make photo frames from a range of materials in Year 3 and 'Tudor' purses in Year 4. The quality of the finished products varies, but is usually at least satisfactory, and there are examples of good quality products in several classes. Pupils in Year 6 have the opportunity to plan and model a shelter, before building and testing a life-sized one outside. The one lesson observed, which featured very good teaching and learning, occurred when Year 6 pupils worked in pairs on models for these shelters. The lesson showed a careful balance between the clear teaching of specific techniques, challenging questioning to get pupils to refine their ideas and lots of hands-on opportunities for collaborative work. Pupils' work was of a good standard, with some originality and imagination going into their models. They developed their understanding well, helped by constant reference, guided by the teacher, to the purpose of the finished product. In conversation pupils showed they have a good understanding of the designing and making process, realizing, for example, that making their models would help them identify potential pitfalls and problems and find solutions before tackling the full-scale task.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- Achievement is very high.
- There is excellent enrichment of pupils' learning.
- The expert specialist teaching and the outstanding organisation of the curriculum by the subject leader ensure consistently high standards.
- Pupils' personal qualities are developed very well.

Commentary

77. The excellent provision for music is an outstanding feature of the school. It permeates school life and very considerably enhances the quality of education that the school offers. Improvement has been very good since the time of the previous inspection, building on the good teaching and standards observed then. The school has a subject specialist who now teaches all the classes. Three lessons and two part lessons were seen, and evidence was analysed from work in pupils' books, teachers' planning and an excellent portfolio of samples of pupils' work in all parts of the subject.
78. Pupils achieve well above average standards in music by Year 6. Pupils sing with clear diction, enthusiasm and control of the dynamics of their voices (loud or soft), pitch and rhythm, for example when they sing *A hundred silver pieces* in three parts. Pupils listen to and appraise a wide variety of music. When writing about texture in Beethoven's Sixth Symphony a Year 6 pupil wrote "...some velvety brass. At the end a series of sharp, slurred quavers on the flute and a deep, rumbling bass drum". Pupils with special educational needs and the very few pupils who speak English as an additional language achieve very well because the teacher modifies the work for them. Their teacher and classmates also give them sensitive and very encouraging support.

79. The breadth of curricular opportunities is excellent and this underpins the high standards that pupils achieve. All parts of the subject are taught in depth and pupils' knowledge, skills and understanding are built upon systematically and very successfully. A spacious music studio and high quality resources enhance pupils' learning. Pupils' learning is firmly grounded in practical work. They play a wide variety of instruments in the music studio, such as the recorder in Year 3 and glockenspiel in Year 5, and they use the instruments very effectively when they create their own compositions. Pupils' learning is extended and enriched because over 40 per cent of them take part in extra lessons, taught by visiting specialists. Pupils learn the violin and cello and a wide variety of woodwind, brass and drums. Parents are full of praise for the quality of this provision. There are also several clubs for guitar, recorder and choir. Pupils perform regularly for their schoolmates and parents and take part in a local music festival. Indian and African music and dance groups visit the school and the visiting music specialists also give performances.
80. The quality of teaching and learning is excellent overall. This is because teaching is never less than very good and sometimes it is excellent. Therefore, pupils make very good progress from Year 3 onwards so by the time they reach Year 6 their achievement is excellent. The teacher uses her expert knowledge of the curriculum to plan and organise lessons very carefully and to enthuse, challenge and encourage pupils to learn. Friendly yet firm management of pupils' behaviour results in very good relationships. Pupils strive to do their very best and their behaviour is very good. They listen very attentively, wait patiently for their turn to play an instrument and become totally absorbed in their work. Pupils say that they enjoy their music making and that the teacher makes learning fun.
81. The teacher plans a lot of time in lessons for pupils to work together in groups so that they very successfully develop their organisational, co-operative and collaborative skills. Pupils very effectively combine voice and instruments in their high quality compositions. Their very good technical vocabulary is evident when they write scores in the treble and bass clefs and identify the beats of notes, such as minim and semi-breve. The teacher promotes pupils' literacy skills very well because she frequently asks pupils to record their work. Year 6 pupils produce fact files and quizzes for their classmates when they research information about Beethoven. They write the lyrics and scores for the songs they create, such as *Let's Party in the Classroom*, and accompany them on the keyboard, percussion and their own instruments, such as the guitar. There is good use of computers to support pupils' learning in music.
82. The subject co-ordinator provides an excellent role model for other staff in her teaching and commitment to improving standards. Very good management means that all elements of the provision are co-ordinated very well, such as the instrumental tuition and clubs, in order to provide an excellent variety of opportunities for pupils. There are very good systems for assessment, including marking and the setting of targets for individual pupils and groups, that show pupils clearly how to improve their work.

Physical education

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

Main strengths and weaknesses

- Achievement is high across all elements of the wide-ranging curriculum and is particularly strong in dance.
- Specific skills are taught clearly and effectively and all pupils are involved throughout lessons.
- Pupils are very good at evaluating and improving their performance because of the emphasis teachers place on this.
- A very good range of clubs supports standards effectively.

Commentary

83. There has been very good improvement in the subject since the last inspection, when achievement and standards were just average. As a result, standards are now high and achievement is very good. Pupils perform particularly well in dance and show a fluency, expression and awareness of others that is much better than usual for their age. They also have very good skills in games, exemplified by the large proportion of Year 4 pupils who could use hockey sticks correctly and safely, showing high levels of skills in hitting, dribbling and trapping a ball. Skills develop well in gymnastics, where pupils in Year 3 were observed to have a good understanding of sequences of movements, performing these well. Swimming lessons were not observed, but records show that almost all pupils (94 per cent last year) can swim at least 25 metres by the time they leave. A strength which runs through all aspects of the subject is pupils' understanding of how to evaluate their own and others' performances and to use this to make improvements.
84. Teaching and learning are very good. Pupils behave very well in lessons and work very hard, taking a pride in their efforts. This is because teachers' expectations are very high, relationships are very good and lessons are very well planned to involve all pupils throughout. Specific skills are taught very well, with clear explanations from the teacher ensuring that pupils know what they need to do. Practical demonstrations often reinforce this, either from the teacher or from particularly skilled pupils.
85. Teachers consistently and continually get pupils to review their performance and that of their classmates, either individually or in groups. This leads to a very good understanding of how they are getting on and enables them to refine and improve their performances over the course of a lesson. An interesting and successful innovation is the videoing of group performances in dance, which are then analysed at the start of the next lesson as a jumping-off point for refining and improving pupils' work. Pupils are given a lot of opportunities to discuss their performance when they work in groups and as a result are very good at sharing ideas. These high levels of collaborative skills are reflected in their high standards when they perform in groups, showing very good understanding of their own and each other's part in the whole.

86. The curriculum is very good, with full opportunities to take part in all the elements. Last year a residential trip enabled all the oldest children to take part in a wide range of outdoor or adventurous activities, whilst those who chose not to go on the trip took part in similarly exciting activities on a daily basis. The enhancement of the curriculum in this way, through such activities as climbing or archery, adds to the wide range of sporting clubs in providing substantial enrichment to the curriculum. The subject is led and managed well. The co-ordinator provides a good role model for colleagues, through demonstration lessons, and has ensured that they are given a very clear basis, in the detailed planning, to develop pupils' skills in different areas. He has had few opportunities to evaluate his colleagues' lessons formally, but has taught alongside them. He is able to get a secure handle on standards through the analysis of detailed assessments and through his observation of pupils' skills in performances or at after-school clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Too few lessons were seen to make a secure overall judgement about provision or teaching. Standards are above average by the end of Year 6 and there has been good improvement since the last inspection. A new policy and scheme of work have recently been put into place and these are now being followed by teachers in all classes. Pupils are given suitably planned opportunities to discuss their views and beliefs on important subjects. Teaching and learning in the lessons seen were good. Sex and drugs awareness education are appropriately taught and there is satisfactory involvement of external agencies, including the school nurse. The school takes part in the Healthy Schools initiative, with a representative in each class. Good opportunities are planned for pupils to talk about their feelings and express their opinions, such as considering bullying or their own learning styles.
88. The school council is set up in different committees to be responsible for such areas as recycling and charities. They meet regularly and provide an effective method for pupils to contribute to the running of the school by making decisions about issues affecting them. They take responsibilities around the school such as play leaders and playtime buddies. Pupils represent the school on the *Think First* schools' committee (a group of local schools with a shared philosophy). These activities are making a very good contribution to pupils' personal and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
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	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	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	2
The leadership of other key staff	3
The effectiveness of management	3

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