

INSPECTION REPORT

**SAINT BEDE'S CHURCH OF ENGLAND VOLUNTARY
AIDED JUNIOR SCHOOL**

Send, Woking

LEA area: Surrey

Unique reference number: 125218

Headteacher: Mrs J. C. Lowry

Lead inspector: Mrs S. M. Barnes

Dates of inspection: 25th to 28th April 2005

Inspection number: 267749

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: Voluntary Aided
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll: 317

School address: Bush Lane
Send
Woking
Surrey
Postcode: GU23 7HP

Telephone number: 01483 222143
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Appropriate authority: Governing body
Name of chair of Mrs C. Brownsea (acting)
governors:

Date of previous 28th June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Saint Bede's Church of England Voluntary Aided Junior School is a larger than average school in the village of Send, near Woking, in Surrey. The 317 boys and girls who attend are arranged in 12 classes. They come from a wide range of homes around the school and from nearby villages and towns. The percentage of pupils known to be eligible for free school meals is below average, at around 8 per cent. Virtually all the children come from a White British heritage and speak English as their first language. The proportion of pupils with special educational needs is above the national average at 28 per cent. The proportion of pupils with statements of their need is also well above the average at over 2 per cent. These pupils have a variety of different needs including specific learning difficulties, moderate learning, social, emotional and behavioural and speech and communication difficulties. Attainment on entry to the school varies year by year, but is currently above that expected for pupils' ages. After the previous inspection the school underwent many changes to the leadership, including several periods with different acting headteachers and a part time head at one point. The current head was appointed in 2001, with a specific remit to raise standards of behaviour and to organise an effective management system. The school has been awarded Investors in People status in 1999 and maintained this in 2004 and is working towards the Healthy Schools Award. It is involved with the primary leadership programme and the school sports co-ordinator scheme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	English, French, personal, social and health education and citizenship
1305	Mr B. Rance	Lay inspector	
27854	Mrs R. Scahill	Team inspector	Mathematics, art and design, design and technology, music, physical education
21277	Mr S. Hill	Team inspector	Science, information communication technology, geography, history

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that provides a good quality of education for all of its pupils. By the time pupils leave school at the age of eleven, they attain standards that are above average in English, science and information and communication technology. Teaching is good throughout the school and pupils respond positively with very good behaviour and good levels of concentration. Leadership and management are good overall and the headteacher provides good leadership and a very clear steer for improvement. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards in English and science are above average by the end of Year 6. Standards in mathematics are average.
- Pupils achieve well overall because of the good quality of teaching.
- The headteacher gives very clear leadership to the school's work.
- Pupils' behaviour and their attitudes to learning are very good as a direct result of the very good provision the school makes to develop their personal and social skills.
- The school has good links with parents and the community and this facilitates the provision of a very good range of extra-curricular opportunities for pupils.
- Co-ordinators provide colleagues with good levels of support, but do not all yet rigorously monitor standards and have a clear knowledge of strengths and weaknesses across the school.
- Systems to look after pupils and provide them with support are good and the school takes good consideration for their views.
- Much of pupils' work is carefully and conscientiously presented, but there is inconsistency in teachers' expectations across the school.
- Governors ensure that all statutory requirements are met, but do not rigorously fulfil their role as a critical friend.

There has been a satisfactory level of improvement since the previous inspection. Following the previous inspection there was a dip in some important aspects of the school's work. This was linked to an unsettled period in which there were many changes to leadership. Over the past three years there has been good improvement and, as a result, standards are now rising. The issues raised by the previous inspection have been resolved. The school has a clear knowledge of its strengths and areas for improvement and is securely placed to continue with the next stage of its development.

STANDARDS ACHIEVED

Year 6 results

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	A
Mathematics	B	B	C	E
Science	B	B	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*

The pupils' achievement, including that of those with special educational needs, is **good** throughout the school. On the basis of the 2004 end of Year 6 national test results, the pupils' attainment was well above average in English and science. It was in line with the average in mathematics. Based on their prior attainment, the pupils have achieved very well in English and satisfactorily in science. Their progress in mathematics was well below the performance of pupils who scored similarly at the end of Year 2.

The inspection findings indicate that pupils' attainment is above national expectations in English and pupils of all abilities make good progress and achieve well. In science, attainment is above that expected and in mathematics standards are in line with those expected. Pupils' achievement is satisfactory in these subjects overall and good in scientific investigation.

In information and communication technology, pupils' attainment is above national expectations at the end of Year 6. Pupils of all ages and abilities achieve well in this subject. In history, geography, art and design and design and technology standards are at the national expected level at the end of Year 6 and the pupils' achievement is satisfactory. In music, standards are in line and improving and pupils' achievement is good.

Pupils of all ages have very positive attitudes to work and set about their activities with high levels of enthusiasm. Pupils' behaviour is very good overall and this is a significant improvement since the previous report. Attendance is very good and is above the national average. Pupils enjoy coming to school. Pupils' spiritual, moral, social and cultural development is **good** overall and there are particular strengths in pupils' social and moral development.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** overall. Teachers have very high expectations of pupils' behaviour and this has a positive impact on learning. However, expectations of pupils' presentation of work are not consistent. Assessment is satisfactory overall. The curriculum is satisfactory overall and it is very well enriched by a very good variety of additional activities and learning opportunities. The accommodation and resources are good. The school provides good levels of care, support and guidance for all pupils. It actively seeks their views and acts upon them. The school's partnership with parents is good, the school has established good links with the local community and community provision is satisfactory.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The headteacher provides good leadership and has a very clear vision and high aspirations. She has led the school forward effectively since her appointment. The leadership role of subject co-ordinators is satisfactory and is continuing to develop but not all subject and year group leaders rigorously monitor standards across the school yet. The governing body is supportive and effectively fulfils its statutory duties, but does not act sufficiently as a critical friend. The school is well managed on a daily basis and the strategic management of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the school and are supportive. They are provided with good quality information about daily events and about the progress their children are

making. Pupils are very happy and are proud of their school. They are regularly consulted so that their views can be taken into consideration.

IMPROVEMENTS NEEDED

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

- improve standards in mathematics;
- develop co-ordinators' roles in checking standards and teaching and learning across the school;
- develop the role of governors as a critical friend;
- improve the consistency of presentation of pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** overall.

Main strengths and weaknesses

- Pupils are making good gains in their learning throughout the school in English and information and communication technology.
- Information and communication technology (ICT) is used well to support pupils' learning in other subjects.
- The achievement of pupils with special educational needs is good.
- Achievement in science in investigative work is good.

Commentary

1. Standards in tests at the end of Year 6 over the last few years have varied across years and between subjects. This is largely as a result of the significant time of upheaval that the school went through, due to many changes to leadership, including a significant decline in pupil behaviour and response to learning. As this has now been very efficiently resolved, standards are starting to rise. In the most recent national tests at the end of Year 6, standards in English and science were well above the national average. Standards in mathematics were average. Compared with similar schools on the basis of eligibility for free school meals, standards were well above average in English and average in science. They were well below average in mathematics. Compared with the scores pupils had attained in tests at the end of Year 2, standards in English were well above average. Standards in science were average and standards in mathematics were well below average.

Key Stage 2

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

Standards in:	School results	National results
English	29.7 (27.8)	26.9 (26.8)
mathematics	26.9 (27.6)	27.0 (26.8)
science	30.0 (30.0)	28.6 (28.6)

There were 76 pupils in the year group. Figures in brackets are for the previous year

2. Current tests and inspection evidence indicate that standards are improving, although there are variations each year in attainment on entry. Standards at the end of Year 6 are above average in English. Pupils are making good progress and current achievement is good. Standards are above average in science, particularly when skills in investigation and experimentation are considered. This represents satisfactory achievement for these pupils and good achievement in the skills of practical science. In mathematics, standards are average and achievement is satisfactory. Standards in information and communication technology are above those expected and pupils' achievement is good. Standards are improving in music and, while they are currently in line with those expected, pupils' achievement is good. Standards in French are above those expected for pupils' ages.

3. From the evidence available, standards in history, geography, art and design and in design and technology are in line with those expected for pupils' ages. There is no significant difference in the attainment or achievement of boys and girls or of pupils from different groups.
4. The progress and achievement of pupils with special educational needs across the school are good. This is as a result of the careful planning and adult support given to enable them to achieve the carefully focused targets on their individual education plans. When they work with the class assistants on activities in class and in withdrawal sessions, their learning is of a consistently high quality and they make good progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are overall **good**, with moral and social development being very good. Attendance is **very good** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Pupils behave very well in and around the school.
- Provision for moral and social development is very good.
- Pupils have very positive attitudes to their work and try their best.
- The school's systems and all adults work effectively to enable pupils to become gradually more mature and responsible.
- Pupils are keen to come school, attend regularly and are generally punctual.

Commentary

5. Very good standards of behaviour have been instilled since the last inspection. At that time behaviour in the playground was unsatisfactory. Following that report the school experienced a period of turbulence when behaviour diminished further. One of the remits of the current headteacher on her appointment four years ago was to improve standards of behaviour. This has been most successfully achieved. Currently behaviour is very good throughout the school, in lessons, as pupils move around the building and at play and lunchtimes. Pupils line up quietly with the minimum of fuss and walk around the school considerately so that they do not interrupt other classes who may be working. They are very polite to all adults and are eager to help when asked. This is due to the respectful manner in which they are treated and the good example set by all staff. In classrooms behaviour is very good and the high expectations set by all staff are fully met. As a result, teachers are able to concentrate on teaching and little time is wasted. Pupils in all classes exhibit high levels of concentration and this has a beneficial effect on their learning. Teachers and teaching assistants are very effective in teaching pupils right from wrong, teaching them what they should be doing and showing them how to behave by example.
6. Staff deal very effectively with any incidents of upset or disagreement and are good in keeping teasing or harassment to a minimum. Pupils are confident and know what to do if they need adult support. Boys and girls from different groups play well together. At playtime the most noticeable thing is how well pupils organise their own games and work together irrespective of age or gender. There have been four fixed period exclusions in the previous year. Pupils who need help to change their behaviour have personal targets and very well organised and effective support from the school. They show considerable progress in the way they resolve their difficulties over time.
7. In lessons, pupils of all abilities are enthusiastic to hear what is being said and contribute to discussion. Pupils know what to do and often go about their work quietly

and independently. This is largely because lessons are well organised and routines very well established and consistent from class to class. Because staff expect pupils to do their best and set high standards, pupils, including those with special educational needs, show a strong sense of purpose and are justifiably proud of their work. The strong inclusive approach to all pupils regardless of ability or special educational need means that everyone feels their contribution is valued. These positive attitudes are evident in the way pupils join in with school activities such as the big band and the various clubs and in the amount of fun they have with these activities.

8. The very good way that the school involves pupils in how the school is run makes them feel ownership and take responsibility for the way things happen in their school community. For example, pupils have helped to organise the playground rules and have had a significant input into the refurbishment of toilet areas. They have instigated charitable collections and play an active part in deciding activities through their input in school and class councils. There are plenty of opportunities for every pupil to take responsibility for routine tasks such as tidying in the classroom, setting out the hall for assembly or looking after other pupils and this they do very well. As a result, pupils become very mature and confident by the time they leave school at eleven. Lunchtime is a particularly pleasant occasion where pupils of all ages mingle amicably and chat in a friendly manner as they eat. The positive attitudes of the mid-day staff are largely responsible for this.
9. The school ensures pupils develop a suitable sense of respect for the values, beliefs and culture of others. The opportunities for spiritual development are good and include moments of quiet reflection during assembly. The school is bright and attractive with colourful displays of work about topics as diverse as the pottery of the Ancient Greeks or work covered during the recent residential visits for pupils in Years 5 and 6. The quality of displays indicates the respect with which pupils' work is treated.
10. In the officially published statistics, and as quoted below, pupils' attendance at school in 2003/4 was close to the national average. The school's procedures for monitoring attendance are thorough. However, it was found during the inspection that a system error had resulted in pupils' attendances on school trips being recorded on the computer system as authorised absences. After correcting for this error the statistics show that pupils' attendance is well above the national average. The procedures for monitoring lateness are also very rigorous. Even so there are a number of families who do not yet understand the importance of punctuality or recognise that the late arrival of pupils at school - however little it may be - disrupts the start of the day and pupils' learning, not only for the pupils who are late but also the rest of the class.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
307	4	0
3	0	0
1	0	0
1	0	0
2	0	0

Asian or Asian British – Indian
Asian or Asian British – Pakistani
No ethnic group recorded

2
2
1

0	0
0	0
0	0

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

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.2
National data:	5.1

Unauthorised absence	
School data:	0.4
National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching and learning is **good** throughout the school. Assessment is **satisfactory** overall. The curriculum is **satisfactory** overall and the school provides a **very good** range of additional learning opportunities. The accommodation and resources are **good**. The school provides **good** levels of care, support and guidance for all pupils and is effective in seeking the pupils' views. The school's partnership with parents and the local community is **good**. Community provision is satisfactory.

Teaching and learning

The quality of teaching and learning is **good** throughout the school. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Teachers' very high expectations of pupils' behaviour set the tone for effective learning.
- Teaching of pupils with special educational needs is carefully planned so that they make good gains in their learning.
- Teachers place suitable, high emphasis on teaching literacy and numeracy skills.
- Good use is made of ICT as a tool for teaching.
- Expectations of pupils' involvement in investigation and presentation of work is inconsistent across the school.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (13%)	23 (61%)	10 (26%)	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.

11. A significant strength in teaching throughout the school is teachers' insistence on high standards of behaviour. Teachers establish very good relationships with their classes coupled with consistent expectations that all pupils will listen carefully and try their hardest with their work. As a result, there is a very good working atmosphere in lessons and pupils are keen to learn. All pupils work together very well and show an obvious enjoyment in their learning. This has a very positive effect on the progress they make and the standards they achieve. Pupils with special educational needs are supported well in class and in individual group work. Teachers and support staff have

a good level of awareness of their individual targets and use this knowledge effectively. As a result these pupils make good gains in their learning.

12. Teachers have generally good subject knowledge and as a result can explain new concepts clearly to pupils so that they make good progress in their understanding. For example, very effective use is made of practical work, particularly in science, to take pupils' learning forward. In French, teachers' own confidence and knowledge of the language enable lessons to move at a good pace with an element of fun that has a positive impact on pupils' learning.
13. Literacy skills are developed effectively across the curriculum. Teachers make good use of questioning to check pupils' understanding. Pupils are given good opportunity to discuss their ideas in pairs and groups, which ensures that all the pupils join in. This is particularly good in mathematics and science lessons.
14. The use of ICT to support teaching is good. Teachers use the interactive whiteboards effectively and there are ample programs to support pupils' learning. For example, in science, teachers show pupils examples of experiments and handle data and graphs clearly and efficiently and this has a positive impact on pupils' learning.
15. Assessment is satisfactory overall. Procedures to assess and record pupils' attainment in different subjects are good and the school has started to accumulate a good range of data on individual pupils' progress. This provides a clear picture of how each pupil is getting on and enables their progress to be tracked as they move through the school. Some good use has been made of this information in providing clearer reports to parents and in placing pupils in sets for mathematics, for example. It has also been used very effectively at a management level in identifying trends and issues, which the school has then addressed. An example is the current priority of addressing weak progress by some pupils in mathematics. The detailed information has the potential to be used to match work more closely to pupils' needs, so that it is challenging while remaining within their capabilities. While this is done effectively in some classes and subjects, its use is variable and is a particular issue in mathematics when sometimes pupils are given work that is too easy.
16. In most classes, teachers' day-to-day assessments of pupils as they work in lessons are good. Teachers are generally quick to spot anyone who is lost or has significant misconceptions, stepping in to provide help and support so that pupils do not get left behind. The marking of written work is conscientious, but varies in the extent to which it gives pupils a clear understanding of what was good about their work or what they need to do to improve. There is too little consistency in the criteria that teachers apply when marking work, with some paying little attention to presentation, while in other cases this is over-emphasised at the expense of content. On occasion, work in pupils' books is not presented as well as it might be. Some untidy and disorganised recording obscures the reasoning behind the work and occasionally causes errors, for example in mathematics work. In other classes, work is presented in a very tidy manner, but consists of far too much work that is copied, with pupils filling in just an occasional word of their own. This provides too little opportunity for pupils to develop investigative skills.

The curriculum

The quality of the curriculum throughout the school is **satisfactory** and fully meets statutory requirements. There are **very good** opportunities for enrichment through activities outside lessons. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- There are good links between different subjects.
- A very good choice of clubs at lunchtime and after school caters for pupils' different interests.
- Visits to places of interest and visitors into school enhance learning for pupils very well.
- The curriculum is fully inclusive and promotes equality of opportunity, including good provision for pupils with special educational needs.
- Pupils' personal, social and health education is very well developed.
- The curriculum and resources for information and communication technology (ICT) are good and used well in other subjects.

Commentary

17. The curriculum meets all statutory requirements. It is continuing to develop in line with national initiatives and requirements, particularly in information and communication technology. It is 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 teachers in each year group plan together so pupils in the same year groups cover the same work. However, not all teachers make the necessary adjustments to these plans to take into account pupils' different abilities and needs. Subject links are planned carefully to make learning meaningful. For example, where history was combined with design and technology, the pupils discussed the purpose of air-raid shelters whilst considering the designs for their models. Well-planned French lessons enhance the curriculum for pupils in Years 5 and 6. Good provision is made for pupils with special educational needs. They are fully included in all activities and their learning needs are catered for effectively in class and in extra-curricular opportunities.
18. The school provides a good variety of extra-curricular clubs at lunchtime and after school, which are well organised by the co-ordinator for *Out of School Hours Learning*. They are well attended by the pupils and provide for a wide range of interests and needs. They include several music clubs, gardening, ICT, craft, history and a number of sports clubs. School teams enjoy much success in inter-school competitions such as football, for both boys and girls, tag-rugby and netball. There are visits from peripatetic music teachers for flute, guitar, piano, French horn, recorders and 'cello. Visiting musicians give hands-on demonstrations to introduce pupils to a variety of instruments. An outstanding number of visits both locally and further afield extend the curriculum very well, as well as providing important links with the community. Annual residential visits arranged for Years 5 and 6 are used well to stimulate interest in subsequent lessons in several subjects of the curriculum. The broad range of learning opportunities is contributing very well to pupils' social and cultural development and their good achievement.
19. Very good provision for personal, social and health education is promoted by such initiatives as Healthy Schools and the *Life Bus* (organised by Surrey Life Education Centre) which visits school and reinforces work on looking after oneself and making healthy choices. Regular visits by the school nurse, fire service, road safety team and the police enhance this provision.
20. The accommodation is very good, providing attractive specialist areas for teaching ICT, music and sport. A good range of resources meets the needs of the curriculum in all subjects, particularly ICT. This is used well to support other subjects because of the good facilities that are available, both in the suite and in each class. The school is well staffed with skilled teachers supported by well-trained teaching assistants who make an important contribution to pupils' learning and their good achievement.

Care, guidance and support

The school's care of pupils' welfare is **good**, the guidance and support for pupils are **good** and the way that the school listens to and involves them is **good**.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are good.

- The knowledge that all the adults in school have of the pupils, both academically and personally, is good.
- The school takes good account of pupils' views through class discussions and the school council.

Commentary

21. Child protection procedures are in place with the headteacher and two senior staff sharing the role of designated person. All members of staff know their responsibilities in this regard. There is a medical room, which conforms to the government guidelines, with two staff fully trained in emergency first aid and the majority of other staff having had basic training. Routines for dealing with accidents and medicines are well established. A good health and safety policy is in place and an effective risk assessment is carried out by the governors and the caretaker every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term.
22. The teachers, classroom assistants and other staff in school know the pupils and their families very well. Academic progress in all subjects of the curriculum is monitored effectively. Through the use of circle time and the personal, social and health education curriculum, which is timetabled in every class, teachers share in the pupils' personal development. Their knowledge of the children as individuals is clearly demonstrated by the perceptive comments that teachers make in annual reports to parents. The guidance that pupils with special education needs receive, in co-operation with parents and through the individual education plans, is good and they are supported effectively in their learning.
23. Informally through class discussions (circle time) and more formally through the school council, the staff and governors take account of the views of pupils. Pupils thoroughly enjoy participating in the school council and are pleased that their views have been taken into account, for example changes to school uniform requirements, starting a homework club, introducing peer mediators and improving the toilet facilities. Additionally the school has organised fund raising events for a number of charities. All these activities give pupils an increased sense of responsibility for the school as a community and also for others less fortunate than themselves.

Partnership with parents, other schools and the community

The school's partnership is **good** with parents, **good** with the wider community and **satisfactory** with other schools.

Main strengths and weaknesses

- Parents have a high regard for the school.
- Parents receive detailed information about the school and reports to parents about their children's progress are of a high standard.
- School activities effectively involve parents, the church and the wider community.

Commentary

24. Parents are generally happy with the school. Parents appreciate the Christian ethos of the school, the care that the school takes, the standards of behaviour and the academic standards that their children achieve. In inspectors' meetings with parents at school, informally and at the parents' meeting, only a very few minor matters were raised. However, responses to the parents' questionnaire did raise a number of issues for a minority of parents, particularly about information that the school provides to parents. The inspection findings do not support those concerns. Parents generally appreciate the open door philosophy of the school and feel able to approach the school at any time if they have any concerns about their children. The school provides

parents with relevant information through regular newsletters and consultations. At the end of the summer term parents receive the annual reports on individual pupils. These reports are of good quality and include clear indications of the standards being achieved in all subjects, comments on areas where pupils need to improve, along with targets for next year. They also include commentary on personal development, pupils' own comments and the headteacher's observations. The formal documents for parents, namely the prospectus and governors' annual report, are both attractively presented as well as being informative and conforming to government guidance.

25. Parents help their children at home in their reading and homework assignments. They attend school functions and make themselves available to accompany schools trips. Together with the local community they also support the fundraising activities of the Parents and Teachers Association, which regularly raises substantial funds which have been used to improve the school's facilities and provide additional resources. A large number of parents (over 60) come into school on a regular basis to assist in the group reading at the start of three days each week so that there are a number helping in every class. All this parental involvement in the life of the school goes to support pupils' learning and achievements.
26. The vicar of the church of St Mary the Virgin is a school governor and takes regular assemblies. Although the church itself is some distance away, pupils visit it on a number of occasions and other services are held in the school, for example for Harvest and for Year 6 leavers. There is also an annual leavers' service in Guildford Cathedral. Pupils enjoy a wide range of sports activities, including competitions and links for more able pupils with other schools. The school's facilities are used by local clubs and, on occasion, by the scouts for their May Fair. A large number of people and organisations visit the school, including the nurse, the local police, the Church Army and the *Life Bus*. Pupils also enjoy visits to numerous places of interest, including places of worship of other religions, and both Years 5 and 6 have a residential trip each year. All these activities enrich the educational experience for the pupils and make a positive contribution to their personal and social development.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher is good and other key staff provide satisfactory leadership. Overall management is good and has been particularly effective in improving behaviour, which has been a key responsibility of the deputy head teacher. Governance is satisfactory.

Main strengths and weaknesses

- Clear leadership from the headteacher has enabled the school to make significant improvements after a period of instability.
- Many subject leaders give a clear educational direction to the school's work, but in general they have insufficient opportunities to monitor standards and teaching in their colleagues' classes.
- Governors do their best to support the school, but are not sufficiently informed to be able to challenge and support senior staff as they should.
- Good use is made of assessment information to modify the curriculum.

Commentary

27. Improvement in the school since the last inspection is satisfactory overall. This disguises a complex situation and recent improvements in the school have been good.

28. Shortly after the last inspection there was a prolonged period of instability in management. The previous headteacher was off ill for most of two years and there was no deputy head in post. Evidence from National Curriculum tests indicates that there was a sharp fall in standards and, by the time the current headteacher was appointed, governors were seriously concerned about standards of behaviour in the school, making this a top priority for the new head teacher. Since then, considerable progress has been made, thanks to the clear direction of the headteacher and hard work from her colleagues. Standards have recovered and behaviour is now a strength of the school. Effective new management systems and structures have supported the recovery well. With the effective support of the deputy, the headteacher ensures that the right priorities are identified and that all staff work as a team to address them.
29. The leadership role of other staff has also been strengthened and, in the areas of science, English, ICT and special educational needs, a clear lead from the co-ordinators has enabled improvements in provision in these subjects. For example, the central place of investigative and practical work has been firmly established in science. However, subject leaders vary considerably in the extent to which they keep a check on what is happening in their subjects.
30. A wide range of assessment data is collected and a start made on reviewing these to evaluate the school's strengths and weaknesses. The results of national tests have been analysed carefully and the information used effectively to support improvements, for example in identifying the need to improve speaking and listening, which has improved standards in English over the last year. There is some effective analysis of samples of pupils' work by senior staff, but there is also some confusion about the role of subject and year leaders in this. Managers generally, and subject leaders in particular, have had opportunity for work sampling, year group planning and evaluating displays, but too little opportunity to observe their colleagues teach, which means that they are unable to target their expertise where it is most needed.
31. The role of the year leaders has been strengthened and they undertake much day-to-day administrative and support work effectively. They take a lead in the planning of lessons in parallel classes to ensure that pupils of the same age cover the same topics in the same way. However, the monitoring of the outcomes of this planning in the different classes is not looked at closely enough so that significant differences have not been picked up and addressed, either by year leaders or subject leaders. An example is the very different approaches to written work in science in Year 6 classes.
32. Governance is satisfactory overall. Governors are keen to help, but some are new to the governing body. There has been only a temporary Chair for some time. Governors have provided some clear direction to the school, for example by giving a direct brief to the headteacher on her appointment to improve behaviour and management systems. The headteacher provides the governing body with detailed reports on how the school is getting on, but governors' other procedures to widen their view of the school are not systematic enough. They have a good understanding of some aspects of provision, but are unclear about others. For example, they understand the problems in standards in mathematics and are correct to say that the positive relationships in the school and the improvements in systems have led to better behaviour. However, they are not aware of the weaknesses in monitoring and their understanding is insufficient for them to perform their role of critical friend fully by challenging and supporting the head. As a result, too much of the responsibility that properly belongs to the governors is now placed on the headteacher.

33. The management of finances is satisfactory. A small prudent reserve is maintained for unforeseen contingencies, but the rest of the money available is spent carefully to support the school's educational priorities. The significant spending recently on improving ICT equipment is bearing fruit in the quality of teaching in various subjects, as well as in good progress in ICT itself. However, there are insufficient systems for the school, and governors in particular, to assess the impact of major spending on pupils' standards.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	787 230
Total expenditure	796 379
Expenditure per pupil	2 512

Balances (£)	
Balance from previous year	44 836
Balance carried forward to the next	35 687

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Good support is given to pupils with special educational needs.
- The whole school focus on involving parents in reading sessions is having a very beneficial effect on standards.
- Teachers make good use of ICT as an aid to their teaching to make lessons interesting.
- Pupils have good opportunities to learn about a range of writing styles including poetry and drama.

Commentary

34. In the most recent national tests at the end of Year 6, standards in English were well above the national average. Compared with similar schools on the basis of eligibility for free school meals, standards were well above average. Compared with the scores pupils had attained in tests at the end of Year 2, standards were well above average.
35. Standards in English are currently above average at the end of Year 6. Pupils are making good progress as they move up through the school and their achievement is good. Pupils with special educational needs are well supported and make good progress towards their learning targets. Clear and relevant targets are set for these pupils and good regard is taken of these targets in lessons, by teachers and support staff alike. As a result, lessons contain good levels of challenge, carefully balanced with discreet individual support, and this enables these pupils to make good gains in their learning.
36. Pupils' ability to listen carefully is well demonstrated in lessons and assemblies. They pay close attention to teachers and listen helpfully to one another, sustaining concentration and responding appropriately. Their attainment in speaking is good and is developed effectively. Pupils readily talk in groups and answer questions in class and there is some lively chat in the playground and dining hall. The nature and range of their talk are varied and pupils benefit from open questions, full discussion of points of language and the drawing out of some of their own ideas and opinions.
37. In their writing, pupils of all abilities make good progress in acquiring the basic skills. Work is usually well presented, although noticeably neater work is found in many pupils' homework books than is generally the case in class. Pupils make regular satisfactory use of dictionaries and their understanding of spelling is reinforced effectively, although in some lessons opportunities for pupils to look less common words up and extend their vocabulary is missed. In written exercises and extended and imaginative writing they effectively establish and practise the points of grammar and punctuation being covered in literacy.
38. Shared reading in literacy lessons and a programme of reading in all year groups supported by parents each morning have improved pupils' comprehension skills and, in all classes, pupils were seen enjoying reading together. The involvement of these large numbers of parents and volunteers significantly raises the ratio of adults who can listen to pupils and encourage them in their reading and pupils make good progress as a result. Pupils have good strategies for tackling unfamiliar words and make good use of phonic or contextual clues.

Reading records are kept of groups and individuals. Private reading and use of the library is encouraged, although during the week of inspection the library was undergoing restocking. Displays around the school and in the library give pupils much information about books and writers they might enjoy and present poems they can read and discuss.

39. The quality of teaching and learning is good overall. The strengths of the literacy teaching are in the positive learning atmosphere established and in the very good pupil management, which is a feature of lessons throughout the school. Liaison with support teachers and classroom assistants is effective and some good teamwork was seen, particularly in the work for pupils with special needs.
40. In better lessons seen, teachers had good knowledge of language and used a stimulating and inventive variety of approaches and activities. Pace was brisk and questions suitably challenging. In these lessons pupils were absorbed and alert throughout and they worked with obvious enjoyment. For example, teachers make good and often very good use of interactive whiteboards to exemplify what they are teaching and to make lessons humorous and have good pace. However, the good planning, which teachers in year groups evolve together, is not always followed fully in all lessons. Interesting and exciting touches, such as the reading of a selection of texts to demonstrate how different authors develop character or 'hot seating' characters that pupils develop, are not followed through in every case. In these instances teaching and learning are satisfactory.
41. Pupils' attitudes and behaviour contribute significantly to their progress in English. They are well motivated, ready to work hard and to co-operate with teachers. They collaborate effectively in groups and pairs and listen when others are speaking. They respond very eagerly to stimulating teaching and they keep working and are not easily distracted.
42. There are some examples of good marking in English in which teachers set targets, review progress and help pupils to see how they can improve their work. However, in some cases written tasks in English and other subjects involve copying large sections of text and this is of limited value for extending pupils' learning of writing skills. Assessment generally is thorough and detailed, and there is recording of attainment and progress. However, limited use is made of this information in tailoring lessons to the explicit needs of individuals in some classes.
43. Leadership and management of the subject are good. The co-ordinator, in conjunction with the headteacher and the deputy head, has ensured that the structure of literacy teaching is consistent throughout the school. The subject is satisfactorily resourced. The implementation of the literacy programme has been conscientious and is a significant factor in the good quality of provision in the subject. Pupils throughout the school have good opportunities to learn to appreciate a wide range of literature and forms of language, including poetry and drama. However, the co-ordinator has had little opportunity to monitor teaching and learning throughout the school or to track pupils' progress for herself. The school acknowledges that this is the next stage for development in the subject. The high standards noted by the previous inspection have been effectively maintained.

Language and literacy across the curriculum

44. The good achievement of pupils in all aspects of English is partly due to the good way other subjects are used as an opportunity to develop and refine the core skills of listening, speaking, reading and writing. Key words and specific vocabulary are taught well in most subjects. Opportunities for pupils to speak at length and express their ideas are also found in most lessons. Pupils are given good opportunities to read a wide range of different books, including fiction, non-fiction and poetry. Written work is encouraged in many subjects, such as science where, in the best instances, pupils record their findings in their own words. However, the expectations of presentation are inconsistent across the school. In addition, in some classes

pupils spend too much time copying tracts and inserting words to text they have been given. This limits their opportunities to learn to structure their own writing confidently.

French

45. The school provides 40 minutes of **French** teaching a week on alternate half terms for all pupils in Year 5 and every week for pupils in Year 6. Only one lesson was observed during the inspection, in which pupils in Year 6 learned names for items of clothing. Evidence from the lesson and discussions with pupils shows they enjoy their French lessons and standards are above those expected for pupils' ages. Parents appreciate the fact that their children have the opportunity to gain some acquaintance with the language.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The good emphasis on mental mathematics is helping to raise standards.
- Work is not matched closely enough to pupils' different abilities.
- Lessons move at a good pace and are interesting.
- Too much work is untidy and disorganised.
- Very good relationships enhance learning in mathematics.
- Good questioning involves all pupils, who are keen to learn.

Commentary

46. In the most recent national tests at the end of Year 6, standards in mathematics were average. Compared with similar schools on the basis of eligibility for free school meals, standards were well below average. Compared with the scores pupils had attained in tests at the end of Year 2, standards were well below average.
47. Standards currently are in line with the national average. Despite the drop in standards since the last inspection, pupils are now achieving satisfactorily because the school has put in place measures to address the problems. This is having the most effect in the lower school where achievement is good. Pupils' mental mathematics skills are improving, but as yet are not sufficiently applied to problem solving and setting out work in a methodical organised manner. Some pupils are not achieving as well as they could because work is not matched closely enough to their different abilities within each set. Throughout the school, pupils with special educational needs are well supported and make good progress in line with their abilities.
48. Teaching and learning are satisfactory overall, with some good and very good lessons seen during the inspection. Planning for each year group is good but in some classes it is not sufficiently detailed for the varying abilities of pupils within the sets. In the best lessons, teachers adjusted their plans in light of what the pupils had learned and posed more challenging question for those who were quick to understand the concepts. All lessons start with a lively and stimulating mental session. Teachers make good use of questioning to check pupils' understanding. They give the pupils the opportunity to discuss their ideas in pairs, which ensures that all the pupils join in. 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. Teachers mark work regularly, but not all teachers provide feedback to pupils so they can see how to improve their work. Work in pupils' books is not always presented as well as it might be. Some untidy and disorganised 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.

49. The leadership and management of mathematics are satisfactory. Through analysis of tests the subject leader has identified areas to develop and has put into place *non-negotiable targets* for all pupils to improve their mental mathematics skills. Training has been organised for staff. The recent improvements in mathematics are beginning to have a perceptible effect on the standards of achievement across the school, but improvements are slow and are not yet enough to enable older pupils to catch up on the ground they lost.

Mathematics across the curriculum

50. Mathematics is used well across the curriculum so that pupils can practise their developing mathematics skills in science, geography and design and technology. They record results in their science investigations in graphs and charts and interpret the data with developing skill. They identify positions on maps by their co-ordinates and make careful measurements when making models. However, on occasion, pupils' skills in measuring are not as accurate as they could be and this makes it harder for them to draw accurate conclusions from their experiments.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of practical and investigative work.
- ICT is used very effectively in the subject.
- Written work in the subject is inconsistent.
- Pupils enjoy science and have very good collaborative skills.

Commentary

51. Overall provision has been maintained since the last inspection, but has been through ups and downs, reflected in the results of national assessments at age eleven. Following the school's best ever results in 2000, they fell dramatically in 2001 and since then have improved steadily. Results have been above average now for several years compared with all schools. In 2004 they were average in relation to pupils' results when they were seven, suggesting satisfactory achievement.
52. Inspection evidence shows that standards are above average throughout the school. Pupils have a secure knowledge of the different topics of the curriculum and are able to discuss their understanding intelligently, using scientific vocabulary accurately. They have good skills in practical work and a good understanding of how to apply scientific thinking to their investigations. They have a good understanding of a fair test and know how to plan an investigation. When they undertake practical work they do so very well because they work very effectively in small teams, sharing ideas and

equipment amicably, working carefully and supporting each other well. They are keen on science and tackle both practical and theoretical tasks with confidence and enthusiasm. They think through their ideas carefully, and develop their understanding well in discussion, both in groups and with their 'talking partners'. At times, their progress is hampered by weaknesses in their mathematical skills, with younger pupils making significant mistakes in measuring and older pupils being insecure in how to handle repeated measurements.

53. Pupils' recorded work in books is erratic. In some cases, presentation is unsatisfactory and results are not organised well enough to give a clear picture of what has been undertaken or measured. In other classes, too much of the written work is identical for different pupils and is simply copied from worksheets. This serves little purpose other than handwriting practice and takes pupils' time away from more useful activities. These pupils have too few chances to write about their understanding in their own words.
54. Achievement is satisfactory overall and is good in investigative work. Currently pupils are achieving well in lessons, an improvement after a fall in progress when the school had significant problems with management a few years ago. This is because teaching and learning are currently good. Teachers make very good use of the interactive whiteboards to illustrate and bring their explanations to life. They show pupils examples of experiments and handle data and graphs at a pace which would be impossible by other means. Teachers have good subject knowledge and explain new concepts clearly to pupils so that they make good progress in their understanding. Very effective use is made of practical work and discussions to take pupils' learning forward. This is successful both in generating enthusiasm and in ensuring that pupils' understanding rests on a firm basis.
55. The subject is led well and the co-ordinator has succeeded in embedding investigative work at the heart of the curriculum, so raising standards in this aspect. The management of the subject is satisfactory. Although the co-ordinator has some opportunities to monitor aspects of provision, she has had little chance to observe colleagues teach so cannot be precise in her advice to individual teachers. Although the overall teaching is good, differences in approach in different classes, such as those resulting in the discrepancies in written work, have not been addressed sufficiently.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils use computers confidently.
- Teachers have good subject knowledge and use the school's very good resources well.
- Teachers use interactive whiteboards well in teaching a range of subjects.

Commentary

56. Improvement since the last inspection is good. The school has maintained good standards and has made significant strides in using ICT equipment to support work in other subjects.

57. Standards are above average across the school and pupils' achievement is good. Pupils have a good knowledge of different applications and very good skills in using ICT. From the youngest classes, pupils use computers with high levels of independence, logging on confidently and navigating their way around different programs with assurance. Younger pupils quickly learn new concepts, such as using different versions of *Logo* to control a screen 'turtle'. Pupils use mouse and keyboard with confidence and are encouraged to develop a two-handed approach to the keyboard. By Year 6, they are proficient in entering text and data and a few higher attainers are showing impressive touch-typing skills. These older pupils have very good skills and a good understanding of the full range of ICT applications in the National Curriculum. During a lesson observed, they showed a bewildering speed in using the different features of *PowerPoint* to develop a slide show presentation about their residential trip. They quickly took on board their teacher's brisk explanation of how to insert hyperlinks and started to incorporate these effectively into their work.
58. Teaching is good. Teachers have good subject knowledge and explain things clearly to pupils, illustrating techniques effectively on the interactive whiteboard. The new computer suite is used very effectively to teach specific ICT lessons. Teachers maintain a good balance between clear explanations, searching questioning to get pupils to think through their ideas and lots of chances for pupils to practise on the computers. Pupils respond positively and enjoy their work, showing good concentration and behaving well. They work effectively as pairs in sharing computers, taking turns amicably and sharing ideas well. They are patient when things go wrong and respond positively to their teachers' high expectations of independence, often sorting out problems for themselves or in discussion with their classmates.
59. The subject is led and managed well. The two co-ordinators work effectively together and have introduced staff to new equipment and enabled them to use this very well in subjects across the curriculum. Their colleagues are able to rely on them for immediate advice and help to tackle new situations or problems. The co-ordinators have a good understanding of the strengths and weaknesses in the subject from a variety of sources, including collecting samples of work and analysing teachers' assessments. However, as yet they lack the opportunity to refine this understanding through observing their colleagues' lessons.

Information and communication technology across the curriculum

60. This is a significant strength. Within specific ICT lessons, much work is done that is effectively linked to other subjects, for example in mathematics where pupils learn about data handling using spreadsheets or angles using *Logo*. Year 6 pupils used a wide range of photographs to illustrate their visit to the Isle of Wight. A major strength is the use of the interactive whiteboards in the classrooms when teaching other subjects. This greatly increases the pace of learning. Teachers are able to show pupils photographs, moving images and models of experiments. They can move from screen to screen easily so that pupils gain a wealth of information at a speed that would not be possible by other means. During the inspection good use was seen of ICT in showing pupils photographs and diagrams related to the Blitz, for example, and to model the results of an experiment on pulse rate, paralleling pupils' own practical work. All this contributes very well to pupils' knowledge, understanding and enthusiasm.

HUMANITIES

61. History and geography were not inspected in detail on this inspection and it is not possible to make secure overall judgements about provision. Three lessons were seen in history, all in Year 4, and two in geography; samples of pupils' work, both in their books and in displays, were examined. Religious education is inspected separately, by the diocese, and is reported on elsewhere.
62. The written work seen in **history** was of at least a satisfactory standard and, in the lessons seen, standards were generally good and learning was good because of good teaching. Pupils in Year 4 showed a good knowledge and understanding of aspects of the Second World War because of their teachers' lively presentation and the good resources used. A range of photographs and diagrams displayed on the interactive whiteboard was particularly effective in two of these lessons in developing pupils' understanding. Pupils were given a good understanding of the impact of the war on ordinary people's lives and discussed this thoughtfully with each other and with the teacher. In one lesson, they started to frame questions they would like to ask and to understand how they might get answers to them. The work has been enlivened by the opportunity to listen to a visitor talk about his own experiences as a boy during the war. There were examples of good quality work on the Victorians in the books of pupils in Year 6. Their writing showed a good knowledge of a range of topics related to Victorian times and their interest had clearly been captured by visits to a 'Victorian School' in Guildford.
63. The written work examined in **geography** was less extensive and was satisfactory overall. Work in Year 6 revealed good links with other subject areas and good use of mathematical and ICT skills. Pupils showed a good understanding of physical geography, but the writing about the impact of geographical features on people's lives was minimal and somewhat superficial, with pupils' writing about the Andes showing considerable confusion between the features of these mountains and the Alps. Work was generally well presented, but in some cases was identical for all pupils and was clearly copied either from a worksheet or a textbook and this limits pupils' opportunities to learn to set work out for themselves. In the two lessons observed standards, teaching and learning were good. Pupils in Year 3 showed a good understanding of maps because the work was firmly based on their walks around the village in the previous week. The teacher made good use of resources, including photographs taken on the walk and maps on the interactive whiteboard, to engage pupils' enthusiasm and increase their understanding. Pupils in Year 5 developed a good understanding of the relationship between aerial photographs and maps because of good resources and the effective use of the interactive whiteboard to illustrate explanations. As with the Year 3 lesson, progress was helped because the work was clearly related to their own experiences, in this case their residential visit earlier in the term.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. As only one year group lesson was seen in **art and design**, it is not possible to make an overall judgement on the provision or the quality of teaching and learning. However, the evidence from pupils' completed work and displays around the school show that standards are in line with the expectations for pupils' ages. In the art and design lessons seen, pupils reached average standards in their work of showing how activities from their residential trip could be portrayed in cartoon format. The subject is well resourced. The after-school art and craft clubs give pupils the opportunity to develop their skills further. In the one lesson seen in **design and technology**, standards were in line with those expected for the pupils' age. The standard of work

seen in classrooms and on display was in line with national expectations and covered the requirements of the National Curriculum. Design and technology also supports other subjects such as history. In a lesson seen, pupils designed and made model air raid shelters, paying particular attention to the purpose of real air raid shelters.

65. There is not enough evidence to judge provision for **physical education** as only one dance lesson was observed, where pupils' standards were judged to be above those expected for their age. There is good provision for swimming and all pupils swim at least the required 25 metres by the end of Year 6. There are good opportunities for pupils to join clubs such as football, netball, basketball, hockey, badminton and tennis after school at different times of the school year. The school does well in many sports competitions. Members of a Premier League football club work with pupils developing football skills and the school is involved in organising golf and leadership courses.

Music

Provision for music is **good**.

Main strengths and weaknesses

- A good range of extra-curricular activities is available for pupils.
- Pupils are enthusiastic, talented and clearly enjoy their music lessons.
- There are good opportunities for pupils to learn musical instruments and perform.

Commentary

66. Pupils' standards are in line with national expectations and are improving throughout the school. They achieve well because of the priority the school gives to the subject. Pupils sing well with obvious enjoyment both in lessons and in assemblies. Year 4 pupils learn to play the recorder which they can carry on in Years 5 and 6 in recorder clubs. As a result all pupils have the opportunity to read musical notation. This also gives them a good introduction to playing other instruments, which many of them do. Pupils who learn musical instruments have the opportunity to perform at assemblies. The choir, band and recorder groups have performed at the local music festival and all pupils take part in several musical performances during the year.
67. In the lessons seen, teaching and learning were at least satisfactory. Lessons are well planned to build on pupils' skills. Frequent changes of activities hold pupils' interest and they learn new songs and rhythm patterns quickly. In a recorder lesson, players made very good progress in learning and performing a new piece.
68. The subject is well led and managed. The new scheme of work provides good support to non-specialist teachers and this helps them to teach their own class music lessons effectively. Teachers in the same year group plan well together and this makes sure that pupils in the same year group cover similar work and develop similar skills in lessons. Teaching and learning is monitored by pupils making recordings of their work. There are good links with the secondary school where provision is made for saxophone players to have lessons after school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**. There are no explicit lessons in citizenship, which is taught as part of personal, social and health education.

Main strengths and weaknesses

- The school's positive ethos is consistently supported by all aspects of school life and contributes very effectively to pupils' very good social development.
- The provision is instrumental in helping pupils to learn to behave very well, to relate together effectively and to develop self-confidence.
- The school council makes a very significant contribution to school life.
- The leadership and management of the subject leader are very good.

Commentary

69. Pupils achieve very well in all aspects of personal, social and health education and this has a very positive impact on the very good quality of relationships and behaviour in the school. All staff maintain a very consistent approach to the subject, stemming from the clear lead from the headteacher, and this approach is monitored rigorously by the deputy head. The behaviour policy is very well known by all pupils, and their parents, and is applied with great care throughout the school by all staff to very good effect. Pupils get many good opportunities to take part in a very good range of class assemblies and circle times and they have a voice in how the school is run through the class and school councils. As a result, pupils in the school know about rules and rewards and how rules are made and changed. They develop a clear understanding of right and wrong and are encouraged to reflect on and explain their actions.
70. The school council provides pupils with many very good opportunities to influence life in school. They play a key role in improving features as wide ranging as how to improve play facilities and in deciding whether or not certain toys are acceptable to have in school. The school has a very positive stance on healthy eating and is working towards Healthy School status, having successfully completed several of the modules. Pupils' achievement in the subject is tracked regularly, with targets being set for both classes and individuals. The quality of provision is even better than was reported in the previous inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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