

INSPECTION REPORT

St Edmund's Catholic Primary School

Godalming, Surrey

LEA area: Surrey

Unique reference number: 125216

Headteacher: Mrs Teresa Bullen

Lead inspector: Mr Douglas Hayward

Dates of inspection: 20th - 23rd June 2005

Inspection number: 267770

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 189

School address: The Drive
Godalming
Surrey

Postcode: GU7 1PF

Telephone number: 01483 414497

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Appropriate authority: Governing body

Name of chair of Mrs Corinna Kershaw
governors:

Date of previous July 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St Edmunds is a small voluntary aided Roman Catholic primary school situated on the outskirts of Godalming in Surrey. The school is situated in an area of mainly owner-occupied housing, although many pupils live outside the immediate area and attend the school because of its religious character. The percentage of pupils eligible for free school meals is lower than average. The percentage of pupils on the school's register of special educational needs is above average, and the percentage with Statements of Special Educational Need is significantly higher than in most primary schools. Most of these have learning difficulties or medical problems. The percentage of pupils whose home language is believed not to be English is higher than average, although very few of them are at an early stage of learning English. Attainment on entry varies from year to year but overall, and taking into account the higher than average percentage of pupils with special educational needs, it is average. There has been significant staff movement in the past two years. The current headteacher has been in post only since Easter 2005. Prior to her appointment there had been no permanent headteacher since July 2004. Currently there are 189 pupils attending.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21234	Doug Hayward	Lead inspector	Science Information and communication technology Design and technology Art and design Special educational needs English as an additional language
9614	Carolyn Webb	Lay inspector	
24137	Gail Robertson	Team inspector	Foundation Stage ¹ Mathematics History Physical education
26945	Sylvia Gatehouse	Team inspector	English Geography Music Personal, social and health education and citizenship

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Edmunds is a **good** school. It is popular and has a well-deserved reputation for providing a **good** standard of education. Its strengths include pupils' good attitudes and behaviour and their sporting achievements. It provides **good** value for money.

The school's main strengths and weaknesses are:

- The new headteacher provides very good leadership and management. She has quickly identified areas for improvement that will make St Edmunds an even better school.
- Consistently high quality teaching and learning in the infant and junior classes helps pupils to achieve well, and sometimes very well.
- The school makes very good provision for pupils with special educational needs. Classroom support assistants play an invaluable role in this work.
- The use of worksheets, even in some good and very good lessons, means that pupils are not always able to develop their own ideas.
- The school forms very good links with parents.
- There are very good opportunities for pupils to develop confidence and maturity by taking on responsibilities around the school.
- Pupils' standards in information and communication technology (ICT) are above average
- Administrative procedures for pupils with special educational needs are not thorough enough.
- Teachers' marking does not consistently help pupils to know what they should do to improve.

Improvement since the previous inspection is satisfactory overall. The school has addressed the key issues identified in the previous report although, until recently, it had not monitored carefully enough whether improvements had been maintained. The quality of teaching has significantly improved, with far more good and very good lessons observed.

STANDARDS ACHIEVED

Pupils **achieve well** overall. Most children will attain the expected standards by the end of their reception year and they achieve satisfactorily. Limited opportunities to use outdoor areas, to make choices and to become independent mean that their talents and skills are not always fully developed. Infant pupils achieve very well. Their results in reading, writing and mathematics in the most recent national tests were in the top 5 per cent nationally. During the inspection, standards were well above average in all three subjects. In 2004, junior pupils attained standards in English, mathematics and science that were well above average. During the inspection standards were above average in all three subjects and pupils achieve well. The slight difference between pupils' 2004 test results and inspection findings is due to differences in the numbers of pupils with special educational needs currently in Years 2 and 6. In the foundation subjects, standards are at least in line with those expected except in ICT throughout the school and history in Year 2, where they are above average. Pupils with special educational needs achieve well. Boys and girls throughout the school, and the few whose home language is not English, attain similar standards in lessons.

The school makes good provision for pupils' spiritual, moral, social and cultural development. Provision for their personal development is **good**. Newly planned

opportunities to develop pupils' confidence and self-esteem through a re-formed school council and the house system have been very successful. Pupils' attendance is satisfactory, although not as good as it was because some parents take their children out of school during term time. Pupils' attitudes to their work are good and they enjoy school. Their behaviour is good in lessons and around the school. They work and play together well and there is no evidence of any bullying.

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	B
Mathematics	B	C	A	A
Science	B	C	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.*

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are good in three quarters of lessons. They are very good, and occasionally excellent, in a quarter of all lessons. Lesson planning is thorough, relationships are very good and teachers have high expectations, although sometimes too much use is made of worksheets, which limit opportunities for pupils to make their own decisions. Pupils with special educational needs receive very good help in lessons from learning support assistants, although information on their progress is not always well organised. Assessment is satisfactory. It is not used consistently to track pupils' progress or to help set targets for them to do even better. The curriculum is good. There are very good opportunities for visits and visitors to enrich the curriculum. The school is a caring place, with very good opportunities for pupils to express their opinions. Accommodation is satisfactory overall.

LEADERSHIP AND MANAGEMENT

The recently appointed headteacher provides **very good** leadership. She quickly established strong links with parents and identified areas that need to be improved, and which will result in a more effective school. The acting deputy headteacher provides good support and her teaching is a very good example to others. Governance is good. Governors are very supportive, knowledgeable and enthusiastic and are willing to make difficult decisions. All statutory requirements are met. Subject management is satisfactory overall.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils think this is a good school and enjoy lessons. There are **very good** links with parents. They say that they are made to feel welcome and the school listens to their suggestions.

IMPROVEMENTS NEEDED

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

- Reduce the use of worksheets, in order to offer pupils more opportunities to organise their own work and think for themselves.
- Improve the organisation of documents and records for pupils on the school's register of special educational needs.
- Improve teachers' marking, to provide advice about how pupils can improve their work

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** overall. Boys and girls throughout the school, those with special educational needs and whose home language is not English, and pupils from minority ethnic groups all reach similar standards

Main strengths and weaknesses

- Infant pupils achieve very well.
- Pupils' standards in ICT are above those expected.
- Infant pupils attain above average standards in history.

Commentary

1. Children's attainment on entry to the reception class varies from year to year. The school has earned a deserved reputation for helping pupils with special educational needs to achieve well. The percentage of pupils on the school's register of special educational needs is significantly higher than average, as is the percentage with Statements of Special Educational Need. Many of these pupils have severe medical problems or specific syndromes which hinder their learning. Because there is this wide spread of ability when children enter school, attainment is average overall. Children in the Foundation Stage achieve satisfactorily and by the end of the reception year, most are on line to reach the expected standards of the Early Learning Goals², and a number will exceed them. There are, however, too few opportunities for them to develop independence because tasks are heavily adult directed. Limited time spent in

² Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with: language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy, children should be able to write their own name and begin to write simple sentences.

the outdoor area means that they do not have the opportunities they should to share tasks and take turns in using equipment.

- Infant pupils achieve very well. Their results in tests in 2004 were in the top 5 per cent nationally, compared with those in all schools. They were also in the top 5 per cent for reading and mathematics compared with those in similar schools, and well above average in reading. There has been a steady trend of improvement in infant pupils' results in national tests and, since 2001, they have always been well above average or very high compared with all schools. During the inspection, standards were well above average in reading, writing and mathematics. The slight difference between inspection judgements and the 2004 results reflects the ability of the current Year 2 pupils. Pupils achieve very well during their two years in the infants because the school places importance on developing their basic language and numeracy skills.

Key Stage 1

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

Standards in:	School results	National results
Reading	20.5 (19.8)	15.8 (15.7)
Writing	17.3 (17.2)	14.6 (14.6)
Mathematics	20.5 (20.0)	16.2 (16.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

- Junior pupils achieve well. In the 2004 national tests, 11-year-olds attained standards that were well above average in English, mathematics and science. Taken over the last three years, the trend in performance for Year 6 pupils has been below the national trend. The main reason for this is the low results in 2003. Other than those, results for 11-year-olds have never been lower than above average and are usually well above average, compared with those in all schools. Another reason is that pupils have not done as well in science as in English and mathematics. This has been addressed this year with additional emphasis on investigations and experiments. During the inspection, standards in all the core subjects were above average. The reason standards are not quite as high as in the 2004 tests is because the current Year 6 contains pupils with significant special educational needs and those who are at an early stage of learning English. School data shows that, taking into account the ability range of pupils in Year 6, they are achieving well.

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	28.9 (28.0)	26.9 (26.8)
Mathematics	30.0 (27.0)	27.0 (26.8)
Science	30.1 (29.0)	28.6 (28.6)

There were 22 pupils in the year group. Figures in brackets are for the previous year

4. Standards in the foundation subjects, where judgements were made, are in line overall with expectations for infants and juniors. The exceptions are in ICT for all pupils and history for infants when standards attained are above average. There are good opportunities for all pupils to use their ICT skills in literacy, numeracy and in the foundation subjects. Literacy and numeracy are used well across the curriculum
5. Achievement for pupils with special educational needs is in line with their classmates. Pupils with a wide range of special educational needs achieve well and sometimes very well. The very strong commitment of all staff, and a powerful emphasis on raising pupils' self-esteem contribute very positively to the achievement of pupils with special needs. The school's provision for pupils whose home language is not English, and those from minority ethnic groups, is very good. They are fully included in all aspects of the school's work and their different levels of ability are recognised by teachers in their planning.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to school are **good** overall. Their attendance is **satisfactory**. Spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- The majority of pupils are enthusiastic about school.
- Pupils are encouraged to be involved and to take on responsibilities.

Commentary

6. Pupils like their school and the majority arrive before time and are interested in their lessons. Rewards and house points are popular and pupils admit any sanctions imposed are fair. Golden Time is valued. Despite individual personal challenges from the headteacher, one or two pupils in Year 6 are still not as enthusiastic about their work as the school would like them to be.
7. The school has good monitoring procedures and incentives to improve pupils' attendance but, disappointingly, the percentage has dropped recently. This is now below the national average due mainly to a few families who take their holidays, sometimes more than one, during term time. The education welfare officer visits regularly and is involved where appropriate. There has been one permanent exclusion in the past two years, and internal exclusion is used sparingly but very effectively.
8. Pupils' personal development is good as a result of their many opportunities to take responsibility, which the majority carry out very conscientiously. Although their spiritual, moral, social and cultural development is not formally planned through the curriculum, as opportunities arise teachers use them well. Spirituality is evident in assemblies when pupils reflect on their own attitudes compared to those of the Good Samaritan, and in other lessons such as dance, music and science. Staff have very high expectations, and through personal, social and health education lessons linked to the Roman Catholic 'Here I Am' programme strong moral values are promoted and good social skills developed. Pupils' good cultural development is enhanced by such events as the imminent creative week, and their diversity is celebrated in the hall where the name of each pupil and their country of origin are displayed.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	160	1	

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning are **good** overall. Assessment is **satisfactory**. The school provides a **good** curriculum and all pupils are included in the school's work. Opportunities for enriching the curriculum are **very good**. The care and support the school provides are **good**. There are **very good** links with parents and **good** links with the community.

Teaching and learning

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

Main strengths and weaknesses

- Teachers have very good relationships with pupils.
- Teachers sometimes make too much use of worksheets.
- Teachers use ICT very well to make lessons interesting and exciting.
- Support assistants play a very important role in helping pupils to achieve well.
- Teachers' marking is inconsistent and does not always help pupils to improve.

Commentary

9. Teaching now is much better than it was in the previous inspection. Then, it was satisfactory overall. In this inspection, the percentage of good teaching has increased from 50 to 75 per cent. In addition, almost four times as many very good and excellent lessons were taught. This is a major improvement that helps pupils to learn and achieve much more effectively. Good and very good teaching was observed in the junior and infant classes, but teaching was never better than satisfactory in the reception class and, on one occasion, unsatisfactory. This is because too few opportunities are planned for children to be actively involved in lessons. Too often they have to sit and wait while adults dictate the pace of lessons. There is a strong sense of teamwork amongst the whole staff that has stood them in good stead to deliver

consistently good teaching and learning, despite the considerable turbulence in the leadership and management over the last year.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	7 (21%)	17 (50%)	8 (23%)	1 (3%)	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.

10. Teachers have high expectations that pupils will behave well and this is the case in almost all lessons. This means that there is an atmosphere where pupils can settle to work quickly, without interruptions and where learning takes place. Relationships between teachers and pupils are very strong. Classrooms are lively, industrious places where pupils know what is expected of them. The very good relationships undoubtedly play a significant part in raising pupils' self-esteem to the point where they see themselves as good learners.
11. One of the strengths of teaching and learning is teachers' planning. It is detailed and consistently provides opportunities for pupils to work together. In very good lessons, teaching is very lively and well paced and makes learning all the more interesting because pupils have to concentrate. In these lessons, resources are used well to attract pupils' interest and to help them concentrate and maintain interest in their learning. For example, this could be the use of an interactive white board in the computer suite in mathematics, or practical experience of the feel and taste of different foods in design and technology.
12. There is an over reliance on worksheets in many subjects. This does not mean that the level of difficulty and challenge of work that teachers set is inappropriate. The school's results in national tests show that more able infant and junior pupils consistently achieve well above average results at the higher levels. Too much use of worksheets limits opportunities for pupils to think for themselves and to make decisions. It also restricts the range of investigations that pupils can carry out, because the teacher has already decided how the lessons will develop.
13. The teaching of pupils with specific needs is good, and sometimes very good. Pupils, many of whom have complex needs, have been accurately assessed, and their individual education plans are usually targeted carefully to help them learn. Teachers use a wide range of successful strategies to motivate, involve and challenge pupils and regularly monitor the progress pupils are making towards achieving their targets. Classroom support staff play an extremely important part in how these pupils achieve, through constant encouragement and assessment. Teaching for the few pupils whose home language is not English is good. They are fully included in all aspects of the school's work.
14. The school's assessment procedures overall are satisfactory, and some aspects of them are good. The assessment co-ordinator has worked hard to develop effective systems that track how well pupils have done in tests and assessments as they move through the school. These systems provide teachers with a detailed analysis of what their pupils have mastered at the end of each year. The next step, which the school acknowledges it must carry out, is to use this information in a much more structured way to know which elements of learning they need to focus on with particular pupils. Although this is not yet fully established as a feature of the

school's work, it will, in time, help teachers to be quicker at identifying where there are problems in learning and where additional support should be targeted.

15. Although work is marked regularly, the comments that teachers write do not consistently identify where pupils have done particularly well or where they need to improve. Consequently, pupils' individual targets are not always appropriate, or reviewed on the basis of how well they have done or not, in their work.

The curriculum

The curriculum is **good** overall and curriculum enrichment is **very good**. Accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- Provision for special educational needs and English as an additional language is very good overall.
- There are very good opportunities to take part in competitive sport and the arts.
- The school hall is very small for the size of the school and there is no school playing field.

Commentary

16. The quality and range of learning opportunities provided are good. The school effectively ensures that pupils are provided with an interesting and varied curriculum, which meets all the statutory requirements. The school no longer offers French in the juniors as at the time of the previous inspection, but has plans to do so once more in September 2005. The curriculum is well planned and there are good links between subjects that help to make pupils' learning interesting and meaningful. For example, Year 2 pupils learn about the seaside in Victorian times in history and use their knowledge well to write accounts in a literacy lesson and then use their art skills to draw well-observed illustrations. The school plans these good links between subjects, whilst ensuring all the appropriate skills and progression in each subject is well taught. Children in the reception class are offered a satisfactory curriculum covering the six areas of learning, but they are not always well enough planned to ensure every child is consistently engaged in purposeful activities.
17. The school has frequent visitors who help to bring the curriculum alive and further inspire pupils. They go on educational visits to interesting places to support the topics they study. As a result, the quality of work pupils do shows just how effective these visits and visitors are.
18. The provision for pupils with special educational needs is very good overall. Learning targets are realistic and help pupils to achieve their best. Pupils whose needs are complex and challenging are very well supported in school. Pupils whose home language is not English receive a broad and balanced curriculum and play a full part in school activities. The school is successful in providing a curriculum that reflects the school's positive attitudes towards other cultures and languages.
19. The school has developed a good programme for supporting pupils' personal, social, health education and citizenship including sex education and drugs awareness. It is closely linked to other aspects of educational provision, particularly the Emotional and Personal Relationship scheme, which is a comprehensive programme running from

the reception year to Year 6 to ensure a clear progression in the development of pupils' skills.

20. Opportunities for pupils to take part in activities beyond the school day are very good. The school successfully organises many sporting clubs and the football and netball teams are highly successful in winning almost all of their matches, often competing against much larger schools. The school is strongly committed to sporting activities and has recently won the district sports. Music has a high profile and pupils are given a wealth of opportunities to develop their artistic talents through activities such as the creative arts week.
21. The new computer suite provides very good opportunities to enhance pupils' skills. The very good outdoor area for children in the reception class is not always used effectively. The classrooms are of adequate size, but the hall and playgrounds are very small and there is no school playing field, although the school hires a nearby field for sports.

Care, guidance and support

Provision for pupils' health, safety and welfare is **good**. The school's arrangements to consult with pupils are **very good**. They receive **good** advice, guidance and support.

Main strengths and weaknesses

- Pastoral care is very good.
- Support for pupils with specific needs and for those whose home language is not English is good.
- The administration of records for pupils with special educational needs is not well organised.
- Marking is not consistently useful to help pupils know how to improve.

Commentary

22. The health, safety and welfare of the whole school community are high priorities for governors and staff. Regular risk assessments and security reviews are carried out and all staff are trained in first aid. They know what to do should child protection issues arise.
23. Pastoral care is very good and all pupils have an adult to whom they can talk if problems occur, confident that these will be resolved. Their relationships with staff are very good and good amongst their peers. Support for those with special education or other needs and for those who speak English as an additional language is good. They are well integrated and helped by others in their class. However, arrangements for the organisation and administration of records for pupils with special educational needs, and the involvement of parents are not totally secure. This has much to do with the changes in staffing that have affected the school over the past year, and the lack of a special educational needs co-ordinator who has been able to provide continuity. This has been addressed recently, but the school does not keep its records sufficiently up-to-date to ensure that all parents are well-enough informed about provision for their children. For example, not all parents have received copies of their children's individual education plans when they have been reviewed and updated.

24. Pupils find comments teachers make in lessons help them to improve their work, but these are not always present when their books are marked. Individual targets are set in some subjects but are not reviewed frequently enough to provide sufficient challenge for all.
25. Arrangements to consult with pupils are very good. They have been asked for their ideas about developing the playground, and all are confident that their views, expressed through the newly established school council, are important and taken into account when decisions are made. They know that the headteacher listens to them and acts upon their suggestions.

Partnership with parents, other schools and the community

The school has established a **very good** partnership with parents. Links with local churches are **very good** and those with the community are **good**. Links with other schools are **good**.

Main strengths and weaknesses

- The school provides very good information for parents.
- Parents demonstrate strong support for the school.
- Links with other schools have improved.

Commentary

26. The new headteacher has responded very quickly to parents' suggestions and is fast developing the existing very good relationship. In their turn, committed parents support the school's aims and ambitions for their children, value the Catholic education they receive and many help teachers, particularly in the infant classes. The enthusiastic parent staff association raise considerable sums each year to augment school resources and to provide 'extras' for children. Both parish and parents ran very successful events to help fund the new 'build', enjoyed by relatives, local residents and parishioners. School and parish have very strong, close and mutually supportive links.
27. Parents are very pleased that the school seeks and listens to their views, for example, they were asked about the school dinner menu. All are very well informed about school matters and interpreters are found for those who need this assistance. Pupils' annual reports give clear information about progress, and contain targets identified by children for the following year in addition to where they feel they have done well.
28. The good links with schools within the deanery and local federation of schools are developing well but have not impacted on easing pupils' transfer to their secondary schools. St. Edmund's uses a local school's sporting facilities every week, and the community are pleased to use St. Edmund's buildings for such activities as keep fit and the choral society after school hours. Work experience and other students enjoy their placements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the new headteacher is **very good**. The governance and management of the school are **good**. Leadership of other key staff is **satisfactory**.

Main strengths and weaknesses

- The new headteacher has a very thorough understanding of the school's strengths and weaknesses.
- The governors provide consistently good support and hold the school accountable.
- The role of some curriculum co-ordinators is not fully developed.

Commentary

29. The new headteacher has swiftly and sensitively got to grips with her new responsibilities. She consulted widely before drawing up a new school development plan that includes co-ordinators' action plans for all subject areas. This is used very well to drive forward appropriate change and improvements. She has monitored all teaching and planning, evaluated how these affect pupils' learning, and linked personal targets with those in the school development plan. The acting deputy headteacher works closely with the headteacher and has provided very good support in the settling-in process and in planning for future school development.
30. The governors have a clear understanding of the school's strengths and areas requiring development. They focus well on what needs to be done, contributing fully to development planning and budget monitoring. The governing body is efficiently organised and supports the school effectively through its system of committees and special working parties set up for specific purposes. They are not averse to holding the school to account and are prepared to take difficult decisions where necessary. The governors have been particularly effective in marketing the school and are aware of the need for this to continue.
31. The school is organised and managed efficiently. All staff are clear about their roles, responsibilities and personal objectives, and have ready access to further training. Essential day-to-day procedures are carried out efficiently and the school runs smoothly. It is a clean, safe and attractive environment for both pupils and staff.
32. The co-ordinators have monitored their subjects through checking teachers' planning and looking at pupils' work. They have recently drawn up action plans that include priorities for the future. However, they have not had formal opportunities to monitor the quality of teaching or evaluate its impact on pupils' learning and achievement. Leadership of special educational needs is satisfactory. The co-ordinator has been in post only for a short time and has already identified areas which need to be reviewed.
33. Financial planning and administration are very good. Governors monitor the school's expenditure with meticulous care, and are well informed by the very efficient administration officer, who provides them with full information on a regular basis. The school's carry-forward figure is destined for curriculum development in ICT, music and additional staffing. When these have been deducted from the carry forward figure, the school plans to take 5 per cent of its budget through as a contingency.
34. The main aids to improving the standards in the school are the determination and vision of the new headteacher, the renewed spirit of teamwork amongst staff, and the

very good links the school has with parents. There is a shared capacity to succeed amongst staff, governors and parents, giving the school a clear sense of purpose. The main barrier to improvement is the uncertainty in the school's annual allocation of finances that depends on maintaining a strong number on roll.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	523,548	Balance from previous year	34,006
Total expenditure	515,349	Balance carried forward to the next	42,205
Expenditure per pupil	2,726		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Provision for children in the Foundation Stage is **satisfactory** as is their progress across all areas of learning. This is an improvement since the previous inspection, where children made unsatisfactory progress in some aspects of writing and in their personal development. Achievement for all children, including those with special educational needs and English as an additional language, is satisfactory. Children enter the reception class in September or January in the year before they are five, depending on their date of birth. By the time they end their reception year, almost all children will attain the expected standards in all areas of learning and some will exceed these. However, they are offered limited opportunities to use outdoor areas, to make choices and to become independent, so that their talents and skill are not always fully developed.
36. The quality of teaching is satisfactory overall, although during the inspection it was never better than satisfactory, and unsatisfactory on one occasion when resources were not well organised and the teacher's expectations were too low. Assessment is used satisfactorily to gauge children's progress and reports for parents are informative. Accommodation is good, but the outdoor area is not used effectively as an integral part of the school day. Resources are bright, clean, attractive, and of good

quality Good links are established between home and school and parents are welcomed and involved in their children's education. Leadership and management of the Foundation Stage are satisfactory overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The school helps to develop children's good attitudes.
- Children feel safe and secure, and enjoy school.
- Children do not have sufficient opportunities to work independently and take responsibility.

Commentary

37. Children enter the reception class with average attainment in this area of learning. All children achieve satisfactorily and are on line to attain the expected standards. Children leave their carers willingly and settle quickly into school routines. They all feel safe and secure and the staff help them to feel at ease and welcome. Children are confident to select activities, but they are not always given the opportunity to do so. The teacher over-directs the children and does not give them sufficient chances to make decisions for themselves. Many are mature and do not need so much adult intervention in their activities. Children concentrate for long periods of time, play alongside each other and have a very good understanding of taking turns. This is an improvement since the previous inspection when children were easily distracted and a number found it difficult to share. They talk confidently, clearly understand what acceptable behaviour is and have good awareness of the consequence of inappropriate actions. At the end of a lesson they will tidy up efficiently, collecting all the pieces and put away equipment quickly. Children are taught to be part of a community and the school is successful in helping them to feel very much part of a happy place.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are good.
- Staff encourage a love of books.
- Children enjoy practising their writing.
- Insufficient use is made of the outdoor area to develop creative vocabulary.

Commentary

38. The quality of teaching is satisfactory overall. Children are on track to reach the Early Learning Goals by the end of the year and some will exceed them. They talk to visitors

confidently and they contribute well in class discussions, listening attentively to each other. There is a stimulating role play area in the classroom, but this is not repeated in the outdoor area so children have few opportunities there to take part in imaginative activities.

39. Staff encourage children to browse through books and to enjoy these independently. More formally, they are taught about books and words each day in literacy lessons, which are sometimes too long. Appropriate emphasis is placed on letter sound teaching to help children achieve well. Parents and children enjoy having books from school to read at home. Some children have already built up reading vocabularies and know how to read simple books.
40. Children are not encouraged enough to think of themselves as writers. For example, there are limited supplies of writing resources for children to make lists, notes and letters. A good number of children are attempting to write simple words in their own writing, using their knowledge of letter sounds. This represents good improvement since the previous inspection. However, there are often too many worksheets for them to complete, limiting opportunities to develop their own thoughts and ideas.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children like counting and can write numbers to ten.
- Children enjoy their practical mathematical work.
- Children's tasks are not always stimulating enough.

Commentary

41. The majority of children are on course to reach the expected standards in this area of learning. Staff deliberately promote links across the curriculum to promote mathematical thinking. Children thoroughly enjoyed their capacity work, quickly learning specific mathematical vocabulary, such as 'half empty', 'half full', 'nearly empty'. They were able to sort various containers into different categories, but were then given a teacher-prepared worksheet to complete instead of exploring capacity further themselves, using the sand and water areas. There are satisfactory learning opportunities to learn about shapes and their properties and all children enjoy counting. There are bright displays inside the classroom and number lines to support children's learning. The teaching is satisfactory overall, although practical opportunities for children to develop their understanding in mathematics are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The school uses visits and visitors well to develop children's understanding of the world around them.
- Children have good opportunities to use technology.
- Tasks are not always stimulating enough to arouse children's curiosity.

Commentary

42. Children achieve satisfactorily and most are on line to reach the Early Learning Goals. The teaching is satisfactory overall, although some of the activities the teacher provides are not always sufficiently engaging. For example, children enjoy tasting the tropical fruits and talking about the different flavours, but become bored when they have to complete a worksheet about their task. Children make good connections and observations based on their careful handling of objects and looking closely through the microscopes. They play happily, explore confidently and use tools like scissors very carefully. All children skilfully use the computer mouse to draw and write their names. They operate the tape recorder themselves and independently listen to different sounds, trying to recognise each one. Opportunities are provided to ensure teaching extends children's understanding of the wider world. For example, a visit to a farm enabled the children to look at farm animals and tractors at first hand. Regular walks to the local church help children to recognise familiar landmarks in their own locality and appreciate the different times of the year and the weather as it changes from season to season.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- All children enjoy creative play because it helps them to learn new skills.
- There are good opportunities for children to make music.
- Resources are good, but there is too little variety in the activities provided in the outdoor area.

Commentary

43. All children achieve satisfactorily. Staff know the children and use this knowledge to extend their learning. Teaching is satisfactory and most children reach the Early Learning Goals by the time they leave the reception class. Learning is planned around an African animal theme and the resources such as the classroom role-play area enable children to consolidate their learning through effective play. They observe the colourfully painted animals at close range through their binoculars, although there was no role-play area in the outdoors for children to continue their learning. There are satisfactory opportunities for artwork through free choice drawings and more directed mask making. Music making was very well provided for when children used very good quality instrument sounds to represent animals.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for children to develop their hand control.
- Insufficient use is made of the outdoor area.

Commentary

44. Children enjoy riding around the outdoor area, which allows them to practise and improve their skills of getting to know which spaces to ride in. However, the outdoor area is not always an option for the children in independent activity time. Children develop good physical skills by using tools, scissors, pencils and brushes. They learn to form their letters correctly and most practise this with great attention and concentration. They develop a good awareness of how to move safely and at different speeds when they play in the playground at break and lunchtimes. In one physical education lesson, the challenges set for them to use apparatus were not appropriate for their age. Children go swimming and many can swim five or ten metres and develop confidence in the water by the end of the year. Teaching is satisfactory and most children will reach the Early Learning Goals by Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The school's provision for English is **very good**.

Main strengths and weaknesses

- Pupils throughout the school reach high standards in all areas of English.
- The quality of teaching is consistently good, with very good features.
- There is very good support for pupils with special educational needs.
- Teachers' marking is encouraging but does not always tell pupils what to do next to improve their work.
- There is an over-reliance on worksheets.

Commentary

45. In the 2004 national tests, infants attained standards that were in the top 5 per cent in reading and writing, whilst the juniors attained standards well above the national average. During the inspection, seven-year-olds are working at standards that are well above those expected for reading and writing, and they achieve very well. The oldest pupils are working at standards that are above average, and achieve well. Improvements in provision since the time of the previous inspection are satisfactory.
46. There was a significant dip in standards in English for pupils in Year 6 in 2003, caused by staff changes and a high percentage of pupils with special educational needs in that year group. This fall was thoroughly analysed by the school, and swift action followed that secured a significant recovery to well above average standards in 2004. The subsequent slight fall in 2005 is due, once again, to a high percentage of pupils with special educational needs and English as an additional language in that group.
47. The overall quality of teaching is good, resulting in good, and sometimes very good, achievement. Some teaching includes very good features, such as secure subject knowledge, very efficient use of ICT, and very effective deployment of skilled classroom assistants. Teachers plan interesting tasks to capture attention, and take

pupils' different abilities into account, including those who are more able. Pupils who have special educational needs are very effectively supported by knowledgeable teaching assistants. The majority of pupils concentrate on their work because they are motivated and challenged appropriately. Occasionally, teachers let discussions last for too long, spoiling the balance of their lessons. However, lessons usually end well with a satisfying sense of achievement.

48. The curriculum is rich and varied. Throughout the school, pupils have many good opportunities to use their speaking and listening skills in lessons, in discussions between each other and in whole class situations. They have regular enjoyable reading sessions with their teachers and teaching assistants, and discuss characters and plots confidently. Pupils write for a wide range of purposes bearing in mind their readers, and make very good use of vocabulary, adjectives and adverbs to enrich their writing. They construct simple, compound or complex sentences with correct punctuation and grammatical structure. Pupils in Year 6 make very good use of their previous learning. They create suspense well in their stories and are adept at writing story openings that capture the readers' attention. They make very good use of connectives and phrases, such as 'but', 'however' and 'on the other hand', in persuasive writing, and their spelling is usually accurate.
49. The overall quality of leadership and management is satisfactory. Although the co-ordinator has monitored teachers' planning, she has little experience of monitoring the quality of teaching in lessons to evaluate its impact on pupils' learning. For instance, teachers' marking is appreciative and praises pupils' efforts, but rarely indicates what pupils need to do next to improve their work. The formal use of assessment procedures is not fully consistent across the school. Too many worksheets in some years hinder pupils' independence and stifle their ideas. Nevertheless, improvement since the previous inspection is good since standards have risen in both Year 2 and 6. Resources are good, as is accommodation, with space for group work and a large library. The latter is a priority in the school development plan.

Language and literacy across the curriculum

50. Pupils make good use of their literacy skills in other subjects such as art, design and technology, history, geography, and ICT. They write sentences correctly in re-telling events or describing characters with proper use of capital letters and punctuation, and describe features of the countryside using vivid language. They use labels and simple sentences well when explaining diagrams in science, and design and technology when planning or evaluating their work. In nearly all subjects, teachers provide good opportunities for pupils to make use of their speaking and listening skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good opportunities are planned for pupils to use their mathematical knowledge to solve problems.
- Basic skills in mathematics are thoroughly taught.
- Consistently good teaching and learning help pupils to achieve well.
- ICT is used extremely well to complement pupils' mathematical learning.
- The subject co-ordinator provides good leadership and management.

Commentary

51. The school has maintained its good standards since the previous inspection. All pupils achieve very well because of the consistently high quality teaching. Inspection findings show that pupils' standards are well above national expectations at the end of Year 2 and 6. In the 2004 national tests, infants attained standards in the top 5 per cent in the country compared with all schools. Junior pupils attained standards that were well above average. The number of infant and junior pupils reaching the higher levels was well above average. This year the predicted results are shown to be slightly lower due to an increased number of special educational needs pupils and pupils for whom English is an additional language in Year 2 and Year 6.
52. Teaching is good overall, with some excellent teaching observed, and is the major reason why pupils achieve so well throughout the school. There is a strong emphasis on developing pupils' understanding of basic number and using the correct mathematical vocabulary. Pupils in Year 2 learn to add, subtract, multiply and divide and quickly and accurately work out answers in their heads. By the end of Year 6, pupils are competent with many different aspects of mathematics. Constant use of mathematical vocabulary and skilled questioning help pupils to remember and use the words successfully. The use of worksheets sometimes restricts pupils' own ideas of how to set out their work or the methods they would use to work out a problem. Nevertheless, pupils and teachers really enjoy mathematics lessons and show great enthusiasm for learning.
53. The school uses ICT very well to teach mathematics. In an excellent lesson, the teacher used the interactive whiteboard very effectively to demonstrate properties of regular and irregular shapes. Assessment is good and pupils have a clear idea of how to improve and about what the next steps are.
54. Leadership and management of the subject are good. The co-ordinator has carried out a detailed evaluation of the subject and has a very clear vision of improvements that are needed to ensure that standards remain high.

Mathematics across the curriculum

55. The use of mathematics across the curriculum is satisfactory. Pupils make good use of mathematical skills in science, for example, reading calibrations on thermometers when studying insulation. Timelines are used well in history and dates are used to calculate how long ago events occurred. Pupils use different types of graphs to represent geographical data.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Lessons provide many good opportunities for scientific investigation.
- Well-planned practical work gives pupils many good opportunities to work together.
- Worksheets sometimes limit the range of investigations that pupils carry out.

Commentary

56. In the 2004 teacher assessments, the percentage of infant pupils attaining Level 2 and Level 3 was very high, and in the top 5 per cent nationally. During the inspection, infant pupils achieve very well in science and attain standards well above average. The difference reflects the wide ability range of pupils currently in Year 2. In the 2004 national tests, 11-year-olds attained standards that were well above average in science compared with all schools. Inspection evidence shows that 11-year-olds achieve well and the current Year 6 pupils are on course to reach above average standards. Once again, the slight difference is due to a number of pupils with special educational needs who are achieving well, but who are not expected to attain Level 4. In the previous report, standards were average for infants and above average for juniors. Pupils with special educational needs and the few whose home language is not English attain standards that are in line with those of their classmates.
57. Teaching is good. The reason that infants' results have improved so much is because teachers emphasise the experimental aspect of science and science teaching is now firmly rooted in investigation. Junior pupils' results, in comparison with their prior attainment, are traditionally no better than average. This year the Year 6 class teacher has successfully concentrated on developing pupils' investigational skills. Pupils have good attitudes to each other and are able to work together well. Investigative work in science capitalises very well on this strength. Teachers' strong subject knowledge and understanding means that they use the vocabulary of science very well and are able to extend pupils' thinking. Teaching assistants work closely with slower learners in class and it is through constant conversations and support that these pupils achieve as well as others.
58. Pupils write up their practical work accurately, often using different ways of recording to make the information clear. They use their literacy skills well and very good examples of this were evident in their workbooks, although sometimes an over dependence on teacher prepared worksheets limits the scope of investigations. Although many pupils are confident ICT users, and use it well to record data in a variety of ways, control technology, to measure temperature or light, is infrequently used.
59. Leadership and management are satisfactory. The co-ordinator monitors samples of pupils' work and provides good support for teachers and their planning. She has ensured that the subject is well resourced and that these are very well organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching helps pupils to achieve well.
- ICT is used well to support their work in other subjects.
- The subject co-ordinator provides good leadership and management.
- The very well equipped computer suite has a positive impact on standards.

Commentary

60. Standards are above those expected for pupils in Years 2 and 6. All pupils achieve well. This is an improvement since the previous inspection, when standards for infants

and juniors were judged to be satisfactory. It reflects the time, attention, expertise and resources that the school has invested in the subject.

61. Teaching and learning are good overall, with examples of very good teaching. A major improvement has been in the subject knowledge that teachers now have and in their confidence to tackle challenging work with the pupils. This means that pupils experience a variety of tasks, which they approach with enthusiasm and confidence. All teachers provide regular and well-planned intervention in lessons so that pace is maintained and any problems are quickly resolved. This is made easier by the recent addition of a spacious computer suite, where teachers and pupils are able to move around with ease. Purposeful assessments of how well pupils learn are carried out and the school is now developing a useful assessment recording form.
62. Leadership and management by the subject co-ordinator are good and have been effective in improving teachers' skill levels, pupils' learning and making the most of the technology equipment and the well-equipped computer suite and modern hardware and software.

Information and communication technology across the curriculum

63. The pupils' use of ICT across the curriculum is good. For example, there is good evidence of very good multi-media presentations linked to their work in history. Pupils interpret data in a variety of ways using different graphical forms. The computer suite is used extensively by all classes on several occasions each week, meaning that teachers find it easier to plan ICT into other areas of work. As the pupils' ICT skills develop, there are an increasing number of opportunities to apply them.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the local environment and beyond to enrich the curriculum.
- Assessment procedures are not yet fully secure.
- The co-ordinator has not had enough time to monitor teaching and learning

Commentary

64. Since the previous inspection, standards have been maintained. Pupils in Years 2 and 6 reach standards that are average. An analysis of pupils' work indicates the majority of pupils achieve satisfactorily. Those with special educational needs achieve well because their tasks are specially planned to match their abilities and they are well supported by classroom assistants. Pupils make good use of their literacy and ICT skills in their geography work.
65. The quality of teaching in lessons varies from satisfactory to very good, and is good

overall. All teaching features very good relationships and good support by classroom assistants. However, an analysis of pupils' work indicates that teachers' marking does not tell pupils what they should do to improve their work. Formal assessment procedures to show pupils' achievement are not yet securely established.

66. The leadership and management of the subject are satisfactory. The co-ordinator has not had opportunities to monitor the quality of teaching or evaluate its impact on pupils' learning. Resources have been improved since the previous inspection including ICT facilities, atlases and maps. Improvement since the previous inspection has been satisfactory. The school makes better use of its locality through field trips. Older pupils study the features of a contrasting locality further away from school through residential visits to the Isle of Wight.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2.
- Many visits to places of historical interest enrich the history curriculum.

Commentary

67. Since the previous inspection standards have improved in the infants and are now above average. Standards in the juniors are average and the good standards found in the previous inspection have not been maintained. Infant pupils have increased their use of skills to think about and explore people and activities in the past.
68. A very good range of visits and visitors contribute strongly to ensuring that pupils want to learn. A visit to the Victorian Museum in connection with their topic on the Victorians brought the subject alive for Year 3 pupils. The school takes good advantage of the wealth of opportunity in terms of museums and other places of interest in the nearby locality to support the history curriculum. There are also good links with other subjects. Pupils have good opportunities to apply their skills in English by, for example, writing a diary for Samuel Pepys, and through drama. They use the Internet regularly to research history topics and word process their writing to present it in an appropriate and interesting way.
69. Teaching is good overall. Teachers use a wide range of resources very well that stimulate pupil's thinking and help to ensure that they achieve well. Teachers question pupils well and give them good opportunities to discuss their work and learn the vocabulary of history. The subject is led and managed satisfactorily. The co-ordinator monitors history through discussions with staff and pupils. The resources are of good quality to support the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

70. Not enough art lessons were planned during the inspection to make a secure judgement on the school's provision. Evidence gathered from discussions with pupils, displays around the school, pupils' art folders and teachers' plans suggest that standards are average. The range of work that pupils cover is broad. Pupils' achievement in the infants and juniors is similar to that in the previous inspection, when it was judged to be satisfactory.

71. As well as learning good drawing skills for detailed observational drawings, pupils use a range of media to express ideas, including water paint, acrylics and pastels. They undertake three-dimensional work using modelling clay and make attractive weavings using different types of materials. Pupils' work is often well linked to other subjects and is displayed attractively in classrooms and around the school, indicating the importance adults place on pupils' work. Pupils have a sound understanding of the varying styles of different artists.
72. Teaching and learning in the lessons observed were good and very good. The teachers' own enthusiasm for the subject motivated the pupils and throughout both lessons pupils' behaviour and attitudes to their work were excellent. Constructive criticism from teachers made pupils want to do even better and they evaluated each other's work very sensitively.
73. Subject leadership and management are satisfactory. Visitors to school make a significant contribution to the development of pupils' art skills and specific curriculum foci provide good opportunities for different types and styles of art to be celebrated throughout the school.

Design and technology

74. Not enough design and technology lessons were planned during the inspection to make a secure judgement on the school's provision. Evidence gathered from discussions with pupils, displays around the school, pupils' folders, photographs and teachers' plans suggest that standards for infants and juniors are at least in line with expectations, as they were in the previous inspection. There is a sound range of activities where pupils have opportunities to design and make and evaluate their finished items. Planning shows that good links are made between design and technology and ICT. Pupils' folders do, however, suggest that work sheets are prescriptive and can sometimes limit opportunities for pupils to use their good writing skills, for example, in the evaluation process.
75. In the lessons observed teaching was good. Infant and junior pupils undertake extensive work in food technology, planning the ingredients needed for a fruit salad, or expressing preferences about the contents of sandwiches. In this latter activity, although worksheets were used to record pupils' comments, they did not restrict the quality of their evaluations, many of which were thoughtful and amusing. Older pupils make moving toys, but do not yet fully understand the link between the quality and accuracy of their design drawings and the success of their finished work.
76. Subject leadership and management are satisfactory. The school keeps useful evidence of work that has been covered and the current topic plans make good provision for design and technology skills to be developed further.

Music

77. No lessons in music were timetabled during the inspection so it was not possible to make a secure judgement about the school's provision. In the previous inspection standards were judged to be average.
78. Pupils sing tunefully in assemblies and have opportunities to listen to music being played as they enter and leave the school hall. However, opportunities are lost to expand their musical knowledge and understanding because they are not told anything about it, such as who composed the music, and when and where.
79. Some pupils receive specialist instrumental tuition on violin, guitar and the descant recorder. A very good feature of music is the link made by teachers with ICT for composing and appraising. There are other good opportunities for the enrichment of the curriculum, such as the visit of African drummers, taking part in the local music festival, and concerts to celebrate festivals such as Christmas and Easter. All pupils, including those with special educational needs, have full access to these events.
80. At the time of the inspection there was no co-ordinator for the subject because of staffing changes. The school orchestra was temporarily disbanded. Class teachers have limited subject knowledge so the school is investing in a scheme of work that will

enable them to plan and manage their lessons with more confidence. Accommodation and resources are satisfactory.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school provides a wide range of extra curricular activities for all its pupils.
- Pupils achieve very well in sporting events.
- The school hall is very small for lessons with junior classes.

Commentary

81. Pupils in Year 2 and 6 attain standards that are average. This is in line with findings in the previous inspection. A strength of the school's work is its approach to include all pupils in all areas of the physical education curriculum and in its many extra curricular activities. Pupils' achievement is good in games, athletics and gymnastics and satisfactory in dance. Good teaching in lessons resulted in a high level of physical activity and ensured pupils were actively involved. Relationships between adults and pupils were positive and pupil management was good. As a result, pupils develop positive attitudes to sport, physical education and hard work.
82. The school's sporting achievements are impressive. The football and netball teams have won many tournaments. In addition, the school came second in the district cross-country event. A very successful school visit to Twickenham to watch the Varsity rugby match did much to raise the profile of physical education. Pupils display good sportsmanship and have an outstanding sense of fair play. The school has the use of a nearby playing field for athletics and sports day. Plans for the future include extending the hall, as the present hall is very cramped, particularly for the juniors.
83. The leadership and management of physical education are satisfactory. The current co-ordinator has not been in the post long, but is an effective leader and has identified areas for development to raise the quality of teaching and learning. The co-ordinator is continually looking for ways to expand the number of sports available to pupils. For example, tennis has been introduced in the infants and cricket in the juniors.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. Too few lessons were observed in citizenship during the inspection to make a secure judgement about the school's provision. New opportunities to develop pupils' self-esteem and confidence through the school council and the house system are very successful. House captains, and those pupils who are members of the school council, take their responsibilities very seriously. They write mini-autobiographies describing how they want to be of help to any pupil who has a worry or a suggestion to make.
85. Pupils are being given increasing opportunities to make decisions about the school and how it functions. In assemblies, they hear about the achievements of others in each class, and these provide very good opportunities for the development of tolerance, respect and understanding for others. Older pupils spend a day at a junior citizenship project centre where they learn about the wider world and how they can serve others in their community. Back in school, they use their writing skills very well

to describe their own personal development, focusing on making choices, what is fair and unfair and how to find help safely. All of these have a very good impact on helping pupils to develop their personal and social skills and to become better members of their community.

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	2
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	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).