

INSPECTION REPORT

St John The Baptist C of E Junior School

Kingston Upon Thames, Surrey

LEA area: Richmond Upon Thames

Unique reference number: 102911

Headteacher: Mrs Susan Sawyer

Lead inspector: David Speakman

Dates of inspection: 4th to 7th July 2005

Inspection number: 267805

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: 203

School address: Lower Teddington Road
Hampton Wick
Kingston Upon Thames
Surrey

Postcode: KT1 4HQ

Telephone number: 020 89774114
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Appropriate authority: The Governing Body
Name of chair of governors: Rev. David Lund

Date of previous inspection: 18th January 1999

CHARACTERISTICS OF THE SCHOOL

This average-sized voluntary aided Church of England junior school is situated in Kingston Upon Thames. A new headteacher took up post in September 2004. It serves the local area, which is socially advantaged, with a below average percentage of pupils entitled to claim a free school meal. The school experiences below average levels of pupils joining or leaving during the school year. Pupils come from a wide range of ethnic backgrounds, with a high proportion of pupils whose first language is listed as not being English. None are at the early stages of acquiring English and none are supported through external funding. A below average proportion of pupils are identified as having special educational needs. Three pupils have a statement of special educational needs, identified for specific & moderate learning difficulties, behaviour, speech or communication, visual disabilities, autism and other reasons. Provision for the gifted and talented pupils is the responsibility of the special educational needs coordinator. The school has been awarded the Activemark Gold – Sports Award (2004) and Healthy Schools Award (2003).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	David Speakman	Lead inspector	Mathematics Science Information and communication technology Design and technology Music Physical education Special educational needs
9173	Sarah McDermott	Lay inspector	
19994	Lys Bradley	Team inspector	English Geography History Art and design Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school which has demonstrated a very rapid level of improvement this last year and has shown that it has the capacity to improve even further. Pupils' attainment on entry to Year 3 is above average and, because of good teaching, very high levels of inclusion, a good ethos and good leadership and management, pupils achieve well and attain above average standards in English and well above average standards in mathematics and science. The school provides well for pupils' personal development, encouraging them to develop very good attitudes towards learning and to behave well. It gives good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher and the very good work of the governing body have been instrumental in a rapid improvement during this school year.
- Pupils' very positive attitudes and the good provision for their personal development combine to create an effective learning environment and school ethos.
- Pupils achieve well overall and attain above average standards, but there are weaknesses in writing, both in English and in other subjects.
- The learning and personal needs of all pupils are met well.
- Assessment is good in English, mathematics and science, but is not developed enough in the non-core¹ subjects.
- The marking of pupils' work does not give them sufficient guidance on improvement.
- The headteacher's vision for further improvement is excellent but targets in the school improvement plan and the criteria against which improvement is measured are not yet sufficiently specific.
- There is scope to develop the monitoring role of subject leaders further.

There has been a satisfactory level of improvement overall since the previous inspection, but since the present headteacher took up her post at the beginning of this school year there has been a rapid pace of improvement. Since then she has improved the culture of the school, the ethos of the learning environment, unified a strong and committed teaching force and governing body, shown innovative curriculum leadership, added meaning and significance to the professional development of all staff and dealt with several complicated staffing issues with sensitivity and resolve.

STANDARDS ACHIEVED

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

Achievement is **good**. Attainment on entry to Year 3 is above average. There has been an improvement in standards this year under new leadership. Pupils achieve well now and by the end of Year 6 standards in speaking and listening and reading are well above average,

¹ The non-core subjects include National Curriculum subjects other than English, mathematics and science

but there are some weaknesses in aspects of writing. Standards in mathematics and science are well above average. In history, physical education and music, pupils' attainment is above that expected for pupils of this age.

Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Pupils' attitudes towards school and learning are very good and their behaviour is good. Attendance is very good and punctuality good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching and learning is **good**. Teachers show very good levels of encouragement for their pupils to succeed and give them confidence to be effective learners. Teachers manage their pupils very well and this helps create an environment in which pupils develop positive attitudes to learning. Teaching methods and planned activities match the pupils' learning needs well and independent learning is encouraged effectively, particularly for the older pupils. Assessment is used satisfactorily to track pupils' achievement but the marking of pupils' work does not always advise them how they could improve.

The curriculum is good. There is an excellent range of extra-curricular activities and curriculum enrichment. Accommodation and resources are very good. The school shows good levels of care for pupils. Links with parents and with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the headteacher is excellent and the governing body governs the school very well. The work of other staff with leadership responsibility is satisfactory overall and there is further scope to develop their monitoring role. There is an extremely clear vision of the needs of the school. This has been instrumental in the rapid improvement since the headteacher took up post at the beginning of this school year. The effectiveness of management is satisfactory. Statutory requirements are met fully.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school and there is a strengthening in the relationship between the school and parents since the current headteacher arrived. Parents have confidence in the headteacher to promote successful improvement. Pupils like the school and they value the feeling that they are listened to by the adults in the school.

IMPROVEMENTS NEEDED

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

- raise achievement and standards in writing, particularly in spelling, punctuation and handwriting;
- improve the school improvement plan by making targets specific so that success criteria are measurable and progress can be evaluated;
- develop the role of the subject leaders in monitoring and evaluating standards, teaching and learning;
- finish implementing the programme of assessment in non-core subjects;

- improve the marking of pupils' work so that there is a consistency of approach and marking relates to pupils' individual targets.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards are **well above average** at the end of Year 6 and pupils' achievement is **good**.

Main strengths and weaknesses

- Standards in reading, speaking and listening are well above average but there are weaknesses in writing.
- Pupils achieve well in mathematics and science, and standards are well above average by the end of Year 6.
- Excellent enrichment of the curriculum supports good standards in physical education.

Commentary

1. Results of the National Curriculum attainment tests at the end of Year 6 were well above average in English, mathematics and science in 2001 and 2002 and in English in 2003. Results dipped to above average in mathematics and science in 2003 and 2004 and in English in 2004. When these results are compared with those at the end of Year 2, the picture has not been as promising. As pupils enter the school in Year 3 with above average standards, test results indicate that the achievement of pupils has been declining between 2002 and 2004. Results indicate that the group of pupils who took the national tests in 2004 had achieved satisfactorily in English and science, but that their achievement in mathematics was below average. With the arrival of the new headteacher last September and a fresh approach to teaching and learning and curriculum development, test results have improved this year in mathematics and science and are likely to be well above average compared with all schools nationally. In English, results will probably be above average compared with all schools. This is because of weaker standards in writing than in other aspects of English.

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	28.4 (28.5)	26.9 (26.8)
mathematics	28.1 (28.1)	27.0 (26.8)
science	29.9 (29.6)	28.6 (28.6)

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

2. Inspection evidence supports a judgement of above average standards in English overall, with well above average standards in speaking, listening and reading and above average standards in writing. Achievement in English is satisfactory overall. In mathematics and science, inspection evidence agrees that standards are well above average and that pupils achieve well in both subjects. Pupils with special educational needs achieve well and make good gains in their learning relative to their prior attainment and against the targets in their individual education plans. Those pupils with English as an additional language also achieve well.

3. There has been a significant improvement in resources and teachers' knowledge and understanding in ICT. Good leadership in the subject and good resources to support teaching mean that standards have risen since the previous inspection and are now average. Standards in the use of ICT in other subjects are also average. Because of enthusiastic leadership and an excellent range of high quality opportunities for pupils to enter into sporting activities, standards in physical education are above those nationally expected for pupils of this age. Although no overall judgement has been made on attainment in music, standards in performance are above national expectations. This is due to the high number of pupils who learn to play instruments and join in the extra-curricular activities such as choir and orchestra.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and behave **well**. The quality of pupils' spiritual, moral, social and cultural development is **good**. Attendance is **very good** and punctuality is **good**.

Main strengths and weaknesses

- Pupils are very keen to learn and to play a full part in the life of the school.
- The school has made very good strides recently in promoting pupils' personal development.
- Staff are very effective in engendering self-discipline and respect for others in almost all pupils.
- Pupils love coming to school because the staff are very welcoming and activities are exciting.
- The school does not yet have efficient systems to monitor pupils' punctuality.

Commentary

4. Pupils show real enjoyment in learning and also play an active role in the life of the school community. Many lessons are characterised by a real buzz as pupils get involved in a wide range of interesting tasks and activities, which have a real sense of purpose. Pupils get along really well together and are always on the look out for ways in which they can help each other out. By the time they reach Year 6, most are mature young people who take their responsibilities seriously. Many of them are also sufficiently confident to express views that are not necessarily shared by their classmates because they know that their personal views, values and beliefs are respected. Pupils with special educational needs have very good attitudes to learning in class and group activities, which support their good achievement as they are generally very willing and eager to learn. They are fully included and socialise well.
5. Many pupils behave extremely well and behaviour in lessons and around the school is good overall. Pupils' behaviour has improved significantly in the last year because the school has established clear boundaries so that pupils know where they stand if they misbehave and good behaviour is acknowledged whenever it occurs. A few pupils occasionally show a lack of self-discipline, but this rarely interferes with others' work or play. In discussion, pupils said that the new system of '*positives*' and '*warnings*' set up to establish clear expectations of behaviour has improved behaviour, has an effective impact on any bullying issues and that where it still exists teachers have been successful in dealing with it. There have been two justified fixed-term exclusions in the past year.

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – African
Chinese
Any other ethnic group
No ethnic group recorded

No of pupils on roll	No of fixed period exclusions	No of fixed permanent exclusions
147	2	0
16	0	0
2	0	0
3	0	0
1	0	0
7	0	0
2	0	0
1	0	0
1	0	0
3	0	0
5	0	0
15	0	0

6. Since the last inspection, the school's provision for pupils' spiritual, moral, social and cultural development has improved on almost all counts. Pupils' spiritual development is now good and both their social and moral development are very good. The programme for pupils' personal development provides many opportunities for pupils to discuss moral and social issues and teachers identify meaningful links in their lesson plans. Spiritual development is good. Assemblies make a valuable contribution to pupils' spiritual development through the encouragement of quiet reflection and the opportunity to respond to music. Pupils are asked to put themselves in others' shoes and to consider the effect of environmental and political issues on the lives of people both in their own country and in other parts of the world. The pupils are at the heart of the school and their participation in a wide range of activities is actively encouraged. Responsibilities build as they move from year to year and pupils are very keen to get involved. In discussion with pupils, it was clear that the school council provides an effective forum not only for pupils to become involved in decision-making but also to be held to account by their equally eloquent classmates!
7. The attendance rate of the pupils remains very high. Pupils arrive enthusiastically in the morning. They look forward to getting down to learning and meeting their friends and teachers. The school is taking a more rigorous stance on holidays in term time. The headteacher does not condone pupils missing important learning time for holidays, but is sensitive to exceptional family circumstances. Systems to monitor trends in absence over time are effective. However, the good practice of ringing on the first day of absence for pupils causing concern is not sufficiently extended to all pupils who walk unaccompanied to school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.0
National data:	5.1

Unauthorised absence	
School data:	0.1
National data:	0.4

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

8. Most pupils arrive in good time for the start of the school day. Teachers are conscientious in marking any lateness. However, as the time of arrival is not noted in the register and there is no late book, it is difficult for the school to monitor lateness and do all it can to work with parents to improve punctuality.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. Teaching and learning are **good**. The assessment of pupils' achievement is **satisfactory**. The curriculum is **good** and benefits from **excellent** opportunities for enrichment. The school provides a **good** level of care, guidance and support for its pupils. Links with parents, the community and with other schools are **good**.

Teaching and learning

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

Main strengths and weaknesses

- The very good level of encouragement for pupils to succeed and teachers' high expectations of them mean that pupils develop effective learning skills.
- Pupils enjoy learning because teachers plan very meaningful links between subjects.
- Teachers' very good management of their pupils helps create an effective learning environment.
- Teaching methods and planned activities match the pupils' learning needs well, including the promotion of independent learning. However, there is too little attention paid to the teaching of technical writing skills.
- Assessment procedures in core subjects² are good and used well, but are presently underdeveloped in other subjects.
- Marking of pupils' work does not always sufficiently inform them how they can improve.

Commentary

9. The good quality of teaching and learning has been maintained since the previous inspection. Teaching and learning are good in mathematics, science and physical education and satisfactory in English and ICT. Teaching of pupils with special educational needs is good. Work is well matched to their prior attainment which results in good achievement. Liaison procedures between the special educational needs co-ordinator, the other teachers and teaching assistants are good and ensure that all give good support for pupils in class or on the few occasions when they are withdrawn for small group work. This practice very effectively reflects the school's policy that all pupils should be fully included in all learning opportunities. Teaching assistants give good feedback to teachers and the special needs coordinator about pupils' progress, which usefully informs the next stage of learning.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	4	13	6	0	0	0

² Core subjects – English, mathematics and science.

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. Teachers have very good relationships with pupils and the encouragement and support for pupils to do well are very effective. All pupils' contributions are valued and none is dismissed as wrong. Teachers keep a careful watch and those pupils who do not easily volunteer answers are encouraged, with teachers effectively building their confidence. Teachers make learning interesting and stimulating by making very good links between subjects which add meaning and relevance to pupils' learning. Very good links between history and mathematics were made when pupils were expected to use their understanding of area and shape and their knowledge of life in the Second World War to design a garden that would meet the needs of people at that time.
11. Teachers' high expectations of attainment and pupils' behaviour are used very effectively to encourage pupils and to make them feel confident to move on to the next stages of learning. Pupils respond well and their very positive attitudes to learning and good behaviour combine to establish an effective learning environment, where all pupils achieve well. Teachers' good range of teaching and learning strategies, including promoting collaborative group work and independent learning, helps to make learning effective for all pupils because they value and make the most of the opportunities to work with other pupils. The best teaching focuses on pupils being active participants in their learning and on using first-hand experience, such as scientific investigation, and using computers in mathematics to add challenge and pace to learning activities. Activities of this nature add interest and engage pupils' enthusiasm for learning. In English, teachers do not pay enough attention to developing pupils' writing skills including understanding of spelling patterns, punctuation and developing a fluent and legible writing style. This means that the accuracy of pupils' written work often lets them down.
12. The use of assessment procedures to inform planning in order for effective learning and teaching to take place is good in English, mathematics and science and all teachers have a good knowledge and understanding of each individual pupil's achievement. The information is used effectively to plan for the learning needs of each pupil and provide support where needed. However, assessment procedures and their use in planning work at the correct level for all pupils are not yet as good as in other subjects. The school is aware and has plans to improve assessment in the very near future. The marking of pupils' work is mainly supportive, but does not yet sufficiently or consistently indicate where they might improve. The school recognises this area for development and has begun to implement a new marking policy.

The curriculum

The breadth of learning experiences is **good**. Opportunities for enrichment are **excellent**. The accommodation and resources are **very good** overall.

Main strengths and weaknesses

- The school's curriculum takes very good account of the different needs, abilities and interests of its pupils.
- Teachers link subjects in a very effective way to make learning relevant, motivating and fun.
- The amount of teaching time presently falls short of the recommended minimum and is not always used efficiently.
- Pupils participate enthusiastically in the wealth of clubs, activities and visits.
- The spacious school site provides a very favourable learning environment.

Commentary

13. The school has tackled the weaknesses identified at the last inspection, with some measure of success. The biggest improvement has been in giving much greater emphasis to pupils' personal development both in lessons and through activities outside the school day. Sufficient time is now given to ICT and music and statutory requirements are met for all subjects and aspects of personal development. However, the way in which the school day is divided up still does not make the best use of the time available. Some lessons are longer than they need be, some slippage occurs and pupils do not always experience a balance of sedentary, practical and physical activities during the course of the day. Although most literacy lessons make good use of the allocated time, too much additional time is spent on disconnected literacy activities outside the literacy hour, some of which have limited value.
14. In planning what pupils are going to learn, teachers are adept at taking pupils' different interests into account and in building in relevance to whatever task they are asked to do. Pupils who have particular talents in sport, art and music are given opportunities to take part in additional activities, to compete and to perform for others. The school is quick to identify pupils with special educational needs, to set individual and specific targets for learning or behaviour and to establish effective support programmes that enable pupils to succeed. The school has worked hard at devising ways to involve older boys in reading and writing for a purpose and has had some measure of success in motivating formerly reluctant learners. Pupils' own backgrounds and experiences are recognised and they are encouraged to contribute to lessons so that others can learn from them.
15. The new headteacher has encouraged her staff to be creative in the way they plan pupils' learning experiences, to take risks and to question constantly the validity of what they ask pupils to do. The emphasis is on learning being challenging, stimulating and fun. The staff have responded very well and the school has gone much further than many schools in providing coherent learning experiences for pupils by linking two or three subjects together. During the inspection, many teachers proved themselves to be extremely skilful in teaching lessons that forged very close links between literacy and either history, religious education or ICT, or between science and mathematics or design and technology. In doing so, they preserved the integrity of each subject, pupils were clear about the specific knowledge and skills that they were expected to develop and learning moved on at a very good pace as a result of raised levels of motivation.
16. The provision for pupils with special educational needs is good and complies with the Code of Practice. The day-to-day support for pupils is good and targets in their individual education plans match the individual pupils' needs so they are able to access the curriculum as well as other groups of pupils and make good progress. Individual education plans are reviewed at least each term and more often if appropriate. At present there are no written education plans for gifted and talented pupils.
17. The school provides an extremely stimulating and diverse range of lunch and after-school clubs, including sports, music, science and chess. Pupils are enthusiastic about the opportunities to participate and learn another skill. The 'Lunch 'n' Learn' talks by outside experts introduce the pupils to such unusual interests as diving with sharks! The headteacher is constantly on the look out for different activities to motivate the pupils, such as cookery, French or dressing up for historical days. The school makes the most of community and local authority activities in which the pupils can take part and extend

their personal development. Learning is definitely not confined to the classroom but very effectively threaded throughout the school day.

18. The accommodation and resources remain very good. Since the last inspection the refurbishment programme has progressed well. All classrooms are a good size and many are now fully carpeted, airy and well lit. The library is very well resourced and a special place to instil the love of books and reading. ICT resources have improved significantly with much better hardware and software. Outside there is a very good amount of hard and grass space for sport and recreation. The adjacent 'wilderness area' is used very well for scientific investigation, orienteering in physical education and the chance for explorative and imaginative play.

Care, guidance and support

The care, welfare, health and safety of the pupils are **good**. The provision of support, advice and guidance based on monitoring is **good**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

Main strengths and weaknesses

- The school has excellent induction arrangements for pupils starting in Year 3.
- Pupils are very confident about turning to adults in the school if they are feeling sad or upset, because trusting relationships are very strong.
- Pupils are secure at school because health and safety arrangements are very well organised.
- Training in child protection procedures is not sufficiently extended to administration and caretaking staff.
- Pupils have a good voice in school decisions.
- Work is not matched well enough to the pupils' abilities in subjects other than English, mathematics, science, physical education and ICT.

Commentary

19. Pupils are well looked after at school. Systems to ensure the site is secure and that the pupils can work safely are very good. The site is regularly assessed for risks and trips out of school are meticulously planned with the pupils' well-being in mind. The governors regularly review health and safety procedures to ensure the protection of the pupils is paramount. First aid procedures are well organised and a careful record is made of accidents. Staff are well aware of pupils with particular medical needs and are quick to take the proper action should an emergency arise. They know what to do in practice should they be suspicious of child abuse, but the recent training sessions have not properly included the administration and caretaking staff. Pupils are clear about sensible eating and the need to drink plenty of water because the school promotes healthy living well.

20. The support for pupils' personal needs is very good. The headteacher is visible, approachable and acts as a very good role model for positive relationships between staff and pupils. Consequently there is a strong culture of trust and, despite a high turnover of teachers, due to promotion, retirement, maternity and ill health, pupils all feel they have someone to confide in should they be worried or tearful. Pupils who come from homes disrupted by domestic or social problems are given very sensitive and practical support so their achievement is interrupted as little as possible. The management of behaviour is very consistent, based on simple rules and positive rewards for good attitudes and work.

Teachers monitor pupils' personal development well and are able to write a perceptive report to parents at the end of the year.

21. Academically the school now has good systems to track how pupils are progressing in English, mathematics and science. Teachers are able to set challenging targets for the pupils and can match work well to their individual needs. However, this good practice is not sufficiently embedded in other subjects so often activities are not testing enough for the abler pupils and less able pupils need adult assistance which compromises their independence. The arrangements for the assessment and identification of pupils with special educational needs are good. Good quality information is sent up from the infant school which enables an early start in providing for these pupils. Teachers, teaching assistants and the special needs coordinator get to know their pupils very well soon after they enter the school. The monitoring and support for pupils with special educational needs are good. Liaison with outside agencies and external support staff is good and provides further good quality support as needed.
22. The transition of pupils from the infant school into Year 3 is made as smooth as possible. Pupils all have a preliminary day at St John's, spending time in their new classroom with their new teachers, having a go at an exciting range of different activities and sharing the lunch break with the older pupils. The newcomers are paired up with Year 5 pupils to help them through the daily routines. Staff from both schools collaborate very effectively to find out how the new pupils learn best and to ensure pupils settle in very quickly. Consequently all the infants are looking forward extremely positively to starting in the junior school in September.
23. The headteacher and her staff value the suggestions of the pupils. They often gauge pupils' views through assemblies and class 'Circle Time'³. However, council meetings are only held twice a term so the formal opportunities to put forward ideas are not as regular as they could be. Since the last inspection the older pupils now have more chances to take on responsibilities as 'buddies', junior safety officers and toilet monitors. The involvement of pupils in their lessons has improved, with pupils being much clearer on what they are learning and more proactive in taking the initiative to work towards improvement. In all aspects of school life and learning pupils are playing an increasingly important part.

Partnership with parents, other schools and the community

The school has **good** relationships with parents. Links with the community and with other schools and colleges are **good**.

Main strengths and weaknesses

- Parents are very keen to see their children achieve well and are not reluctant to challenge the school if they have concerns.
- The headteacher responds very rapidly and efficiently to any parental queries or complaints.
- Reports do not give a sufficiently clear message to parents on how their children have progressed over the year in each subject.

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

- The pupils' personal development and the management of the school benefit from strong links with the parish churches.
- The school works very effectively with the adjacent infant school and nearby secondary school to ensure pupils move smoothly between the different educational stages

Commentary

24. Parents are good supporters of the school. It is clear that they want the school to do all it can to help their children to achieve well. On her arrival the headteacher made immediate and effective links with parents to share her philosophy for the future success of the school. She listens very carefully to parents' concerns and is willing to change school routines in the best interests of the pupils. A significant number of parents are justified in their concern about inconsistencies resulting from the unavoidable high turnover of teachers. The headteacher is addressing this issue well by ensuring management systems are well established despite changes in personnel and by keeping parents very well informed of staff changes. Parents continue to provide very good practical and financial support by helping in classes and clubs and through the parent teacher association.
25. Overall information provided to parents remains good. The prospectus and annual governors' report are very useful documents (apart from omitting the national comparative test results). Parents are invited to attend an annual year group meeting and receive an informative overview of what is to be taught in lessons. However, there have been no recent meetings to explain how subjects, such as mathematics, are taught. The home school diaries are appreciated by the parents and give them a good insight into the work their children are doing. Reports have improved since the last inspection and now give more detail on what pupils are covering in non-core subjects as well as their achievement in relation to their peers. However, there is still not enough attention paid to reporting on progress in each subject, rather than on coverage and pupils' attitudes.
26. Links with parents of pupils with special educational needs are good. Parents are initially involved in forming the individual education plans, are kept well informed and are fully aware of the targets for their children. Parents are supportive of their children's education and contribute well to the good achievement.
27. The school is re-establishing very good links with the parish. Foundation governors play an important part in the governance of the school. The pupils' religious and personal education is now benefiting more from regular visits to the parish churches and visits from the vicar. Locally the school continues to have good community links to extend and enliven the curriculum. Of particular note is the school building's fortieth anniversary 'Extravaganza' celebrations, to which past pupils and present community members are being invited to share in all the school's achievements.
28. Very good relationships with the adjacent infant school help pupils to transfer seamlessly from infant to junior education. The headteacher and her staff cooperate very well with each other to share resources, such as the Wilderness Area, and to join for professional development. Close liaison with Teddington Secondary School ensures pupils transfer confidently. There are strong links for sport, but currently there is no organised work for Year 6 pupils to continue over the summer into Year 7 in order to maintain the learning momentum in Key Stage 3.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The leadership of the headteacher is **excellent** and that of key staff is **satisfactory** overall. The governance of the school is **very good**. Management is **satisfactory**.

Main strengths and weaknesses

- The headteacher has been outstandingly successful in building a team with a fresh approach to teaching and the curriculum and in developing an appetite for learning amongst both staff and pupils.
- The current school improvement plan does not provide enough details at present to maintain the momentum in driving up standards but a new school improvement planning system is under development aimed at meeting this weakness.
- The governing body has a very good understanding of the school's strengths and weaknesses, has high aspirations for its pupils and is not afraid to ask probing questions or to take difficult decisions.
- Subject leaders are keen to take on greater responsibilities, but, until recently, have not been sufficiently involved in driving forward improvement.
- The school puts its commitment to meet the needs of each and every one of its pupils into practice on a daily basis.

Commentary

29. This is a school that is rapidly moving forward under the very highly effective leadership of the newly appointed headteacher, supported by a knowledgeable governing body that wants the very best for its pupils. The headteacher has developed a highly successful strategy to bring about a rapid turnaround and a longer-term strategy to improve the quality of school improvement planning, the curriculum and teaching and learning. In spite of a large number of sensitive staffing issues which have made huge demands on her time this year, she has been extremely successful in building a teaching team that is equally committed to providing a wide variety of interesting and challenging learning experiences for all the pupils, whatever their interests, aptitudes and specific needs. She has also forged closer links with parents and made it clear that their opinions are valued.

30. She has been instrumental in tackling a number of significant issues related to the quality of education in the right order and in the right way. There is clear evidence to show that, within the space of a year, many teachers have rediscovered an excitement in teaching and pupils' behaviour and their thirst for learning have improved substantially. A 'can do' philosophy is apparent in all aspects of school life and teachers and subject leaders are increasingly responding to the challenge of adopting a creative approach to planning and teaching methods in order to make learning effective, exciting and fun. Pupils are constantly encouraged to believe that learning can be 'cool', as exemplified in the school rap, and the genuineness of the school's approach has won most of them over.

31. The headteacher has quickly gained sharp insights into the school's strengths and weaknesses and has identified precisely where the potential lies and how to develop it. Much greater rigour has been injected into the way in which senior managers and subject leaders monitor standards, progress, teaching and learning. Her leadership of the curriculum is exemplary. Effective planning systems have been established and the headteacher has been extremely skilful in modelling the new ways of planning and

evaluating learning in her training sessions with staff. Staff are constantly asked to consider fitness for purpose when planning learning experiences and encouraged to abandon or amend national guidance if they believe there is a better way. She has also provided very good guidance to subject leaders on how to carry out subject audits and how to write action plans. Subject leaders are the first to acknowledge that there is still some way to go before the changes bear fruit. What augurs so well for the school is the quality of collaboration amongst the staff and their ability to give and receive honest appraisal of their work. They are excited by the formation of curriculum design teams planned for September and anticipate the valuable contribution from colleagues to their particular areas of responsibility. The special educational needs co-ordinator is very well experienced and knowledgeable. She has a good overview of the support, provision and pupils' achievement and knows all pupils very well. She is very effectively informed through working in close partnership with pupils themselves and with the teachers and the teaching assistants to monitor provision and pupils' achievement.

32. Management is satisfactory overall. The headteacher recognises that the present school improvement plan is skeletal and that individual action plans are barely adequate. A more collaborative approach to school improvement planning has been established with contributions from governors, staff, pupils and parents. From September, it is planned for focused action plans to tie in with the school improvement plan, the budget and the professional development programme. The governing body is making a large investment in staff training to make up for the years when little professional development was encouraged. The monitoring and evaluation schedule for the various subjects is closely linked to the governing body's monitoring schedule and good links have been established between subject leaders and individual governors which exist for their mutual benefit.
33. The governing body is very effective and key governors have a very good grasp of the issues facing the school and a clear understanding of curriculum matters. The governing body is very well organised with clear communication channels. Governors have shown themselves to be capable of taking difficult decisions and in holding professional staff to account. They knew what they wanted in a headteacher, were not afraid to make a temporary appointment until they found the right person and have shown themselves to be astute in their appointment. Governors have been extremely supportive to the headteacher on staffing and financial matters to enable her to focus on educational issues as much as possible during what has been an immensely challenging first year for someone new to headship. That said, the governing body, led by an extremely able chair, is not afraid to set the pace or to ask probing questions and takes its responsibilities very seriously in holding the school to account for the quality of education it provides for all its pupils. The governing body fulfils most of its statutory responsibilities very well, but omitted to include one piece of information in their annual report to parents. This oversight has been rectified.
34. Financial management is satisfactory overall. The headteacher and the governing body took very prompt action as soon as concerns over the administration of the school's finances became apparent. An audit was requested and the school responded with alacrity and vigour to improve procedures and to introduce more rigorous controls. The governing body's finance committee has worked tirelessly to ensure that the school could continue to operate during the period while its budget was frozen and the headteacher was very successful in identifying funding sources beyond the school so that the school's strategy for improvement could proceed as planned.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	652,645
Total expenditure	696,958
Expenditure per pupil	3,433

Balances (£)	
Balance from previous year	69,745
Balance carried forward to the next	25,432

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Although many pupils express themselves eloquently in writing, spelling, punctuation and handwriting are not good enough, particularly amongst the oldest pupils.
- Teachers are highly successful in making learning fun through linking subjects in a meaningful and interesting way.
- The English curriculum is taught in a fragmented way and time is not always used to best advantage.
- The school has been effective in identifying areas for improvement, but the subject leader has not been in the best position to influence practice.
- Speaking, listening and reading skills are promoted effectively in other subjects, but writing activities are often undemanding and narrow.
- Marking rarely provides guidance to pupils about how they can improve their work and does not relate to pupils' individual targets.

Commentary

35. Standards in the 2004 national tests were above average compared with schools nationally and are lower than they were at time of the last inspection, when they were judged to be well above average. Compared with schools where pupils attained similar results at the end of Year 2, pupils then did as well as expected but no better. The unvalidated results for 2005 indicate that pupils have again achieved above average results compared with schools nationally, but have not made the expected progress since the age of seven. This is partly because of recent arrivals with special educational needs, but more significantly because pupils have made far too little progress in writing, with the standards achieved in the tests almost two years behind those of reading. The gap between boys and girls is not very different from the national picture overall, but it is wider in reading. Improvement since the last inspection has been satisfactory overall. Pupils with special educational needs achieve as well as their classmates because their needs are swiftly and accurately identified and they receive well-targeted support. The school has not been as effective as other schools in implementing the national literacy strategy, but since the arrival of the newly appointed headteacher has got a good grip on where improvement is needed and is already beginning to address issues such as the achievement of boys and the creative use of literacy in other subjects, with evident impact.

36. Inspection evidence supports a judgement of above average standards overall, with well above average standards in speaking, listening and reading and above average standards in writing. Achievement is satisfactory overall. Pupils join the school with above average standards in speaking, listening, reading and writing. They mostly achieve well in speaking, listening and reading because of the many opportunities to practise their skills across the curriculum and because of the good support they receive from their parents. However, by the age of eleven, achievement in writing is unsatisfactory overall and poor for a significant number of pupils. Many pupils in all age groups have a good grasp of grammar and organise their writing effectively, using a

wide vocabulary and complex sentence construction to add interest, depth and meaning. However, because teachers pay insufficient attention to developing pupils' understanding of spelling patterns and the subtleties of punctuation, as well as the importance of developing a fluent hand, the accuracy and presentation of pupils' written work lag far behind their ability to express themselves for different purposes. In addition, the opportunities for pupils to write at greater length as they move from class to class are unsatisfactory. The scrutiny of the work of pupils in Year 3 and Year 6 confirmed that the younger pupils are expected to write at greater length than their older peers and that there is little difference in the ability of the youngest and oldest pupils to spell similar words accurately.

37. Teaching and learning are satisfactory overall. This judgement hides a much more complex picture. The teaching observed during the inspection ranged from excellent to satisfactory, but was mostly good or better, with two excellent lessons seen in the upper part of the school. Teachers were almost always well aware of the individual needs of pupils in their classes and planned very effectively to provide good levels of challenge that kept everyone motivated and involved in each part of the lesson. Excellent links were made with other subjects, texts were very well chosen and much was demanded of pupils, who relished the challenge and responded with enthusiasm. However, the quality of teaching and learning in lessons outside the literacy hour was not as effective. The English curriculum is fragmented with separate schemes for spelling, comprehension and handwriting that do not relate sufficiently well to the literacy strategy. Separate lessons are timetabled to teach spelling, higher order reading skills and handwriting. These bear no relation to the main thrust of literacy lessons or to the well-chosen and demanding texts, which provide the context for the week's work. Whereas pupils can see the point of what they are expected to do in literacy lessons and are keen to work hard and to succeed, they are far less certain about the purpose of carousel activities⁴ and put little effort into the tasks. Marking is satisfactory overall, but not sufficiently helpful or informative. Teachers indicate whether the pupils have achieved the learning objective for the lesson, which is generally the case, but make no reference to individual pupil targets and only rarely give any indication of where the strengths lie or how pupils can improve their work.

38. Leadership and management are satisfactory. The subject leader has been hampered in her ability to influence practice because of frequent changes in the leadership of the school in the last three years, her enforced absence due to ill health, for part of the last year and also because there were few opportunities in the past for either the subject leader or class teachers to attend training to advance their understanding of the literacy strategy. She has been actively involved in monitoring standards, teaching and learning and has a satisfactory grasp of where strengths and weaknesses lie, but not necessarily the specific reason for these weaknesses. Assessment systems are thorough and teachers have worked hard to ensure that they are assessing work to the same standard. Pupils' progress is tracked on a termly basis to check they are on course to reach their targets and to take remedial action if necessary. The current action plan is out of date and the school recognises that it needs to identify targets much more sharply in order to improve the quality of monitoring and evaluation.

Language and literacy across the curriculum

39. In many respects this is a real strength of the school because of the innovative ways in which teachers in every year group are identifying how to teach language and literacy

⁴ Opportunities for teachers to revise work where pupils have experienced difficulties or to revise learning.

within other subjects in both a balanced and interesting way without losing what is important in either subject. In a Year 4 literacy lesson, powerful links with religious education and personal development led to pupils analysing challenging texts and then writing their own prayers. In a Year 5 lesson, pupils used their ability to analyse text on screen and to use search engines in order to develop their note-taking skills in preparation for a piece of persuasive writing. History lessons are skilfully interwoven with literacy to provide real reasons for pupils to use their literacy skills. In other subjects, such as science and art and design, teachers ensure that pupils have the correct terminology to express their ideas and opinions. However, pupils' use of language and literacy across the curriculum is good overall and not better. This is because teachers are far less successful in identifying ways in which pupils can write at length or for a specific purpose in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' good response to teachers' effective approach to management helps to create an environment in which pupils can learn effectively.
- Work is not always sufficiently focused to meet the learning needs of pupils of different attainment in the same teaching group.
- Teachers make very good links with other subjects to make learning effective and meaningful.
- The marking of pupils' work supports the good assessment of pupils' achievement, but does not sufficiently inform pupils how they might improve attainment.
- Good leadership and management have supported a recovery so that standards this year are well above average.

Commentary

40. Results of the National Curriculum test this year are likely to be well above average when compared with all schools and indications are that pupils have achieved well in comparison with their results when they were in Year 2. Inspection evidence supports this judgement of well above average standards by the end of Year 6. At the time of the previous inspection standards were well above average and, although standards are still well above average, there is now a greater proportion of pupils achieving the nationally expected Level 4 and the higher Level 5. There has been a good level of improvement this last year following a dip in results in 2003 and in 2004, when test results were above average. This represents a good level of improvement overall.
41. The quality of teaching and learning is good. Teachers' planning provides pupils with good opportunities to use and apply their mathematical knowledge and understanding in realistic and meaningful situations, with good links to other subjects. Year 6 pupils conducted and extended investigation linked with their World War 2 topic in history. They planned a garden, bearing in mind the needs of people in that time, but also incorporating the knowledge and understanding of calculating areas of a variety of shapes. Good emphasis was placed on developing pupils' mental maths skills in this activity. Pupils were highly stimulated, took part with great enthusiasm and reached very high standards, working at a quick pace. In other lessons teachers use the interactive whiteboards and computers to add interest and enjoyment to activities. A group of lower attaining pupils in Year 5 achieved very well in developing their mental numeracy skills of subtraction. The lesson was very well paced with pupils deciding on their own level of challenge and showing high expectations of their own achievement. The teacher encouraged pupils to move on at a good pace and almost all pupils achieved very well, attaining very good standards when set against what they were able to do at the beginning of the lesson.
42. Pupils are taught in sets based on their prior attainment. In each year group there are two teaching groups, each containing a wide ability range. Planning for this wide range in teaching sets sometimes fails to meet the full range of learning needs in the groups as there is a lack of differentiated activity. This has the effect that some pupils are sometimes not working to their full potential and others find difficulty in initially understanding new ideas. Assessment procedures are good in mathematics and the information is used well to place pupils into teaching groups, identify areas where there are weaknesses and to make sure that pupils are moving forwards with a clear and secure level of understanding. Although the marking of pupils' work is set against their targets and informs them when they have achieved the learning objectives for lessons, it does not sufficiently inform pupils how they might improve any areas that they find difficult or where that have not met their targets.

43. Leadership and management are good. The headteacher, who took up post in September 2004, has encouraged the subject leader to take a more active approach to subject leadership. During this year the subject leader has effectively implemented and supported staff in establishing a fresh and effective approach to learning which has been instrumental in recovering standards and enabling pupils to achieve well. There is now a good emphasis on developing and using pupils' mental maths skills. Planning provides pupils with good opportunities to use and apply their mathematical knowledge and understanding in realistic and meaningful situations, with good links to other subjects.

Mathematics across the curriculum

44. There are very good links with other subjects, such as orienteering in physical education, with history in planning a World War 2 garden and in measurement when testing the body's response to physical activity in science. Standards of mathematics seen in these subjects are very good.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- A fresh approach to learning has led to a recovery in standards.
- Pupils are given good opportunities to learn through a practical approach which encourages their good attitudes to learning.
- Assessment is used well to keep a track on pupils' achievement in all areas of science, including their investigative skills. The marking of pupils' work is not as effective.
- There is a conscious effort to make learning meaningful by linking science to different subjects.

Commentary

45. At the time of the previous inspection standards were judged to be well above average. Since then test results dipped to above average, but this year indications are that they will again be well above average. The proportion of pupils attaining the higher Level 5 this year shows a significant increase over that at the time of the previous inspection. Inspection evidence supports the judgement that attainment by the end of Year 6 is well above average and that all pupils, including those with special educational needs, achieve well. There has been a good level of improvement since the previous inspection, especially in the current year when standards have recovered to previous levels.

46. The quality of teaching and learning is good. In line with the developments of the current year, pupils are given good and plentiful opportunities to learn through a practical approach. A high profile is given to investigative methods throughout the work and many of these are at a level above that nationally expected for pupils of this age. There is evidence in lessons and in pupils' books that they successfully identify key features of an investigation and devise tests successfully to find out what they are asked. They make generally accurate predictions and are able to identify where they went wrong, if they did. Pupils make relevant observations and take accurate measurements, making meaningful conclusions based on the evidence they have gathered. Pupils' methods of recording observations and outcomes are different at each level of attainment, indicating that pupils are given the opportunity to do this independently. Pupils are also encouraged to work collaboratively with other pupils and they do this well.

47. This year, the impact of the change in leadership of the school has enabled the subject leader to implement changes that have had a positive impact on the quality of learning

and standards. The quality of leadership and management is good and is effective in improving provision and raising standards. There is a fresh focus on learning through investigative and experimental approaches. There has been change in the approach to teaching to improve pupils' interest in learning. This has been supported by a more balanced curriculum with good cross-curricular links and an increased use of ICT, both in presenting lessons using the interactive whiteboards and giving pupils greater opportunities for computer-based learning. These initiatives have raised the profile of science and pupils enjoy the practical approach. Consequently, they have positive attitudes to learning, behave well and an effective learning environment is created in lesson which supports good achievement. There has been a significant effort on the part of the subject leader, in conjunction with leaders in other subjects, to add meaning and relevance to learning by making curriculum links between science and other subjects. Typical of this was work in Year 5, where they had meaningful links with physical education and investigated the effect of exercise on their bodies. There are also good links with ICT. Teachers use the interactive whiteboards to make presentations professional and interesting and pupils are given good opportunity to take part in computer-based learning.

48. The profile of assessment in learning has been significantly raised this year. Assessment procedures are good and are used effectively to monitor pupils' achievement. Assessment tasks are set against National Curriculum levels at the end of each topic and the information gained from these is used well to track individual pupils' achievement. Their practical skills are continually assessed to keep a track on the development of their experimental and investigative capability. However, the marking of pupils' work is not sufficiently effective in supporting improvement, in identifying where there are weaknesses and how pupils might improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has worked hard to address effectively weaknesses identified in the past.
- Teachers are good at recognising how ICT can be used to enrich the learning experiences across the curriculum.
- Pupils enjoy working with computers, showing enthusiasm and very positive attitudes to learning.
- Pupils get good opportunity to work both independently and collaboratively using computers.

Commentary

49. By the end of Year 6, standards are now in line with those nationally expected for pupils of that age. Pupils at all levels of attainment achieve satisfactorily. At the time of the previous inspection standards at the end of Year 6 were judged to be below average. ICT was not given sufficient curriculum time. Staff lacked subject knowledge and confidence in teaching ICT. There were issues with resources, which were inadequate and those available were not used sufficiently. All areas of concern have been addressed successfully. Standards are now in line with those nationally expected. ICT is used effectively to support learning in other subjects.

50. The quality of teaching is satisfactory but teachers are good at identifying areas where computers can be used to make learning interesting and enjoyable. As a result pupils

enjoy learning with computers both in ICT lessons and in other subjects. They became engrossed in an activity where they had to create a sequence of instructions which turned different coloured disco lights on and off, with timed pauses so that the lights appeared to 'dance' in time with the rhythm of the music. Other groups of pupils developed their mental maths skills very quickly when they used a computer speed program to practise subtracting numbers accurately. Pupils were very involved and decided upon their own level of challenge, with many moving quickly onto higher levels in the program. In activities such as these, pupils are encouraged to be independent. They work very well in collaboration with others where they share and take turns fairly. Pupils behave very well and stay focused, with very good behaviour helping to create an environment conducive to good learning.

51. The quality of leadership is good and that of management in ICT is satisfactory. The subject leader has worked hard this year, although her responsibility has only been temporary. She has been responsible for leading the subject to a good level of improvement, conducting an audit to establish the quality of provision and arranging training for staff so that they are now more confident in using ICT as a tool for learning. There is a strong commitment to developing ICT further as an aid to learning. The school is well resourced and these are used effectively to add interest and quality to teaching and learning. There are new interactive whiteboards in half of the classes and funding has been secured from the PTA to develop this facility in other classrooms. The ICT suite has helped to improve whole class teaching. The level of improvement since the previous inspection has been good.

Information and communication technology across the curriculum

52. The use of ICT across the curriculum is good and there are plans to develop it still further. Good examples were seen where ICT was used effectively to add interest and challenge to pupils' learning in mathematics and literacy and where there were interesting links with subjects such as music. Standards of ICT across the curriculum are satisfactory, with pupils showing a secure command of routine computer skills.

HUMANITIES

Religious education is subject to a Section 23 inspection. Only two lessons were observed in history and none were seen in geography and therefore it is not possible to make a judgement on provision in either subject. On the available evidence the good progress in history and the satisfactory progress in geography, noted at the last inspection, have been maintained.

53. In **geography**, pupils' work and teachers' planning were sampled and discussions were held with the subject leader. Standards are satisfactory, but could be better. The leadership of the subject is satisfactory with clear evidence that the subject leader is moving in the right direction. Following an exit poll of Year 6 leavers in 2004, where they deemed the subject to be boring, the programme of study has been revamped to make learning more relevant and interesting by identifying meaningful cross-curricular links and first-hand experiences, such as the Isle of Wight study based around the Year 6 residential visit. Management is satisfactory. The subject leader has yet to be involved in monitoring standards, teaching and learning. Examination of pupils' books indicates that pupils of all abilities are expected to undertake the same work and that there is not enough challenge for the higher-attaining pupils. However, the school's plan to introduce an assessment system that takes account of the newly established focus on the development of skills has the potential to tackle this weakness. The subject makes a strong contribution to pupils' personal development by enriching learning with the addition of visits, visitors, links with a school in Africa and meaningful involvement in events, such as 'Make Poverty History', all of which extend pupils' social and cultural awareness on a global scale.

54. In **history**, pupils' work and teachers' planning was also sampled and discussions were held with the headteacher who is currently overseeing the development of the subject. As well as observing two lessons with strong links to literacy, one literacy lesson with strong links to history was also observed. Pupils in Year 3 delighted in learning about the Greek roots of many English words and in devising new words of their own by joining prefixes and suffixes. The school is much further advanced than many in ensuring that pupils develop historical skills at the same pace as they acquire knowledge. In addition, planning is highly effective in identifying ways in which pupils can apply their literacy skills, particularly in research, discussion and drama, but there is not always sufficient challenge in written tasks and pupils have too little opportunity to write at length. Standards are above average and pupils achieve well.
55. In the three lessons observed, teaching was good or better and the real strengths of the school's approach shone through. In Year 6, teachers were knowledgeable and skilful in bringing the Battle of Britain and the Blitz to life for pupils. In both lessons, teachers made excellent use of a wide range of relevant and motivating artefacts and resources, which enabled pupils to deepen their understanding of first and second-hand evidence. Pupils now have a better understanding of the need to question the validity of historical evidence. In spite of the fact that formal assessment systems have not been implemented, the work was well matched to the needs and abilities of different groups. The school is keen to build on its use of visits and visitors to make the study of history relevant to pupils' lives today and to make it as much fun as possible. To this end, the headteacher is demonstrating good leadership and has plans to recreate Boudicca's camp in the school's wilderness. Management is satisfactory, but the monitoring of standards, teaching and learning has been informal.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in each of art and design, design and technology and music. It is therefore not possible to make a judgement on provision and standards in these subjects.

56. In **art and design** strengths in planning and enrichment noted at the last inspection have been maintained. Pupils' work on display around the school was examined along with teachers' planning and discussions were held with the subject leader. Indications are that the subject is led well by a teacher who has both good knowledge and skills and an enthusiasm for the subject. In the lesson in Year 3, the quality of teaching and learning was very good and pupils responded to the very well planned and resourced activity with high levels of interest and perseverance. Their observational drawings of the leaves of a range of unusual plants showed good attention to detail and demonstrated their ability to rise to the challenge of working on a large scale. A lot of thought has gone into developing a programme of study that is motivating and meaningful to pupils and which forges valuable cross-curricular links. A good emphasis is placed on developing pupils' ability to talk about their own work and that of the artists they study by introducing pupils to subject-specific vocabulary. Management is satisfactory overall. Monitoring of teaching and learning has not taken place. However, the subject makes a very good contribution to pupils' cultural development with carefully planned opportunities for each year group to visit a gallery during the course of the year. Assessment procedures are not yet in place and the subject leader recognises the challenge of introducing assessment procedures that will recognise pupils' creativity as well as the development of skills. However, the school has identified those talented pupils in all year groups and involved them in a workshop recently where they had the opportunity to work in depth. A beautifully framed display of the work they produced is celebrated in the school hall for all to see.
57. Although only one lesson in **design and technology** was seen during the inspection, scrutiny of pupils' work and discussion with them indicated that pupils' attainment is in line with national expectations. In this lesson the quality of teaching and learning was good and pupils achieved well in making their Roman money holders. The good planning took into account all aspects of the National Curriculum for design and technology and pupils had good opportunities to plan and design, make and evaluate their own work. Good links to history were made and this added meaning to the activity.

Pupils with special educational needs were supported well and were fully included in all activities. There was no evidence in this one lesson of arrangements for the teacher to assess standards beyond pupils' own evaluation.

58. Work samples show that by the end of Year 6 pupils have worked with a broad range of materials, including work in food technology, textiles and resistant materials. Pupils plan carefully and give due attention to selecting materials for specific purposes. A good feature of the work is the emphasis on cross-curricular links, which add meaning to planned activities. Discussion with pupils shows their enthusiasm for this work. There has been a 'caretaker' subject leader this year and the school has identified design and technology as a subject for further development in the near future. They intend to appoint a permanent subject leader and raise the profile by adding excitement to learning through activities such as a 'DT Day'.
59. The one **music** lesson seen was taught satisfactorily. Pupils were working at the early stages of composing a song and they showed satisfactory knowledge and understanding of the elements of composition and used these to evaluate the differences in different types of music, helping them to develop music appreciation skills and to express preferences backed by opinion and reason. The task was made meaningful because the purpose was to enter into an end of year composing competition with the other Year 5 class. The teacher supported them with clear explanation based on her own secure knowledge. She provided good opportunity for pupils to work collaboratively. A quiet, calm approach to pupil management promoted their good behaviour well.
60. Music provision is enriched very well. A very good range of instrument tuition is provided by peripatetic specialist staff in brass, woodwind, violin, guitar and the piano. Extra-curricular activities include recorder groups, an orchestra and choir. The school takes great care to ensure equality of opportunity for all by providing instruments for all pupils, helped by contributions from the church and local authority, and lessons are open to all who are interested. Forty eight per cent of pupils take part in musical tuition and large numbers of boys and girls take part in orchestra and choir activities. There are good opportunities for pupils to play individually or in groups both in the school's assemblies and in local festivals and events.
61. Music has been identified as a curriculum development area. A new scheme has been introduced this year and the implementation has been overseen by a temporary subject leader. The scheme is helpful to the non-specialist teacher, but now needs to be evaluated so that adjustments can be made to suit the school's individual needs. The school has plans to develop class music in line with peripatetic achievement and establish better ICT links.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The enthusiastic and highly skilled subject leader is very successful in ensuring that physical education has a high profile in the school and is accessible to all.
- The excellent range of sporting extra-curricular activities and the school's involvement in sporting activities out of school make a highly significant contribution to extending and complementing school-based activities.
- Teachers are enthusiastic and promote the importance of physical activity well.

Commentary

62. Standards in physical education are above those expected nationally and pupils achieve well. This is mainly due to the work of the enthusiastic subject leader, who is highly effective in promoting physical education as a high profile subject in the school and provides a very good level of subject leadership. All pupils, including those with physical disabilities and those restricted through racial background, achieve well, partly through the determination of the subject leader for them to be involved. There is a very good rate of progress for pupils who were disaffected in the change of their attitude towards taking part in sport. These pupils have had specific attention and out of the 20 pupils the school has worked with, over half have put themselves forward for team trials and six have represented the school. Similarly those who have considerable sporting talent are encouraged and also achieve well.
63. The school curriculum is rich and fully meets National Curriculum requirements. It is presented to pupils through good teaching in which teachers provide good role models, have high expectations of their pupils and keep all pupils active throughout lessons. Lessons are interesting and varied and include orienteering activities carried out in the school's secure woodland area. Teachers are successful in encouraging positive attitudes towards sport and pupils enjoy physical education lessons.
64. The school does well across the curriculum in competitive sports with other small junior schools in athletics, tag rugby, hockey, Quadrathlon (cycling, running, rowing, and target golf) and in football. There are numerous individual achievements as well as team and group achievements. All pupils achieve the 25m National Curriculum swimming award. Some with physical special educational needs may not achieve this standard but are at least confident in water by the time they leave the school. All of this indicates good standards.
65. There is an excellent range of high quality opportunities for pupils to participate in sporting activities outside the school day that are open to all pupils. There is a very high level of participation, with records showing that 88 per cent of pupils participate in extra-curricular activities. The dance club is very successful and the school dance group has performed in front of very large audiences, including occasions when they entertained the crowds before local rugby matches. Improvement since the previous inspection has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66. Only one lesson was observed and therefore it is not possible to make a judgement on provision. However, it is evident that this area of the school's work is now a high priority for all staff. The new focus has already led to some outstanding work that has been instrumental in changing the learning culture since the arrival of the headteacher and the appointment of the subject leader at the beginning of the school year. The programme of study is detailed and well planned to meet the changing needs of pupils as they move from year to year, as well as incorporating whole school activities. Sex and relationships education and drugs awareness are covered in depth and with sensitivity to take account of pupils' ages and experiences. Every class has a timetabled lesson each week in addition to 'Circle Time' when issues of concern can be discussed.
67. The impact of the school's work in this area has already been seen in the improved attitudes to learning, better behaviour and the consideration that pupils show for each other's well-being, ideas and opinions. This was exemplified in a very good lesson in Year 3 where the pupils celebrated what was special about one of their number. Not only did the lesson provide excellent opportunities for speaking and listening, but it also enabled pupils to display a maturity, which belied their years in telling their classmate the qualities that they most admired in her. Year 6 pupils have undertaken a superb transition project which involved them in identifying their role model, explaining what

made them a role model and listing the changes they would need to make in order to emulate that person. The resulting work was of a very high standard indeed for both girls and boys, including reluctant writers, and indicated very good levels of self-awareness and honesty. The school council meets regularly and members from every class take their responsibilities seriously. They are articulate young people who are keen to make a difference but also recognise where there are barriers to change.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	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	1
Accommodation and resources	2
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	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	4
The effectiveness of management	4

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