

INSPECTION REPORT

ST PETER'S C OF E (AIDED) JUNIOR SCHOOL

Farnborough

LEA area: Hampshire

Unique reference number: 116388

Headteacher: Mrs Elizabeth Collis

Lead inspector: David Westall

Dates of inspection: 25th – 27th April 2005

Inspection number: 267927

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:	255
School address:	Farnborough Place Church Avenue Farnborough Hampshire
Postcode:	GU14 7AP
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Ann Paddon
Date of previous inspection:	7 th June 1999

CHARACTERISTICS OF THE SCHOOL

This is an average sized school with 255 pupils, aged between seven and 11 years, and they are taught in eight classes. No pupils are known to be eligible for free school meals, and the percentage of pupils identified as having special educational needs is below the national average. No pupil has a statement of special educational needs. There are few pupils from ethnic minority backgrounds and none who are at an early stage of English language acquisition. The school is situated in a socially and economically advantaged area, and pupils' overall standards on entry to the school are well above average.

The school has not received any specific national awards for its work.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science Art and design Design and technology Music Physical education
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English History Personal, social and health education and citizenship Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school. The teaching is satisfactory, overall, and means that pupils are making mainly satisfactory progress in their learning. However, the quality of teaching is too variable and strengths in Year 6 are counteracted by important weaknesses in some lessons, particularly in Years 3 and 4. Pupils' personal development is fostered well, and the school is a caring community where everyone matters. Overall, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress in English and information and communication technology (ICT) as a result of good teaching.
- Pupils are generally well taught in both Year 6 classes.
- There is not enough good teaching across the school, and pupils' progress is restricted by weaknesses in some lessons, particularly in Years 3 and 4 in mathematics and science.
- Weaknesses in the teaching, including unsatisfactory practice, are not followed up with enough tenacity, and the roles of most subject co-ordinators are underdeveloped.
- Pupils' attitudes and behaviour are good, and the school fosters their spiritual, moral, social and cultural development well.
- Assessment procedures are only securely established in English and mathematics.
- Pupils benefit from a good range of extra-curricular opportunities.
- Pupils are well cared for, and their welfare is a high priority.

Overall, the school has made satisfactory progress since its last inspection in 1999, when it was also providing satisfactory value for money. Standards in Year 6 are a little higher in English and mathematics, the most capable pupils are generally making better progress and the timetable has been adjusted so that lessons are not too long. The school has also successfully addressed a range of minor weaknesses identified by the last inspection. However, the use of assessment in most subjects was a key weakness in 1999, and this still remains an important area for improvement.

STANDARDS ACHIEVED

Overall, pupils' standards are well above national expectations in Year 6 and represent **satisfactory achievement**, given pupils' very good starting points on entry to the school.

The table below shows that the results of the national tests in Year 6 in 2004 were well above the national average in English, mathematics and science, and were also well above the results of similar schools. In 2002 and 2003, similarly high standards were reached in English. However, in mathematics and science, the results in 2002 and 2003 were below or well below the results of similar schools. The headteacher believes that particularly effective teaching in Year 6 in the last academic year contributed strongly to the improved test results in these subjects in 2004.

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

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.

Inspection findings confirm that English is an established strength and that pupils achieve well in the subject. Pupils' standards in English in Year 6 are well above national expectations and the work of

a significant minority is of an exceptionally high quality. In mathematics, standards are not quite as high but are still well above national expectations in Year 6. These standards represent satisfactory achievement, given pupils' very good skills on entry to Year 3. However, they mask variations in pupils' progress in the subject, due to teaching which ranges from unsatisfactory to very good. While the progress made by pupils in Years 3 and 4 is only adequate in mathematics, pupils generally do well in the older classes. In science, standards are above national expectations and reflect pupils' satisfactory overall achievement. However, in common with the situation in mathematics, weaknesses in the teaching in some lessons are inhibiting the progress that pupils are capable of making, especially in Years 3 and 4.

In ICT, pupils achieve well and demonstrate standards in Year 6 that are above national expectations, as a result of effective teaching. Standards are in line with national expectations in art and design and design and technology, and reflect pupils' satisfactory achievement. In geography, insufficient evidence was available to judge pupils' overall achievement but enough work was seen in Year 6 to show that pupils are reaching the expected standard. Insufficient evidence was collected to judge standards in other subjects.

There are no significant differences between the standards reached by boys and girls, and pupils with special educational needs and the most capable pupils make satisfactory overall progress.

Pupils' attitudes, values and behaviour are good, and the school makes good provision for their spiritual, moral, social and cultural development. The attendance rate is very good.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The teaching is satisfactory, overall. Pupils in Year 6 benefit from the most consistently effective teaching, and half of all lessons seen during the inspection demonstrated good, and occasionally very good, teaching. However, about one in every ten lessons was unsatisfactorily taught, and there were important areas for improvement in some lessons which were barely satisfactory, especially in Years 3 and 4. These weaknesses considerably reduce the school's effectiveness, and mean that there is not enough good teaching across all year groups. Assessment procedures are not securely established in most subjects, which is unsatisfactory. The curriculum is sound, meets statutory requirements and is enriched by a good range of clubs, visits and visitors. Pupils are well cared for and given sound guidance and support. The school's partnership with parents is satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher is conscientious and has sound leadership and management skills, and the work of the deputy headteacher and the senior management team is satisfactory. However, weaknesses in the teaching are not addressed with enough tenacity and rigour, and the monitoring roles of most subject co-ordinators are underdeveloped. School governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most pupils enjoy school and the majority of parents have positive views about its work.

IMPROVEMENTS NEEDED

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

- Take effective action to eliminate unsatisfactory teaching and to rectify weaknesses which are present in some satisfactory lessons, so that there is more good teaching in the school.
- Improve the leadership and management of most subjects by developing the roles of co-ordinators.
- Ensure that coherent assessment strategies are developed and implemented for all subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall, pupils' standards are well above national expectations in Year 6 and represent **satisfactory achievement**, given pupils' very good starting points on entry to the school.

Main strengths and weaknesses

- Pupils achieve well in English and information and communication technology (ICT) as a result of effective teaching.
- Pupils' standards are restricted by weaknesses in the teaching in some lessons, especially in Years 3 and 4 in mathematics and science.

Commentary

Standards on entry to the school

1. Overall standards are well above national expectations on entry to Year 3. This was also the case when the current Year 6 pupils started at the school, including in the key subjects of English and mathematics.

The school's results in national tests

2. The table below shows that the results of the national tests in Year 6 in 2004 were well above the national average in English, mathematics and science, and were also well above the average results of similar schools. In 2002 and 2003, similarly high standards were reached in English but the results were lower in mathematics and science. In mathematics, they were below the average results of similar schools in 2002 and well below the results of these schools in 2003. In science, the results were well below the results of similar schools in 2002 and below the results of these schools in 2003. The headteacher believes that particularly effective teaching in Year 6 in the last academic year contributed strongly to the improved test results in 2004 in these subjects. The school met its statutory target for the percentage of pupils reaching the expected standard in English in the tests in 2004 but did not reach its target for mathematics. The overall trend in the school's results in the national tests was above the national trend from 2000 to 2004, largely due to the rise in the results in 2004.

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

Standards in:	School results	National results
English	29.5 (29.9)	26.9 (26.8)
mathematics	29.9 (27.1)	27.0 (26.8)
science	31.4 (29.7)	28.6 (28.6)

There were 53 pupils in the year group. Figures in brackets are for the previous year.

Standards at the time of the last inspection

3. When the school was last inspected, in 1999, standards in Year 6 were judged to be above national expectations in English, mathematics and science. They were in line with national expectations in other subjects of the National Curriculum, except in design and technology, where they were below the national standard.

Inspection findings

4. Overall, pupils' achievement is sound, as a result of satisfactory teaching. Inspection findings confirm that English is an established strength in the school. Pupils achieve well in the subject,

due to teaching that is mainly good. Pupils' standards in English in Year 6 are well above national expectations and the work of a significant minority is of an exceptionally high quality. In mathematics, standards are not quite as high but are still well above national expectations in Year 6. These standards represent satisfactory achievement, given pupils' very good starting points on entry to the school. However, they mask considerable variations in pupils' progress in the subject, due to teaching which, though mainly satisfactory, ranges from unsatisfactory to very good. While the progress generally made by pupils in Year 3 and 4 is only adequate, pupils generally do well in the older classes. In science, standards in Year 6 are above national expectations and reflect pupils' satisfactory overall achievement. However, weaknesses in the teaching in some lessons are inhibiting the progress that pupils are capable of making, especially but not exclusively, in Years 3 and 4. The fastest progress is made by pupils in Year 6, where teachers' expectations are high.

5. In ICT, pupils achieve well from their starting points on entry to the school and reach standards that are above national expectations in Year 6, as a result of effective teaching. Standards are in line with national expectations in art and design and design and technology in Year 6, and reflect pupils' satisfactory achievement. In geography, insufficient evidence was available to make a secure judgement about how well pupils achieve in relation to their starting points. However, enough work was seen in Year 6 to show that pupils are reaching the nationally expected standard in the subject. Too little evidence was collected to judge pupils' overall achievement and standards in history, music and physical education, and the inspection was not required to report on religious education.

The achievement of different groups

6. Like their peers, pupils with special educational needs make satisfactory overall progress in their learning. The progress of this relatively small number of pupils is often good in English, where the overall quality of teaching is a strength in the school, and when they are directly supported by the special educational needs co-ordinator or teaching assistants. In lessons that are satisfactorily taught by class teachers, their progress is less marked, especially when additional adult support is not available. The progress made by the most capable pupils has improved since the last inspection and is now satisfactory, overall. There are no significant differences between the standards reached by boys and girls, and the very small minority of pupils from ethnic minority backgrounds do as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, values and other personal qualities are **good**. Provision for pupils' spiritual, moral, social and cultural development is **good**. Pupils' attendance is well above the national average.

Main strengths and weaknesses

- Almost all pupils enjoy learning, and appreciate the clubs and extra-curricular activities which are provided for them.
- Most pupils behave well and can be trusted with responsibilities.
- Occasionally, pupils' interest wanes and their behaviour deteriorates when there are weaknesses in the teaching and lessons fail to engage their interest.
- Good provision is made for pupils' spiritual, moral, social and cultural development.
- Attendance is very good.

Commentary

Attitudes and behaviour

7. Most of the pupils asked say that they enjoy school. They particularly appreciate the clubs and other enrichment activities which are provided, and the help the staff give them when they find aspects of their learning difficult. Pupils enjoy learning, and this positive attitude is strongly reflected in their enthusiasm for reading. For example, in their 'free reading', most of the older

pupils choose relatively challenging texts and read widely. Most pupils also bring these same positive attitudes to bear during lessons. However, on occasions, irrespective of their ability, some pupils do not work as productively as they should, do not take sufficient care with the presentation of their work, lose interest, and do not contribute to discussions. These situations generally occur when there are weaknesses in elements of the teaching, and when teachers' expectations of pupils are too low. Like their peers, pupils with special educational needs have positive attitudes to learning and to the wider range of activities and experiences the school offers. Their responses in lessons also largely reflect their teachers' expectations of them in regard to effort and achievement. The few pupils with special educational needs related to behaviour respond well to the provision made and try hard to overcome their difficulties.

8. Most pupils behave well at all times. They are courteous to staff, relate well to their peers, and conduct themselves calmly. They set high standards for their own and for others' behaviour and are disappointed when, in some lessons where the teaching does not readily engage their interest, a minority of the pupils occasionally behave inappropriately. In conversations with the inspectors, pupils report occasional playground incidents involving 'rough play' and, sometimes, physical harassment. Such incidents are dealt with swiftly and effectively by the staff. While there were no exclusions in the last academic year, one pupil has been excluded in the current academic year.
9. Pupils of all ages willingly take responsibility for routine duties in their classrooms. Pupils in Year 6 thrive on the additional responsibility they are given, for example as librarians and 'office monitors'. The work of the recently established school council is a source of pride to all the pupils, and they enjoy the chance it gives them to influence the life and work of the school. When given the opportunity to use their initiative in practical ways, for example by organising fund-raising activities, fetes and leaving parties, the pupils rise easily to the challenge, including the management of money. However, they are given limited opportunities to use their initiative during lessons. When asked their views, the pupils quite clearly associate the least interesting lessons with those where they are required to listen to teachers for extended periods and have no opportunities to be engaged in practical activities.

Attendance

10. Levels of attendance are well above the national average and the unauthorised absence rate is low. Attendance and requests for holidays in term time are carefully monitored and all absences are followed up. The vast majority of pupils arrive in good time and sessions start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.1	School data	0.1
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.

Spiritual, moral, social and cultural development

11. Good provision is made for the pupils' spiritual, moral, social and cultural development. This judgement recognises an improvement since the time of the last inspection when only social development was deemed good, and provision for spiritual, moral and cultural development was judged to be satisfactory. The need to improve pupils' multicultural awareness was identified in the last report as an additional issue for the school to address. The school has subsequently developed and implemented a useful 'inter-cultural' policy which identifies the contributions made to pupils' awareness of other cultures by different subjects. Additional opportunities are grasped to develop pupils' multicultural awareness, for example through its very strong links with a village community in India, and through the varied themes, stories and music used in assemblies.

12. Good provision for pupils' spiritual, moral and social development is embedded in assemblies and throughout the curriculum. Thought-provoking assembly themes such as 'Imagination' and 'Courage', and questions such as 'What is a friend?' engage the pupils' interest. Those leading assemblies, whether staff or ministers from the local church of St Peter's, give the pupils ample 'food for thought' about what it means to be human, about the qualities human beings should aspire to, and about the difficult choices people face in their lives. Opportunities for reflection and prayer allow the pupils time to reflect on what has been said and to relate it to their own experience. The school's links with St Peter's Church and with its ministry are strong. They exert a very positive influence on its life and work, not only in spiritual and moral terms, but also in regard to the development of pupils' social skills.
13. The school has good policies for behaviour management, including an appropriate anti-bullying policy. From the start, pupils are made aware of the difference between right and wrong and are encouraged to develop class charters to govern their own conduct. They are aware of the school's zero – tolerance policy in regard to racial and other forms of harassment. A clear system of rewards and sanctions further ensures that they recognise the consequences of inappropriate behaviour. Should incidents arise – as they sometimes still do – prompt action is taken by the headteacher and the staff to resolve difficulties, where necessary with the involvement of parents. Moral issues with a more global dimension are sometimes addressed through the curriculum, and sometimes through the Debate Club. For example, pupils in Year 6 discuss the destruction of the Amazonian rainforest, while members of the Debate Club consider the question: 'Should we cancel Third World debt?' The school's close links with a village community at Miranpur in India, the recent Tsunami appeal and fund-raising activities on behalf of many other local and national charities have done much to develop the pupils' awareness of a moral imperative to help those less fortunate than themselves. An ongoing appeal to all pupils to recycle waste materials and specific teaching about the damage caused by pollution ensure that the pupils are also aware of their responsibility to care for their immediate environment and for the Earth itself.
14. As at the time of the last inspection, provision for pupils' social development is good. The pupils are encouraged to respect and care for others and are given many opportunities for social interaction. A good programme of extra-curricular activities provides opportunities for pupils of different ages to work together; and the residential visit in Year 5 gives pupils not only physical challenges, but also a chance to see how their own effort and skills can influence the success of a team. Drama productions and workshops, theatre visits and visits to other places of interest associated with their studies are regular features of school life and encourage pupils to work together constructively and co-operatively. Roles to which pupils are elected, for example as house captains or school council members, give them valuable experience of what it means to be a leader and to represent the views and concerns of others.
15. The changes introduced to develop pupils' multicultural awareness, as outlined in the opening paragraph, are complementing and enhancing the good provision made for their more general cultural development. Extra-curricular activities and other opportunities for enrichment in the form of clubs, visits and visitors have been increased substantially since the time of the last Ofsted inspection and have a beneficial effect on pupils' cultural development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for its pupils. The teaching is satisfactory, overall, and means that pupils make mainly sound progress in their learning. The curriculum provides a satisfactory range of worthwhile learning opportunities and is considerably enriched by visits, visitors and after-school clubs. The pupils are well cared for and are given sound support and guidance. The school's partnership with parents and other schools is satisfactory, and there are good links with the community.

Teaching and learning

The teaching is **satisfactory** and pupils make mainly sound progress in their learning. Assessment procedures are unsatisfactory because they are only securely established in English and mathematics.

Main strengths and weaknesses

- The teaching is good in English and ICT, and enables pupils to progress well in their learning.
- Pupils are generally well taught in both Year 6 classes.
- Pupils' progress is impeded by teaching which is sometimes unsatisfactory in mathematics in Year 3 and in science in Years 3 and 4.
- There is not enough good teaching in the school, and too many lessons, which are satisfactory overall, have important areas for improvement.
- Assessment procedures are not established in most subjects.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (16%)	11 (34%)	13 (41%)	3 (9%)	0 (0%)	0 (0%)

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

16. The table above shows that the teaching seen during the inspection was good, and sometimes very good, in exactly half of all lessons seen. However, about one in every ten lessons was unsatisfactorily taught, and there were important areas for improvement in some of the lessons that were judged to be satisfactory. Overall, the most effective teaching is in Years 5 and 6, and this is where pupils are making the best progress in their learning. Pupils in both of the Year 6 classes are generally taught well. Some good, and occasionally very good, lessons were also observed during the inspection in Years 3, 4 and 5. However, these lessons were confined to one of the two classes in each of these year groups. Most significantly, in one class in Year 3 and one class in Year 4, unsatisfactory teaching was observed, and some lessons were barely adequate. These weaknesses considerably reduce the school's effectiveness, and mean that there is not enough good teaching across the school. When the school was last inspected, the quality of teaching was judged to be good.
17. The quality of teaching in English is mainly good and enables pupils to make good overall progress in their learning in the subject. Teachers are generally well informed about English, and make effective use of the assessments to meet the needs of the pupils in their classes. However, in Years 3 and 4, teachers' expectations of pupils' handwriting skills and the care they take in presenting their work are sometimes too low. In mathematics, teaching and learning are satisfactory, overall, but are too variable. In Years 3 and 4, pupils' progress is only adequate, due to unsatisfactory teaching in one Year 3 class and teaching which is satisfactory but sometimes has weaker elements in the other classes in Years 3 and 4. In Years 5 and 6, mathematics teaching is good and means that pupils make good progress in the subject. In science, the teaching is also mainly satisfactory and ensures that pupils are generally making satisfactory progress in their learning. Thorough and systematic teaching of key scientific knowledge and skills in both Year 6 classes means that pupils make good progress in their final year at the school. However, their progress is impaired in Years 3 and 4, where the teaching is sometimes unsatisfactory, and by weaknesses in some of the satisfactory lessons seen, across the school.

18. In ICT, teaching and learning and good, and some very good teaching was observed during the inspection. Teachers have good subject knowledge and provide pupils with clear demonstrations and well-informed guidance. Teachers receive very good support from a specialist ICT teaching assistant who provides technical help and works effectively with the pupils. In art and design and design and technology, too few lessons were seen for secure judgements to be made about the quality of teaching. However, a careful analysis of pupils' completed work clearly shows that the teaching is enabling pupils to make satisfactory progress in their learning in both subjects. Insufficient evidence was collected to make secure judgements about the quality of teaching and learning in other subjects.
19. The overall quality of teaching of pupils with special educational needs is satisfactory. It reflects the variability in the teaching across the school and is often more effective in Years 5 and 6 than in the younger classes. On the occasions when these pupils are withdrawn from class lessons for short periods of intensive tuition, directly related to the targets in their individual education plans, they make good progress. In these sessions, the special educational needs co-ordinator and special educational needs teaching assistants support the pupils well, and use good teaching skills. The targets in pupils' individual education plans are more sharply focused than at the time of the last inspection, and are challenging but achievable. The quality of learning for the most capable pupils is also satisfactory, overall. These pupils respond particularly well to the most effective teaching which ensures that they are given challenging tasks. However, in some lessons, most notably in Years 3 and 4, the teaching does not always ensure that these pupils give of their best.
20. Across the school, teaching is characterised by good relationships between teachers and pupils. Pupils like and respect their teachers, and it is clear that these feelings are reciprocated. In the most effective lessons, good use is made of time and teachers know just when to intervene with well-judged questions or comments to ensure that pupils are both supported and challenged. Teachers' knowledge of the subjects they teach is secure, and they are generally well informed in English and ICT. Unsatisfactory teaching was demonstrated during the inspection when teachers' explanations left pupils confused about what they were expected to learn, when pupils' misconceptions were not corrected, and when they were given insufficient guidance and support as they worked on their tasks. Understandably, some pupils lost interest in their work during these lessons. In lessons which were judged to be broadly satisfactory, there were sometimes important areas for improvement. For example, there were times when there was too much teacher talk and too little pupil activity, when the pace of lessons – including at the start of mathematics lessons – was rather slow, when teachers' questions did not always sufficiently probe pupils' understanding, and when teachers did not ensure that all pupils worked hard enough.

Assessing pupils' progress

21. Overall, assessment procedures are unsatisfactory. The last inspection identified the need to improve assessment in subjects other than English, mathematics and science (the foundation subjects) and to gather together examples of pupils' work which were levelled against National Curriculum criteria in the core subjects (English, mathematics and science). The school initially took some action in creating portfolios of levelled work to aid the reliability of teachers' assessments in the core subjects but practice has slipped since that time. In addition, little or no progress has been made in developing assessment in the foundation subjects. There are no coherent whole school strategies for assessing pupils' standards and achievements in these subjects, and this is unsatisfactory.
22. In recent terms, significant improvements have been made to the systems for assessing pupils' standards and progress in English and mathematics, as a result of a major focus within the school improvement plan. The co-ordinators for English and mathematics keep a careful check on pupils' progress, using the information they now regularly receive from class teachers, and work closely with their colleagues in the senior management team to monitor trends and to identify pupils who may be falling behind their targeted levels. As a consequence of these actions, assessment procedures are good in English and mathematics. These procedures are used well in English to inform the teaching and to benefit pupils' learning across the school. In

mathematics, weaknesses in some of the teaching in Years 3 and 4 mean that less effective use is made of this valuable assessment information than in the older classes in order to raise pupils' standards. In English, most pupils know and understand their targets for future learning. However, in mathematics, pupils have limited knowledge of their targets and these are rarely referred to in lessons. In the core subject of science, no coherent assessment strategies are in place, and this is unsatisfactory. Across the curriculum, only in the most effective lessons are objectives clearly shared with pupils at the beginnings of lessons, and few opportunities are taken to enable pupils to evaluate their own learning as sessions draw to a close. Overall, the quality of teachers' marking is satisfactory and in the best practice, which is usually in Years 5 and 6, pupils receive clear guidance about how to improve their work.

The curriculum

The curriculum is **satisfactory** overall and pupils' learning is enhanced by a **good** programme of additional opportunities. The accommodation is satisfactory and resources for learning are generally good.

Main strengths and weaknesses

- A good range of extra-curricular activities, visits and other events enriches pupils' learning.
- Provision for pupils' personal development is good.
- Learning resources are good, overall.
- Curriculum provision has improved in a number of ways since the last inspection.

Commentary

23. The school provides a satisfactory range of worthwhile learning opportunities for its pupils, including relevant programmes to deal with safety, sex education and drugs awareness. The last inspection identified the need to adjust the timetable so that lessons were not too long, and the school has satisfactorily addressed this weakness. The curriculum is sufficiently broad and meets statutory requirements. Overall, pupils are now provided with a wider range of learning experiences than at the time of the last inspection. A greater emphasis is given to the creative and performing arts, and the teaching of French has been introduced in Years 3 and 4. Provision for pupils' personal, social and health education is good, and underpins much of the school's work.
24. Sufficient time is allocated for English and mathematics. Pupils' language and literacy skills are generally promoted well across the curriculum while their mathematical development is fostered soundly in other subjects. Provision for ICT has improved since the last inspection, and pupils now have regular access to the well-established ICT suite which benefits their learning. The curriculum for art and design has improved since the last inspection, and pupils now have satisfactory opportunities to create three-dimensional artwork.
25. In the light of criticisms raised in the last inspection report, the school now ensures that the arrangements made to withdraw pupils with special educational needs for short periods of tuition outside mainstream lessons do not impede their access to the whole curriculum. A social skills programme is in place for the few pupils with special educational needs associated with emotional and behavioural difficulties and is having a beneficial impact on their ability to manage their own behaviour. Setting arrangements in literacy and numeracy in Year 6 work in the best interests of all pupils, including for the most capable and those with special educational needs. Additional tuition in the form of 'enrichment' sessions for the most capable pupils in literacy in Year 6 and in mathematics in Year 5 provides the pupils concerned with suitably challenging work and inspires them to achieve very high standards.
26. Extra-curricular provision has been increased since the last inspection and the school now offers a good range of interesting opportunities. Many pupils take advantage of the music tuition on offer and there is a school orchestra and choir. Dance sessions are available for pupils across the school and there are clubs for chess, cooking, debating and art. Sporting

activities include football coaching and a netball club. There is also a good programme of educational visits, including a residential trip for pupils in Year 5. A good range of visitors enriches pupils' learning while special events, such as a Book Week, Fun Day, and summer music and dance concerts, make a valuable contribution to pupils' personal development as well as their academic learning.

27. The level of staffing is good and teachers have sufficient expertise and experience to cover the National Curriculum and meet the needs of pupils. The school identified the need to increase the understanding of some teachers about strategies for the effective delivery of the mathematics curriculum, and an appropriate programme of training was organised. Inspection evidence indicates that this has been partially successful but that some weaknesses persist in the teaching in Years 3 and 4. Teachers are well supported by teaching assistants and some have attended additional training, for example, about working with the most capable pupils. They are an integral part of the teaching team and make an important and valued contribution to pupils' learning. Overall, learning resources are good and are used soundly to support pupils' learning.
28. The historic building in which the school is housed provides interesting and satisfactory accommodation, although this is relatively expensive to keep updated. There are classrooms on three floors and these provide sufficient space for teaching and learning. A spacious school hall and additional classrooms, currently occupied by Year 5 pupils, was built in the 1960s. Pupils benefit from extra areas in which group work can take place and from an attractive ICT suite. Staff make sound use of the available space and, throughout the school, colourful displays enhance the learning environment. Outside there is a good sized playing field and adequate playground space.

Care, guidance and support

The care, welfare, health and safety of pupils are **good** and they are given **satisfactory** support, advice and guidance. Opportunities for pupils to express their views about the school's work and development are **sound**, and are improving.

Main strengths and weaknesses

- Pupils receive good pastoral care.
- Health and safety matters are monitored efficiently.
- Child protection issues are well handled.

Commentary

29. The school provides well for pupils' personal development and needs. Good communication with parents and between staff ensures that pupils' particular needs are quickly identified, shared and monitored; and parents are confident that they will be kept informed if their children have problems at school. All adults act consistently in their interaction with pupils, treating them with respect and sensitivity. This leads to a caring and supportive community where openness and trust are strongly promoted. Although initial results from pupil questionnaires suggested that a significant minority did not feel that there was an adult they would wish to share any worries with, evidence from speaking directly to pupils indicates that they are confident about raising concerns and that they feel that they would be listened to sympathetically.
30. All adults are well briefed about child protection matters and have appropriate training in awareness and procedures. Health and safety issues are treated as a high priority in view of the potential hazards from occupying an old building on several storeys. Precautions to prevent fire are rigorously followed and pupils have regular fire practices. The fabric of the building is regularly monitored and pertinent risk assessments are in place. There are sensible guidelines for pupils using the staircases, which they observe without prompting. Appropriate records are kept of minor accidents and the storage and administration of medicines is well

documented. However, in view of the distances involved, consideration should be given to storing asthma inhalers in classrooms rather than in the school office.

31. Overall, pupils receive satisfactory support, advice and guidance about their academic achievement, although this is restricted by weaknesses in assessment procedures in science and the foundation subjects. Induction arrangements are sound and pupils settle quickly into the school. Pupils' views and suggestions are valued by staff and the recently established school council is already beginning to increase the opportunities for them to be involved in the school's development.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents provide good support for their children's learning.
- There are strong links with the church.
- The annual governors' report to parents is detailed and informative.
- Parents' views are seldom sought.
- Pupils' annual reports often lack clarity about pupils' standards and targets for improvement.

Commentary

32. In the main, parents have positive views about the school and the education their children receive. They are provided with a sound range of information about the school and its activities, including indications about what is to be taught each term. The annual governors' report to parents is particularly informative and attractive, and includes examples of pupils' work and pertinent reports. Parents find that staff are easy to talk to and approachable. Complaints are rare and well handled. However, a significant minority of parents feel that the school does not regularly seek their views. The headteacher and governors appropriately recognise this as a weakness and there are plans to rectify the situation.
33. Communication between the school and the parents of pupils with special educational needs is good. With rare exceptions, parents value the school's efforts on their child's behalf and work with the staff to help their child overcome any difficulties.
34. About a quarter of parents' responses to the pre-inspection questionnaire show that they did not feel well informed about their children's progress. Inspection findings show that parents have the normal range of formal opportunities to meet class teachers to discuss children's achievement, and that teachers readily make themselves available for additional meetings if they are requested. However, the annual written reports which are sent to parents are often not clear enough about the standards pupils are reaching or their targets for improvement. Most parents are very supportive of their children's learning at home, and provide good support for school activities and by accompanying visits. The Parents' Association works hard to provide social events for the pupils and organises successful fund-raising events which provide the school with valuable additional resources and facilities. Parents value education and ensure their children's regular attendance. The incidence of holidays taken in term time is significantly lower than in most schools.
35. Links with St Peter's Church are seen as an integral part of the school life. Weekly assemblies are taken by the rector and/or other members of the church staff team and special festivals are celebrated in the church. The link with an Indian village jointly supported by the church and the school helps raise pupils' awareness of the needs of others less fortunate than themselves. This has a beneficial impact on pupils' understanding and personal development. Good use is made of the locality to provide pupils with direct learning experiences in history and geography,

and pupils enjoy the wide range of visitors used to share their expertise across the curriculum. The school is making efforts to publicise its activities and successes in the local press but has yet to develop any links with business.

36. There are several feeder infant schools and a number of secondary schools to which pupils transfer, and sound arrangements are in place for the induction and transfer of pupils. Curriculum links between the feeder and receiving schools are not strongly evident, although the links between special educational needs staff at St Peter's and special needs staff at other schools are good. This means that pupils with special educational needs enjoy a smooth transfer to the next stage of education. In addition, pupils benefit from specialist tuition from a visiting secondary teacher in French. They also have the opportunity to mix with others when competing in sport and participating in music festivals.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The headteacher has sound leadership and management skills, and the work of the deputy headteacher and the senior management team is satisfactory, overall. However, weaknesses in the teaching are not addressed with enough tenacity and rigour, and the roles of most subject co-ordinators are underdeveloped. School governance is satisfactory.

Main strengths and weaknesses

- Weaknesses in elements of the teaching are not consistently followed up and addressed with enough rigour.
- The co-ordination of English is good.
- Systematic and thorough procedures for monitoring provision are not established in most subjects.
- The leadership and management of provision for pupils with special educational needs are good.
- The school improvement plan includes very few initiatives after the summer of 2005.

Commentary

37. The headteacher is conscientious and has sound leadership and management skills. She is firmly committed to running a school where each individual matters, and promotes pupils' personal as well as academic development. The headteacher analyses the results of statutory and non-statutory testing carefully in English and mathematics, and provides governors with pertinent reports to keep them informed. In the last academic year, the headteacher monitored the quality of teaching in English and mathematics across the school, building on her well-established pattern of regular classroom observations in previous years. As a consequence of this monitoring, and of her scrutiny of teachers' planning, the headteacher knows the staff well and has a sound overview of their performance. However, teachers have not always received sufficiently clear written feedback from the headteacher about the quality of their teaching, including about what they need to do to improve. In addition, the headteacher has undertaken no lesson observations in the current academic year to follow up weaknesses she knows about in some elements of the teaching. There is clear scope for a more tenacious approach towards addressing these weaknesses which were also evident during the inspection. When the school was last inspected, leadership and management were judged to be good.
38. The headteacher has worked effectively with staff and governors to create a school improvement plan which provides a clear sense of direction from spring 2004 until the end of the academic year in 2005. Sensible priorities have been identified, and individual initiatives are planned in detail so that all staff and governors know what is to be done, when and by whom. Overall, the plan has a beneficial impact on the school's effectiveness, and this is particularly evident in the recent improvements which have been made to procedures for

tracking pupils' progress in English and mathematics, across the school. However, there is very little forward planning for the next educational year, which is a weakness.

39. The deputy headteacher provides a positive role model for her colleagues through her constructive attitude to change and her contributions to the recent improvements in assessment procedures in English and mathematics. She makes a satisfactory contribution to the strategic management but has yet to deepen her awareness of the quality of teaching, across the school, by sufficient lesson observations. The senior management team meets regularly and is conscientious in checking and discussing teachers' assessments of the progress made by pupils in English and mathematics – in accordance with the school improvement plan.
40. The headteacher has provided good support for the development of the roles of the subject co-ordinators for English and mathematics, including by arranging for their training by an independent consultant as well as by specialists from the local education authority. As a consequence these co-ordinators have a good awareness of the strengths and weaknesses in their subjects, although the mathematics co-ordinator is relatively new and has yet to tackle some areas for improvement in the teaching. In English, the co-ordinator uses a wide range of monitoring strategies, and provides particularly well-focused support and guidance for her colleagues when these are required. In other subjects, including in science, leadership and management are unsatisfactory, overall. While all co-ordinators willingly provide advice for their colleagues when it is requested, systematic and sufficiently rigorous monitoring and evaluation procedures are not in place. As a consequence, most co-ordinators are in relatively weak positions to identify strengths and weaknesses in their subjects with sufficient precision, and to target areas for improvement accurately. This is reflected not only in discussions with these co-ordinators but in their action plans for their subjects which are too generalised and do not sufficiently focus on pupils' achievement.
41. The special educational needs co-ordinator (SENCO) provides good leadership and management in respect of the day-to-day operation of special needs work. Employed by the school on a part-time basis, she liaises well with parents, has forged together a small but effective team of special needs staff, and gives ready advice and support to the class teachers. Procedures for the assessment of pupils' progress are good and the SENCO works closely with the teachers to ensure that the targets in pupils' education plans are appropriate. Statutory requirements in regard to special needs provision are met.
42. The school's policy for performance management is being satisfactorily implemented. Teachers' targets properly reflect whole school priorities, and staff have ample opportunities to attend in-service training sessions. However, the headteacher does not have high enough expectations for the work of most subject co-ordinators, and they are not given clear enough guidance about how to fulfil their roles more effectively.
43. The quality of financial planning is sound. The school improvement plan is appropriately costed, and the governors debate the annual budget carefully and soundly apply the principles of best value when making major spending decisions. The school's carry forward sums into the financial years 2003/04 and 2004/05 were understandably high since they took account of its contribution to major building improvements which were planned. Much of this has now been completed and paid for but, due to factors beyond the school's control, it has yet to be able to use a substantial sum which has been carefully accumulated for improvements to the electrical and water systems. When the considerable sums allocated for building work are taken into account, together with about £10,000 to update the ICT resources, the school's expected carry forward into 2005/06 of about £70,000 is reasonable. However, while long term financial planning for the building is very thorough, the fact that the school improvement plan identifies no significant curriculum issues after summer 2005 restricts the governors' capability to make long term financial allocations to support teaching and learning. Overall, the school makes sound use of its resources and provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	618,454
Total expenditure	632,084
Expenditure per pupil	2,538

Balances (£)	
Balance from previous year	120,709
Balance carried forward to the next year	107,079

Governance

44. The governance of the school is satisfactory. The governors are strongly committed to the school and ensure that statutory requirements are met. A range of appropriate committees is established and these provide sound support for the leadership and management of the school. The chair of governors visits the school very frequently and has a clear view of the school's strengths and priorities for improvement as a result of regular discussions with the headteacher. The governors have received careful briefings from the headteacher about the results of statutory testing and have a sound awareness of the school's performance over recent years. The governor with responsibility for special educational needs has an adequate overview of provision through her developing links with the special educational needs co-ordinator, and the governor with responsibility for the most able pupils is well informed about the school's arrangements for these pupils. However, there are no governors with specific responsibility for literacy and numeracy, and governors' visits to observe teaching and learning are not scheduled and are relatively rare. This limits governors' awareness about the overall quality of provision and the implementation of policies. The governors have a good understanding of the priorities in the school improvement plan and regularly discuss progress towards the targets that have been set. They debate the budget carefully and ensure that funds are allocated prudently and sensibly. The governors are rigorous in monitoring health and safety, and have ensured that deficiencies identified in the last inspection have been rectified. In addition, the governors' annual report to parents, which did not include all of the required information in 1999, is now particularly informative.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good overall progress in the subject as a result of good teaching.
- Standards of handwriting and presentation are too low in much of the work seen in Years 3 and 4.
- The English co-ordinator fulfils her role well.

Commentary

45. Standards in English are well above national expectations in Year 6, and the work of a significant minority of pupils is of an exceptionally high quality. In 2004, the school's results in the national tests in English for Year 6 pupils were well above the national average and also well above the average results of schools where pupils had achieved similarly when in Year 2. The results of the national tests in 2003 were also well above the national average and the average results of similar schools, and confirm the established strength in the subject. Standards have improved since the last inspection, when they were above national expectations in Year 6. Overall, pupils make good progress and achieve well from their starting points on entry to Year 3, which are generally well above national expectations. However, pupils do not always give of their best during a minority of lessons where the teaching, while satisfactory, has weaknesses; and standards of handwriting and presentation are too low in some of the work seen in Years 3 and 4. Pupils with special educational needs make good progress towards the literacy targets in their individual education plans, and are given well-focused support from the special educational needs co-ordinator and teaching assistants.
46. In each year group, the majority of the pupils listen attentively and are articulate in their speech. They give detailed and well-reasoned answers to questions, and they choose their words with care. They have a wide general vocabulary and a good grasp of the technical terms needed to discuss their work in English. By the age of 11, most pupils read fluently, accurately and expressively. They enjoy both fiction and non-fiction and experience little difficulty understanding texts related to their studies. Most pupils have developed preferences for the work of particular authors and kinds of fiction. They can identify the techniques used by authors to engage the reader and can discuss, with understanding, a wide range of literary devices used to achieve particular effects. Most pupils also turn readily to dictionaries, thesauri and other information sources, including the Internet, to find things out. They use their reading skills well to locate information, and they are capable of recording their findings clearly in their own words, whether in continuous prose or in note form.
47. From Year 3 onwards, many pupils have a finely tuned 'ear for language'. They already speak Standard English and are familiar with its grammar, and they are alert to differences between formal and informal uses of language. As a consequence of good teaching which makes strong links between reading and writing, most Year 6 pupils know how to match the style, language and structure of their own writing to particular purposes and audiences. At the same time, the thorough grounding they have been given in spelling, punctuation and other key skills means that they are also able to achieve a high standard of technical accuracy in their writing. Standards of handwriting and presentation are good in Year 6 but are too low in the work of many pupils in Years 3 and 4.
48. The teaching is mainly good, and no unsatisfactory teaching was seen during the inspection. Most teachers have a good subject knowledge and are both confident and purposeful in their

interaction with their pupils. Their teaching is informed by the assessments they make of pupils' progress, and their questions and the feedback they give to pupils focus sharply on those aspects of work that pupils need to master. In the minority of lessons which are satisfactory, rather than better, weaker elements of the teaching include, in varying degrees, unclear objectives and instructions, a lack of pace, and insufficient interventions to advance pupils' learning. In Years 3 and 4 in particular, teachers' expectations in relation to the presentation of work are too low. In some lessons, across the school, teachers take too relaxed an attitude to the small minority of the pupils who do not give of their best or who do not contribute to discussions.

49. The subject co-ordinator is effective in her role. An ongoing programme of monitoring and evaluation has given her a good overview of provision, and she has responded to her findings in a constructive way. For example, the analysis of test results has meant that weaknesses in pupils' performance are now addressed by teachers setting targets for different groups of pupils and, in most cases, also by the setting of specific targets for particular pupils. The practice whereby class teachers report to the subject co-ordinator and the senior management team on the progress of individual pupils has meant that those pupils experiencing difficulties are identified quickly and given the help they need. In a similar way, the subject co-ordinator's regular monitoring of the quality of teaching has meant that she has been able to intervene, where necessary, to help staff, either through training sessions or by working alongside them.
50. Resources for English are good, overall. The texts chosen by teachers to share with their pupils are of good quality and ensure that pupils are introduced to the work of significant contemporary authors, some classics and a good range of poetry. Library resources are being upgraded and are used to good effect to develop pupils' reference and study skills. Collections of classroom fiction designed to promote and support pupils' independent reading now need updating to include more titles by present-day writers. ICT is used to very good effect as a teaching tool by some, though not yet by all, members of staff and is also used satisfactorily by pupils to edit and publish their work. The English curriculum is broad and is enhanced by a rich programme of visits and visitors, and by good provision for drama.

Language and literacy across the curriculum

51. Overall, pupils develop and use their language and literacy skills well in other subjects. For example, most teachers ensure that pupils acquire the technical terms they need to understand specific concepts, and the pupils themselves are adept at recognizing the stylistic changes they need to make in their written language. In Years 5 and 6 in particular, the pupils are rightly encouraged to work independently on research topics in history, and there are some very good examples of writing produced by pupils who have used both books and the Internet to inform their research. However, pupils are too often encouraged to record their work, across the curriculum, in the form of brief notes in answer to questions on worksheets. This is a practice which also predominates in much of the homework seen, and restricts pupils' opportunities to use their language skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The teaching is good in Years 5 and 6 and is enabling pupils to progress well.
- There is some unsatisfactory teaching in Year 3, and satisfactory lessons in Years 3 and 4 have common areas for improvement.
- There is too much variation in the quality of teaching and learning in mathematics, across the school, and not enough good teaching.

Commentary

52. Pupils' standards in mathematics are well above national expectations in Year 6. Overall, this represents satisfactory achievement, given pupils' very good overall standards on entry to the school. However, the standards reached in Year 6 mask considerable variations in pupils' progress, which is broadly adequate in Years 3 and 4 but increases significantly in the older classes where it is good, and sometimes very good. These variations also apply to the progress made by the relatively small number of pupils with special educational needs and the most capable pupils. At the time of the last inspection pupils' standards in Year 6 were judged to be above national expectations. No significant differences between the achievement of boys and girls were evident in mathematics during the inspection.
53. The results of national testing in Year 6 in mathematics in 2004 were well above the national average and the average results of schools where pupils achieved similarly when in Year 2. These results were a very considerable improvement on those reached in 2003, which were in line with the national average and well below the results of similar schools. The headteacher believes that there were variations in pupils' progress in the last academic year but particularly effective teaching in Year 6 resulted in the improved test results in 2004. The school's own tracking procedures confirm that these variations still exist.
54. A strong emphasis is placed on developing pupils' numeracy skills and, as they move up the school, they steadily extend their knowledge of the properties of numbers, sequences, place value and number operations. Rapid recall skills improve significantly in the older classes, as does pupils' ability to solve mathematical problems, as a result of regular practice and effective teaching. By Year 6, most pupils work confidently and accurately with fractions, decimals and percentages. They can extract and interpret information presented in tables, graphs and charts, read and plot co-ordinates and draw and measure angles with good precision. They have a very secure grasp of shapes and measures and can read, write and convert standard metric units.
55. The quality of teaching ranges from unsatisfactory to very good but is satisfactory, overall. A programme of staff training was introduced after the Year 6 test results in 2003, with the aim of ensuring that pupils made consistently good progress across the school. Inspection evidence shows that while older pupils do benefit from good, and sometimes very good, teaching, some important weaknesses persist in Years 3 and 4 which restrict their progress.
56. Teachers appropriately plan together in year group teams using the guidance provided in the National Numeracy Strategy and, in the best practice, teaching is well structured and very effective. In a very well taught Year 5 lesson, for example, all pupils were deeply involved throughout the session as a result of the teacher's skilful questioning. They made rapid gains in developing their understanding of percentage through the teacher's effective use of an interactive whiteboard and the ample opportunities she gave pupils to explain their ideas. An interesting and challenging problem-solving activity in which pupils worked very well together in small groups then enabled them to apply and consolidate their learning. During the inspection, pupils in Year 6 benefited from good, and sometimes very good, teaching.
57. In Years 3 and 4, there are weaknesses in the teaching which are evident in the lessons seen and from a careful examination of pupils' completed work. Lessons do not always commence with the brisk start recommended in the National Numeracy Strategy and teachers' questioning skills need improvement in order to check on pupils' learning. Sometimes there is too much teacher talk and too little pupil activity and, as a consequence, not all pupils are fully involved in the lesson. During the main activity, pupils' interest and motivation sometimes wane and they are not fully on task because clear timescales and expectations are not set by teachers and too few pupils receive well-focused support. Teachers' expectations of pupils' standards in the presentation of their work are sometimes too low and opportunities to promote the use of the correct mathematical language are missed.
58. Overall, teachers make sound use of ICT to support and enhance pupils' work in mathematics. The majority make effective use of the school's well-equipped ICT suite and classroom

interactive whiteboards to support and enhance pupils' work in mathematics. Pupils make satisfactory use of ICT in their work in mathematics.

59. Procedures for assessing pupils' standards and progress in mathematics are good. Tracking arrangements have considerably improved, and provide a clear picture of pupils who are making satisfactory or better progress as well as those who are falling behind their targets. However, the teachers in Years 3 and 4 are generally making less effective use of this valuable information than those in the older class in order to raise pupils' standards. In most lessons, teachers are clear about what pupils are expected to learn. However, only in the most effective teaching are these objectives shared with pupils at the beginning of sessions, and opportunities for pupils to evaluate their own learning at the end of lessons are rarely provided. Teachers' marking is satisfactory and in the best practice, which is usually in the older classes, pupils receive clear guidance about how to improve their work.
60. The recently appointed co-ordinator has made a good start in developing her role. She is conscientious and enthusiastic about mathematics and has provided training, advice and support for colleagues. Following the national test results in 2003, the headteacher and previous co-ordinator were involved in a programme of lesson observations and work sampling. In addition, termly meetings have been introduced for teachers to discuss, with the co-ordinator, the progress of individual pupils and, when necessary, strategies for improvement. Overall, these strategies are having a positive effect, but their impact is much more evident in the Years 5 and 6 classes than in the younger classes where more work needs to be done to eliminate unsatisfactory teaching and to improve the satisfactory practice.

Mathematics across the curriculum

61. Satisfactory use is made of mathematics to support pupils' learning across the curriculum. For example: in science, pupils are encouraged to use tables and graphs to show the results of experiments; in art and design, pupils apply their knowledge of shapes when creating interesting patterns; and in design and technology they measure accurately when making models.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress in Year 6.
- There is some unsatisfactory teaching in Years 3 and 4.
- There is not enough good teaching in the subject, and some satisfactory lessons have important areas for improvement.
- Assessment procedures are not established.
- The leadership and management of the subject are unsatisfactory.

Commentary

62. On entry to Year 3, pupils' scientific knowledge and understanding are mainly above, and sometimes well above, national expectations. Overall standards in Year 6 are above national expectations, as they were when the school was last inspected, and reflect pupils' satisfactory achievement. However, weaknesses in the teaching in some lessons are inhibiting the progress that pupils are capable of making, especially but not exclusively, in Years 3 and 4. Pupils make the fastest progress in Year 6. The school believes that particularly effective teaching in Year 6 made a very strong impact on the results of the national tests in science in 2004, which were well above the national average and the results of similar schools. These results were an improvement on those reached in 2003, when they were above the national average and below the average results of similar schools, and in 2002, when they were in line with the national average and well below the average results of similar schools. Pupils with

special educational needs and the most capable pupils are currently making satisfactory overall progress in science.

63. In Year 3, an analysis of pupils' completed work shows that pupils have a secure understanding about why some metals are particularly suitable for specific purposes, and can accurately describe the direction of forces between magnets and between a spring and someone compressing it. In one of the two Year 3 classes, pupils made sound progress during the inspection, when discovering how well light passes through different materials. An analysis of pupils' completed work shows that pupils in this class have recorded clear results of simple experiments about forces, making effective use of graphs and drawing sensible conclusions from their work. However, in the parallel class, the results of similar experiments are not shown clearly, simple graphs are not used and some pupils record very little information from their investigations. During the inspection, pupils in this class made very limited progress in developing their understanding about shadows, as a result of ineffective teaching. In Year 4, pupils have recorded a considerable amount of work in their books although this is sometimes rather untidily presented, especially in one class. Overall, the completed work shows that Year 4 pupils are making satisfactory progress, and there is evidence of pupils doing well in one class when carrying out experiments to test air resistance. However, in common with the situation in Year 3, the science lessons observed in Year 4 showed variations in pupils' progress, which ranged from good in one class to inadequate in the other.
64. In Year 5, pupils have a good awareness of the importance of healthy eating and a secure understanding about the germination of seeds and plant pollination. Pupils' completed work shows that pupils' progress in both classes is satisfactory. This was broadly confirmed by lesson observation in one of the Year 5 classes during the inspection, although the development of pupils' understanding about the principles of fair testing was inhibited by weaknesses in elements of the teaching. Pupils' completed work in Year 6 shows that their progress in the subject increases and is mainly good. They are able to conduct systematic observations, understand the need for checking their results rigorously, and write up their findings carefully and fully. During the inspection, pupils made sound progress in both Year 6 classes when learning about materials. They demonstrated their good understanding about the separation of materials through evaporation, dissolving and filtration as well as their awareness that chemical changes, which cannot be reversed, occur when some materials are mixed.
65. The quality of teaching is satisfactory, overall, as it was when the school was last inspected. As a consequence, pupils make mainly sound progress in their scientific learning. Good teaching was observed in Year 4, when the science co-ordinator used probing questions to help pupils to develop their investigation skills. Pupils' completed work in Year 6 shows that both teachers develop pupils' learning thoroughly, ensure that all are appropriately challenged, and have high expectations for the care pupils take in presenting their science work. However, there is some unsatisfactory teaching in Years 3 and 4 and there are weaknesses in some lessons which are satisfactory, overall, across the school. Teachers have secure subject knowledge and their lesson planning is satisfactory. Individual lessons form part of a coherent series of lessons, based on a well-structured scheme of work. Some teachers ensure that scientific vocabulary is introduced and reinforced during lessons but this is not always the case. While pupils regularly conduct scientific investigations, they sometimes require more opportunities to devise simple enquiries to test their own hypotheses.
66. Unsatisfactory teaching was demonstrated during the inspection when pupils were left confused by the instructions they were given, when teachers' questions failed to check pupils' understanding, when pupils' misconceptions were not identified and rectified, and when teachers did not provide pupils with enough support and guidance as they worked on their tasks. Understandably, some pupils lost interest during these lessons. In lessons that were judged to be satisfactory, overall, there were often weaknesses. These included times when there was too much teacher talk and too little pupil activity, when the pace of lessons sometimes became rather slow, and when teachers did not make pupils' fully aware of what they expected them to learn.

67. Overall, pupils' language and literacy skills are promoted well in science although, as stated earlier, scientific language is introduced more effectively in some classes than in others. In Year 6, pupils' books show that they have used their writing skills particularly well to record their science work. Pupils' numeracy skills are fostered satisfactorily, and sound use is usually made of tables and graphs to show the results of experiments. However, little use is made of ICT to support pupils' work in science, and this is an area for improvement.
68. The leadership and management of the subject are unsatisfactory. Although the science co-ordinator carefully analyses the results of the Year 6 tests, she has not examined examples of pupils' work in the last or the current academic year to check pupils' progress across the school. She has observed no science lessons this year and does not have a future programme of observations. Two science observations were undertaken in the last academic year, when an inspector from the local education authority visited the school. However, weaknesses in one lesson seen have not been followed up adequately by the co-ordinator. No coherent whole school strategies are in place for the assessment of pupils' progress and standards as they move through the school. This is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Pupils achieve well and benefit from good, and sometimes very good, teaching.
- Systems for tracking the development of pupils' key skills across the school are not sufficiently established.
- Procedures to monitor and evaluate pupils' standards and the quality of teaching and learning are underdeveloped.

Commentary

69. When the school was last inspected, standards in Year 6 were judged to be in line with national expectations. However, the school's well-equipped ICT suite was relatively new at that time. All pupils now have regular lessons in the suite to practise their skills in a systematic way, and also have access to classroom computers. As a consequence of this, and improvements in the quality of teaching, pupils now achieve well in ICT. Standards have risen and are above national expectations in Year 6.
70. Overall, teaching and learning are good and some very good teaching was observed during the inspection. Teachers have developed their knowledge of ICT through appropriate training and most are thoroughly confident in the subject. Good use is made of classroom interactive whiteboards and the projector facility in the ICT suite to provide clear demonstrations which enhance pupils' learning. Teachers receive very good support from an enthusiastic and well-informed teaching assistant who provides technical help and works effectively with pupils.
71. In the lessons observed, pupils in Year 3 made good progress in developing their understanding of how ICT can be used to collect and present information through their search of a dinosaur database. The lesson was very well taught by the ICT co-ordinator who used skilful questions to develop pupils' understanding. Year 5 pupils also made good progress when using ICT to create a plan of their classroom. In this lesson, the well-informed teacher set a particularly good activity for the most capable pupils which extended their understanding of scale. In Year 6, pupils in one class confidently accessed two different web sites, both containing information about ancient Greece, and compared these before collecting information for their history project. In the other class, pupils used simulations and control models successfully as they planned the operation of a lighthouse mimic and a set of traffic lights. Both lessons were effectively taught and pupils worked well in pairs, helping one another. Work displayed around the school shows that all pupils have appropriate

opportunities to use their secure word processing skills to create interesting texts which are often enhanced by the use of different font styles, colours and sizes, as well as graphics.

72. Assessment tasks are appropriately built into all units of work. However, all teachers do not consistently record the outcomes of these and, as a consequence, the tracking of pupils' key skills across the school is unsatisfactory.
73. The leadership of ICT is sound but the management of the subject is unsatisfactory. The co-ordinator is well informed, has attended accredited training in the subject and provides support for colleagues. However, she has had few opportunities to monitor teaching and learning through lesson observations and does not undertake any work sampling. As a consequence, she is not in a strong position to evaluate strengths and weaknesses in provision or to target areas for improvement accurately.
74. The school is well resourced for ICT and there are plans to upgrade the ICT suite in the near future.

Information and communication technology across the curriculum

75. Satisfactory use is made of ICT across the curriculum. Pupils have regular opportunities to use ICT to support and enhance their work in subjects such as English, mathematics, history and geography. However, there is little evidence of the use of ICT in science.

HUMANITIES

Geography

76. **There is insufficient evidence to make a judgement about the overall quality of provision.** However, an analysis of pupils' completed work and of teachers' planning, as well as discussions with staff, mean that some judgements can be made.
77. Insufficient evidence was available to make a secure judgement about how well pupils achieve in relation to their starting points. However, enough work was seen in Year 6 to show that pupils are reaching the nationally expected standard. Standards were also in line with national expectations in Year 6 when the school was last inspected. Current inspection findings indicate that:
 - fieldwork activities such as those undertaken locally in Years 3 and 4 and the residential visit to Calshot in Year 5 provide good opportunities to promote pupils' skills of enquiry;
 - other visits, such as those undertaken by Year 6 pupils to a simulated rainforest, motivate pupils and enhance their learning;
 - sound use is made of ICT to support and enhance pupils' learning; and
 - resources are satisfactory, overall, but those to support the study of contrasting localities overseas need to be updated and improved.
78. The leadership and management of the subject are unsatisfactory. Although the co-ordinator has collected examples of pupils' work at the end of each year, these have not been used effectively to evaluate pupils' progress or standards. No geography lessons have been seen, and coherent assessment strategies are not securely in place for the subject.

History

79. **There is insufficient evidence to make a judgement about the overall quality of provision.** However, an analysis of pupils' completed work and of teachers' planning, as well as discussions with staff, mean that some judgements can be made.
80. At the time of the last inspection, the school was said to 'miss opportunities' to enhance the history curriculum by making visits to places of historical interest. This weakness has clearly been addressed, and there is ample evidence in photographs around the school to show that visits and visitors now make a significant contribution to pupils' understanding and experience of history. Indeed, a drama workshop about the story of Persephone led by a visiting drama teacher for pupils in Year 6 considerably enhanced pupils' understanding of Greek myths in general and of the story of Persephone in particular. There is also evidence to show that pupils benefit from conducting interviews with visitors – as in the personal accounts of different aspects of life during World War II recorded by pupils in Year 3.
81. The work in pupils' notebooks shows that pupils in Year 4 have studied the Tudors, that pupils in Year 5 have studied 'Invaders and Settlers' with a major focus on the Roman occupation of Britain, and that pupils in Year 6 conducted an extensive study of ancient Egypt. There is some evidence to suggest that older pupils conducted some of their research independently, and in Years 5 and 6 there are some limited examples of pupils having recorded their findings in the form of pieces of extended writing. The relatively few examples seen are well written and informative and testify to the pupils' ability to extract, collate and communicate information from a number of sources. Some pupils also make effective use of the Internet and of CD-ROMs to find out about the past. However, most of the work recorded, in all years, consists of brief notes on commercial worksheets and these do not give a reliable picture of what has been learned by individual pupils. Only two lessons were seen during the inspection. The teaching observed was satisfactory and enabled pupils to make satisfactory progress.
82. As at the time of the last inspection, assessment in history remains unsatisfactory, with no strategies agreed and consistently applied by all teachers. Procedures for monitoring and evaluating provision are underdeveloped, and the current co-ordinator has only very recently assumed responsibility for the subject. She is familiar with the enrichment activities and visits that help bring history to life for the pupils, and accepts the need to develop more rigorous procedures for checking pupils' standards and the quality of teaching and learning in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It is not possible to judge the overall quality of provision in art and design, design and technology, physical education and music because only two lessons were seen in art and design and none were observed in the other subjects. However, pupils' completed work was carefully examined in art and design and design and technology, and pupils' singing was heard in assemblies. In addition, discussions were held with subject co-ordinators and a range of school documentation was scrutinised.

Art and design

83. In **art and design**, pupils' standards are broadly in line with national expectations in Year 6 and represent satisfactory achievement. Overall standards were also in line with national expectations when the school was last inspected. However, in 1999, the school was providing insufficient opportunities for pupils to learn through making three-dimensional art. This is no longer the case, and there are now examples of pupils' satisfactory work using clay and papier-mâché.
84. In Year 3, completed work shows that pupils in one class have developed sound skills when learning to mix their own paint colours and are making broadly satisfactory progress in drawing. However, in the second Year 3 class, much of the work demonstrates standards that are usually reached by younger pupils. In Year 4, pupils' drawings and pastel pictures show their satisfactory skills, although some drawings suggest that pupils need to be taught to

observe more closely. In the Years 3 and 4 classes there is very little evidence of work of a higher standard than that usually expected for pupils of these ages, and it is likely that some pupils could do better. In Year 5, some pupils have achieved well when using polystyrene to create multi-coloured prints stimulated from the designs of Islamic tiles. In Year 6, pupils' overall standards in drawing, painting and printing are broadly in line with national expectations. A few examples of high quality work have been produced when Year 6 pupils have used batik effectively to produce images of rainforest creatures, and when they have created detailed paintings of leaves and insects which show their good colour mixing skills and attention to detail.

85. In the two lessons seen, the teaching ranged from good in Year 5 to satisfactory in Year 4. In the good lesson, pupils received well-informed guidance from their art co-ordinator which helped them to make good progress in developing their printing skills. Although insufficient lessons were seen to judge the overall quality of teaching, pupils' completed work shows that it is enabling pupils to make broadly satisfactory progress in art and design. However, teachers' expectations of pupils' potential standards are not always high enough, particularly in relation to the more capable pupils in Years 3 and 4. Statutory requirements are met, although pupils have limited opportunities to develop their knowledge through discussions about the work of famous artists. Pupils have positive attitudes to the subject, and there is a popular after-school art club.
86. The leadership and management of the subject are unsatisfactory. When the co-ordinator took up her role in January 2005, she received little evidence of previous monitoring and evaluation. She has made a sound start by checking that teachers are keeping to their plans for the subject, and has audited resources. However, there are no specific plans to check the quality of pupils' work or their progress through an appropriately rigorous monitoring and evaluation programme. As a consequence, the co-ordinator is in a relatively weak position to identify and address areas for improvement. Assessment procedures are not established in the subject, and this is unsatisfactory.

Design and technology

87. In **design and technology**, pupils' standards in Year 6 are in line with national expectations and represent satisfactory achievement. Standards have improved since the last inspection, when they were below national expectations in Year 6.
88. In Year 3, pupils demonstrate sound skills when designing picture frames and have constructed carefully made wooden chassis for their model vehicles. In Year 4, pupils have created satisfactory designs for money containers and have benefited from practising stitching techniques before making their containers. These pupils have created sound designs for torches. However, while their finished torches show their secure understanding about simple electrical circuits, they are sometimes rather crudely made and also demonstrate that pupils do not always take sufficient care when joining materials. In Year 5, pupils talk enthusiastically about making their own bread, after tasting a range of commercially made breads and creating their own simple bread recipes. Pupils' records of their bread making experiments, and their evaluations of the finished breads, clearly demonstrate their sound achievement. In Year 6, pupils have examined a range of hats before making satisfactory designs for their own hats. Nearly all of the pupils have taken their completed hats home but the two which are still in school are well made and show pupils' good precision when stitching.
89. While no lessons were seen in design and technology, pupils' completed work shows that the teaching is enabling pupils to make sound overall progress in the subject. Teachers' planning, together with pupils' work, shows that statutory requirements are met.
90. The co-ordinator willingly provides advice for her colleagues when it is requested, audits and organises resources effectively, and has arranged for in-service training to increase teachers' knowledge and skills in the subject. In addition, she runs a popular after-school club for pupils in Years 5 and 6 where they are able to learn cooking skills. The co-ordinator has provided her

colleagues with sensible advice about how to assess pupils' design and technology work. However, this advice is not being implemented consistently, and assessment is consequently unsatisfactory. Through informal methods, the co-ordinator has a general overview of provision in the subject. However, her insights are inhibited by a lack of rigour in monitoring pupils' progress and standards. As a consequence, her action plan for the subject is rather generalised and does not address specific areas for improvement; for example, to ensure that teachers always have consistently high expectations for pupils' making skills in Year 4, or to ensure that agreed assessment strategies are used by all teachers.

Physical education

91. In **physical education**, no lessons were seen so it is not possible to judge pupils' standards. However, teachers' planning shows that statutory requirements are met in the subject. There are popular after-school clubs in dance, netball, football and cross-country running.

Music

92. In **music**, no lessons were seen. However, pupils' singing was heard in assemblies. Overall, pupils' singing skills are broadly in line with national expectations. Pupils generally sing with a secure control of pitch and with clear diction. However, dynamics are not always used effectively to enliven the quality of pupils' performance, and a significant minority of pupils did not appear particularly focused during their singing in assemblies. The exceptions were when the rector ensured that all were involved and committed to singing boldly, and when the choir sang to the whole school. The singing by the choir is of a high standard. A very significant number of pupils, about 90, receive instrumental tuition, either by visiting specialists or school staff. In addition, about 25 pupils sing in the choir and a similar number play in the school orchestra. The co-ordinator makes a valuable contribution to the overall provision in the subject by leading the orchestra and choir, providing opportunities for pupils to perform in concerts, and by giving her colleagues advice when it is sought. However, no formal strategies are in place for monitoring the subject, including by checking teachers' planning or observing music lessons. As a consequence, the co-ordinator is in a relatively weak position to judge the strengths and weaknesses in music lessons, and to address any areas for improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- There is a strong system of rewards and sanctions.
- Older pupils have many opportunities to show initiative and take responsibility.
- The school council is developing well.
- Extra-curricular activities broaden the pupils' interests and develop 'new' talents.

Commentary

93. Although PSHEC is not timetabled regularly as a subject in its own right, every opportunity is taken to ensure that pupils develop self-confidence and grow into responsible citizens with wide-ranging interests.
94. A strong programme of extra-curricular activities offers all pupils welcome opportunities to follow their personal interests and to develop new talents and skills. The fact that opportunities are also created for pupils to demonstrate their accomplishments, for example by playing musical instruments in assembly, encourages the pursuit of high standards and promotes self-confidence. A good system of rewards which includes merit marks and certificates for effort, behaviour and achievement further ensures that the pupils take pride in their successes. At the same time, clear rules and an appropriate range of sanctions ensure that the pupils learn to

understand the consequences of anti-social behaviour. The zero-tolerance approach to racism, bullying and all other forms of prejudice and harassment is made clear to the pupils from the start. When incidents occur, as they occasionally still do, pupils are brought together with the specific purpose of resolving the issues involved through discussion and debate. A debate club for pupils in Year 6 provides a useful forum for these older pupils to take an interest in issues of national and international interest as well as those of more immediate concern to them in the school – such as the quality of the snacks children should be allowed to consume on the school premises. The recent establishment of a school council has given pupils a voice in the life and work of the school. Through the election of its members and through its work on behalf of all the pupils in the school, the council is showing an example of democracy in action and is much valued by pupils of all ages.

95. Many strands of the school's work contribute to helping pupils develop a healthy, safe lifestyle. In science, pupils are taught how to care for their teeth and learn about healthy eating, while in design and technology, they have the opportunity to create their own healthy snacks. A science module for pupils in Year 5 promotes a healthy lifestyle and introduces sex education, while drugs awareness is taught principally to pupils in Year 6. Sun-safety is promoted for all the pupils, and pupils in Year 5 benefit from a visit by the fire service whose personnel teach them about safety in the home.
96. By undertaking routine duties in their classes and in the wider school, pupils learn to act responsibly. Work on recycling develops their awareness of the need to care for the environment, while the school's continuing endeavours to support local, national and international charities raises pupils' awareness of the need to care for those less fortunate than themselves. The school's strong links with a village community in India have developed their understanding of the lives of people in very different circumstances to their own. Older pupils, in particular, learn to use their own initiative and are given scope to develop their own ideas. For example, a response to the Tsunami appeal was launched at the direct instigation of one pupil. Some older pupils regularly 'man' the office at lunchtime; and all take part in organising events to raise money for charities at the annual fete.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	2
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	2
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
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).