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Mrs Leverton  
Headteacher  
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Dear Mrs Leverton

Ofsted survey inspection programme – science

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 14 June 2007 to look at work in science.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of science was judged to be good.

Achievement and standards

Standards in science are above average and achievement is good.

- Standards in science at the end of Key Stages 1 and 2 are above the national average. A high percentage of pupils achieved level 5 in science at the end of Year 6 in 2006.
- The achievement of pupils in science throughout the school is good. All groups of pupils make similar progress.
- Pupils are set suitably challenging targets. Progress towards these targets is monitored each term. Pupils who are underachieving are identified and good support is provided. This helps ensure that pupils make good progress.
- The behaviour and attitudes to learning of pupils' is very good. They are keen to learn and willingly engage in activities provided for them during lessons. They enjoy the practical aspects of science and particularly enjoy designing their own investigations.

## Quality of teaching and learning

The overall quality of teaching and learning in science is good.

- All the lessons observed during this inspection were good.
- Teachers are enthusiastic, have good subject knowledge and high expectations. There are excellent relationships in lessons.
- Teachers make good use of questioning to check and develop pupils' learning. They provide good opportunities for pupils to discuss and develop their ideas. This aids their learning of science and helps develop their speaking and listening skills.
- Good use is made of interactive white boards to aid learning and maintain a good pace to lessons.
- A range of activities is provided for pupils to engage and interest them. These activities develop pupils' sense of curiosity and enquiry.
- The school monitors teaching and learning well. It has identified that, in a few lessons, activities are not sufficiently differentiated to meet the learning needs of all pupils.
- All marking of pupils' work is positive and encouraging, although there is variation in quality. Most marking gives pupils good, clear advice about how to improve their work. However, this good practice is not yet consistent across the subject.

## Quality of the curriculum

The quality of the curriculum is good.

- The coverage of the National Curriculum is secure in the long and medium term planning.
- Curriculum planning ensures that there is clear progression in the teaching and learning of key ideas and skills in science.
- Scientific investigations are clearly integrated into schemes of work.
- The schemes of work for some topics identify activities that can be used by teachers to assess the level of attainment of pupils. However, not all schemes of work identify these opportunities.
- The school provides a good range of trips and activities to develop pupils' interest and extend their learning in science.

## Leadership and Management

Leadership and management in science are good

- The science co-ordinator has an accurate view of the strengths and areas in need of development in science. Good plans are in place to further improve provision and outcomes in this subject.
- The co-ordinator has ensured that good schemes of work are in place to support other staff in the school. An appropriate emphasis has also been placed on ensuring that pupils have a good, well structured experience of carrying out scientific investigations.
- Good systems are in place to monitor the progress of pupils in science.

- Science lessons are observed and evaluated by members of the senior leadership team. These observations are helpful and informative and judgements are based on agreed criteria. The science co-ordinator does not currently carry out observations but this is an identified area of professional development.

## Inclusion

Provision for inclusion is outstanding

- Pupils enjoy science, particularly the practical elements of the subject. There are excellent relationships between all pupils and teachers. Pupils are keen to learn and are supported well.
- In the lessons observed all pupils were provided with equal opportunities to be fully engaged in activities to enhance their learning.
- Data on pupil progress indicates that all groups of pupils are making similar progress.

Areas for improvement, which we discussed, included:

- ensuring that all lessons contain suitable activities that meet the learning needs of all abilities of pupils
- developing schemes of work so opportunities for teachers to assess pupils' attainment are identified in all topics
- ensuring that all marking gives pupils clear and helpful advice about how to improve their work.

I hope these observations are useful as you continue to develop science in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Peter Sanderson  
Her Majesty's Inspector