

INSPECTION REPORT

**QUEEN ELEANOR'S CHURCH OF ENGLAND
JUNIOR SCHOOL**

Guildford

LEA area: Surrey

Unique reference number: 125188

Headteacher: Mr P M Jenkins

Reporting inspector: Peter Howlett
23744

Dates of inspection: 15th - 18th July 2002

Inspection number: 198659

Full 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
School address:	Queen Eleanor's Road Guildford Surrey
Postcode:	GU2 7SD
Telephone number:	(01483) 561323
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tony Cox
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	History Geography	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9405	Jo Philbey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22577	Margaret Hart	Team inspector	Science French Information and communication technology Special educational needs	
21796	James Walsh	Team inspector	Mathematics Physical education Design and technology English as an additional language	
18703	Christine Canniff	Team Inspector	English Music Art and design Equal opportunities	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Queen Eleanor's is a voluntary aided Church of England junior school for boys and girls aged between seven to 11. The school is a larger than average sized primary school. Currently 296 pupils attend the school, grouped in ten classes. There are more boys than girls, particularly in Year 4.

The school is located in the Onslow Village area of Guildford, near both Surrey University and Guildford Cathedral. Pupils live predominately in owner-occupied accommodation. Nearly 90 per cent of pupils come from white UK heritage; the rest represent a variety of ethnic backgrounds. Seven per cent of pupils are eligible for free school meals, which is below the national average. The proportion of the school population (five per cent) for whom English is an additional language is higher than that typically found. However, most of these pupils are fluent English speakers and only two pupils are at an early stage of English language acquisition and receive additional specialist support. Thirty one per cent of pupils are on the school's register for special educational needs which is above the national average. Three pupils have statements of special educational needs. While the school's percentage of pupils with special educational needs appears high by national standards, scrutiny of pupils' attainment indicates that this figure is relative only to this school. It represents a very careful approach which aims to provide support for any pupil not reaching expected levels. Most of the pupils on the register of special educational needs would not generally be considered as having special educational needs. Almost all the difficulties listed relate to literacy skills. The range of attainment on entry is broad but overall it is above levels typically found nationally.

HOW GOOD THE SCHOOL IS

Queen Eleanor's provides a good education for its pupils within a happy and purposeful learning environment. It is successful in promoting good standards of attainment and very good standards of behaviour. Pupils do well in the national tests at the end of Year 6 and standards are well above average in English and mathematics and above average in science and information and communication technology (ICT). The quality of teaching is good and the school is soundly led and managed. The school uses its finances prudently and gives good value for money.

What the school does well

- Standards are well above average in English and mathematics and above average in science and ICT. Standards in reading, writing and numeracy are very good at the end of Year 6.
- Pupils consistently achieve well in the national tests at the end of Year 6.
- The teaching of English and French is a strength of the school. The overall quality of teaching is generally good, leading to purposeful learning in most lessons.
- The school provides a broad curriculum, including a very good range of extra-curricular activities.
- The consistent management of pupils' behaviour promotes pupils' very good behaviour and relationships and leads to good quality learning in most lessons.
- The provision for pupils' moral and social development is very good.

What could be improved

- How the school monitors pupils' progress and uses assessment to plan the next steps in their learning.
- Pupils' skills in art and design, music, history and geography.
- How the school plans for the future and evaluates the success or otherwise of its actions.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in November 1997. Standards in English, mathematics, ICT and design and technology have improved. The school has made satisfactory progress in addressing the key issues from the last inspection but more needs to be done. There has been very good improvement in provision for ICT, which has led to significant improvement in standards achieved. The school offers an improved curriculum in design and technology. The quality of teaching has improved but there are insufficient opportunities for pupils to develop independence in their learning, a weakness also identified at the last inspection. Not all subject co-ordinators are effective in leading developments in their subjects. To improve further the school needs to develop more effective ways to plan, monitor and evaluate its work.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	C
mathematics	A	A	B	C
science	A	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2001 national tests at the end of Year 6, the percentage of pupils achieving the expected Level 4 was above average and just short of the school's published target. In mathematics, the percentage of pupils achieving the expected levels was above average but fell well short of the published target. Higher attaining pupils did well in the 2001 tests. The percentage of pupils achieving the Level 5 (the level above that expected of most 11 year olds) was well above national average in all three subjects. Although results in 2001 show a fall on the previous year, the overall trend in results in national tests has been broadly in line with the national trend of improvement over the last five years. The unvalidated results for 2002 indicate that the school continues to achieve well in national tests.

In English and mathematics, pupils achieve well and standards are well above average. Pupils' literacy and numeracy skills are very good. Their scientific knowledge and understanding are very good but limitations on the development of pupils' investigative skills explain the difference between the very good results seen in national test results and the lower, but still good, standards seen in lessons. In ICT, pupils achieve well and standards are above those typically found nationally. Standards in history, geography, art and design, music, physical education and design and technology are at expected levels. Pupils' historical and geographical knowledge and understanding are good, but their skills are insufficiently developed. Likewise, pupils' skills are not systematically developed in music, physical education and art and design. In music, standards of singing are good but pupils do not have sufficient opportunity to develop other skills. Pupils achieve well in French. Standards in swimming exceed the expectations of pupils of a similar age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated, keen to succeed, interested in what they do and proud of their achievements.
Behaviour, in and out of classrooms	Very good. Pupils respond very well to teachers' high expectations. They are polite, well mannered with good social skills. They behave well in lessons where learning is purposeful. Behaviour around the school, in assemblies and in the playground is very good.
Personal development and relationships	Good. The school successfully promotes a climate of co-operation and friendliness and relationships amongst pupils are very good. Pupils show respect for the feelings and opinions of others. They show good levels of personal responsibility and when given the opportunity, their capacity to take responsibility for their own learning is good.
Attendance	Good. Rates of attendance are above those typically achieved in other primary schools. Punctuality is good.

The high standard of pupils' behaviour and personal relationships is a strength of the school and make a significant contribution to the standards of attainment pupils achieve.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching and learning is good and has improved since the last inspection. During the inspection, 63 lessons or parts of lessons were seen. Three out of every four lessons were at least good, including over one in four very good lessons. Only two lessons were judged to be unsatisfactory. Teaching in English is particularly strong and the teaching of literacy skills is very good. Teaching of mathematics, including numeracy skills, is good. Teaching of ICT has greatly improved since the last inspection and pupils make good progress in developing their skills. The teaching of science is good but pupils have too few opportunities to plan and carry out investigations independently. Teaching of French is very good, of physical education good and of other subjects satisfactory, although there are some shortcomings in the quality of learning in history, geography, music and art and design. Teachers' expectations of pupils' work and behaviour are high and teachers' management of pupils is very good. Pupils are very well behaved in all lessons, even when the teaching is lacklustre. Teachers have good subject knowledge and understanding of how to teach most subjects. Lessons are generally well organised and prepared but sometimes teachers do not use assessment information sufficiently to plan work matched appropriately to the learning needs of all the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a broad and balanced curriculum. The good range of learning opportunities is enhanced by the very good provision for extra-curricular activities. The National Strategies for Literacy and Numeracy are well established but there are shortcomings in how the school plans for the development of skills in some subjects.
Provision for pupils with special educational needs	Good. Provision is well co-ordinated. The school is good at ensuring that statutory obligations are met and is efficient at identifying pupils who appear to have learning difficulties. Pupils receive good support in their small group work outside the classroom. Pupils generally receive effective support in literacy or numeracy sessions.
Provision for pupils with English as an additional language	Good. Assessments made when new pupils at early stages of English language acquisition join the school ensure that they receive the right level of support. All pupils have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' moral and social development is very good and is a strength of the school. Provision for pupils' spiritual development is good and for their cultural development satisfactory. There are good links with the Church but the school needs to do more to plan opportunities to promote pupils' awareness of other cultures.
How well the school cares for its pupils	The arrangements for ensuring pupils' welfare, health and safety are satisfactory. Procedures for monitoring and supporting pupils' personal development and behaviour are good. The school's procedures for monitoring pupils' academic progress and using assessment information in planning future work need further development.

The school recognises that home/school liaison is important and works well with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and staff have high expectations for the pupils. They work well together to promote a calm and purposeful atmosphere and a good ethos for learning and to ensure the smooth running of the school. The school's aims and values are put into practice well but strategic planning is weak and the effectiveness of subject co-ordinators variable.
How well the governors fulfil their responsibilities	Satisfactory. The governing body plays a purposeful role in the management of the school and fulfils its statutory responsibilities well.
The school's evaluation of its performance	Unsatisfactory. Procedures for monitoring and evaluating teaching are satisfactory but the school needs to do more to monitor its work in its analysis of performance data and in developing measures to evaluate the results of planned actions.
The strategic use of resources	Satisfactory. Finances are managed prudently. Financial administration is good and the governors have adequate measures to ensure the school gets 'best value'. Although the school has successfully supported some key developments well through its financial planning; for example in raising the standards in ICT, budget planning could be better linked to the school's priorities.

The school's facilities and resources for learning are good, although the library is too cramped. Staffing levels are satisfactory but the school does not always use the strengths of its staff to best effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school. • Children's behaviour is good. • Teaching is good. • The school expects children to work hard and do their best. • The school provides a wide range of activities outside lessons. 	<ul style="list-style-type: none"> • Some parents are concerned that the school does not work closely with them or provide them with enough information on their children's progress. • Many parents are concerned about the school's homework arrangements.

The inspection supports the positive views of parents. The inspection finds that the information provided for parents on pupils' progress is satisfactory and that clear, helpful and regular lines of communication have been established with them. Some parents would like their children to receive more homework. Other parents consider that their children receive too much homework, especially during school holidays. Parents are advised of the school's homework expectations. However, the school's policy does not include details of holiday homework and in this respect parents' concerns are justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter school with standards of achievement above those typically found nationally in English, mathematics and science. Results of the national tests in reading, writing and mathematics of the current Year 3 undertaken at the end of Year 2 were above national averages. Pupils make good progress in these subjects so, by the time they leave school at the end of Year 6, standards are well above average in English and mathematics. In science, pupils' knowledge and understanding are well above average and their skills above average by the end of Year 6. In information and communication technology (ICT), pupils enter the school with skills broadly in line with those found nationally and by the end of Year 6 standards are above average. In other subjects, pupils generally make satisfactory progress and attain standards in line with national expectations by the time they leave the school.
2. Results in the national tests at the end of Year 6 in 2001 were well above the national averages in English and science and above average in mathematics. In comparison to the performance of similar schools, results were average in English and mathematics and above average in science. Although results in 2001 show a fall on the previous year, the overall trend in results in national tests has been broadly in line with the national trend of improvement over the last five years. In science, the rate of improvement has been better than the national rate while in English and mathematics the rate has been slightly less than the national rate of improvement. The school explains the dip in results in 2001 in terms of a higher than usual proportion of pupils with special educational needs. The value added analysis information provided by the local education authority confirms that the 2001 results in Year 6 represent satisfactory gains overall from the results achieved by the same group of pupils at the end of Year 2. However, the school needs to be more rigorous in its evaluation of the gains in pupils' achievements in the national tests between Year 2 and Year 6.
3. Generally results in the national tests have been well above the national averages over the past four years in all three subjects, except in English in 1999 when results were very high and in mathematics in 2001 when results were above average. In English, there was a dip in results in 2001, but the percentage of pupils achieving the expected level 4 was above average and just short of the published target. In mathematics, the percentage of pupils achieving the expected levels was above average but fell well short of the published target. The school accepts that there are flaws in its approach to target setting which it is now addressing. In science, the percentage of pupils achieving Level 4 was close to 100 per cent in the last two years. The unvalidated results from the 2002 tests indicate that the school has maintained the good levels of performance in tests with a good increase in the proportion of pupils achieving the higher Level 5.
4. Higher attaining pupils do well in English, mathematics and ICT and satisfactorily in science. The percentage of pupils achieving the higher Level 5 was well above the national average in all the 2001 tests and above similar schools' averages in English and science and in line in mathematics. The unvalidated results for 2002 show larger proportions of pupils achieving the higher level 5. In English, the school has successfully raised the standards achieved by higher attaining pupils since the last inspection and there has been a significant increase in the percentage of pupils achieving Level 5 in the latest tests. In mathematics, the organisation of pupils into teaching groups based on prior attainment generally works well for the higher attaining pupils. In ICT, the attainment of a significant number of higher attaining pupils is particularly noteworthy. In science, higher attaining pupils make good gains in their knowledge and understanding but have insufficient opportunities to plan and conduct investigations and experiments independently of the teacher.

5. Most pupils with English as an additional language are fluent English speakers. These bilingual pupils are fully integrated into the life of the school and make similar progress as their monolingual peers. Two pupils at an early stage of English language acquisition receive appropriate support and are making good progress. The support from the specialist teacher is a key factor in pupils' success in English and the good support the pupils receive in the classroom enables them to keep pace with the rest of the class. Pupils who have statements of special educational needs generally make good progress towards the targets on their individual education plans and achieve well. Generally the large proportion of pupils identified by the school as having specific learning needs are well supported and make good progress in literacy. The learning needs of lower attaining pupils in mathematics are appropriately catered for in the school's setting system. The differences in the results achieved by boys and girls in the national tests generally reflect the national trend. There were no significant differences observed in the performances of boys and girls during the inspection.
6. In English, pupils achieve well because of the very good teaching. Standards in literacy are higher than at the time of the last inspection. Speaking and listening skills are good throughout the school and are developed satisfactorily across the whole curriculum, although pupils do not have enough opportunities in drama. Standards in reading and writing are well above those typically found nationally by the end of Year 6. The majority of pupils enjoy reading and are avid readers. Most Year 6 pupils are independent readers with decided preferences for a particular type of story. They have a growing awareness of different authors and develop good skills in discussing characters and plot; they make good progress in the development of their prediction, inference and deduction skills. They have good understanding of the library classification system and how to find information in reference books. Pupils respond well to the good range of opportunities for writing. By the end of Year 6, pupils recognise and use different styles of writing; for example, they write creative narrative, poems, reports, instructions and to express opinions and feelings. They demonstrate a good understanding of the structure and grammar of more complex sentences and employ a wide choice of interesting vocabulary. Teachers ensure that pupils use their writing skills in other subjects and this gives them good opportunities to write in a range of different styles. The standard of presentation of work is good.
7. In mathematics, standards are well above average and higher than at the last inspection with a specific strength in numeracy. Pupils achieve well in all areas of mathematics. Throughout the school the vast majority of pupils work confidently at or above the expected levels for their ages. Pupils' understanding of number concepts and their written number skills are good. Pupils' knowledge and use of mathematical vocabulary is good, enabling Year 6 pupils to interpret and solve accurately a variety of real-life problems. Pupils' have good skills in mental arithmetic and they are good at explaining the strategies they use. The school promotes pupils' numeracy skills well. The National Numeracy Strategy has had a strong impact on teaching and learning. Pupils achieve well because the teaching is good, the setting arrangements are generally effective and numeracy is developed well in other subjects.
8. In science, pupils achieve well in lessons because of good teaching and standards are above expected levels at the end of Year 6. Pupils' knowledge and understanding across a wide range of scientific topics is very good. Pupils understand the principles of fair testing. By the end of Year 6, pupils conducting investigations can carry out instructions, record the results carefully and interpret them in the light of their scientific knowledge. However, pupils did not have the opportunity to decide for themselves how to tackle investigations. Sometimes teachers control too tightly what happens in lessons, leaving too little scope for pupils to use their initiative to solve problems. This limits the development of pupils' investigative skills and explains the difference between the very good results seen in national test results and the lower, but still good, standards seen in lessons.
9. In ICT, pupils achieve well and standards are above those typically found nationally by the end of Year 6. This represents a very good improvement since the last inspection and is due to the improvement in teaching and resources and the very strong management of the subject. By age 11, pupils can work independently on a program which combines text, graphics, animation and sound effects to create a "persuasive" presentation for a specific audience. They can write control programs, for example, to make a buzzer sound for two seconds or to turn on a fan. They can

apply their knowledge of spreadsheets to calculate costs and profits in a simulated business situation.

10. In physical education, pupils achieve satisfactorily in athletics, games and gymnastics. They achieve well in swimming where standards in Year 6 exceed expectations. In design and technology, standards have improved since the last inspection and pupils' achievement is satisfactory due to improvement in the curriculum and better planning of the development of pupils' skills. In French, pupils achieve good standards in spoken French, in reading and in writing because of the very good teaching.
11. Standards in history, geography and art and design have been maintained since the last inspection and are at expected levels by the end of Year 6. There is some underachievement in these subjects because of shortcomings in how teachers plan and use assessment information to challenge pupils to improve. Pupils' historical and geographical knowledge and understanding is good, but teachers need to plan the development of skills more carefully to reflect the different capabilities of pupils. In art and design, there is a suitable emphasis on the development of pupils' skills in Years 3 and 4, but these skills are not systematically developed through Years 5 and 6 and there are too few opportunities for pupils to use their imaginations and develop their own creative ideas. In music, standards of singing are good but overall pupils do not achieve as well as they should. Opportunities to develop pupils' composing skills are superficial and do not enable pupils to achieve at an appropriate level. Teachers' lack of confidence and subject knowledge, limited teaching methods, lack of a detailed scheme of work and effective management hinder pupils' progress. However, there are good opportunities for pupils to develop their musical skills and interest outside the classroom.

Pupils' attitudes, values and personal development

12. The inspection confirms the overwhelming view of parents that children like coming to school, behave very well and are helped to become responsible young people. The high standards of pupils' behaviour and personal relationships are a strength of the school and make a positive contribution to the standards pupils achieve. Pupils' attitudes to learning are good. These judgements reflect the findings of the last inspection.
13. Pupils have positive attitudes to learning. They are keen to succeed, interested in what they do and proud of their achievements. Pupils are well motivated, work hard and make a good effort. When teaching is good pupils show real enthusiasm and enjoyment in their learning and make good progress. Pupils' attitudes are good even when lessons are not stimulating or interesting. They listen carefully and carry out tasks diligently and generally make satisfactory or good progress. All pupils enjoy answering questions posed in lessons and assemblies. A good example of this was seen in a Year 3 geography lesson where pupils were enthusiastically recalling their knowledge of varying climates throughout the world. Pupils with special educational needs play a full part in the life of the school and have positive attitudes towards the additional help they receive. They go willingly to their group or individual sessions and usually enjoy their work there.
14. Pupils' behaviour is very good. The pupils are friendly, courteous and happy and the school has a general sense of good order. Queen Eleanor's is a school where pupils know that good behaviour is expected and they respond accordingly. They move around the school premises in a very orderly way. They enter classrooms willing and eager to learn, co-operate easily with their teachers, ask questions with confidence and use the premises responsibly. Pupils listen politely and carefully to directions given by their teachers. In lessons most pupils sustain concentration and work well independently, enabling teachers to work with individuals or groups without interruption. The many occasions when teachers put pupils in pairs or groups for their work mean that pupils are used to working with others of different capabilities and are happy to help each other. During lunch and playtimes girls and boys play happily together, enjoying each other's company. The atmosphere in the lunch hall is congenial and characterised by courtesy and good manners. No harassment or bullying was observed during inspection week. Pupils enjoy meeting visitors and never miss an opportunity to smile warmly and greet visitors in the corridors and classrooms. Parents are pleased with the school's family atmosphere and the values their children

acquire. There have been three fixed-term exclusions in the past academic year, involving one pupil who has now left the school.

15. Relationships amongst the pupils and between staff and pupils are also very good. The school provides a good framework of values that guide pupils' relationships and understanding of right and wrong. Most pupils are sensitive towards each other, listening quietly and respectfully to the views of others during discussions. An excellent example of this was seen in a Year 5 personal, social, health education lesson where pupils were maturely discussing the birth of a baby. Pupils work effectively when working in pairs and groups. A good example of this was seen when Year 5 and 6 worked in groups, in the hall composing poems and making posters for the 'R' Rights project.
16. The pupils' personal development is good. Throughout the school all pupils have a clear sense of responsibility and when given tasks carry them out diligently and cheerfully. The prefects understand their roles; they are trustworthy and responsible. The School Council members are a group of pupils who take their responsibilities seriously. During the interview between council members and inspectors they were not afraid of voicing their views on the strengths and weaknesses of the school's response to their suggestions. The school's very good provision for residential trips and extra-curricular activities promotes pupils' personal development effectively. In consequence, most pupils are self assured, confident and mature. However, opportunities to take responsibility for their own learning are not sufficiently established. This was a weakness at the last inspection that has not been adequately addressed. There are limited opportunities for pupils to research independently, for example in history and geography and the library does not provide an effective environment for the development of independent research skills. Sometimes lessons do not sufficiently develop pupils' capacity for independence in learning, for example in science because teachers do not give them sufficient scope to work out their own solutions. Nevertheless, when given responsibility for their own learning, pupils show good initiative. For example, Year 6 pupils responded well to the challenge of planning the location of a Saxon village and justifying their choices. Pupils respond very well to the good opportunities to show autonomy in using computers.
17. Attendance throughout the school is good and above the national average. Unauthorised absence is in line with the national average. Punctuality is good. During the inspection there were only a few pupils late into lessons in the morning. However, the school is still concerned that not all parents and pupils understand the importance of arriving to school on time.

HOW WELL ARE PUPILS TAUGHT?

18. The school has made satisfactory progress in addressing the key issue from the last inspection on improving the quality and consistency in teaching. Taking into account the analysis of pupils' work and lessons observed, the overall quality of teaching and learning is good. During the inspection, 63 lessons or parts of lessons were seen. Of these, only two were judged to be unsatisfactory; this is a much lower proportion compared with the last inspection. Three out of every four lessons were at least good, including over one in four very good lessons. This compares well to the last inspection when only two out every five lessons were good or better. Although the quality of teaching and learning shows satisfactory improvement and the school has rectified some specific weaknesses (teachers' low expectations and weaknesses in subject knowledge), other shortcomings (planning of lessons to meet the learning needs of all pupils and developing pupils' independence in learning) identified at the time of the last inspection have not been adequately addressed.
19. Teaching in English and French is particularly strong. The quality of teaching in mathematics, science and ICT is good. Teaching is satisfactory in other subjects, although there are shortcomings in the quality of learning in history, geography, music and art and design. The good features of teaching throughout the school include the teaching of basic skills, teachers' expectations, their good subject knowledge and understanding of how to teach most subjects and their relationships with pupils.

20. Teachers' expectations of their pupils are higher than at the last inspection. Their expectations of pupils' work and behaviour are high and this has a positive impact on pupils' progress. Pupils respond very positively, enjoy the lessons and work hard. This contributes to the quality of learning, which is good overall. Teachers' management of pupils is very good. Pupils are very well behaved in all lessons, even when the teaching is lacklustre. They settle to their written work and practical tasks with interest and enthusiasm. Teachers respond to pupils' ideas positively and speak to them pleasantly. Pupils work together well and support each other.
21. The school has generally been successful in improving teachers' subject knowledge. Teachers have good subject knowledge and understanding of how to teach most subjects. Weaknesses identified in the last inspection in teachers' subject knowledge in mathematics, ICT and design and technology have been successfully addressed. Teachers are now more confident and comfortable in teaching these subjects. In consequence, lesson planning is better and pupils' learning is more purposeful. In music however, teachers' subject knowledge is unsatisfactory. Teachers rely heavily on commercial tapes to "teach", due to their lack of confidence and expertise. In an unsatisfactory lesson in Year 4, the teacher made no real effort to enthuse pupils or to encourage them to join in the singing. As a result of this lack of effort to teach musical skills, pupils' learning was unsatisfactory. In contrast, in a good music lesson in Year 3 the teacher's good subject knowledge enabled her to provide good learning opportunities for pupils. She made good use of technical vocabulary, encouraging pupils to use it when evaluating and identifying the different rhythms other pupils had composed. The lesson built well on pupils' previous learning and the teacher's good guidance and pupils' willingness to make improvements to their work resulted in good progress.
22. The teaching of basic skills is generally good and teachers have good understanding of the National Strategies for Literacy and Numeracy. Teaching of English is a strength of the school and the teaching of literacy skills is very good. The whole class sessions at the start of literacy lessons are often brisk and lively and sharply focused on what pupils are to learn. In most lessons this is a strong feature, where a mixture of activities includes opportunities for pupils to listen to the teacher, contribute to discussions and short focused tasks such as reading and carrying out a set of instructions. Teachers provide an interesting range of texts for pupils to read, discuss and use as a stimulus for their own writing. The teaching of writing is well planned and structured and pupils have a good range of opportunities for writing. Teaching of numeracy skills is good and all teachers make good use of mental activities at the beginning of lessons to develop pupils' skills effectively. There is strong emphasis on understanding and using appropriate mathematical vocabulary. Teachers use an effective range of methods and resources to develop pupils' understanding. For example, they encourage pupils to develop strategies to check the accuracy of their answers and to learn a variety of methods to solve the same problem. Teaching of ICT skills has greatly improved since the last inspection. Then pupils had too few opportunities to develop their skills. Now with regular pupil access to the school's ICT suite and effective guidance on lesson planning, pupils make good progress in developing their skills and understanding. The school is aware of the need to develop the use of ICT further to support learning in other subjects.
23. In most lessons, teachers use an effective range of methods and resources to develop pupils' understanding. They are clear in their explanations and use questioning well to find out what pupils remember and to consolidate their learning; this helps all pupils to build their knowledge and skills systematically and to make good progress. In French, the teacher uses a very wide range of methods, including puppets, games and role play; she conducts lessons at a very fast pace so that pupils learn through many examples one after the other; they enjoy this approach and never have time to get bored as activities change frequently and are fun for them. In a good history lesson in Year 6, pupils enjoyed the challenge of planning the location of a Saxon village. The lesson was well paced and structured with good opportunities for pupils to share their ideas on the best location for the village. Pupils were encouraged to justify their choices. This led to good learning and understanding.
24. Lessons are generally well organised and prepared. They usually proceed at a good pace, using time well and keeping the attention and interest of the pupils. However, the school has been less successful in ensuring that teachers plan activities that develop pupils' independent learning skills.

In some lessons teachers control too rigidly what happens. In science, this results in leaving too little scope for pupils to use their initiative and imagination to solve problems, limiting the development of pupils' investigative skills. Pupils have a good understanding of the principles of science investigations but they seldom have the opportunity to decide for themselves how to tackle investigations. Likewise in some history and geography lessons, pupils' learning was often over directed by the teacher and teaching was pedestrian, with little effort made to use resources and plan an appropriate range of activities to stimulate or interest pupils.

25. Lesson planning is satisfactory but the school has not been fully successful in ensuring that work planned is matched appropriately to the learning needs of all the pupils. Teachers do not always adapt tasks to meet the needs of different groups of pupils, although there are examples of good practice. For example, in a very good science lesson in Year 4 the teacher had planned more challenging activities for higher attaining pupils; some pupils who found writing difficult were given more structured worksheets that allowed them to concentrate on the science. Such careful planning of tasks for different needs is not seen in all lessons. For example, in ICT lessons, pupils occasionally run out of work and resort to "filling in" activities, like reading a library book. This can cause some frustration for pupils. Where teaching in mathematics was unsatisfactory tasks set were not matched to pupils' needs, pace of the lesson was very slow and the introduction too long which left little time for the concluding part of the lesson. Teachers make effective use of homework to support pupils' learning in English and mathematics.
26. Pupils with special educational needs receive good support from teachers and teaching assistants in their small group work outside the classroom. There is good communication between different members of staff through the contact notebook. Planning for work outside the classroom is sound. Inside the classroom pupils often receive support by a teaching assistant, generally in literacy or numeracy sessions. In some lessons the support is very well planned – for example, in a very good Year 3 science lesson about worms, the teacher had prepared notes for the teaching assistant and provided an information pack. This ensured good learning for the pupils supported. In many lessons, however, teachers offered more of their time to pupils with special educational needs but did not adapt the task for them or plan differently for them in any way. There was little evidence of individual education plans being used in teachers' lesson planning and the targets on these plans did not appear to be much used by teachers or actively worked on by pupils. Some targets are very vague: "continue to build on good progress on Wellington Square Green Level" or "improve/develop handwriting" are appropriate aspirations, but need to be broken down into smaller, measurable steps if they are to be of any use to teacher or pupil.
27. The teaching support for pupils at early stages of English language acquisition is good. Specialist support provided by the local educational authority is a key factor in pupils' success. Good assessments are made when each new pupil joins the school so that the right level of support is given. The specialist teacher liaises with the class teachers to ensure that pupils' learning needs are met. The good support the pupils receive in the classroom enables these pupils to keep pace with the rest of the class.
28. There are a number of measures that could be taken to make the quality of teaching and learning even better. Teachers could do more to help pupils be aware of the purpose of their own learning. For example, learning intentions are recorded in the planning but are not always shared with the pupils at the start of lessons. On occasion support staff are not deployed effectively during the lessons. The practice of evaluating lessons to see if anything needs further work in future is not consistent across all classes. The concluding part of lessons is variable in quality. On some occasions insufficient time is set aside for this part of the lesson. As a result, pupils do not receive sufficient help to assess their knowledge and skills from the lesson.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The school provides a good range of worthwhile learning experiences that are relevant to the age and interests of its pupils. It has made satisfactory improvement overall in the issues that needed

to be developed since the last inspection. Good improvement in the ICT curriculum indicates a clear approach to developing pupils' skills through specific ICT lessons, although this is not yet established in all planning for the different curriculum subjects. The curriculum for design and technology now meets statutory requirements and planning, which is based on a new scheme of work, is satisfactory. Good use is made of teaching time for the inclusion of French in Years 5 and 6.

30. The National Strategies for Literacy and Numeracy are well established within the school. Teachers plan together in year group teams, ensuring that pupils within the same year group receive the same curriculum coverage. The school has adapted the literacy strategy appropriately to meet the needs of its pupils; planning is satisfactory and shows clearly what pupils are to learn and do. Teachers plan work for pupils of different attainment; this is generally sound, although it is sometimes reliant on providing focused support rather than securely based on pupils' prior attainment. The school's strategy for numeracy is good. It employs additional part-time teachers to form three teaching sets for each Year group with pupils grouped by levels of prior attainment. These "setting" arrangements for mathematics are having a positive effect on pupils' achievement. However, within the sets the work planned is similar in content for all the pupils and for some the work is not always challenging enough. Links between subjects provide good opportunities for pupils to use their literacy and numeracy skills in other areas of the curriculum. For example, there are good links between mathematics and ICT in which pupils can develop and use their data handling skills by creating graphs and spreadsheets. The strong focus on the development of pupils' writing skills has a positive effect on the quality of pupils' work throughout the school.
31. In science, there is good guidance to support teachers' planning but too few opportunities for pupils to plan and conduct investigations independently are provided. For other subjects, there is a clear curriculum framework, which outlines a two-year cycle of topics organised to meet the needs of pupils in the mixed age classes. However, there are weaknesses in planning in a number of subjects. In history, geography and physical education the broad outline of coverage ensures reasonable breadth, but does not address the development of the subject specific skills. The curriculum plan for art and design is not supported by a scheme of work to ensure that the skills acquired by pupils in Years 3 and 4 are systematically developed in the upper school. There is no detailed scheme of work for music that operates throughout the school and aspects of the curriculum, such as composing, are covered only superficially, particularly in the upper school.
32. The school provides a very good range of activities outside lessons, which give pupils an interesting and exciting range of experiences and enrich the quality of the curriculum. Pupils visit well-chosen places of interest, which enhance their learning in history, geography, science and religious education. For example, as part of the Year 6 project on the regeneration of cities, they took a riverboat trip along the River Thames to view the developments in London's docklands area. Residential visits are arranged annually for all year groups and these make a very effective contribution to pupils' personal and social development. There are good opportunities for pupils' to further develop their skills and interests in after school clubs, particularly in sports and music.
33. The school makes very good use of the community to contribute to pupils' learning through links with organisations, institutions and individuals. The police and fire services have regular involvement in support of pupils' learning about citizenship and make an important contribution to the programme of personal and social development. The school makes very good use of the local area to support pupils' learning. There are well-established links with the diocese and local religious institutions and pupils get invited to important local events, such as the Mayor's Civic Service, for which they wrote and read prayers. The school has established constructive links with the university and local primary and secondary schools. Students from the College of Law have been working with Year 6 piloting the 'R' Rights programme that focuses on children's rights. Pupils take part regularly in sports competitions with other primary schools. Teachers from the local secondary schools meet with Year 6 pupils to help ensure that pupils make a smooth transition to their new school. The school has sound links with local feeder infant schools.
34. The school makes very good provision for pupils' social and personal development. There are very good opportunities for the development of social skills, turn taking and listening to others' points of

view in small group and whole class discussions. There are regular opportunities for pupils to discuss a wide range of relevant issues and aspects of the work are integrated into other subjects of the curriculum. For example, pupils use their ICT skills to write movingly about how the lives of children in different parts of the world are affected by poverty and war. The 'R' Rights programme makes a significant contribution to pupils' understanding of world issues and issues of human rights. The school council provides good experience of what it is like to play a significant and positive role in a community. The school makes appropriate arrangements for sex education and drug awareness.

35. The school promotes equal opportunities well. It ensures that all pupils are valued and fully involved in all aspects of the curriculum. However, the monitoring of the performance of different groups is not done. There are some good opportunities for the most able pupils to extend their skills through attendance at courses organised by the local authority for writing, mathematics and science. However, the school has not yet established procedures to identify these pupils in all areas of the curriculum in order to establish a more structured approach to their development.
36. The school has a relatively high proportion of pupils (nearly five per cent) for whom English is an additional language. However, most of these pupils are at the higher stages of English language acquisition, are fully bilingual and fully integrated into the life of the school. Only two pupils require additional support and both receive it. Specialist support is provided through the local educational authority's English Language Unit on a weekly basis. Pupils have full access to the whole curriculum and to all activities of the school. The school makes good provision for pupils with special educational needs. Pupils with special educational needs generally have access to the full curriculum and are often well supported when teaching assistants are available. They are usually supported in literacy and numeracy but in some other subjects they have to rely on teachers planning appropriate and different work or materials for them. While there are examples of good practice, not all teachers plan sufficiently well for this.
37. The school has maintained the good provision overall for pupils' spiritual, moral, social and cultural development since the last inspection. The opportunities for pupils' moral and social development are extensive and reflect the school's aims and values very well. Parents support the aims and values promoted by the school. Opportunities for pupils' spiritual development are appropriately planned for in school assemblies but opportunities for pupils' cultural development are not sufficiently planned for in lessons.
38. The provision for pupils' spiritual development is good. Pupils benefit from the opportunities, which arise from the religious education syllabus and the positive experiences of collective worship. School assemblies provide opportunities for quiet reflection and celebration of achievement. In assemblies, recorder group and classical music tapes are both used well to create a sense of special occasion. The strongly Christian affiliations of the school further enhance pupils' knowledge and understanding of Christianity. In the classrooms, teachers celebrate good work, reminding everyone of the value and uniqueness of each individual. A good example of this was seen in a Year 3 art lesson where pupils were making clay animal models. The teacher ensured that all pupils were individually praised for their efforts and their models displayed prominently. Pupils have opportunities to explore the wonder of life. This was evident when pupils from Year 5 were watching a video of the birth of a baby. There was utter silence and looks of tenderness as they watched the baby being born. Although English, through poetry and creative writing and music make a positive contribution to pupils' spiritual development, teachers do not take sufficient advantage of other subjects to enhance pupils' spiritual awareness.
39. The provision for pupils' moral development is well established and is a strength of the school; there is a caring and Christian ethos throughout. Class teachers have high expectations of pupils' behaviour and pupils respond accordingly. The school has a well-understood reward system, although most of the time praise is the accepted reward for good work or behaviour. The school provides an explicit framework of values and beliefs which helps pupils to know right from wrong. Explicit moral teaching includes issues of drugs misuse. The school successfully promotes a sense of citizenship by encouraging pupils to demonstrate responsibility. Pupils were recently invited to compose safety messages to be conveyed to the parents who are parking carelessly outside the school.

40. The school makes very good provision for pupils' social development. The very good relationships promoted throughout the school encourage pupils to work and live harmoniously together. High priority is given to personal and social development throughout the whole school. Pupils are given good opportunities to work together in lessons and they co-operate well during their daily activities. A good example of this was seen in a school corridor, when a large group of pupils were preparing a board for the forthcoming sports day. Pupils are encouraged to develop leadership qualities by acting as prefects and representing their classes on the school council. The Good Sport Award is designed to encourage positive sporting behaviour. Extra-curricular activities, residential trips and liaison with other schools for sports matches and festivals greatly enhance pupils' social development.
41. Pupils are provided with a sound range of opportunities to develop knowledge and understanding of their own culture through history and geography lessons and visits such as to the British Museum and visitors, such as an English folk singer help pupils to appreciate our musical heritage. History topics raise pupils' awareness of their cultural awareness and the school provides other opportunities such as watching the funeral of Her Late Majesty Queen Elizabeth, the Queen Mother and celebrating the Queen's Jubilee by planting a tree. Pupils work hard to support charities and are made aware of children who are less fortunate than themselves. For instance they support a ten-year-old Indian child through Action Aid. Pupils also supported the Shoe Box Appeal for children in Afghanistan. Pupils acquire a satisfactory knowledge and understanding of other faiths and cultures through the study of Judaism and Islam and visits to a synagogue in Weybridge. Geography makes an effective contribution to pupils' cultural development as they develop a sound appreciation of the way of life in developing countries. Opportunities for pupils' cultural development need to be better planned for in subjects such as art and music to widen pupils' knowledge of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school is successful in its aim to create a happy caring community in which all are valued as individuals. It continues to be the caring school described in the previous inspection report.
43. The arrangements for ensuring pupils' welfare, health and safety are satisfactory. The headteacher is the designated person responsible for child protection and is fully trained. There have not been any training sessions recently to promote awareness to staff of child protection issues. There are appropriate policies to support health and safety and a number of trained first aiders in school. Parents are pleased with the care and support given to children who feel ill or distressed during the day. Parents are called immediately if a pupil suffers an injury or bumped head whilst at school. However, the school fails to record all accidents in the accident book methodically and this is a weakness.
44. Procedures for monitoring and promoting good behaviour are very good. Most pupils understand that good behaviour is expected in school. As a result, teachers do not have to spend an undue amount of time maintaining discipline. Pupils enjoy receiving stickers, stars and sometimes sweets for good behaviour and achievement. On the occasions when a pupil's behaviour is unacceptable, systems are in place to deal with the problem and parents involved if necessary. Lunchtime supervisors have a good relationship with pupils and listen sensitively if pupils are concerned. Parents and pupils agree that the headteacher and his staff will not tolerate bullying. When a bullying incident occurs it is dealt with quickly and efficiently. No incidents of bullying were seen during the inspection.
45. There are satisfactory procedures in place to monitor attendance, absence and punctuality. Attendance rates are good. Registration takes place before both sessions and attendance is recorded correctly in class registers. Parents are well aware of procedures to be followed if their children are to be absent from school. Most parents telephone on the morning of absence. However, should a parent fail to notify the school on the morning of their child's absence, there are no immediate procedures taken by the school to establish the whereabouts of the pupil. The

administrative staff and headteacher monitor unauthorised absences and punctuality and letters are sent to parents when necessary.

46. The arrangements for monitoring and supporting pupils' personal development are good. Qualities of care, consideration and courtesy are promoted successfully. The class teachers know their pupils well and keep a close eye on their personal development, although this is not always formally recorded. Personal, social, moral and health education are timetabled. The school offers many opportunities for pupils to take responsibility, which increase as they get older. For instance younger pupils act as monitors, return registers and help tidy their classroom. Older pupils assist in the dining room, act as prefects and help look after the younger ones in their classrooms on rainy days. Regular visits to places outside the school, including residential visits, enable pupils to act responsibly and show initiative. Some pupils are encouraged to consider personal targets but overall pupils do not take enough responsibility for assessing their own work.
47. Support for pupils with special educational needs is good. The school is good at ensuring that statutory obligations are met; the provision required by statements is made, reviews of statements are efficiently and promptly carried out and parents are properly involved. The school is efficient at identifying pupils who appear to have learning difficulties; in fact it identifies many pupils whose attainments are very close to that expected for their age as having special educational needs. While this ensures that all pupils get help, it inflates the percentage of pupils with special educational needs so that it is not comparable with that of other schools. In most schools many of these pupils who have individual education plans would not be on their special needs registers. The school is maintaining nearly 100 individual education plans; this is very demanding of teachers' time and that of the special educational needs co-ordinator. The school needs to evaluate carefully whether writing fewer individual education plans and writing and using them better, would not be a more efficient use of time. To improve their quality, targets in individual education plans need to be broken down into smaller, measurable steps if they are to be of any use to teachers or pupils. The school needs to focus on planning the most effective use of its resources and on improving teachers' planning for work with pupils with special educational needs.
48. Support for pupils at early stages of English language acquisition is good. The specialist support provided by the local educational authority is effective in ensuring these pupils' educational needs are appropriately met. This is achieved through the good assessments made when new pupils join the school and good liaison with the class teachers. A detailed profile is kept on each pupil to help monitor progress.
49. There has been insufficient development in the school' assessment procedures since the last inspection, there are some satisfactory elements but there are also weaknesses. Pupils' attainment is assessed satisfactorily in English, mathematics and science, using formal testing. The school uses statutory tests in Year 6, optional national tests in Year 5 and screening tests in Year 3. In addition, the school uses a series of commercial published tests in English, mathematics and science at the end of each year. Progress of pupils is discussed in team meetings and in timetabled moderation exercises by the staff. However, whole school arrangements to record the ongoing progress of individual pupils are undeveloped. A tracking system records the results of formal testing in English, mathematics and science. However, it needs further development to have a full impact on pupils' rate of progress. For example, these assessments are not used effectively to predict pupils' likely achievements in terms of National Curriculum levels in future tests. There is no formal individual target setting for pupils recorded in English and mathematics as interim steps in learning to meet National Curriculum expectations. There are limited assessment procedures or none at all in other subjects. Some end of unit assessment exercises and tasks are used but these are not consistent across all subjects and all years. However, there are no effective whole school systems to provide a satisfactory picture of what each pupil knows, understands and can do.
50. The school does not make sufficient use of assessment information to improve pupils' learning. There are some sound examples of the school using the information from tests: in English to identify pupils requiring additional literacy support, in mathematics to group pupils into teaching groups and in science, to identify and address areas of weakness in test performance. However,

the school does use the information to monitor the performance of different groups or evaluate effectively the gains made by pupils from entry to the school. Assessment information is not yet used effectively to identify intermediate steps in pupils' learning or set short-term targets. Individual target setting for pupils is inconsistent throughout the school. Some classes have personal development targets on cards, which are loosely related to English and mathematics. These targets are not consistently and effectively applied as literacy and numeracy targets towards predicted levels of attainment.

51. The use of assessment information to guide future planning of work or help pupils to know what they need to do to improve is unsatisfactory. Not enough use is made of information on pupils' current levels of attainment to plan the next steps in pupils' learning. Assessment opportunities are not clearly identified in most teachers' medium and short term planning. Inconsistencies in approach mean that in several classes there is insufficient information recorded to make ongoing modifications to the teaching plans or to further plan work that builds on what pupils can do. Where assessment information is recorded in some teachers' planning, it is often too general and not sharp enough to be effective. The result is that teachers do not always have sufficient information to set work that challenges pupils to improve. For example, in mathematics, "setting" arrangements for pupils are good but work planned does not always cater for the spread of attainment of the pupils, particularly for the higher attaining pupils in each 'set'. Likewise in science and in the foundation subjects, teachers do not always adapt tasks sufficiently to meet the needs of different groups of pupils. In English, the marking of pupils' creative writing is good because teachers provide useful guidance on how pupils can improve their written work. Marking of work is satisfactory in other subjects; although pupils' work is corrected, teachers make few evaluative comments to help pupils improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents generally hold the school in high regard and their views are mostly positive. The school recognises that home/school liaison is important and has maintained the good links with parents found during the previous inspection. Those parents who attended the meeting and those who responded to the questionnaire are particularly pleased with the attitudes and values promoted by the school. Parents confirm that their children like coming to school and are pleased with the progress they make. They also agree that discipline throughout the school is very good and that pupils are well behaved. These positive views are confirmed by the inspection.
53. A few parents are concerned that the school does not work closely with them. The inspection finds that clear, helpful and regular lines of communication have been established with the parents. Parents interviewed on inspection week all agreed that they are welcomed into school at any time and that all members of staff are approachable and helpful. The headteacher is anxious that any parental concerns are addressed immediately. The quality of information for parents is good. The school prospectus and annual governor's report are both welcoming and professional documents, clearly written for parents and pupils to understand. Parents receive regular newsletters advising them of school activities, news, events and other general school information. Parents' views of different aspects of the school are sought through annual questionnaires; these are carefully analysed and a report of the findings and responses is sent to parents. The reading diaries are also intended as a means of communication between parents and teachers on both reading and pastoral matters; however the use of this book by the parents is variable. The school does not provide parents with detailed curriculum information. Parents have to rely heavily on their children to find out what is happening in the classrooms.
54. Information for parents on pupils' progress is satisfactory and arrangements are similar to those of many schools. Parents are invited to consultation evenings in the autumn and summer terms. A number of parents are concerned at the lack of privacy when speaking to teachers on consultation evenings. The school is well aware of this concern and continues to seek a solution to this problem. Parents are provided with annual reports on their children's progress, which meet with statutory requirements but vary in quality from class to class. The best examples tell parents what pupils know, can do and understand, as well as highlighting pupils' strengths and advising how improvement can be made in the forthcoming year.

55. A significant number of parents are concerned that the school does not provide the right amount of homework. Some parents feel that their children should have more homework. Other parents consider that there is too much homework for children of this age and that homework in the holidays is undesirable. The inspection looked closely at this issue. It finds that parents are advised of the school's homework expectations in the prospectus. The recent questionnaire analysis report also reminded parents of the school's homework policy. The policy however, does not include details of holiday homework and in this respect parents' concerns are justified.
56. The headteacher and his staff are anxious that parents should be involved in the life of the school and all parents are asked to sign a home/school agreement. Parents are encouraged to help their children at home especially with reading and spellings. The school involves parents appropriately in discussions of pupils' special educational needs and the targets in their individual education plans. Parents make a satisfactory contribution to pupils' learning in school. There are a few parent helpers who assist with reading, ICT and school outings. Parents are regularly invited into school for special assemblies, religious festivals and sports days. There is an active and enthusiastic parent teacher association which organises social and fundraising events. These are well supported by the parents. Events include a race night, Christmas bazaar and summer fete. The association has raised considerable funds and has an ongoing programme to refurbish the stage. They also maintain the adventure trail, have purchased new furniture for the library and have recently provided an interactive whiteboard. Despite the school's continual requests, many parents still insist on parking in the narrow road outside the school, thus creating congestion and causing a potential safety hazard for pupils and parents crossing the road.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school are satisfactory. At the time of the last inspection the school was judged to be well led and managed. However, whilst there are a number of strengths in how the school is led and managed, this inspection finds that some shortcomings in the management of the school identified at the time of the last inspection have not been adequately addressed.
58. The headteacher provides purposeful leadership in many aspects of the work of the school. The school's aims and values are clearly stated and are put into practice well. The headteacher successfully promotes high expectations of behaviour and work within a calm relaxed atmosphere. His inclusive style of leadership welcomes the views of the whole school community and promotes a good spirit of teamwork and a shared commitment to the welfare of the pupils. There is a good commitment within the school to maintaining a supportive and secure environment for all pupils. Teachers work towards ensuring an effective climate for learning and all staff expect pupils to behave well, respect one another and work hard. They are successful in this: the school is an orderly community where instances of inappropriate behaviour are rare and good learning takes place in most lessons. The school is successful in promoting good standards of attainment and achieving well in the national tests at the end of Year 6. The headteacher's caring philosophy and emphasis on helping all pupils to achieve well is exemplified by the school's approach to special educational needs. The large number of pupils identified as having special educational needs represents the school's very careful and considerate approach which aims to provide support for any pupil not reaching its own high standards. Most of the pupils on the register of special educational needs would not generally be considered as having special educational needs, but the school has decided to provide as much additional support as it can to help these pupils achieve the expected levels in the national tests.
59. Contribution to the management of the school by other staff is satisfactory but there are some shortcomings. In general, the management structure is sound and there are appropriate levels of delegation of management and curriculum responsibilities. The headteacher and senior staff form a management team that works well together, maintains the school's good ethos and ensures its smooth running. However, its remit, last reviewed in 1996 is primarily a co-ordinating role, with insufficient involvement in strategic planning and monitoring and evaluating the work of the school. For example, evaluation of the progress towards addressing the objectives in the action plan drawn

up after the last inspection has not been fully effective. Whilst the headteacher's style of leadership promotes good consultation and delegation, it does not offer sufficient challenge or accountability. For example, there is insufficient monitoring of the work of subject co-ordinators and in consequence, management of the curriculum is not as effective as it should be. Variation in the effectiveness of curriculum co-ordinators, noted at the time of the last inspection, remain. The co-ordinators for mathematics and science are good managers, while the ICT co-ordinator provides very effective management. However, in many other subjects co-ordinators do not have sufficient opportunities to influence practice effectively and academic standards are not always as high as they could be. Provision for pupils with special educational needs is managed effectively. The department is efficiently led by the experienced and well-qualified co-ordinator who ensures that statutory duties are fully met and liaises well with outside professionals.

60. The school has not satisfactorily addressed the key issue from the last inspection on improving its monitoring its effectiveness. The school is at an early stage in developing effective ways of evaluating its work and is not rigorous enough in its use of performance data. The information from the end of key stage tests and optional tests could be better used. The school collects data on the performance of pupils in a range of standardised tests. This information is not analysed effectively to raise standards by setting challenging targets for each pupil in future tests and monitoring the performance of different groups. Assessment information is not used to evaluate the effectiveness of the school's actions or evaluate the overall effectiveness of the school in raising standards from the point of entry. The school would benefit from developing value-added measures that assess the progress made by each cohort and each child. Procedures for monitoring and evaluating the performance of teachers are satisfactory, including a programme of formal classroom observations. The headteacher observes all staff on a regular basis and provides appropriate feedback, but other senior staff, including the deputy headteacher, are insufficiently involved in monitoring the performance of staff. Nevertheless, the performance management arrangements are in place and professional development procedures are satisfactory.
61. Governors carry out their responsibilities conscientiously and the governing body fulfils its statutory responsibilities. Soundly organised, with appropriate systems in place to conduct its business, it plays an active and purposeful role in the management of the school. There is an effective working relationship between the governing body and the management of the school and the governors are kept well informed about school matters and are appropriately involved in policy and decision-making. However, the governing body is not effectively involved in monitoring the work of the school. One of the reasons for this lies in the weaknesses in school development planning. The plan, although well presented, is not a useful document because it does not provide strategic direction to the school or give sufficient consideration to the impact of planned actions. It identifies things that need to be done and who is responsible for overseeing them. However, there are too many items on the plan to give a clear idea of where the real priorities lie and it does not make clear how it will judge the success or otherwise of its actions. The school has not yet reached a point at which it clearly distinguishes things it is trying to change from things that need maintenance. Planning for the future is not based on effective evaluations of previous plans or analysis of pupil performance.
62. Financial planning is satisfactory. The governing body plays a full part in managing and monitoring budget expenditure. The school has an efficient administrative officer who oversees the day to day finances well and gives good financial information to the governing body and staff. Her careful attention to guidance documents ensures that specific grants are spent for their designated purpose. The school is prudent in its expenditure decisions. It has recently carried forward larger balances from one year to the next than is generally recommended; however, factors which led to this – over-cautious budgeting after a period of difficulty, inability to recruit a member of staff budgeted for and a change in administrative personnel – have been resolved and the governing body has clear and appropriate plans for the use of the carried forward balances. The school development plan identifies where the resources are coming from, but items are often not costed or only very approximately costed. Nevertheless, the school has successfully supported some key developments well through its financial planning; a good example of this is its work in raising the standards in ICT through delegation of responsibility, resourcing and training. Likewise, the additional staffing costs incurred to support the setting arrangements in mathematics is a sound

decision. Careful use of its financial resources has enabled the school to improve the school's facilities and quality of the environment. Satisfactory use is made in the school's offices of new technology and the picture is an improving one with increasing use of email and the school's website for communication and consultation.

63. The governing body and senior management team are aware of the principles of "best value" and are careful to obtain tenders for goods and services and compare value for money. They also maintain an awareness of other similar schools and of what has to be done to attract the school's full complement of pupils and they have consulted parents through questionnaires and through the school's website. The school believes that it has ways of evaluating the success of developments but these are informal and lacking in rigour. There are no procedures in place to evaluate developments or to measure the school's success in areas other than those measured by national tests in English, mathematics and science. Nevertheless, the school provides good value for money.
64. There are sufficient experienced and suitably qualified staff to teach the full range of the National Curriculum. There are appropriate arrangements for the induction of newly qualified teachers or those who are new to the school. The school does not always use the strengths of its teaching staff to best effect for example in teaching music; nor does it always deploy and brief its teaching assistants in the most effective way. Some special needs staff expressed a need for further training in methods appropriate for pupils with more complicated special educational needs.
65. The school makes good use of its accommodation and facilities. The accommodation is good and allows full access to the National Curriculum. The school has worked conscientiously to improve the school environment so that it is a pleasant place for all to work. The caretaking of the school is of high quality. The main school building, which is spacious and airy provides good accommodation for the curriculum to be taught effectively. The two outside classrooms are a good size and are shortly to be redecorated. The school hall and gymnasium are particularly spacious, allowing very good provision for lunches, physical education, assemblies and concerts. The library, however, is housed in cramped conditions and is uninviting. The school is fortunate to have large playing fields, an adventure playground and a good-sized swimming pool. The school makes satisfactory use of its learning resources. Learning resources are good overall. There are a good range of resources for English, mathematics, science, ICT and physical education and satisfactory for history, geography, design and technology, French and music.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Make better use of assessment information to support pupils' learning by:

- improving individual learning targets in literacy and numeracy to let pupils know how they can improve and to enable teachers to monitor pupils' progress more effectively;
- sharpening the setting of targets in individual education plans and using these targets in teachers' lesson plans to adapt tasks appropriately to individual learning needs;
- improving the use of assessment information in planning the next steps in pupils' learning and setting work appropriate for all pupils;
- developing measures to assess gains in learning from the time pupils start at the school; and
- monitoring the performance of different groups.

(paragraphs 26, 35, 47, 49, 50, 51)

Improve pupils' achievements in art and design, history, geography and music by:

- ensuring that each subject is covered in sufficient depth and there is progressive development of knowledge, skills and understanding;
- providing guidance to help lesson planning;
- developing procedures for assessing and recording pupils' achievements against key objectives; and
- addressing the shortcomings in teaching, where appropriate .

(paragraph 11, 31, 94, 105, 111, 122, 124, 131)

Improve how the school plans and evaluates its work by:

- identifying key priorities in the school's strategic plan;
- ensuring senior managers are clear on how they will judge the success or otherwise of planned actions;
- strengthening the role of the governing body by ensuring they have sufficient information to monitor the work of the school more closely;
- developing measures by which co-ordinators plan and evaluate developments in their subjects; and
- linking financial planning more closely to the school's priorities.

(paragraphs 59, 60, 61, 62, 63)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide a range of opportunities to promote pupils' independent learning skills (paragraphs 16,24).
- Plan and provide opportunities across the curriculum to develop pupils' awareness and appreciation of cultural diversity (paragraph 41).
- Review homework arrangements in consultation with parents (paragraph 55).
- Improve the quality of teaching even further by:
 - sharing lesson objectives with pupils;
 - making better use of learning support staff;
 - evaluating the effectiveness of the concluding part of lessons; and
 - developing a consistent approach to the evaluation of lessons (paragraph 28).
- Continue to develop the use of ICT across the curriculum (paragraph 29).
- Identify and provide for higher attainers in all aspects of the curriculum (paragraph 35).
- Review the number of individual education plans (paragraph 47).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	31	13	2	0	0
Percentage	0	27	49	21	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	298
Number of full-time pupils known to be eligible for free school meals	21

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	93

English as an additional language

	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	38	35	73

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	29	36
	Girls	34	28	35
	Total	64	57	71
Percentage of pupils at NC level 4 or above	School	88 (90)	78 (89)	97 (99)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	31	36
	Girls	34	30	34
	Total	64	61	70
Percentage of pupils at NC level 4 or above	School	88 (81)	84 (86)	96 (93)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	2
Pakistani	1
Bangladeshi	2
Chinese	1
White	279
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	23.5
Average class size	29.8

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	127

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
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	£
Total income	648694
Total expenditure	610923
Expenditure per pupil	2023
Balance brought forward from previous year	37771
Balance carried forward to next year	86812

Recruitment of teachers

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	296
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	47	42	7	1	2
Behaviour in the school is good.	43	47	6	0	3
My child gets the right amount of work to do at home.	30	42	20	6	1
The teaching is good.	48	47	2	0	2
I am kept well informed about how my child is getting on.	38	45	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	59	31	7	1	0
The school expects my child to work hard and achieve his or her best.	56	37	3	1	2
The school works closely with parents.	42	41	15	2	0
The school is well led and managed.	44	45	7	0	3
The school is helping my child become mature and responsible.	51	38	7	0	2
The school provides an interesting range of activities outside lessons.	71	26	2	0	1

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

66. Standards are well above the national average by the end of Year 6. This is an improvement since the last inspection. The school has successfully raised the standards achieved by higher attaining pupils.
67. Pupils do well in the national tests at the end of Year 6 and results are consistently well above the national average. In 2001 overall results fell due, according to the school, to the higher than normal number of pupils with special educational needs, but were still well above the national average, although average in comparison to similar schools. The proportion of pupils achieving at least expected Level 4 was above average, while the proportion of pupils achieving the higher Level 5 was well above average. The unvalidated results in the most recent national test results show a similar percentage of pupils achieving Level 4 but a significant increase in the proportion of pupils attaining higher Level 5.
68. Throughout the school pupils achieve well in English. The school has organised the English curriculum to ensure that pupils have sufficient time to develop and practise their writing skills in literacy lessons and across a range of subjects such as history, geography, science, ICT and design and technology. This is proving successful, because pupils have the time to develop their ideas and characters in stories, redraft and improve their work and write for different purposes. Pupils with special educational needs make good progress because of the effective support they receive. Pupils who speak English as an additional language also make good progress. They are well supported in lessons by teachers and learning support staff and are fully involved in lessons. No significant differences in the performances of boys and girls were noted.
69. Speaking and listening skills are good throughout the school. In most lessons observed pupils showed that they have good listening skills. There are some good examples of teachers promoting pupils' skills in speaking and listening. In one example pupils in Year 3 and 4 listened intently to the teacher reading a description of a beach scene, matching their miming to the text with suitable actions. They use a good range of descriptive words and phrases to describe the scene themselves; for example, "The cave was filled with darkness." Teachers encourage them to use interesting and descriptive words and extend their imagination when discussing their thoughts about stories, poetry and books and in their writing. Speaking and listening skills are developed across the whole curriculum. Teachers ensure that pupils learn and use the appropriate technical language associated with each subject; for example, discussion and working in groups on particular tasks and topics in the classroom, in mathematics when describing their methods and music when talking about rhythmic patterns. Teachers sometimes allow more confident pupils to dominate and do not direct questions at more reticent groups or individuals so that they can contribute and extend their skills in speaking. Although there are some opportunities for pupils to use their speaking skills in role-play, they do not have enough opportunities in drama. By the time they leave school, pupils display a mature attitude in their readiness to take into account the views of others.
70. By the end of Year 6, standards in reading and writing are very good. Teachers use good expression when they read and this is reflected when the pupils read. The sounds of letters are taught thoroughly in the lower school, along with strategies for reading unfamiliar words. Pupils who are placed on the school reading scheme are able to choose colour-coded books linked to their attainment level. The scheme introduces pupils to a suitable range of different texts. However, pupils who have progressed beyond the scheme need more guidance on their choice of reading material.
71. The majority of pupils enjoys reading and are avid readers. Most Year 6 pupils are independent readers with decided preferences for a particular type of story. They have a growing awareness of different authors and the more able pupils can talk about why they enjoy reading books by

particular authors. For example, one such Year 6 pupil talked enthusiastically about the short stories of Roald Dahl and explained that he liked Dahl's autobiography because, "It reads like a story". Another pupil likes books by Jacqueline Wilson, because, "She understands feelings and gets them across well." Higher and most average attaining pupils develop good skills in discussing characters and plot; they make good progress in the development of their prediction, inference and deduction skills. They have good understanding of the library classification system and how to find information in reference books by using the contents and index pages, although they are unable to explain the purpose of a glossary with any certainty. When given the opportunity, they can put these skills to use when researching information in history and geography. Appropriate steps are taken to identify pupils with reading difficulties and to provide them with extra help and support.

72. The teaching of writing is well planned and structured. Pupils have a good range of opportunities for writing for different purposes and their response to these is very good. By the end of Year 6 pupils recognise and use different styles of writing; for example, they write creative narrative, poems, reports, instructions and to express opinions and feelings. Teachers provide younger pupils with good guidance on how to structure their writing by using a story planner and involve pupils in thorough exploration of suitable vocabulary with which to interest the reader. As a result pupils in Years 3 and 4 use adjectives more effectively to add colour and interest to their descriptive writing and poetry. For example, Year 3 pupils made very good use of descriptive words and phrases, such as "One set of eyes like pale lanterns in the gloom. Eyes of glass in the gloom and still it hisses", in their poems about animals. By the end of Year 6, pupils demonstrate a good understanding of the structure and grammar of more complex sentences and employ a wide choice of interesting vocabulary. Higher attaining pupils are developing their own personal style. Their writing is varied and interesting and they are beginning to build up tension and excitement well. Some have a more individual way of interpreting the title of a piece they are to write. For instance, title 'At the water's edge' was interpreted in a humorous way in which the main character hates bathing. Pupils make good use of drafting, both in their books and using ICT to help them draft and redraft their written work. Teachers ensure that pupils use their writing skills in other subjects of the curriculum and this gives them good opportunities to write in range of different styles. In geography, for example, they write about what it is like to live in Peru and in ICT they write evaluations of all programs.
73. The quality of teaching has improved since the last inspection and is now very good. In virtually all lessons teaching was at least good and often very good. Teachers provide an interesting range of texts for pupils to read, discuss and use as a stimulus for their own writing. Teachers are confident in the teaching of literacy and in the teaching of basic skills. The whole class session at the start of literacy lessons is often brisk and lively and sharply focused on what pupils are to learn. In most lessons this is a strong feature, where a mixture of activities includes opportunities for pupils to listen to the teacher, contribute to discussions and short focused tasks such as reading and carrying out a set of instructions. This session keeps pupils interested and involved and prepares them well for their independent work. Throughout the school, teachers have very good relationships with pupils and during lessons behaviour is very good and pupils are motivated to do well. Lessons are well structured to ensure that pupils' learning is developed systematically. Teachers adapt activities and tasks to meet the needs of groups of pupils of differing attainment within the class. Sometimes, however, there is over-reliance on additional adult support as a means of ensuring that lower attaining pupils can manage the tasks.
74. There are clear procedures for assessing pupils' progress. Reading records, however, are not regularly updated, to show the range and number of books read and do not give a clear picture of pupils' development once they have moved off the school reading scheme. They lack evaluative and supportive comments by teachers or other adults who hear children read. The information from tests is used to identify pupils requiring additional literacy support. Assessment information is not yet used effectively to set short-term targets to identify intermediate steps in pupils' learning. However, the marking of pupils' creative writing is good because teachers provide useful guidance on how pupils can improve their written work. The subject co-ordinator has ensured that there is a good range of books and texts to support teaching and learning. The library, however, is housed in cramped conditions and is uninviting. The role of co-ordinator is not fully developed. Although some monitoring of teaching and learning takes place, there is no regular audit of provision to identify

strengths and areas for development in the subject. Consequently, there is no subject action plan with key objectives, actions and success criteria to inform the school development plan.

Action points:

- ensure that teachers keep useful records of pupils' progress in reading and develop the use of assessment to track pupils' progress and set individual targets;
- review the way in which the needs of lower attaining pupils are met in some classes;
- increase the effectiveness of the co-ordinator's role in monitoring teaching and learning and in leading developments through regular audit and subject action plan;
- improve the library environment; and
- extend opportunities for speaking and listening through the use of drama.

MATHEMATICS

75. Standards are well above the national average by the time pupils leave the school at the end of Year 6. This is a good improvement since the last inspection when pupils' attainment was judged to be in line with national standards. This improvement is largely attributable to good teaching and the impact of the numeracy strategy.
76. Results in the national tests at the end of Key Stage 2 over the past three years have been well above average, although there was a dip in 2001. In 2001 results were above the national average but only average when compared with the performance of similar schools. The school attributes the fall in results in 2001 to the high proportion of pupils with special educational needs in Year 6. Unvalidated results from tests in 2002 indicate an improvement on 2001, with a larger proportion of pupils achieving the higher Level 5. Generally results in national tests have been well above the national average because the percentage of pupils reaching Level 5 has been well above average. There was no significant difference in the attainment of boys and girls in the 2001 tests.
77. Throughout the school the vast majority of pupils work confidently at or above the expected levels for their ages. From the analysis of pupils' work in books and in lessons, it is clear that most pupils by Year 6 have a clear knowledge of place value and have good skills in mental arithmetic. Pupils by the age of 11 work confidently with large numbers and undertake work in all four rules of number. They understand how to find square roots and recognise prime, triangular and rectangular numbers. They competently use the powers of two and three in their work on indices. Higher attaining pupils work with co-ordinates in all four quadrants, carefully plotting both positive and negative numbers to make a range of quadrilaterals. Pupils' knowledge of mathematical vocabulary is good; it enables them to interpret and solve accurately a variety of real-life problems. They understand percentages and recognise their fractional and decimal equivalents. Pupils know the different units of measure and have progressed to converting from one to the other. They learn where a shape will be after reflection and after four rotations. Lower attaining pupils can name a range of different types of triangles and angles. The majority of pupils know the angle sum of a triangle and the sum of angles at a point. Most pupils find the volumes of different solid shapes, using a formula and name all the properties of two and three-dimensional shapes. Pupils understand the concept of probability and use the appropriate terminology to describe their findings. Many pupils find the mode, mean and median of a set of data. All pupils record and interpret data represented on a range of graphs; for example, pupils record information about the number of plants in part of a garden centre. Pupils are given the opportunity to work out algebraic equations. They use formulae requiring one or two operations. Standards in all areas of mathematics are good with very good coverage of the curriculum. Number is a specific strength in mathematics across the school.
78. The overall quality of teaching and learning is good with some very good teaching in Years 3, 5 and 6. This is an improvement since the last inspection when most teaching was judged to be satisfactory. One unsatisfactory lesson was observed during the inspection. Planning is satisfactory and is based on the pattern of the National Numeracy Strategy and supported by guidelines from the local education authority. Individual lessons are satisfactorily planned and the weekly planning structure promotes meaningful learning experiences over a sequence of lessons. Learning intentions are recorded in the planning but are not always shared with the pupils at the start of lessons. Teachers have good subject knowledge and understanding of how to teach the subject. This aspect has significantly improved since the last inspection as teachers are now more

confident and comfortable in teaching mathematics. There is a high proportion of direct teaching. Explanations and demonstrations given by teachers are clear. All teachers make good use of mental activities at the beginning of lessons. These are mostly lively and teachers' questioning is penetrative and perceptive. Through the oral/mental starter teachers are developing pupils' skills effectively. There is strong emphasis on understanding and using mathematical vocabulary which supports the development of pupils' literacy skills and helps them to interpret mathematical problems more accurately.

79. Teachers use an effective range of methods and resources to develop pupils' understanding. They encourage pupils to develop strategies to check the accuracy of their answers and encourage them to learn a variety of methods to solve the same problem. For example, Year 5 average pupils showed very good progress in their understanding of a problem which was based on how many different ways they could eat four "liquorice allsorts". Pupils were given the opportunity to predict and eventually pupils recorded their results in a table with numbers and letters rather than illustrations of the sweets. Calculators were used effectively in Years 5 and 6, an interactive whiteboard promoted pupils' understanding in Year 4 and "digit fans" were used in all classes. However, on occasion support staff were not deployed effectively during the lessons. The concluding parts of lessons are variable in quality. On some occasions insufficient time is set aside for this part of the lesson. As a result, pupils do not receive sufficient help to assess their knowledge and skills from the lesson. Homework arrangements are good and it is set as an extension from class lessons.
80. Teachers' expectations of pupils' work and behaviour are high and this has a positive impact on pupils' progress. Pupils respond very positively, enjoy the lessons and work hard. This contributes to the quality of learning which is good overall. Teachers' management of pupils is very good. Pupils are very well behaved in all lessons. They settle to their written work and practical tasks with interest and enthusiasm. Teachers respond to pupils' ideas positively and speak to them pleasantly. Relationships with each other and adults throughout the school are very good. Pupils work together well and are supportive of each other. Pupils, including those with special educational needs and English as an additional language make good progress across the school.
81. Where teaching is good, subject knowledge is secure, explanations very clear, expectations are high and all pupils are suitably challenged. For example, lower attaining pupils in Year 4 used an interactive whiteboard putting numbers into the "input box", doubling them correctly and then identifying the number in the "output box" as part of the oral/mental starter. In this lesson pupils were developing a good range of mathematical language and good progress was made. In another example, higher attaining pupils in Year 5 were well challenged when converting fractions into decimals. Where teaching was unsatisfactory, tasks set were not matched to pupils' learning needs, the pace of the lesson was very slow and the introduction too long which left little time for the concluding part of the lesson. In this lesson there was an absence of an excitement of challenge and test of memory that is found in the most effective lessons. Pupils did not make the necessary progress as they were not sufficiently motivated by the teacher.
82. The school's strategy for numeracy is good. The school employs additional part-time teachers to form three teaching groups for each year group. Pupils are grouped by prior attainment in mathematics into extension, core and foundation sets. These "setting" arrangements are having a positive effect on achievement. However, within the sets the work does not always match the pupils' attainment levels and much of the work is similar in content for all the pupils. For some the work is not always sufficiently challenging enough. The work set is generally appropriate to the learning needs of pupils with special educational needs. Booster classes are offered to pupils after school. These are well attended and have a good impact on pupils' progress. Pupils use their numeracy skills consistently to support other subjects. In science, for example, pupils increase their knowledge and understanding of pie charts, block and line graphs by reading and interpreting the results. In design and technology, pupils measure, cut and make cuboids and nets of shapes effectively. In art, pupils identify Roman mosaics, noticing the shapes and the patterns within the mosaic. In history, there is sound use of timelines. ICT is used satisfactorily across the school to support pupils' learning, for example to produce a range of graphs.

83. Leadership and management of the subject are good. The co-ordinator is enthusiastic, provides an effective lead in the subject and is a leading mathematics teacher in the local education authority. The curriculum is good; it is broad, balanced, relevant and inclusive. The school's scheme of work is based upon the National Numeracy Strategy and the local education authority's guidelines. However, although monitoring of teaching and planning takes place, it is inconsistent and not rigorously applied across all classes. In addition, the school does not have a specific subject action plan aimed at addressing identified areas for development. Assessment procedures are satisfactory and pupils are tested regularly in all classes. The school uses a range of tests from Year 3 upwards and results are recorded in teachers' mark books. Pupils' work is reviewed and moderated on a regular basis by teams and all staff. However, there are weaknesses as the use of assessment information is not sharp enough. The use of assessment to guide future planning is inconsistent and is not evident in all year groups. For example, in some core and foundation teaching groups in Years 3 and 4 there is a wide spread of attainment and assessment information is not used adequately to inform planning. As a result, pupils receive work which does not match their current needs and in some cases is not challenging enough. Marking of pupils' work is satisfactory and regular. Neat working and correct answers are praised but there are few evaluative comments. Individual pupil learning targets are not set consistently or used to track pupils' progress. Resources are good and used effectively to promote pupils' learning. The subject contributes satisfactorily to pupils' spiritual, moral, social and cultural development.

Action points:

- ensure that the use of assessment information to guide lesson planning is consistent and that within "setting" arrangements pupils of differing attainment are set appropriate tasks to meet their individual learning needs;
- ensure that learning targets in numeracy have been identified for all pupils and then used effectively by teachers to monitor pupils' progress;
- review the numeracy hour so that more time is allowed for the efficient use of the concluding part of lessons; and
- increase the effectiveness of the co-ordinator's role in monitoring teaching and learning and in leading developments in the subject.

SCIENCE

84. The school has maintained good standards since the last inspection; they are above average by the end of Year 6.
85. Results in the national tests at the end of Year 6 in 2001 were well above the national average and above average when compared to similar schools. The percentage of pupils achieving at least the expected Level 4 and the proportion of pupils reaching the higher Level 5 were both well above average. Provisional test grades for 2002 show a fall in the proportion of pupils achieving level 4 and a slight increase in the number achieving Level 5.
86. Standards seen in pupils' work and in lessons are above those typically found nationally but pupils do not always work as independently in science investigations as might be expected from the very good test results. Pupils who have statements of special educational needs achieve well and good teaching and the good behaviour of other pupils contribute to this; most pupils with special educational needs are identified as having specific difficulties with literacy or language and science is not usually a focus in their individual education plans and targets. Pupils who are learning English as an additional language achieve well and also benefit from the good teaching and behaviour. No significant differences were seen between the standards achieved by boys and girls.
87. Pupils demonstrate secure knowledge across a wide range of topics, including the classification of living things, the safety and nutritional value of foods and the properties of different materials. By the end of Year 6, pupils conducting investigations into the sense of touch can carry out instructions, record the results carefully and interpret them in the light of their scientific knowledge. Work is very well presented. Pupils understand the principles of fair testing and know that further trials could lead to a more accurate result. They are able to form a hypothesis about the reasons

for different levels of sensitivity. Pupils did not, in the lessons seen, have the opportunity to decide for themselves how to tackle investigations and conversations with pupils indicated that they have too little experience of this. They can use appropriate mathematics and ICT in science work, calculating averages and using computerised graph programs. Throughout the school, the emphasis on recording investigations in their own words helps to support the development of literacy skills, while class discussions promote good listening skills and give the opportunity to speak clearly and coherently to classmates. Such discussions also make a good contribution to pupils' social skills. Pupils show enthusiasm and sometimes excitement in science; they behave well in lessons, treating equipment with respect and cooperating well with each other.

88. Teaching is good. Teachers generally have good subject knowledge; they are clear in their explanations and use questioning well to find out what pupils remember and to consolidate their learning; this helps all pupils to build their knowledge and skills systematically and to make good progress, clearly demonstrated through pupils' written work from the youngest to the oldest classes. There is good attention to learning new or specialised vocabulary and this is helpful to all pupils and particularly those who are still learning English. Planning is good and lessons usually proceed at a good pace, using time well and keeping the attention and interest of the pupils. Teachers do not always adapt tasks to meet the needs of different groups of pupils, although there are examples of good practice. For example, in a very good Year 4 lesson on bouncing balls, the teacher had planned more challenging activities for higher attaining pupils; she also created an opportunity to pause in the middle of the practical work to talk about the science underlying the activity. This made all the pupils think and extend their ideas beyond the activity they were engaged in. Some pupils who found writing difficult were given more structured worksheets that allowed them to concentrate on the science. Such careful planning of tasks for different needs is not seen in all lessons, although teachers do try hard to ensure that all pupils have full access to the lessons by directing their attention to those who need it most. In some lessons teachers control too rigidly what happens, leaving too little scope for pupils to use their initiative and imagination to solve problems. This limits the development of pupils' investigative skills. It is a major factor in the difference between the very good results seen in national tests (which typically do not test these skills well) and the slightly lower, but still good, standards seen in lessons. Teachers make satisfactory assessment of pupils' knowledge and progress through questioning and through tests. However, the practice of evaluating lessons to see if anything needs further work in future is not consistent across all classes.
89. Science is well led by the experienced and knowledgeable co-ordinator. The scheme of work is securely in place and there is a good balance between the discrete teaching of science and its inclusion in topics with other subjects. The scheme of work is adapted to take account of mixed age classes, so that subject matter is not repeated. Some flexibility is built in, to allow for extra time on units of work which pupils find more difficult. The co-ordinator keeps in touch with science throughout the school through planning meetings, looking at samples of work and observing lessons when release time permits. There are regular meetings to check that all teachers are judging standards with consistency. Areas of weakness in test performance (identified by the assessment co-ordinator) are addressed. Challenges are organised for pupils, for example, joint science and design and technology challenges. The school uses external resources and links well, co-operating with secondary schools, taking part in visits to museums and in competitions and inviting visits from local businesses with a science orientation; recent subjects for study have included endangered species, bridge structures and textile processing. The subject is well resourced, although the accommodation is cramped in some classes for practical activities.

Action points:

- increase pupils' independence in planning science investigations; and
- develop more consistent use of assessment to inform planning of next steps in pupils' learning and to adapt tasks better for pupils with special educational needs.

ART AND DESIGN

90. Standards have been maintained since the time of the last inspection and are broadly similar to those expected nationally by Year 6. Pupils' achievements in the work seen are satisfactory.
91. Pupils experience a wide range of media to develop their art skills, particularly in Years 3 and 4. They work with pencil, paint, pastels, paper and clay. Sketchbooks are not used frequently enough to develop their ideas and to build up information to use in later designs. In Years 3 and 4 there is a suitable emphasis on the development of pupils' skills, but these skills are not systematically developed through Years 5 and 6. The curriculum is dominated by the emphasis on linking work to other subjects, particularly history and there are too few opportunities for pupils to use their imaginations and develop their own creative ideas. Much of the art in Years 5 and 6 involves illustrating pupils' written work. Pupils' drawings are neat, accurate and carefully coloured, but are mostly copied from textbooks.
92. Pupils in Years 3 and 4 have explored patterns found in Ancient Greece and in nature, ie animals. Their careful observations inform their drawings and paintings. Their drawings and paintings of animals reflect their direct observations when visiting the zoo. Their printing work shows how printing can create interesting textures and colours when colours are overlaid. This work has more impact than the mono-prints of Egyptian hieroglyphs created by Year 6 pupils. Years 5 and 6 have carefully studied the different designs and patterns found in Ancient Egypt. These have been carefully reproduced to create colourful and well-painted pictures of Egyptian mummies. These large-scale paintings have visual impact and are used to good effect to celebrate pupils' work and to brighten the environment of the classrooms and corridor. Examples of observational drawings and paintings, in watercolours and pastels, of flowers show that some pupils in Year 6 have the potential to produce good quality artwork. The best examples are skilfully drawn and demonstrate high level skills in the blending of pastels to match the tones and shades within the flowers.
93. Although only three lessons were seen during the inspection, it is clear from pupils' work that teaching is satisfactory. In two lessons, the quality of teaching was good. The teaching had some clear strength and this was shown in the way information was explained to pupils. For example, in the lesson in which pupils were painting a summer landscape, the teacher explained the process in small manageable steps. This ensured that pupils knew what was expected. Good use was made of the work of well-known artists to develop pupils' knowledge and understanding of the styles and techniques of different artists. In this case they looked at the way in which artists such as Monet, Sisely and John Miller painted water. The teacher made effective use of demonstration to guide pupils. This was particularly helpful to lower attaining pupils who were given good support, enabling them to achieve the intended outcomes. In another lesson, in which pupils were making small animals from clay, the teacher again made good use of demonstration and pupils were eager and ready to start work. Well-timed intervention encouraged pupils to practise their decorative designs and to reflect on their work.
94. The role of the art co-ordinators is not fully developed. They ensure that there is a good range of resources so that pupils have opportunities to work in different media. However, there is no overall scheme of work to ensure the systematic development of pupils' skills and knowledge. For instance, Year 6 pupils have no recollection of studying the work of well-known artists since they were in Year 4. Although links with other subjects are good, the over-emphasis on this aspect has a negative impact on the development of the art curriculum, giving pupils a narrow perspective of the potential of art. Monitoring of the curriculum is done informally by looking at the displays of artwork around the school. Assessment procedures are not firmly established and there is no consistency of approach across the school. As yet limited use is made of ICT as a tool for artwork.
- Action points:
- provide written guidance on planning to ensure that pupil's skills are built upon and that they have more opportunities for learning from and about the work of well-known artists;
 - establish manageable assessment procedures; and

- develop the role of the co-ordinator.

DESIGN AND TECHNOLOGY

95. Standards of work seen are broadly in line with those expected for pupils' ages. Pupils' knowledge and skills are in line with national expectations by the end of Year 6. The school has improved on the unsatisfactory standards reported in the last inspection.
96. By the age of 11, pupils have had appropriate experiences of designing and making a range of products and their skills in selecting and joining materials are satisfactory. Pupils in Year 3 pay appropriate attention to neatness and detail in their finished product, using a range of materials to make models of gardens. They incorporated good assembling and joining techniques in their designs of free standing picture frames, using wood, saws and a glue gun under supervision. In Year 4, as part of their study of systems and control, pupils showed appropriate skills in making containers suitable to cage an animal. They used materials appropriately such as cardboard boxes, syringes and tubing to make a system whereby the door of a model crate could open and close from the outside. Through investigation pupils realised that "air can be pushed" and the movement of the door controlled by placing the syringes at the end of the tubing and finding a suitable point to stabilise the syringes. They evaluated their product and recorded their judgements effectively.
97. In Years 5 and 6 pupils designed and made desk-tidies, book-ends, bird feeders and pencil pots to a sound standard. Their designs were detailed and clearly labelled and models showed precision and care. In their project, 'capturing the wind to create movement', pupils designed and made windmills and tested the sails, using a hair-drier to effectively create movement of the sails. Most pupils in Year 6 show accuracy and detail in their designs. In their work on controllable vehicles, Year 6 pupils applied their knowledge appropriately, using different means of propelling their vehicles, for example, a twisted rubber band to turn the propeller and a stretched elastic band to make the vehicle move. They also solved problems, using different 'types' of wheels, evaluated their products and recorded changes, for example, the wheels would not turn with one washer but would with two washers.
98. The overall quality of teaching and learning is satisfactory. Activities are planned and managed satisfactorily to promote pupil interest and to support the progressive development of design and technology skills through the scheme of work. This planning is an improvement since the last inspection. In the few lessons seen, which were good, teachers showed good knowledge and understanding of the subject. Teachers' planning is satisfactory and based on the national guidance and a commercial scheme of work. Management of pupils is very good and pupils respond well in all lessons. Pupils co-operate well and they work hard and make a good effort. This helps them to make progress. Pupils, including those with special educational needs and pupils with English as an additional language achieve satisfactorily when working on their design and technology projects. Teachers make satisfactory use of the resources. However, the use of ICT, particularly computers to support the design process was not evident.
99. The curriculum provided is good and is supported by useful written guidance. By the end of Year 6, pupils have had adequate exposure to give them a satisfactory experience of the subject. This is an improvement since the last inspection. Food technology is undertaken as pupils have the opportunity to write recipes and use the cooking facilities in the school. However, the arrangements for the assessment of pupils' progress are unsatisfactory. Although some notes are made by some teachers on particular pupils, the assessment procedures are not systematic enough across the school. Exemplars of pupils' work are not matched against expected standards and are not used effectively to inform future teaching and learning. Leadership and management are broadly satisfactory. Although the co-ordinator has made some improvements since the previous inspection, the monitoring of teaching and planning are not firmly established. The school resources are adequate and accommodation for all aspects of design and technology are good.

Action points:

- put into place appropriate assessment procedures so that pupils' progress can be monitored effectively;
- ensure that skills are being taught systematically across the school; and
- monitor teaching and planning, giving feedback on strengths and weaknesses.

GEOGRAPHY

100. Standards have been maintained since the last inspection and are in line with national expectations by the end of Year 6. Pupils' geographical knowledge is good by the age of 11 but their skills are less well developed.
101. Year 3 pupils show good knowledge of climate. They know the terms for the major climatic regions and some of their basic characteristics. They can use atlases appropriately to locate places and extract appropriate geographical information from holiday brochures. Year 4 pupils show sound awareness of environmental issues, for example they have a sound knowledge of different forms of pollution and their effects. They know that man's activities can harm the environment. Year 5 pupils have a sound understanding of the problems facing villagers in India and can identify from text plans to address these. No lessons were seen in Year 6 but discussions with pupils indicate that they have a good knowledge of places around the world and in a history lesson they showed good understanding of the physical factors to be considered with the location of Anglo-Saxon settlements. In their environmental topic, pupils in Years 5 and 6 can express different points of view and write from the perspective of children living in less fortunate circumstances than themselves, for example in Peru or India.
102. There is little evidence of the systematic development of pupils' skills. Although pupils can use atlases and globes competently, they seldom draw plans and maps at different scales. Although teachers make some use of ICT to support pupils' learning, for example using the Internet and CD Roms to find out information, pupils have insufficient opportunities to develop the skills of geographical enquiry. Pupils' acquisition of appropriate geographical vocabulary is good as is the standard of their written work, but they do not learn to present information in a variety of ways.
103. Teaching is satisfactory but in lessons seen in Years 4 and 5 generally fails to excite pupils because of the narrow range of teaching methods and the limited use of resources. Although teachers have sound subject knowledge and use appropriate geographical vocabulary, they often rely on informing pupils of the geographical facts rather than developing pupils' understanding or helping them find out for themselves. The introductions to a number of lessons were over long. There was a limited range of questioning and discussion with too much talking by the teacher and insufficient contributions from pupils. In one lesson on deserts there were no visual stimuli to help pupils appreciate the characteristics of deserts or the use of atlases to locate them. In another lesson there was too much reliance on reading laboriously through a textbook to gain information on life in an Indian village. Follow up activities in most lessons were similar for pupils of different capabilities. In contrast, in two effective lessons in Year 3, teachers used a range of materials, atlases and globes. In well planned lessons teachers' effective questioning extended pupils' knowledge of different climates and prepared them well for their task of planning a holiday brochure. Pupils found the task interesting and made good use of the available resource material to locate destinations and find appropriate geographical information. Pupils' behaviour and attitudes to learning are good even when lessons are lacklustre. They listen carefully and carry out tasks diligently and generally make satisfactory progress in developing their knowledge and understanding, although higher attaining pupils are not sufficiently challenged.
104. Teachers make effective use of history to develop pupils' knowledge of place, for example in their studies of Ancient Egyptians and the Romans. The subject supports the development of pupils' literacy skills well and makes an effective contribution to pupils' spiritual and cultural development. Pupils develop a sound appreciation of the way of life in developing countries and of the need to protect the environment. The school's planning framework provides a sound basis for teaching a broad curriculum but provides inadequate guidance on teaching pupils knowledge, skills and understanding in a way that gets progressively harder. This is a weakness, particularly as the school uses a two-year cycle of topics with pupils in Years 3 and 4 and in Years 5 and 6 covering the same topics. There is insufficient guidance to help teachers in planning to meet the differing learning needs of pupils and opportunities for using ICT are not specifically identified in the school's planning. Assessment procedures are unsatisfactory. The school has no whole school approach to monitoring pupils' progress and there is very little use of assessment information in planning future work.

105. The co-ordinator is an enthusiastic and knowledgeable teacher but she carries a wide range of responsibilities within the school. In consequence, the school is not sufficiently focused on seeking to improve provision and there has been insufficient development of the subject since the last inspection. For example, weaknesses in teaching methods identified at the last inspection have not been addressed. There is little evidence of monitoring and the co-ordinator has not identified areas for improvement or produced an action plan to further develop the subject. There is a satisfactory range of resources and the school makes appropriate use of trips and visits to enhance pupils' learning.

Action points:

- plan the systematic development of pupils' map skills and skills of enquiry;
- monitor the quality of teaching and provide feedback on ways to improve where necessary;
- put into place appropriate assessment procedures so that pupils' progress can be monitored effectively; and
- develop the role of the co-ordinator.

HISTORY

106. Standards have been maintained since the last inspection and are in line with national expectations by the end of Year 6. Pupils' historical knowledge and understanding is good by the age of 11 but standards could be improved further if all teachers planned the development of skills more carefully to reflect the different capabilities of pupils.
107. By the end of Year 4, pupils have a sound understanding of past events and knowledge of aspects of everyday life in Ancient Greece and Victorian England. Year 3 pupils can make appropriate distinctions between the Ancient and Modern Olympic Games and between schools then and now. By Year 6, pupils' knowledge and understanding has been appropriately developed through studies of some of the most major periods in history. In discussions, pupils show good awareness of different periods in British history and a sound understanding of major episodes, events and famous people in the past. They have a sound understanding of life in Ancient Egypt and appreciate the importance of the Nile to their agriculture and religion in the life of the Ancient Egyptians. They have a good understanding of the life in Roman times and the impact of the Roman conquest on Britain. They have a good understanding of the Roman legacies and can identify a range of examples of the Roman heritage. They understand the social and economic reasons for the series of invaders after the collapse of Rome and appreciate some of the factors involved in the location of Anglo-Saxon settlements.
108. Pupils' chronological awareness is sound. Pupils in Years 3 and 4 make appropriate timelines of events in Victorian times. Year 6 pupils develop a sound sense of chronology through their work on invaders of Britain. However, in general, pupils' books show insufficient development of historical skills, for example, in using historical artefacts or sources of information to find out about the past. Pupils in Year 6 know that information about the past can be found from a range of primary and secondary sources but do not always have appropriate skills in using and interpreting a range of historical resources of evidence or know that there are different ways to interpret events. The overall quality of pupils' written work is good, particularly in Years 5 and 6. It is well presented with attractive illustrations and a good range of factual information. However, much of this work is very teacher directed with insufficient evidence of pupils, particularly the more able, following their own lines of enquiry.
109. The quality of teaching and learning is satisfactory. Most lessons were satisfactory with some good. The start of lessons is usually effective as teachers use questions and discussions appropriately to build upon pupils' prior work. Usually pupils are clear on what is expected of them when working on the main lesson activity and settle to these tasks sensibly. Teachers' subject knowledge is sound and most lessons are planned satisfactorily. When teachers share their enthusiasm with their pupils, it elicits lively responses. For example, in a good lesson in Year 6 pupils enjoyed the challenge of planning the location of a Saxon village. The lesson was well

paced and structured with good opportunities for pupils to share their ideas on the best location for the village. Pupils were encouraged to justify their choices. This led to good learning and understanding. In another good lesson the teacher focused on developing Year 5 pupils' skills on searching for information on the Romans from different secondary sources. Timed segments to the lesson kept a good pace to learning and the teacher was successful in drawing all pupils into the good discussion at the end of the lesson. In contrast, pupils' learning was often over directed by the teacher in other lessons and a narrow range of activities and limited use of resources failed to stimulate pupils. Although teachers manage pupils well in discussions with the whole class, some have a tendency to talk too much, failing to promote effective contributions from pupils. Generally pupils have a positive attitude to learning and older pupils speak with enthusiasm about what they have learnt. When the work is interesting pupils tackle their tasks enthusiastically but when teachers use a narrow range of teaching methods, pupils do what is expected of them passively. Most pupils make satisfactory progress. However, in some classes lower attaining pupils and pupils with special educational needs require tasks to be better matched to their attainment levels. Teachers could do more to enable higher attaining pupils to develop their own lines of enquiry.

110. Teachers' planning indicates that they make limited use of drama and role-play to develop pupils' historical insights and understanding of the past. They make good use of history texts in the literacy lessons and the subject supports the development of pupils' literacy skills well. Teachers make sound links with art and design and geography. They make satisfactory use of ICT to support pupils' learning, for example using the Internet, CD Roms and databases to find out information. However, opportunities for using ICT are not specifically identified in the school's guidance on planning so there is no guarantee that all pupils have appropriate ICT opportunities. The planning framework provides a sound basis for teaching a broad curriculum but there is insufficient planning of a series of lessons that build upon pupils' skills. This is a weakness particularly as the school uses a two-year cycle of topics with pupils in Years 3 and 4 and in Years 5 and 6 covering the same topics.
111. Management of the subject is not sufficiently focused on seeking to improve provision. The co-ordinator has not identified areas for improvement or produced an action plan to develop the subject. She does not have a good overview of standards because there is little evidence of monitoring or useful records of pupils' achievements over time. There is a satisfactory range of resources and the school makes appropriate use of trips and visits to enhance pupils' learning.

Action points:

- plan the systematic development of pupils' skills of enquiry;
- monitor the quality of teaching and provide feedback on ways to improve where necessary;
- put into place appropriate assessment procedures so that pupils' progress can be monitored effectively and adapt tasks better for pupils of different learning needs; and
- develop the role of the co-ordinator.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Standards are above average by the end of Year 6. This represents a very good improvement since the last inspection, when standards were judged to be below national expectations. The improvement can be attributed to very strong co-ordination of the subject, effective staff training and improved resources.
113. By age 11 pupils can work independently, using "Power Point" (a program which combines text, graphics, animation and sound effects) to create a "persuasive" presentation for a specific audience. They can evaluate each other's work, for example, criticising the use of sound effects that do not add to the presentation, or choice of colour that makes text difficult to read. They can write control programs, for example, to make a buzzer sound for two seconds or to turn on a fan. In addition to word processing skills, pupils have knowledge of desktop publishing, and they can apply their knowledge of spreadsheets to calculate costs and profits in a simulated business situation. Pupils select and combine programs and know when it is appropriate to use each one.

Information technology prefects write detailed help sheets which can be used by both pupils and teachers and supervise the computer suite in the lunch hour. The attainment of a significant number of higher attaining pupils is particularly noteworthy. Pupils who have special educational needs use ICT well and make good progress. Pupils who are learning English as an additional language use the resources well and achieve well. No differences were observed in the attainment of boys and girls and pupils from all cultural backgrounds achieve equally well. Younger pupils are also attaining high standards; for example, many pupils who are now in Year 5 are already attaining levels higher than expected at the end of Year 6, indicating that improvement is continuing at a very good rate. Pupils' attitudes to the subject are very good and their behaviour during lessons is good and sometimes very good.

114. Teaching in ICT is good. Teachers' subject knowledge is sound overall and in some cases good. Teachers are very well supported by the deliberately prescriptive scheme of work and by colleagues who have more extensive knowledge. A particular strength of teaching is the attention to pupils being taught to evaluate the usefulness of programs. This leads to their being able to select from and combine aspects of several programs into one piece of work. It also ensures that pupils fully understand the uses of ICT and can judge whether it is appropriate in a given situation or task. Teachers generally use time and resources well, but occasionally pupils were seen to run out of work and resort to "filling in" activities, like reading a library book. This can cause some frustration for pupils. Tasks are not always planned with adaptations for pupils with special educational needs, although staff and helpers target their support well to them. Work in pairs or groups of three helps ensure that all pupils are fully included in the lesson, using peer demonstration; this helps pupils who are learning English as an additional language. The balance of written and practical work is good and pupils record some of their work on paper and some on disk. Expectations are high and pupils respond by working with enthusiasm and developing a good sense of responsibility when using equipment. There is already some use of ICT to support other lessons, but the school is aware of the need to develop this further and this is an area of active focus at present. There are good links, for example, with science, English and mathematics, but subject leaders have not yet all included opportunities for relevant use of ICT in subject planning. The evaluation work that pupils carry out, both orally and in writing, makes a good contribution to their social and cultural development, as well as supporting their literacy and spoken English. ICT also supports numeracy skills well.
115. The subject is very well led by the co-ordinator whose hard work is evident in the scheme of work, the policies (including safe use of the Internet), the careful administration of specific grants and the organisation of training and support for colleagues. There have been good strategic decisions – for example, to site the new interactive whiteboard (a large screen computer teaching device) in a spare classroom rather than in the computer suite, in order to make it available for work across the curriculum, not just in ICT lessons. Pupils have been given a high degree of responsibility and autonomy and their response has been very good. Resources are good and improving further and this improvement has helped to support the subject's very good progress. The main area of weakness lies in the absence of any effective whole school system to assess and record what pupils know, understand and can do.

Action points:

- develop procedures for assessing and recording pupils' progress;
- continue to develop the use of ICT across the curriculum; and
- improve planning of tasks for pupils with special educational needs.

MODERN FOREIGN LANGUAGES

116. The school offers French lessons to pupils in Years 5 and 6. The standards achieved by pupils are good. They are very good in activities where pupils are called on to understand and respond; they are good in spoken French, in reading and in writing. The school has maintained the good standards seen during the last inspection.

117. By age 11, pupils can understand questions about school, the home and family and many other areas of everyday life and they can answer them in French often with good accents and reasonable accuracy. Their writing is usually accurate and, appropriately at this stage, consists of words and phrases that they want to remember. Pupils can read the words that they have learned. In a very good Year 6 lesson, pupils were able to point to different parts of the body accurately and rapidly when the teacher said them in French. They could rehearse and conduct a conversation in which they exchanged basic details about themselves – their name, their age and where they lived, for example. They were able to follow the gist of the teacher's instructions in French spoken at normal pace, play French board games and sing counting songs in French.
118. French is taught by one member of staff who is highly qualified and experienced and the standard of teaching is very good. There is very good use of French in the classroom, for example, when giving instructions or explaining the meaning of new words. The teacher uses a very wide range of methods, including puppets, games and role play; she conducts lessons at a very fast pace so that pupils learn through many examples one after the other; they enjoy this approach and never have time to get bored as activities change frequently and are fun for them. There is good informal assessment during lessons and evaluation of the success of the lesson to help future lesson planning. The mostly oral approach makes the subject accessible for all pupils. Those who are learning English as an additional language do well and their greater experience of using more than one language is of value to them in learning French. Pupils who have special educational needs can enjoy a new subject that does not make too many demands on their writing skills.
119. The subject is well planned and the teacher ensures that pupils have opportunities to use their French and learn about French culture. There are links with French schools and an opportunity for pupils to go on a residential visit to France. The subject makes a good contribution to pupils' cultural and social development and gives pupils a good foundation for language studies in secondary school.

MUSIC

120. Standards in singing are above those typically found at the end of Year 6. There is insufficient evidence to judge standards in other aspects of the subject and so overall evaluation of standards and pupils' achievement since the last inspection are not possible.
121. Pupils enjoy singing and work hard to make the improvements suggested by the teacher. By Year 6 they sing unison songs and two and three part rounds, confidently and maintaining good pitch and diction. When given clear musical direction they pay good attention to changes of volume and take note of contrasts between vocal techniques such as legato (smooth) and staccato (detached) singing. The standard of solo singing is good, although there is sometimes a tendency to lose pitch. Attainment for Year 3 pupils is also above expectations. They improvise repeated patterns demonstrating understanding of and the ability to maintain a steady beat in performance. They read and write simple rhythmic patterns, using standard written notation.
122. Teaching is broadly satisfactory but there are weaknesses in both teaching and learning. Of the four lessons seen, the quality of teaching varied from good to unsatisfactory. All the singing heard during the inspection was accompanied either by the piano or a commercial tape recording. There were no opportunities for pupils to sing unaccompanied, even when singing rounds, which are frequently designed to be purely vocal pieces. Sometimes the accompaniment plays a too dominant role, both in performance and in lessons. In lessons the singing on the commercial tape tends to obscure accurate evaluation of pupils' progress and accuracy in learning the material. Teachers do not reduce the volume or switch off the recording to judge the quality of pupils' singing and to make improvements. In three of the lessons teachers relied heavily on the commercial tape to act as teacher, due to their lack of confidence and subject knowledge. In the unsatisfactory lesson no real effort was made to enthuse pupils or to encourage them all to join in the singing. As a result of lack of interaction with the recording, to teach the musical skills, pupils were unable to make sufficient progress. In the other lesson, the teacher had good subject knowledge and provided good opportunities for pupils to create and perform rhythmic patterns. The lesson built well on pupils' previous learning and the teacher's good guidance and pupils' willingness to make

improvements to their work resulted in good progress. The teacher made good use of technical vocabulary and encouraged pupils to use it when evaluating and identifying the different rhythms other pupils had composed.

123. The management of the music curriculum is unsatisfactory. There is no established scheme of work that operates throughout the school to ensure progression in pupils' learning. This situation has not changed since the last inspection. There are shortcomings in the curriculum; opportunities to develop pupils' composing skills are superficial and do not enable pupils to achieve at an appropriate level. A significant number of pupils have developed high level instrumental skills, yet too little account of this is taken in lessons. Insufficient support and training is provided to develop the confidence and skills of non-specialist class teachers. Assessment arrangements are weak and there is little monitoring of teaching and learning. The co-ordinator does not provide a suitable example to other teachers, because he does not teach class music.
124. The strength of the music curriculum lies in the opportunities for pupils to develop their musical skills and interest outside the classroom. A large number of pupils learn to play musical instruments and many are achieving high standards. Music clubs on offer include choir, recorders and orchestra. There are opportunities for pupils to perform in assemblies. The choir frequently performs for a range of events; for example, they take part in the local schools' music festival, sing at school services in the cathedral, perform to old age pensioners at the local retirement home and are invited to sing by local business and the Bishop.

Action points:

- provide a structured scheme of work to ensure progression in pupils' learning and more extended opportunities for composing;
- improve the use of assessment to inform planning and track pupils' progress;
- increase teachers' skills and confidence by providing training; and
- extend the co-ordinator role so that management is more effective in bringing about change.

PHYSICAL EDUCATION

125. By the end of Year 6, standards are similar to those typically found nationally. Standards have been maintained since the last inspection. However, standards in swimming in Year 6 exceed the expectations of pupils of a similar age.
126. In games, Year 3 pupils apply their skills in group activities as they pass quoits around a circle, showing good hand-and-eye co-ordination. Year 4 pupils develop skills in short tennis, learning to strike the ball correctly with a range of forehand strokes. However, a minority of pupils have difficulty in holding the racquet and tend to "spoon" the ball upwards rather than achieving a more fluent stroke. In Years 5 and 6, pupils show better control and skills in both short tennis and cricket. Pupils successfully learn to strike a ball across the net. They use these skills efficiently when working with a partner ensuring that they strike the ball appropriately. Year 6 pupils are developing basic cricket skills in which they respond positively and show good progress. Through demonstrations by the teacher, pupils learn to bowl correctly and hold the bat in a position to receive the ball.
127. In gymnastics, pupils in Year 3 show a good awareness of space as they travel around the hall vigorously. Pupils are given plenty of opportunity to plan and perform their balancing techniques. They begin to show good poise in controlled balances on the floor. All pupils have the opportunity to learn to swim, using the school swimming pool. The majority can swim confidently, using both the width and the length of the pool. Year 6 pupils swim use an efficient front crawl stroke with a streamlined body position in the water. They show good standards in their leg kicks and in the propulsion of their arms. Average swimmers are using good techniques to increase their speed in the front crawl. Resources are used effectively to support the development of pupils' techniques. Floats are used by all pupils to obtain stronger leg movements. A very high proportion of pupils, all but one pupil in the present Year 6, achieve their 25 metres certificates by the end of Year 6.

128. The quality of teaching has improved since the last inspection and overall, teaching is having a positive impact on standards. In the lessons observed, the quality of teaching and learning was good. In games lessons and some swimming lessons, pupils receive good quality direct teaching of skills. Very good teaching was seen in the swimming lessons in both Year 3 and 6. Teachers have good subject knowledge and understanding and are confident in their presentation. Planning for individual lessons is satisfactory. Time is used effectively. Lessons start promptly and are conducted at a brisk pace; pupils move smoothly from one activity to the next. All teachers set a good example by their active participation in all lessons. All lessons begin with a warm-up and progress through structured tasks, offering suitable challenges before finishing with cool-down exercises. Appropriate resources are used well with good attention to safety factors. Staff set very good role models, for example they handle resources carefully and safely. Pupils are fully aware of health and safety procedures in lessons. Teachers and pupils dress appropriately for all lessons. Teachers show very good management skills in all lessons and pupils respond positively. Pupils are enthusiastic and show an enjoyment in all activities undertaken. Pupils treat each other with respect and relationships are very good. Behaviour in all lessons is very good. Pupils are trusted to change quietly and quickly for all sports and this is carried out effectively.
129. Pupils learn through the good teaching seen and the importance of trying hard to improve their performance. Boys and girls, including pupils with special educational needs and pupils with English as an additional language make appropriate gains in learning. Although teachers evaluate pupils' performance in lessons this information is not systematically used when planning future lessons. At times teachers do not build on the better performances of pupils' skills to move the learning process further forward. This was observed in games lessons where some pupils were exceeding expectations with very good practice but were not chosen to perform as an example to evaluate.
130. The curriculum is broad and balanced. During the inspection pupils participated in a range of athletics, games, swimming and gymnastics. Dance activities were not seen but are included in teachers' plans. The school offers a very good range of extra-curriculum activities in sports. These include netball, football, girls' football, cricket, athletics, swimming, squash and tag-rugby. The school takes part in a very good range of inter-school competitions including football, netball, cricket, swimming, tag-rugby and athletics; many trophies have been won in both the past and the present year. The school is highly successful in inter-school competitions and takes a pride in its achievements. Residential visits give pupils opportunities to participate in a broader range of sports activities. Year 5 pupils who did not go on the residential visit took part in a day of sports at the University of Surrey. The subject contributes effectively to pupils' moral and social development. A curriculum overview based on the National Curriculum is used as guidance for planning. However, there is no detailed guidance to help teachers with their planning and consequently pupils' skills are not always adequately built upon. The subject contributes satisfactorily to pupils' moral and social development.
131. Management of the subject is broadly satisfactory. The co-ordinator has been in post for two terms and has identified strengths and weaknesses in provision and has produced a sound action plan to address these. He has had little opportunity to monitor the quality of teaching and learning or teachers' planning. Assessment arrangements are unsatisfactory; there is no whole school system to assess pupils' achievement and monitor their progress. Resources are good and are well used. The accommodation is very good; there is a well-equipped gymnasium and large playground area for outdoor activities. The school has a large grassed area for outdoor games. A running track is marked out for Sports Day and there is access to a long jump pit. A learner swimming pool is available for all pupils to use both in and after school. All of these resources enrich the curriculum and contribute to an effective learning environment.

Action points:

- produce written guidance to help teachers plan work that builds upon those skills already acquired;
- enable the co-ordinator to support and monitor the quality of teaching, planning and pupil achievements; and

- develop a system for assessing pupils and using assessment information to guide lesson planning.