

# INSPECTION REPORT

**CATTERICK GARRISON, LE CATEAU COMMUNITY  
PRIMARY SCHOOL**

Catterick Garrison

LEA area: North Yorkshire

Unique reference number: 121338

Headteacher: Mr G Shepherd

Lead inspector: Mrs L B Moore

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> May 2004

Inspection number: 255740

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain

categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	404
School address:	Brough Road Catterick Garrison North Yorkshire
Postcode:	DL9 4ED
Telephone number:	01748 832292
Fax number:	01748 836414
Email:	admin@le-cateau.n-yorks.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Younger, BEM
Date of previous inspection:	6 <sup>th</sup> July 1998

## CHARACTERISTICS OF THE SCHOOL

Le Cateau is a larger than average community primary school, situated within Catterick Garrison. At the time of the inspection, it catered for 404 boys and girls from three to eleven years, including 76 part-time children in the nursery, serving the garrison and surrounding area. A high proportion of pupils come from service families and consequently, there is a very high mobility rate, due to regimental movement. The majority of pupils are from white British backgrounds, with about 10 per cent coming from other backgrounds, most of whom are currently Nepalese. A higher than average number of pupils speak English as an additional language, 20 of whom are in the early stages of English acquisition. The number of pupils identified as having special educational needs is below average, with the number having a statement of educational need being broadly average. Pupils come from a mixture of home backgrounds, with a broad range of attainment, but generally arrive at school with knowledge and skills which are well below those found nationally. Most of the garrison children regularly move areas and may come from schools with very different education systems and structures, so their education often lacks continuity or established patterns. As there is regular movement of pupils into and out of all age groups throughout the school, strategies for minimising this disruption are high amongst the school's priorities. The school is involved in the local 'Locality Plan' and 'Talk: Play' projects and in the national 'Campaign for Drawing' initiative. The school has been awarded the Basic Skills Quality Mark (2001), Healthy Schools Award (2004), Investors in People (1997), Schools Achievement Award (2002 and 2003), Eco School Green

Flag Award (2003) and LEA Inclusion Quality Mark (2003). Community provision includes the Family Learning Programme and Parents' Workshops.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21243	Mrs L B Moore	Lead inspector	Mathematics Music Provision for pupils with English as an additional language
19369	Ms C Wild	Lay inspector	
2759	Mr D Sleightholme	Team inspector	English Geography History
25352	Ms G Taujanskas	Team inspector	Information and communication technology Art and design Design and technology Areas of learning for children in the Foundation Stage
30590	Mr P Tuttle	Team inspector	Science Physical education Religious education Provision for pupils with special educational needs

The inspection contractor was:

Independent School Inspection Services (ISIS)  
3 Harrowby Road  
West Park  
Leeds  
LS16 5HN

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>33</b>

# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**Le Cateau Community Primary School is an effective school with some very good features.** It is continuously improving because of very effective leadership, management and governance. It is a very inclusive school with a deservedly good reputation. Pupils are taught well, behave well and have good attitudes towards their work. Most of the garrison children frequently move areas and may come from schools with very different education systems and structures, so their education often lacks continuity or established patterns. This very high mobility rate has a marked influence upon standards of attainment and, although many pupils achieve well within lessons, they are not at the school long enough for this to be reflected in the longer term. The school's budget is spent carefully and so the school provides good value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher and key staff helps to ensure a positive ethos and welcoming atmosphere;
- There is very good provision for physical education and good provision in science, with pupils achieving well in these subjects;
- Standards are below average in English and mathematics, although achievement is satisfactory;
- The very good educational provision in the nursery, including the high quality outdoor learning environment, ensures a strong start to the children's education;
- The school is strongly inclusive, which ensures that all pupils feel valued; very good provision for pupils with special educational needs and those for whom English is an additional language, enables them to make good progress towards the targets set for them;
- The marking of pupils' work is inconsistent and does not help pupils to identify how well they have done or how they could improve further.

The school has made good improvement since the previous inspection six years ago and has responded well to the issues raised in the previous report. The curriculum for the children in the Foundation Stage is now good. Assessment systems have improved, although marking remains inconsistent. The quality of teaching has improved. Curriculum co-ordinators monitor their subjects and this has a beneficial impact upon standards, and the staff have recently put in place a good whole-school curriculum plan.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	B	A
Mathematics	B	B	B	A
Science	C	C	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

## **Achievement in the Foundation Stage is good and it is satisfactory in Years 1 to 6.**

Standards at the end of reception, Year 2 and Year 6 are below average. Children start nursery with attainment well below that expected of children this age. They achieve well and by the end of the reception year most are on course to achieve standards below those expected nationally except in physical education and personal, social and emotional development where most children make very good progress and will meet the expected standards for children this age. Pupils with special educational needs and those for whom English is an additional language achieve well throughout the school. The results of national tests for pupils at the end of Year 2 have improved over the past three years and in 2003, standards in reading, writing and mathematics were average, when compared with all schools nationally. In the current Year 2 and Year 6, standards are below average in English and mathematics and about average in all other subjects. Achievement is at least satisfactory in all subjects, including English, mathematics and information and communication technology (ICT) and it is good in science and physical education. Standards fluctuate from year to year due to the high pupil mobility and the different cohorts of pupils, but are improving overall.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Attitudes and behaviour are good and relationships are very good, reflecting the very inclusive nature of the school. Attendance is satisfactory and punctuality is unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

**Teaching and learning are good overall**, with one lesson in four being very good and some excellent teaching and learning taking place in the nursery. Teaching is particularly strong in English, mathematics, science and the areas of learning taught in the nursery, resulting in good achievement in these areas. Very good provision is made for pupils with special educational needs and those for whom English is an additional language. Assessment is good overall and is used well to track pupils' progress through the school. However, marking is inconsistent and rarely helps pupils to understand how well they have done or how they can improve further. Very good use is made of the team of high quality support staff to enhance educational provision.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good. Governance is good.** The headteacher provides very good leadership and is very enthusiastic and dedicated to the further improvement of the school. His influence is having a very positive effect upon the quality of teaching and the ethos within the school. He is ably supported by a good governing body and key staff, and together they provide very effective leadership for the school. The whole staff team know the pupils well and they are successful at ensuring that new pupils feel part of the school in a very short time. All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very well satisfied with the school. They feel that their children like school and are encouraged to become mature and responsible. Pupils are very happy at school. They like coming to school and feel safe and secure.

## **IMPROVEMENTS NEEDED**

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

- Within the context of a highly mobile pupil population, continue to improve standards in English and mathematics;
- Improve the quality of marking of pupils' work, so that they know how well they have done and how they can improve further.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards at the end of reception, Year 2 and Year 6 are below average. Achievement in the Foundation Stage is good and it is satisfactory in Years 1 to 6.

#### Main strengths and weaknesses

- Pupils achieve well in science and physical education
- Children in the nursery achieve well, due to the high quality of teaching and learning
- Pupils with special educational needs and those for whom English is an additional language achieve well
- Standards are below average in English and mathematics, although achievement is satisfactory
- Results in the tests at the end of Year 6 in 2003 show good improvement over the past three years

#### Commentary

1. Children enter the nursery with levels of attainment which are well below average. Achievement is good in the nursery and satisfactory in the reception class, with standards being below average by the time children move into Year 1. In the nursery, imaginative teaching and the effective use of a range of resources promote good progress in all the areas of learning.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
Reading	15.9 (15.5)	15.7 (15.8)
Writing	14.7 (12.9)	14.6 (14.4)
Mathematics	16.4 (15.8)	16.3 (16.5)

*There were 51 pupils in the year group. Figures in brackets are for the previous year*

2. The results of national tests for pupils at the end of Year 2 have improved over the past three years and in 2003, standards in reading, writing and mathematics were average when compared with all schools nationally. However, when compared to similar schools standards in writing were well below average in reading and below average in writing and mathematics. Currently, standards are below average in English and mathematics and about average in all other subjects, including science and ICT. Achievement is satisfactory in all subjects, including English, mathematics and ICT and it is good in

science and physical education, as the quality of teaching in these subjects is particularly strong.

### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	28.2 (26.6)	26.8 (27.0)
Mathematics	28.0 (28.0)	26.8 (26.7)
Science	29.2 (28.7)	28.6 (28.3)

*There were 36 pupils in the year group. Figures in brackets are for the previous year*

3. The results of national tests for pupils at the end of Year 6 have also improved over the past three years and in 2003, standards in English and mathematics were above average, and average in science when compared with all schools nationally. When compared with similar schools, standards in English and mathematics were very high, with science being above average. Standards fluctuate from year to year due to the high pupil mobility and the different groups of pupils. Standards in the current Year 6 are below average in English and mathematics and average in science and all other subjects. Mobility in this year group is particularly high. Achievement is at least satisfactory in all subjects and it is good in science and physical education, as again in Years 3 to 6 the quality of teaching in these subjects is particularly strong. In English there are particular weaknesses in pupils' written work. Throughout the school pupils learn well in lessons due to good teaching but the disrupted pattern of education which many have experienced means that they are unable to build successfully or systematically on previous learning. As a result their progress over time is satisfactory.
4. Pupils, who have special needs achieve well against the targets set for them in their individual education plans. This is as a result of the very good provision made for them and the good support given by teachers and teaching assistants. Similarly, pupils for whom English is an additional language also make good progress, due to the good support they receive.

### **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes and behaviour are good and the school makes good provision for their personal development. The school's provision for developing pupils' spiritual, moral, social and cultural development is also good. Attendance is satisfactory although the punctuality of a significant number of pupils is unsatisfactory.

#### **Main strengths and weaknesses**

- Pupils like their school and participate well in the activities provided
- Relationships throughout the school are very good and a strength of the school
- Pupils display very good confidence and self-esteem
- Pupils settle well into school
- Some pupils arrive late to school

#### **Commentary**

5. Children in the nursery and reception classes are well behaved. They are eager to learn and listen carefully to instructions. They settle quickly to tasks and are encouraged to become independent learners. Pupils have good attitudes to learning. They listen carefully to the teachers and apply themselves well to the tasks set; they co-operate with each other and work well in groups.
6. Pupils are eager to be involved in the life of the school and make the most of the available activities. Pupils are confident and their self-esteem is high. The school builds on this esteem by providing a good range of extra-curricular activities which pupils appreciate, the numbers taking part reflecting their interest.
7. Behaviour in lessons and around the school is good overall. Pupils respect each other and make sure that the many new arrivals are made very welcome and establish good friendships. Occasionally in lessons a small number of pupils cause low level disruptions to the learning but teachers manage them well. The very good relationships throughout the school between adults and pupils and pupils with each other are a contributing factor to the good behaviour. Forty-two per cent of pupils in the inspection questionnaire reported that other children do not behave well. Some pupils do need help in establishing good behaviour patterns. However, the emphasis the school places on good behaviour and the support given to these pupils ensure they are managed well. The school rarely needs to exclude pupils from school which shows its good commitment to inclusion.

## Exclusions

### *Ethnic background of pupils*

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	339	1	0
White – any other White background	8	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – any other Asian background	29	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0

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

8. Pupils' spiritual, moral, social and cultural development is promoted well throughout the curriculum and assemblies. The school has a strong commitment to valuing and respecting others. Pupils learn to appreciate people as individuals and celebrate the diversity of the traditions of others in the school. Many pupils have a good understanding of a range of different cultures and traditions through living in other countries. The school uses their knowledge well and pupils are encouraged to share this with other pupils. Teachers draw on the wide experiences of the pupils and make good use of the community, for example visiting the nearby Hindu temple, to develop the awareness and

respect for the beliefs and views of others. In assemblies and the classrooms, the school teaches the principles of right and wrong and even the youngest children can explain how the school expects them to be kind to others. Pupils help draw up the class rules and explain how their actions can affect others. They use the word 'respect' often when explaining how they must treat their fellow pupils. Pupils learn about the responsibilities of living in a community. They are sociable and play well together in the playground and sensibly use the recently purchased play equipment. The play-buddies, ably led by the play-leader, conscientiously fulfil their roles of responsibility, encouraging others to take part in traditional games.

9. Attendance levels are satisfactory overall but below the national median. A contributory factor to the figures is the nature of the intake and the need to view the needs of the families concerned. On returning from service fathers are often instructed to take leave and this increases the number of absences as children spend time at home with their families. The closure of the school for a day due to adverse weather also had an effect on increasing the number of authorised absences. The school has effective systems in place to monitor attendance and involves outside agencies if there are any real problems. First day absence calls are made if the school receives no explanation for an absence. The high priority the school has placed on attendance this year has improved the level of unauthorised absences. A clear improvement has taken place and the data shows that this type of absence has halved. Every day, a number of pupils arrive at school late and this has a negative impact on the start to the day. Although the school has a rigorous approach to recording punctuality and stresses the importance of getting to school on time through regular newsletters, some parents do not heed the requests.

***Attendance in the latest complete reporting year 2002/03(%)***

Authorised absence	
School data:	5.9
National data:	5.4

Unauthorised absence	
School data :	0.4
National data:	0.5

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. The quality of teaching and pupils' learning are good overall, as is the curriculum. Standards of care, welfare, health and safety are good. Partnerships with parents, the community and other schools are good.

**TEACHING AND LEARNING**

Teaching and learning are good overall. Pupils learn well in the short term but the high mobility of pupils disrupts their learning and as a result their progress over time is only satisfactory. Assessment is good.

## **Main strengths and weaknesses**

- The teaching and learning in the nursery are very good and better than in the reception class
- Teaching styles are varied and reflect careful planning
- Very good use is made of the high quality support staff to enhance educational provision
- Pupils with special educational needs and English as an additional language learn well
- Teachers demonstrate very good knowledge of the subjects they teach and of the needs of their pupils; however, higher attaining pupils are not always sufficiently challenged
- Marking is not always used consistently to help pupils to improve their work
- Good provision is made for homework.

## Commentary

### Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4.7%)	11 (25.6%)	20 (46.5%)	6 (14.0%)	1 (2.3%)	0	0

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

10. Teaching in the nursery is very good and in the reception class it is satisfactory overall. In the nursery, teaching is of a high quality and provides children with a rich and stimulating environment for learning. Staff understand the value of conversation and pick up on many of the interesting things the children say, helping them to develop their conversation well. In the reception classes the quality of teaching and learning is more variable and, although teachers plan together, it is not always of the same high quality. While satisfactory overall, the focus of lessons is sometimes insufficiently clear, work is not matched well enough to children's attainment and opportunities are missed, for example to develop their vocabulary. Assessment systems have been continuously developed and refined. They now provide detailed records of children's performance especially in mathematical and language activities. This provides staff with very good information for planning the next steps of learning.
11. Throughout the rest of the school, almost all teaching is at least satisfactory, with about half being good and one lesson in four being very good. Teachers plan their lessons carefully, usually providing work for at least two different levels of pupil attainment, and present the subject enthusiastically. Many lessons include a noticeable degree of 'fun' which encourages pupils of all capabilities to join in and try their best. However, on occasions this element of 'fun' takes up a greater part of the lesson, resulting in a lack of rigour within the subject content or a lack of challenge for the pupils. The higher quality teaching skilfully balances the different elements of the lesson, ensuring that the pupils learn well within a positive learning environment.
12. Many teachers adapt their teaching or a change of pace well in order to help pupils regain their concentration during the longer lessons. Teachers make good use of a variety of styles and resources and are particularly skilled at linking the subject matter with real-life situations. In mathematics, for example, number is taught effectively by asking pupils to solve everyday problems involving shopping, totalling the bill and giving change from a certain amount. In this way, pupils understand the purpose of the lesson and become more interested and involved in their learning.
13. Pupils who have special needs are very well provided for. Good focused support by a specialist teacher, class teachers and teaching assistants, either in the classroom or in outside working areas, results in these pupils making good progress and achieving well. Teaching is carefully planned to give these pupils maximum support in developing skills and ensuring that they have full access to all areas of the curriculum. The specialist part-time teacher assesses pupils' next steps of learning at an early stage and ensures that prompt action is taken to meet the needs of these pupils. This helps them to achieve well. Regular assessments of progress and achievement are carried out against the targets

set in individual education plans. Following reviews, involving teachers and parents, new targets are set to take pupils' learning further. A small but significant number of children speak English as an additional language and some are in the early stages of learning English. The bilingual support for these children is mainly helpful and well targeted. Having a first language speaker with them clearly helps children to settle quickly and join in all activities. An advisory teacher provides valuable support throughout the school for staff and pupils for whom English is a second language. She works with the children each week and this gives them confidence and skills to take a full part in lessons.

14. Assessment is good overall. The information gathered about pupils' achievements is used well to track their progress through the school and plan future learning. However, in some cases, for example in English, the more able pupils are not always challenged sufficiently in the work set for them. The quality of marking is inconsistent and not all staff follow the school's policy. Some teachers provide useful comments for pupils and guide them to improve their work but this is inconsistent throughout the school. Some comments do not help pupils to understand how well they have done or how they can improve further. Good provision is made for homework. It is purposeful and set regularly with pupils expected to learn core skills, such as reading and spelling, to be practised with parents and carers.

## **THE CURRICULUM**

The school provides a good curriculum in all years for pupils of all levels of ability. It is broad and balanced and meets statutory requirements well. This is an improvement on the findings of the previous inspection. Opportunities for enrichment are good. Accommodation and resources are also good.

### **Main strengths and weaknesses**

- The teaching of basic skills including literacy and numeracy has a high priority
- The school makes good use of the pupils' rich and varied cultural background and experiences
- The provision for pupils who have special educational needs is very good
- There is a good programme of extra-curricular activities

### **Commentary**

15. The curriculum in the Foundation Stage is good. It is well planned to enable children to experience a wide range of interesting, relevant and imaginative activities. These are generally well matched to children's needs. Staff set very good role models for children and manage them well. This results in good behaviour in all sessions. Staff work well as a team, monitoring progress through regular assessments and carefully kept records.
16. The curriculum for pupils in Years 1 to 6 is good and covers a rich range of learning experiences. Given the situation where most pupils do not progress from Year 1 to Year 6 at this school (at present only three pupils in Year 6 joined the school in their first year) it is understandable that the main priorities are raising attainment in literacy and numeracy. The national strategies are taught well with appropriate focus on the acquisition of basic

skills. Specific timetabling ensures all pupils have lessons in the ICT suite and have use of the good facilities for physical education and sport. All pupils in Years 1 and 2 have access to beneficial guided reading sessions.

17. The curriculum for subjects other than English and mathematics was revised in 2003 and is now taught through a two-year topic cycle. In order that the statutory requirements for each subject are met the cycle is supplemented by a series of focused short topics on specific subject themes. The planning of the curriculum is thorough with teachers working in year group teams to plan the coverage over short and medium timescales. Very good progress has been made in improving the use of ICT as a planning tool. The ICT networking ensures that as individual teachers modify plans to reflect assessment outcomes, subject leaders can monitor these revisions directly from a workstation in their own classroom.
18. As a result of the high mobility of many pupils living on the military base the school benefits from a rich range of cultural traditions. Many pupils have travelled extensively and bring their experiences to the learning of others. Pupils in Year 3 learned about the traditions and customs of Nepal through the involvement of a Nepalese parent who provided original newspapers and coins to support an interesting and meaningful topic.
19. Pupils who have special needs are supported very well in the curriculum, through individual education plans with targets to develop their skills, knowledge and understanding in the areas of literacy and numeracy and, for some pupils, further development of their social skills. The plans are regularly reviewed at least once per term. All pupils having special needs have full access to the curriculum. There is a good range of teaching and learning resources available to support pupils who have special educational needs. The accommodation for teaching pupils who have special educational needs is enhanced by the good number of quiet rooms and working areas adjacent to classrooms. Teachers and assistants make very good use of this accommodation. Pupils with special gifts or talents are identified and given work which challenges them and inspires them to achieve to the best of their ability. For example, their talents are nurtured through drama and physical education and links with the secondary school extend pupils' achievements in mathematics.
20. There is a good programme of out-of-hours activities including provision for learning art and design, games and ICT skills. The activities, delivered by teaching and support staff, are very popular with the pupils. Good use is also made of visits, and of visitors who bring specialist skills.
21. Staffing, resources and accommodation are good. The decision by governors and the headteacher to provide a significant number of teaching assistants has a positive and direct impact on the achievements of pupils who have special educational needs. The premises have been improved since the previous inspection, particularly the facilities for ICT in terms of a new suite and the installation of interactive boards, and the outer area through the Eco-awareness project.

## **CARE, GUIDANCE AND SUPPORT**

Good procedures for ensuring pupils' care and welfare are in place. There is good involvement of pupils in their school and their views are valued. Support, advice and guidance are good.

### **Main strengths and weaknesses**

- Very good relationships help pupils to feel happy and secure
- There are effective induction arrangements to help new pupils settle into the school
- The school takes good care of its pupils
- Pupils' views are valued and consultation with them takes place regularly

### **Commentary**

22. Underpinning the care of pupils in school is the successful commitment to caring and sharing. The promotion of this ethos is evident in the priority staff and pupils give to the building of very good relationships. New pupils to the school are welcomed, with great sensitivity to their particular needs and circumstances. Friendships between pupils are established quickly and the warmth shown to the new pupils by staff and pupils helps them to settle easily and securely into their new environment. The procedures for the induction of younger pupils to the school, with visits to meet the staff, ensure a smooth entry to school. Routine health and safety procedures such as child protection, risk assessments and Internet safety are well established and ensure a safe learning environment for pupils. The school works well with other outside agencies, such as the School Medical Service and the education welfare officer. Promoting healthy lifestyles has a strong focus in the school and consequently the school has received the Healthy School logo. Support for pupils with special educational needs is very good. They are well cared for and receive very good support which helps them to achieve well. Pupils with specific learning difficulties are helped to take a full and active part in lessons, asking questions and showing a keen interest and enthusiasm for learning.
23. The Golden Book of Achievers is prominently displayed in the entrance foyer and it celebrates the achievements of pupils in progress, behaviour and attendance. The book and the achievement assemblies signify to pupils and parents the value the school places on pupils' individual successes.
24. The majority of pupils who completed the inspection questionnaire are happy at school. A small percentage of pupils indicated in their responses that they did not have an adult to go to when worried or that teachers were not fair. During the inspection in discussions with pupils, they felt that it was a fair school, the headteacher was very fair and that they felt able to approach staff if they needed someone to talk to.
25. The school successfully seeks and acts upon pupils' views through the school council and during discussions in lessons. Pupils feel that their opinions are valued and that the council has been successful in bringing about changes to the school, for example in improving the food available at lunchtime and in creating a better environment around the school.

### **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school has good links with parents. The school has established a good partnership with the community that contributes to the progress and welfare of the pupils. Links with other schools and colleges are also good.

### **Main strengths and weaknesses**

- Parents are happy with the education their children receive
- The school is an integral part of the community
- The school works closely with the local secondary school and neighbouring primary schools
- Some parents do not support the school in ensuring their children arrive at school on time

### **Commentary**

26. The school is a welcoming place for parents; they feel able to approach all staff with confidence. Visitors are soon aware of the friendly ambience that the school strives to promote. Parents are supportive of the school and are pleased with the school's provision for their children. Parents have the opportunity to discuss their children's progress at two formal evenings per year or on informal occasions if they are concerned.
27. Overall, information to parents is of a good quality. The welcome pack provided before pupils attend the school provides a wide variety of information, such as how parents can help their children in subjects and road safety brochures. Annual progress reports celebrate the pupils' achievement in English, mathematics and science but are not always specific to individual pupils, and their meaning is unclear in other subjects. Some teachers provide constructive targets for improvement, but other targets are of little value to the parents because of the way they are written. Information on personal and social development is included and gives a useful guide to parents on their children's behaviour and attendance. The prospectus is a helpful document which meets the statutory requirements.
28. The school has a strong partnership with parents of pupils who have special needs. Parents of pupils with a statement of special need take a full part in regular reviews to determine the progress and achievement of their children. They meet annually to review the progress their children make and to set further targets for the next stage of learning. All parents are kept informed on a regular basis about their children's progress and are very pleased with the support given. School displays confirm that parents make a good contribution to the pupils' learning; for example some pupils took a class teddy bear 'Hugo' on their travels with parents and carers to Canada, Lapland and Spain. The bear was photographed in these countries, the images providing good starting points for knowledge and understanding of world locations.
29. The school seeks the views of parents on developments, such as the proposed new playground and the teaching of sex education; opportunities are given to parents to add comments in the pupils' diaries. Parents fully support school performances, events and activity days. The school encourages parents to help in school and many help in the classroom, giving valuable support to the curriculum. An active family and friends association runs social and fund-raising events which are popular with parents and the community. However, some parents do not ensure their children arrive at school on time

and these pupils miss out on assemblies which contribute strongly to their personal development.

30. The school is particularly successful in its contribution to the community. The school works closely with the army garrison in ensuring the welfare of its parents and pupils. Good collaboration takes place with the local secondary school and the nearby primary schools; shared training and subject leadership meetings help to achieve consistency of approach to education. The nearby children's centre provides good family and school support with a 'walking bus'. The school makes good use of the links with the local further education and higher education colleges, and the training programme the school supports provides valuable additional help in the classrooms.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher provides very good leadership. The leadership of senior managers as a whole is also very good. Governance is good. Management systems are effective.

### **Main strengths and weaknesses**

- The very good leadership of the headteacher and key staff helps to ensure an ethos in which all staff are determined to provide the best possible educational experience for all pupils, no matter how short their stay in the school
- Leadership of the Foundation Stage is very good
- The school is strongly inclusive and this ensures all pupils feel valued; new pupils are quickly accepted as apart of the school community
- Planning for improvement is good; the school has made good improvement since the last inspection six years ago and has responded well to the issues raised in the previous report
- The school's finances are managed well

## Commentary

31. The school faces a continually challenging situation with high pupil mobility. This barrier inhibits some pupils' progress but nevertheless the school works hard to provide well for the pupils for the short time some of them are in school.
32. The inspirational headteacher is very enthusiastic and dedicated to the further improvement of the school. He has a very clear vision for the school and a determination that this will be fulfilled. This vision is shared by a hard-working and mutually supportive staff who are committed to the pupils in their care. Co-ordinators are keen and hard working. They provide good leadership for their colleagues and those with subject responsibilities have a positive impact upon standards in their area.
33. The leadership of the Foundation Stage is very good. A strong sense of teamwork is evident among staff and this is supported by high levels of commitment to provide a broad set of experiences for all children. The Foundation Stage is managed well. Assessment systems have been continuously developed and refined. They now provide detailed records of the performance of children, particularly in mathematical and language activities. This gives staff very good information for planning the next stage of learning. A regular critical review of the resources necessary to best meet children's needs has resulted in the provision of the excellent outdoor area and ongoing plans for improvements, such as enabling all the classes to flow as one unit. No formal opportunities have been made available for the Foundation Stage co-ordinator to monitor the quality of teaching and learning through direct lesson observations to clearly identify strengths and areas for development. However, a small amount of monitoring has been carried out in the recent past by other staff.
34. Good systems are in place for drawing up priorities for the school improvement plan, using a variety of sources. Priorities appropriately aim to improve standards through developments within the curriculum, teaching and learning, leadership and management, accommodation and resources. Senior staff monitor standards through classroom observations, work scrutiny and analysis of data, which contributes effectively to the good teaching and learning. In addition, questionnaires are given to leaving pupils and their parents in order to seek their views so that the school can improve its provision. Through these actions, the staff and governors have a clear view of the school's strengths and weaknesses and of how to address them.
35. The school has made good improvement since it was last inspected. Curricular planning for children in the Foundation Stage has improved and is now good. Assessment systems have improved, although marking remains inconsistent. The quality of teaching has improved. Most curriculum co-ordinators are able to monitor their subjects and the staff have recently put in place a whole-school curriculum plan.
36. The headteacher is ably supported by key staff and together they provide very effective leadership for the school. The whole staff team know the pupils well and they are successful at ensuring that new pupils feel part of the school in a very short time. The school is very inclusive with an especially positive ethos, which helps to make it a happy and welcoming school with a deservedly good reputation. All statutory requirements are met. Governors have a good understanding of the school's strengths and areas for

development. They have a good range of methods for checking on the work of the school; for example, all governors are linked to a teacher and make visits to school to speak with co-ordinators. As a result they receive good information to help them draw conclusions about the school's future direction.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	888,875	Balance from previous year	64,751
Total expenditure	934,151	Balance carried forward to the next	19475
Expenditure per pupil	2,389.13		

37. The school's unusual situation results in a complicated financial system which is managed well. It is not possible for the school to predict pupil numbers accurately, due to regimental movement, and so it is necessary to work on a 'best guess' system. Although it was initially necessary for the governors to set a deficit budget for the latest financial year, this was supported by the local education authority, and through prudent financial management the school was able to clear the deficit within a few months. Overall, funds are allocated appropriately to the priorities for development. Good financial records are kept, with half-termly monitoring of spending by the finance committee of the governing body. Expenditure per pupil is slightly below the national average for this type of school, but the school's budget is spent carefully and so the school provides good value for money. Principles of best value are applied well, ensuring all resources are used effectively to meet the needs of the school.

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is good overall and has improved well since the last inspection, particularly in the development of facilities for physical development outdoors. Staff have worked hard to create a Foundation Stage curriculum for all children and are striving to make a unit which provides well for both reception and nursery children. Teaching has improved although there are still more improvements to be made. There is some particularly high quality teaching taking place in the nursery by both the teacher and the nursery nurse. The ongoing development of the quadrangle garden has enabled children to both grow and pick fruit and see how vegetables grow from seed. This had made a positive contribution to children's understanding of the world around them.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

### **Main strengths and weaknesses**

- Children are enthusiastic and well motivated and gain in confidence
- Staff provide very good role models, helping children to form positive relationships
- A well-organised range of activities helps children to become independent learners
- There are high expectations of behaviour

### **Commentary**

38. Children are greeted warmly at the start of sessions and enter nursery and reception classes confidently. They are eager to learn and listen carefully to instructions about planned activities. As a result they achieve very well. Most children settle quickly to a chosen activity and persevere with it for good lengths of time before choosing another game or activity. Relationships are very good, and children readily turn to adults for help, advice or to tell them something interesting. This means a positive environment is created and children feel valued. Teaching and learning are very good. Teaching is well focused on developing children's independence through well-planned activities and interesting and exciting experiences. Children achieve very well in this area of learning and are on course to reach the standards expected of them by the end of the reception year. Staff work well together, ensuring very good role models for the children to follow. Children quickly respond to the high expectations of behaviour and respect for each other and soon learn to behave very well. Very good use is made of trained support staff to ensure children make very good progress.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Speaking and listening skills are given high priority in all activities
- Classes provide a very good quality environment with lots of print and labels for children to recognise, reinforcing their learning
- Opportunities to practise early writing skills are provided and staff promote this learning well
- In lessons, particularly in reception classes, where teachers do not clearly focus on key vocabulary and oral skills children's rate of learning is slower

### **Commentary**

39. Children develop their speaking and listening skills well, particularly in the nursery where all activities give clear priority to these skills. For example, in a baking activity children learned about the 'soft, silky feel' of the flour. Reading is given a high priority and children choose and enjoy reading books themselves as well as the planned story times. Parents give valuable help by reading to individuals and small groups of children in the attractive library corners. Classrooms are word-rich environments which help the children learn the importance of the written word. Mark-making areas are always available, and in the nursery children use pens and pencils 'writing' their names, some with clearly recognisable letters. Children in reception copy write and learn how their words look in print. Some begin to write independently but this is at a very early stage for most of them. Opportunities to practise early writing are good and varied, and include writing in sand trays and on whiteboards, giving children lots of experiences, usefully maintaining interest and motivation. Children who are learning to speak English as an additional language have informal but good adult help and this helps them to understand what they have to do and to take a full part in lessons. Having a first language speaker helps children to develop their language well.
40. Overall, standards are likely to be below the expected levels for children at the end of the reception year but nevertheless they have achieved well, from the low starting point on entry to the nursery. In speaking and listening skills they are likely to reach the expected standards. In the nursery, teaching is of a high quality and provides children with a rich and stimulating environment for learning, on which they thrive. Staff understand the value of conversation and pick up on many of the interesting things the children say, helping them to develop their conversation well. In the reception classes the quality of teaching and learning is more variable and although teachers plan together it is not always of the same high quality. This is because the focus of some lessons is not clearly identified and then opportunities to teach and consolidate vocabulary are missed.

### **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Planned activities provide many interesting opportunities to practise mathematical skills
- Occasionally teaching was not clearly focused on the lesson objectives and pitched at an appropriate level for the class

### **Commentary**

41. A good range of activities helps children to understand that numbers correspond with objects. Children learn about 'more' and 'less'. Higher attaining children begin to add numbers together such as four snowflakes and two snowflakes. These children know some higher numbers. Children achieve well throughout the Foundation Stage overall. However, most children are on course to be below the expected standards by the time they reach the end of the reception year. Lots of role-play activities help children to learn about numbers and money in real life. Sand, both wet and dry, and water play encourages children to fill and empty large and small containers and learn about capacity, 'full' and 'empty'. Computer programs are used effectively to enhance children's learning in all classes, and table-top games are well used to help children learn in a fun way.
42. Teaching is good overall. Staff are well organised and activities are well prepared. Bold displays help children to recognise numbers and to sort and measure, such as the birthday charts for both four and five year olds. Staff introduce number into many activities. For example, in a baking activity, staff constantly reinforced the quantities of the ingredients. This helped even the least confident children to join in the reciting and counting with the rest of the class. Occasionally, activities are not well matched to children's attainment and this results in tasks which are too difficult. Children do not learn effectively in these circumstances.

### **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

#### **Main strengths and weaknesses**

- Children learn well through using ICT, in well-planned activities with good resources
- Well-planned topics help children to learn about things in the past and the world around them
- Colourful and well-organised classroom displays help to reinforce children's learning
- Sometimes teaching lacks good questioning skills and this leads to the lack of involvement of children in the lessons

### **Commentary**

43. Children learn how to use technology to help them learn. They are confident working at the computer, using the mouse to control the games they play. Children have used a drawing program and drawn their faces, in various colours. Children learn about the past through identifying features of themselves as babies linked with a topic on new life. Topics are used effectively to help children understand the world around them and to learn about materials and their uses. Many opportunities are available for children to build and construct models, using a range of materials. For example, some children built

houses for the 'three little pigs'. Visits and visitors add substantially to the children's understanding of the world around them. When a builder visited they learned that powerful tools can run on batteries and that, in building, tape measures can be very long indeed. This demonstration helped them to begin to understand something of the way buildings are made. The visit clearly fascinated the children and they listened carefully, were keen to answer questions and offered a good range of answers. Lots of opportunities are organised for baking and cooking activities. They learn at first hand about how materials can change when mixed and heated or cooked. Teaching is good overall, and very good in the nursery. Children achieve well but most children will not reach the expected standards by the end of the reception year. Staff extend children's learning well through skilful questioning. Children are praised for the answers they offer and even if not right for the good effort. This gives them confidence to answer again. In the reception classes this good practice is more varied, and opportunities to extend learning are sometimes missed because questioning is not used effectively and this makes teaching too directed. This does not always meet the needs of the children well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There is very good provision for using tools, construction and malleable materials
- The outdoor area provides excellent chances for imaginative and physical play.
- Reception children do not make sufficient use of the outdoor play facility

### **Commentary**

44. The outdoor play area is very imaginatively developed. There is a hard play area on which children ride large toys round a roadway and develop their sense of balance and control. Large fixed equipment gives children opportunities to move over, under and around in different ways. Children make good use of the large area of gravel to dig, scoop, shovel and pour with a range of equipment. The ball area has a range of balls of different shapes and sizes, including small balls with 'kite' tails, which float spectacularly when thrown and makes the ball easy to catch, by its 'tail'. Children spend amazing amounts of time just throwing such balls, sometimes to catch, sometimes to watch, absorbing the effects. Indoors, children practise using tools and equipment, which helps to improve hand-eye co-ordination and fine motor skills. Children experiment in the water tray filling and emptying containers, which helps develop their skills of physical co-ordination. Hammers and tacks along with other tools are used to make models and shapes. Children use the range of resources well to build structures and fasten things together. Soft dough enables children to experiment with making different shapes. Teaching is very good. Children achieve well and most are on course to reach the expected standards by the end of the reception year. The nursery children benefit from the regular opportunities to play in the outdoor environment and they really enjoy this time. However, the outdoor area is not used in the reception classes as effectively as in the nursery to support this area of learning.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Good opportunities are provided to experience a broad range of materials
- Role-play areas provide rich opportunities for imaginative play both indoors and out
- Children do not sing well

### Commentary

45. Children enjoy working with a range of materials. They use chalks to draw snowmen, and pencils to sketch a still life of fluffy chicks. Children make bold and imaginative paintings and use the computer drawing program to draw the faces of classmates. Both the outdoor and indoor areas are imaginatively developed to facilitate imaginative play very well. Outdoors there is seating for chatting or resting, a herb garden and a two-storey house for imaginative play where children can invent games for themselves and their friends. A playhouse is used for various shops and provides opportunities for further imaginative play and language development. Children meet each week to sing in the Foundation Stage assembly, giving them the chance to be a part of the large group. Songs are sung based on the theme which most children enjoy and these are well led by the nursery staff who lead by example in their singing. In the reception classes singing is not modelled well enough by staff and this limits children's learning.
46. Teaching is good overall. Children achieve well and most are on course to reach the expected standards by the end of the reception year. There is very good teaching in the nursery, particularly linked to the outdoor area where trained staff support children's play exceptionally well.

### **Excellent practice in the Foundation Stage – Nursery**

“So... how do you make pink pig buns then?” This very well-planned and organised session began by the nursery nurse asking the children what they needed to make the buns. Lots of technical and expressive vocabulary was woven into the discussion. She talked about the ‘silky flour’, and teased out from the children what ingredients were necessary. Thoughtful questions extended children’s learning very effectively. For example, when the children were given an egg each, one child said, “It’s cold.” This was immediately used as a teaching point, enabling children to contribute their own knowledge to the session. Another child, thinking about the cold egg, said clearly, “It’s because it’s been outside where the hen laid it.” Opportunities to practise numbers were used very effectively.

While the ingredients were being mixed no time was wasted, as children were asked to think how the buns would become pink. All answers were used to bring out positive points, so, yes, the mixture would be cooked in the oven, but, no, it wouldn’t make it pink. Finally the nursery nurse took out a very small bottle of food colouring and promptly poured a few drops into each bowl, to the complete amazement of the group. There were shrieks and giggles as the red colouring dribbled over the mixture. Most children needed no prompting to mix it in with their wooden spoons. The last part of the sessions was by far the most challenging. This involved getting spoonfuls of the mixture into the paper cases. With enormous patience the children spooned it in and the nursery nurse, equally patiently, let them. This was a very valuable experience, as the children were asked to make comparisons of ‘how much?’ They realised both how difficult it was, with the sticky mixture, to firstly get it into the cases and then get the same amount into each case.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards are below the national average and weaker in writing than in reading, speaking and listening
- Teaching was good with some very good elements
- Pupils' past work shows higher attaining pupils could be better challenged over time
- Marking is not used consistently to help pupils to improve
- Good use is made of opportunities to consolidate literacy skills through other subjects

#### Commentary

47. Current standards have declined sharply from 2003 when the test results indicated that they were broadly average at the end of Year 2 and above average at the end of Year 6. The reason for this dip, as shown in the school's most recent assessments, is because the proportion of higher attaining pupils in both Years 2 and 6 is very small and the proportion of pupils with special educational needs is large. In addition to this, high mobility of pupils is a significant factor because it results in continually changing proportions of higher and lower attaining pupils in each year group. Only three of the current Year 6 pupils joined the school in their first year and only 12 of the pupils were in the cohort at the start of Year 2.
48. Tracking pupils' achievement over time shows the variation in rates of achievement of different pupil groups. It also demonstrates the impact of good teaching and sensitive and focused support. Those pupils joining the school in Year 2 have made the expected rate of improvement in four years by progressing on average two National Curriculum levels. Good teaching has helped some pupils in Year 2 to make twice the expected rate of progress in writing in two terms. In lessons the encouragement and assistance from the teaching assistants help pupils who have special educational needs or English as an additional language to achieve well. Their teacher, teaching assistants and peers regularly praise them for their efforts. Overall achievement is satisfactory.
49. Teachers have established good class routines for speaking and listening that help to raise standards. By the end of Year 2, most pupils confidently join in with their teacher to read together the text in large class books. Regular shared reading is a feature of literacy sessions and daily practice improves pupils' confidence in speaking. Because the lessons are mostly interesting pupils listen quietly and attentively. By the end of Year 6, most pupils are reading fluently and with expression and they can express a point of view clearly and confidently. Most pupils can name their favourite character in a story, give reasons for their choice and have some idea of how the plot might develop. They can report verbally to others on the findings of their research in topic work, some of this information being retrieved through the use of Internet search engines.

50. Pupils' ability to write confidently is variable. Higher attaining pupils write stories with events ordered logically, good use of vocabulary and secure use of elementary punctuation. By Year 6, pupils have introduced good description and atmosphere into their writing, with techniques such as using brackets and speech marks correctly applied. These pupils' work is often neatly and carefully presented. The work produced by pupils who have special educational needs is often much more limited and characterised sometimes by unfinished sentences. In a Year 2 lesson where pupils planned to write a report on the characteristics of snails a higher attaining pupil planned to use a 'sub-heading' whereas lower attaining pupils relied on the support of a teaching assistant who reinforced key words to help the pupils plan simple sentences.
51. The teaching seen in lessons was good with some very good elements. This is an improvement on the findings of the previous inspection. Teachers teach the National Strategy for Literacy confidently and plan lively and engaging lessons. Basic skills are taught effectively and help pupils to achieve well. Homework is used regularly to practise skills such reading and spelling. Reading diaries confirm parents are encouraged to listen to their children and comment on the progress they make. Teachers skilfully turn routine tasks, such as marking spellings, into very good learning opportunities. In a lesson for Year 6 pupils, the teacher made good use of ICT to revisit common spelling errors. The session covering corrections was used effectively as a very good teaching opportunity as pupils worked in pairs to recapitulate the spelling rules for words that included 'silent letters'. Sessions that include national programmes for supporting pupils who have special educational needs are also well taught. A teaching assistant enthusiastically delivered the Early Literacy Strategy to a group of five Year 1 pupils who responded well as they practised elementary letter sounds, changing words such as 'chop' to 'chip' and then to 'tip'.
52. Teaching in lessons seen confirmed that teachers can plan very effectively for pupils of different abilities but the scrutiny of pupils' past work showed this was not a strong feature of the work over time. For most of the year pupils of all levels of attainment attempted similar work. Consequently, finished work does not demonstrate higher attaining pupils being extended sufficiently. This scrutiny also showed that the marking of work is variable. There are some examples of very good marking, for example in Year 2, which provides clear guidance on how the writing could be improved and what is expected in terms of a target. Other books, however, show that although work has been marked regularly, opportunities for providing direction have been missed. Leadership and management of the English are good. The co-ordinator has already identified improving marking as an action point for development.

### **Language and literacy across the curriculum**

53. Pupils use their English skills well through other subjects. Worked displayed showed that pupils have extended their writing following visits out of school, for example to Richmond Castle. They have researched factual information for geography topics and they have had opportunities through concerts and festivals to gain confidence in public speaking. This has improved the content of pupils' writing.

### **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The grouping of pupils by ability in Years 5 and 6 facilitates teaching and learning and pupils achieve well in these years
- Teaching and learning are good
- Leadership and management of the subject are very good
- Useful booklets are provided for parents, including targets for each year group and examples of activities to do at home
- Standards have improved over the past few years but standards in the current Year 6 are below average and affected by high mobility during the year

### **Commentary**

54. The results of national tests for pupils at the end of Year 2 have improved over the past three years and in 2003, standards in mathematics were average, when compared with all schools nationally. The results of national tests for pupils at the end of Year 6 have also improved over the past three years and in 2003, standards in mathematics were above average, when compared with all schools nationally. When compared with similar schools, standards were very high, indicating very good achievement. Currently, standards in both Years 2 and 6 are below average. This fluctuation is linked to the high levels of pupil mobility especially in the current Year 6. Achievement is satisfactory for all pupils, including those with special educational needs and those for whom English is an additional language. As in English there is a variation in the rate of achievement due to high pupil mobility and it is satisfactory overall. Pupils' use of mental arithmetic is good, particularly when solving everyday problems.
55. Pupils in Years 5 and 6 are taught in three ability groups. This system is effective because it facilitates teaching and learning well. It enables the teachers to plan for specific levels of attainment and ensures that the pupils achieve well in these lessons. All other pupils are taught within their own class, with different work being provided to suit their abilities. In these lessons, achievement is satisfactory overall.
56. Teaching and learning are good overall, with particularly good teaching taking place in Years 5 and 6. Teachers have very good subject knowledge and plan their lessons well, providing appropriate work for pupils' different needs. Teachers make good use of humour and praise, and their enthusiasm encourages pupils to try hard and concentrate well. Good use is made of assessment, based on the key learning objectives taught each half term, to identify areas which need further teaching or consolidation. This is having a beneficial impact upon achievement. In some lessons ICT is used well to support pupils' learning. For example, a teacher used a computer program well to help pupils understand the mathematical concepts of shape.
57. Leadership and management of the subject are very good. The co-ordinator is keen, hardworking and knowledgeable and is a good role model for colleagues. She monitors teaching and standards of work, and analyses assessment data well to identify areas for improvement. This has a positive impact upon provision.

58. Good links are made with parents, through booklets which are sent home each term, which include the mathematics targets for each year group and examples of activities to do at home. These are welcomed by parents, as a way of learning more about their child's work in school.

### **Mathematics across the curriculum**

59. There is satisfactory use of mathematics to support some other subjects, particularly graphs and charts in science and data handling and spreadsheets in ICT.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching is good and all pupils achieve well, particularly in investigative science
- Pupils have good attitudes towards the subject
- The leadership and the management of the subject are good
- Improvement in provision since the time of the previous inspection is good
- Marking of pupils' work is not consistent throughout the school
- Insufficient use is made of ICT in science investigations

### **Commentary**

60. Standards by the end of Years 2 and Year 6 are in line with national averages and pupils are achieving well. In the most recent national tests, in 2003, pupils in that Year 6 group attained average standards when compared to all schools nationally. Standards have been maintained since the previous inspection. Pupils with special educational needs achieve well in relation to their abilities, as do those for whom English is an additional language, having good support from teaching assistants.
61. The teaching of science has improved well since the previous inspection and is now good with some very good features. There is good emphasis on teaching science through investigation and experimentation. Pupils are achieving particularly well in this area of science and in this way pupils' knowledge improves through practical and first hand experiences.
62. Pupils in Year 1 and Year 2 make good gains in new knowledge and understanding of animals and their habitats as a result of the school organising a knowledgeable visiting speaker. This visitor from the 'Zoo-lab' gives the opportunity for pupils to hold animals such as a pet rat, pet rabbit, large centipede and large snail. His very good explanation of the characteristics of these animals enabled the pupils to learn that a snail has a foot and that the centipede has 280 legs and a flexible body. Pupils show good positive attitudes to their science work in these sessions which promote good learning, achievement and interest in science.

63. As a result of very good teaching in Year 4, pupils developed a very good understanding of animal habitats and food chains. They applied themselves well as they learnt about the relationships between a producer and consumer, and a predator and prey. A practical exercise connecting these in a food chain web helped pupils to learn how neglecting or damaging a habitat can destroy a full eco-system.
64. Analysis of pupils' completed work from Year 6 and discussions held with a group of these pupils indicate that most pupils have a good knowledge and understanding of how to plan and carry out a scientific investigation. They can make sensible predictions, make observations using fair testing, record findings and interpret results to draw conclusions. Discussions show that pupils' knowledge and understanding of aspects of work within the area of 'materials and their properties' are insecure. The best marking of pupils' work by teachers recognises what pupils have done well and guides their future learning. However, not all teachers follow the school's marking policy and the marking of work in science is not consistent.
65. Pupils use their literacy skills well in science lessons. For example, Year 1 and 2 pupils prepared written questions for the Zoo-lab visitor and used their speaking and listening skills well during this visit. Writing skills are developed well when pupils write about investigations or record their results. Pupils use graphs when recording data and some use is made of ICT in their work. However, insufficient use is made of probes and sensors to measure changes in temperature, light or sound in practical investigations.
66. The subject leader gives good support to her colleagues and leads and manages science well. She has developed her role extremely well since the previous inspection. Teaching and learning are now monitored regularly and she carries out a detailed analysis of the end of Year 6 national test results. Previous analysis of test results indicated that there was a weakness in the area of experimental and investigative science. The action taken to address this weakness has been very effective.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils overall reach the standards expected for their age, but there are still weaknesses in control and modelling
- Teachers have significantly developed their own skills in order to improve teaching in this subject
- Good use is made of the computer suite throughout the school day to support teaching and learning in subjects across the curriculum
- The subject lacks a systematic monitoring of teaching, learning and the standards pupils attain.

### **Commentary**

67. Pupils attain standards which meet those expected nationally by the end of Year 6. There are fluctuations in the rates of achievement because of high pupil mobility and therefore achievement is satisfactory overall.
68. By the end of Year 2 standards are average. Pupils write news and stories using word-processing programs on the computer and also explore programs which need very specific questions to create a 'binary tree'. They learn how to access information using the computer and a range of other sources.
69. In the current, Year 6 standards are again average overall. Pupils use a variety of programs confidently and produce work for different uses. For example, pupils can produce a poster for a play in the 'Georgian theatre'. They use graphics for their background and carefully order the text using different fonts, sizes and colours for best effect. Pupils use word-processing programs to draft and write their stories and poems, such as 'A friend is...' in Year 4. They use graphics programs to produce plans and to modify them. They list instructions to program a screen turtle, although only the most able pupils manage to complete this successfully at the expected level. This was an area for improvement at the time of the last inspection. Although improvements have been made there is more to be done if most pupils are to reach the required level in this aspect of the subject by the end of Year 6.
70. Teaching and learning are good overall. Teachers have significantly improved their own skills, through training and practice and they teach confidently using interactive whiteboards and laptops. Whole-class lessons in the computer suite are well taught both for ICT skills and across other subjects. Teachers make good use of the whiteboards to bring lessons to life and there are well-planned introductions, clearly organised activities and good references to link previous learning with the current lessons. In all lessons class management and control are good, with teachers dealing well with the occasional outburst from a few pupils with challenging behaviour. Teaching assistants provide very valuable support in lessons, observing pupils closely and responding to their needs so the teacher can get on with the lesson.
71. Leadership and management are good. Since the appointment of a new co-ordinator a significant start has been made on auditing standards of pupils' work and monitoring the ICT curriculum. The co-ordinator is very knowledgeable and enthusiastic and has a clear vision for the future development of the subject. She is clear about the need to audit staff competencies and provide further training and support for those staff who require it. However, the co-ordinator has not yet had time to monitor the quality of teaching and learning and to assess the impact on standards. This is a weakness.
72. The computer suite has helped to ensure that all pupils get their entitlement to the curriculum and to provide good chances for whole-class teaching and monitoring of pupils' progress in the lesson. This is an improvement on the resources in place at the time of the last inspection although it does not quite meet the current national averages for ratios of computers per pupil.

### **Information and communication technology across the curriculum**

73. Overall the use of ICT across the curriculum is satisfactory. Teachers make good use of ICT in some subjects to enhance learning. In mathematics, for example, Year 5 and 6 pupils made good use of a program to help them to consolidate their understanding of shape. Further use could be made of ICT, in science for example, where too little use is made of ICT in aspects such as measurement.

## HUMANITIES

74. Due to timetabling arrangements it was not possible to see any lessons in geography or religious Two lessons in history were observed, both in Years 3 to 6. There is insufficient evidence to make overall judgements on provision in geography, history or religious education. Scrutiny of pupils' books, classroom and corridor displays and lessons indicate that by the end of Years 2 and 6 standards in humanities subjects are broadly average.
75. By the end of Year 6 in **geography** most pupils can locate countries such as Mexico on a world map when studying civilisations such as the Aztecs. In local studies most can trace the route of the River Swale to the sea. They have used aerial photographs to compare contrasting landscapes such as London with the Cotswolds.
76. In **history**, by the end of Year 2, most pupils have learned to name the main features of a local castle such as the keep and the dungeon. Although higher attaining pupils can label their drawings clearly, those with limited writing skills find this task demanding and their work lacks detail. Most pupils have begun to understand that historical events can be traced to different periods, such as the Tudors. Pupils in many classes are learning about the Greeks to coincide with the Olympic Games during the summer of 2004. Although some pupils' work is consistently very well presented, others have difficulty in producing legible work over time. Displays show that good use is made of Internet search engines to secure factual information in topic work.
77. In **religious education**, it was only possible to sample work, examine the planning for the subject, talk to a group of Year 2 pupils, analyse work completed by Year 6 pupils and discuss work with the subject leader. From the evidence gained standards attained by pupils by the end of Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus for religious education. Examination of the planning organised through a two-year cycle of themes shows that it meets with the requirements of the locally agreed syllabus. It also indicates that pupils are receiving a full range of learning opportunities in religious education lessons. Discussions with a group of pupils, of a full range of abilities in Year 2, show that they have a secure knowledge and understanding of some of the events in the life of Jesus, who they explain is the Son of God. These pupils also have a good understanding of different places that people can worship. They know Christians worship in a church, Jews in a synagogue and one pupil knew that Hindus worship in a temple. By the end of Year 2 pupils have achieved to a good level. An analysis of work completed by pupils in Year 6 indicates that they have a secure understanding of areas within Christianity, Hinduism and Islam. They understand that messages in the Bible are given through parables, prophecies, stories and prayers. They know that Brahma, Shiva and Ganesha are gods in the Hindu religion and that Fajr, Zuhr, 'Asr, Maghrib and 'Isha

are the times of prayer for Muslims, the believers of Islam. By the end of Year 6 pupils have achieved to a satisfactory level. The subject leader gives a good lead to her colleagues and manages her subject well. She has monitored teaching and learning and been instrumental in producing the two-year plan for teaching religious education.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. It is not possible to make judgements on provision in art and design, design and technology and music because of insufficient evidence.
79. The curriculum for **art and design** is well planned. The enthusiastic and experienced co-ordinator gives good support to other teachers, which enables them to teach the subject confidently. Although teachers have varying levels of skills themselves it is the positive 'have a go' attitude which they adopt which helps pupils to do the same. The curriculum is rich and gives pupils a broad range of experiences, using a wide range of different materials. There is good use of the work of famous artists, including Hundertwasser, which has inspired a great range of fantasy buildings in Year 2, carefully and colourfully executed. Pupils produce portraits of their friends and classmates. Older pupils experiment with different portrait mediums, inspired by Picasso's *Weeping women*, using a jigsaw style very effectively to put their portrait together. The local environment is used well to provide a stimulus for pupils to make observational sketches, for example at Richmond Castle, and pupils also produce some very effective textured landscapes. In some classes good use of sketchbooks enables children to experiment and prepare their designs and ideas. There is some variation in their use, from well-documented sketches and designs to little-used sketchbooks which lack teachers' comments. The work of pupils in the art club is very thoughtful and clearly has a very beneficial effect on their achievements in art and design.
80. The **design and technology** curriculum covers the required elements overall. Pupils design and make various structures and articles in different years. For example pupils in Year 4 produced a shoe design and made it in various materials. In Year 6 pupils completed a hat following their design. They looked at the need for a pedestrian bridge in Richmond, learned a little about the structure of bridges and followed this up with various designs. However, the evaluations of pupils' designs are often sketchy and limited in their effectiveness. Older pupils do not explore the range of possible materials and processes in depth. They do not list the equipment and materials needed realistically, nor is there evidence of evaluations leading to alterations or revised designs.
81. Teachers have variable levels of skill in **music**, but are enthusiastic and try hard to make the lessons enjoyable for their pupils. Good links are made with other subjects, for example supporting previous work on *The Carnival of the Animals* or the story of Jonah in religious education. Standards are generally below average; this is recognised by the acting co-ordinator and identified as one of the school's priorities in the school improvement plan. The co-ordinator is working hard to raise the profile of music throughout the school and has recently started to introduce instrumental tuition and visits from professional musicians.

## PHYSICAL EDUCATION

Provision in physical education is **very good**.

### Main strengths and weaknesses

- A very good range of activities ensures coverage of the National Curriculum requirements
- Teaching is good and pupils achieve well; pupils' swimming ability is a particular strength
- Good use is made of outside agencies to support teaching and pupils' learning
- The subject is well led and very well managed
- Insufficient use is made of assessment to track pupils' achievements and record their attainment

### Commentary

82. By the end of Year 2 and Year 6 standards are in line with those expected nationally. Most pupils achieve well as a result of good teaching. Improvement since the previous inspection is good.
83. Teaching is good. Teachers have a good knowledge and understanding of the subject and teach the skills of physical education well. All teachers plan careful warming up for, and warming down after, lessons to ensure pupils develop their skills safely. Pupils develop their skills well as a result of good demonstrations by their teacher. Year 3 pupils showed good 'analysis of performance' skills, when they commented on each other's work and learned how to improve their performances, acting well on suggestions given. Pupils in Year 5 developed their throwing skills well in an outdoor games lesson. Again the good knowledge and demonstration by the teacher helped pupils to evaluate and improve their performances. Year 5 and Year 6 pupils learn about healthy lifestyles and the importance of physical fitness as a result of the specialist teaching provided by 'Sports by Design', an outside agency. These pupils are to learn new skills during a residential visit to an outdoor pursuits centre when they develop canoeing, climbing and raft-building skills. This planned visit also helps pupils to develop their personal skills well. Considering the high mobility of pupils entering and leaving during the school year, teachers do very well in taking all pupils' learning forward. Many new pupils entering the school have been identified with underdeveloped physical skills and teachers make effective plans to help these pupils.
84. There is some noting of pupils' achievements against lesson objectives. However, teachers do not make ongoing records to show the standards pupils are achieving as they progress through the school, with the consequence that their progress cannot be checked systematically and accurately.
85. Pupils' attitudes to work are mostly good. They approach their work with interest and apply themselves well to the tasks set. A small minority of pupils lack focus and show inappropriate behaviour but this is very well managed by the teachers, who use clear and consistent strategies both to modify any inappropriate behaviour and to bring pupils back onto task.

86. The resources for teaching physical education are very good and assist teaching and learning well. There is a spacious hall with a good range of equipment and very good hard and large grassed areas for games and activity lessons. Very good use is made of the local authority swimming facilities and this results in pupils making very good progress in both meeting and in many cases exceeding the expected swimming distances for pupils of this age range. Very good use is made of the local athletics track in organised competitive events that pupils take part in.
87. Physical education is well led and very well managed by the subject leader. She has rewritten the school's policy to ensure progression in teaching and learning. She is an active member of the local schools' association, helping to organise athletics, netball, football, orienteering and cricket events. She has monitored teaching of gymnastics throughout the school and has drawn up an appropriate action plan for improvement.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

88. No specific lessons were observed in this area of the school's work. Much of it is planned within other areas of the curriculum such as science, religious education and physical education. In a Year 5 science lesson pupils learned about the dangers of smoking, drugs and alcohol abuse. They were keen to learn and, as a result of the teacher's good knowledge and management of this lesson, all pupils made good progress and increased understanding of the dangers involved. During the period of the inspection, a visiting 'Zoo-lab' speaker developed pupils' understanding of caring for small animals. Pupils in all the classes gained useful first-hand experience of the correct way to handle and care for pets and other small animals. Older pupils in the school are given good opportunities to learn about developing healthy and fit lifestyles by taking part in activities organised by the 'Sports by Design' group. This specialist group works with pupils and teachers very effectively and as a result pupils learn well about the importance of keeping fit and healthy. The school council provides an opportunity for pupils in Years 3 to 6 to take part in discussions on school life and to suggest how to make improvements. Pupils on the council are still developing an understanding of their roles and responsibilities. However, they celebrate their achievements, pointing to their contribution to the improvement of the playground. The pupils, teachers, parents and the community worked closely together on a project for improving the school and local environment. Ten pupils worked with their teachers identifying areas for improvement and then planned appropriate action for discussion with everyone concerned. Money was raised and materials were purchased to put the plans into operation. As a result of the success of this project, the school was awarded an 'Eco-flag' for their achievements; this was presented to them by their local member of parliament.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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